

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
244 Washington Street SW  
ATLANTA, GEORGIA  
MAY 7-8, 1996**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, May 7, 1996, in the Board Room, Room #473, 244 Washington Street S.W., Atlanta, Georgia 30334. The Chairman, Regent Juanita P. Baranco, called the meeting to order at 11:30 A.M. Present, in addition to Chairman Baranco, were Regents: Thomas F. Allgood, Sr. (Vice Chair), John H. Anderson, Jr., Kenneth W. Cannestra, S. William Clark, Jr., J. Tom Coleman, Jr., A. W. "Bill" Dahlberg, Suzanne G. Elson, Elsie P. Hand, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and William B. Turner. Absent on Tuesday, May 7, and on Wednesday, May 8, was Regent John H. Clark. By motion of Regent S. William Clark, Jr., seconded by Regent Leebern, and with unanimous approval by a show of hands, the meeting went immediately into Executive Session.

The regular session of the Board of Regents meeting reconvened at 1:00 P.M., and again on Wednesday, May 8, 1996, at 9:00 A.M. Chairman Baranco reported that no action was taken during the Executive Session.

The invocation was given on Tuesday, May 7th, by Ms. Jean B. Wright and on Wednesday, May 8th, by Regent Suzanne G. Elson.

**Attendance:**

The Attendance Report was read on both days by Secretary Gail S. Weber, who announced that there was a quorum each day. Ms. Weber also announced that Regent John H. Clark had asked for and had been given approval to be absent on Tuesday, May 7th, and on Wednesday, May 8th.

**Approval of Minutes:**

Upon motion by Regent Leebern, seconded by Regent Jenkins, the minutes of the meetings of the Board of Regents held on April 9-10, 1996, were unanimously approved as distributed on Tuesday, May 7, 1996.

**PRESENTATION: PARALYMPICS**

Regent Rhodes, Chair of the Olympic Overview Committee, announced that a representative of the Paralympic Committee for the Olympic Games (PCOG) would illustrate how the University System would interface with the Paralympics taking place in August 1996. Regent Rhodes then recognized Mr. Levy Youmans, Assistant Vice Chancellor - Management &

Audit Advisory Services, who, in turn, introduced Mr. Mike Mushett. Mr. Mushett, the Senior Vice President and Chief Games Operations Officer of the 1996 Paralympic Organizing Committee, Inc., is a career sports management professional with experience in organizing games and competition for the disabled in a career spanning more than 20 years. His most recent assignment, prior to coming to Atlanta, was Games Director for Operations for the U.S. Paralympic Team in Barcelona, Spain. Mr. Youmans reported an excellent relationship between the Central Office staff and Mr. Mushett's staff during the past two years.

Mr. Mushett noted that the Paralympic Games are the second half of the Olympics celebration which takes place in Atlanta in the Summer of 1996. The Paralympics would have basically the same needs as the Olympic Games, with the additional requirement of having to build in accessibility requirements. The 3,500 athletes coming from over 127 countries include those who compete in wheelchairs, while some others are blind, or some are amputees, some have cerebral palsy, and some have other physical disabilities. Mr. Mushett clarified that the Paralympics involved persons with physical disabilities while the Special Olympics involved persons with mental disabilities. He stated that these were truly world class athletes, naming several Paralympic athletes who had records very close to those of Olympic medal winners who were not physically challenged. The program consists of seventeen medal sports: these sports are similar to Olympic sports such as track and field, swimming, archery, cycling, weight lifting, tennis, table tennis, and fencing. There will also be two demonstration sports: yachting and wheelchair rugby. Most of the venues being used are Olympic venues; in some cases, there is a different sport in a particular venue, but the Paralympics by and large mirror the Olympic games.

Mr. Mushett remarked that, budgetarily, the event is between an \$80 and \$90 million project. At present, about 90% of the financial requirements have been met. The final 10% of the budget should be collected from ticket sales and merchandise sales being launched full tilt once getting closer to the Games. Government, both federal and state, has played a very significant role in the success of the Games. The federal government has provided unprecedented support to the event through the support of the Georgia delegation. President Clinton and Vice President Gore have taken personal interest in the event, and both plan to be present for a part of the Games. The license tag program has exceeded expectations: in excess of 100,000 Blaze license tags have been sold this year, generating over \$1 million. Guest sponsors, such as Coca Cola, IBM, Motorola and many others, have also contributed very significantly. One of the biggest supporters has been the Atlanta Committee for the Olympic Games (ACOG) which has quietly provided in excess of \$15 million of formal support in cash, products and services.

The Paralympic event will provide an opportunity to showcase for a second time what the state of Georgia and greater Atlanta have to offer. A number of the University System institutions will provide venues for the Paralympic games. Georgia Tech will play a significant role as the site of Paralympic Village, Alexander Memorial Coliseum will be the site of volley ball competition, and the Aquatic Center will be used for the swimming competition. Georgia State University will provide the Georgia State Arena to showcase Goal Ball which is played by the blind. Atlanta Metropolitan College will be the site of judo and rugby competitions. Clayton State University will be site of the sitting volley ball competition. In addition, President Siegel of Kennesaw State College, has taken a very active role on the Board of Directors of the Paralympics.

### Comments:

Regent Elson mentioned that she resides in Denmark at the present time. She and her husband had a reception for the Danish athletes who would be participating in the Paralympics. She remarked that it was a great thrill to visit with these athletes who were so excited about coming to the Games in Atlanta and participating in a wonderful program.

Regent Hand noted that the video shown during the meeting appropriately illustrated the triumph of the human spirit.

Regent Rhodes thanked Mr. Mushett for his interesting report concerning the Paralympic Games and for bringing each Regent a Paralympic pin.

### ANNOUNCEMENTS

Chairman Baranco reminded the Board that the Special Hospital Committee would meet in Room #453 at noon on Wednesday, May 8, 1996, following the Board meeting.

Regent Dahlberg announced that he had had an opportunity to attend the groundbreaking of NEETRAC: the new Georgia Institute of Technology's Center for Excellence. He noted that President Wayne Clough had assisted with the ribbon cutting and had sent his regards to the Board of Regents to thank them for their assistance with the project. President Clough thanked, in particular, the Buildings and Grounds Committee, for making the project a reality.

On Tuesday, May 7, 1996, there being no objection, the meeting was recessed at 2:00 P.M. by Chairman Baranco in order for the Committees to meet.

### COMMITTEE MEETINGS:

Upon motion by Regent Dahlberg, seconded by Regent Jenkins, and without objection, the Board unanimously approved and authorized the following Committee reports on Wednesday, May 8, 1996:

#### Report of Committee on Education

The **Committee on Education** met on May 7, 1996, in Room #454, with the following members present: Regents S. William Clark, Jr. (Chairman), Elson (Vice Chair), Dahlberg, Hand, McMillan and Rhodes. Regent John H. Clark was absent. Regent S. William Clark, Jr. presented the Committee's report with the request that the following items be adopted. The Committee, through its Chair, reported that in separate letters to Chancellor Portch, the Presidents of the institutions of the University System submitted various items, listed below, for approval or discussion by the Board. After discussion of these and other items and upon the recommendations of the Chancellor and the Committee on Education, by motion of Regent S.

William Clark, Jr., the Board unanimously approved and authorized the following items.

1. Information Item: Establishment of Center for Community-Based Theater, Georgia Southwestern College

Dr. Joan M. Elifson, Acting President of Georgia Southwestern College, has informed the Board of Regents that the College's former President, Dr. William H. Capitan, established the Center for Community-Based Theater: World Communities at Georgia Southwestern College in December, 1995.

The Center for Community Based Theater: World Communities is located at Georgia Southwestern College, and coordinates both College and local efforts in community-based theater. Moreover, it will coordinate various University System collaborative efforts.

The mission of the Center is to develop a theater that is directly relevant to the community for which it is created, and in so doing provide unique educational opportunities for students and forge valuable links between the College and the community. The Center is part of a national development in the arts placing greater emphasis on relevance to the community.

The Center has three primary areas of operations: Client Services; Community-Based Projects; and Development Projects. The latter two areas are projects initiated by the Center and funded from independent grants. The Client Services area will generate revenue in working with community-based theater productions.

The dramas produced by the Center range in type from fictional productions arising from the story of an area such as the play, "Foxfire," to oral-history based productions, such as those penned by Studs Terkel. The Center seeks to develop an understanding of the methodology in both the presentation and development of these types of works. Various Georgia productions, including the State's Historic Drama, "The Reach of Song," are unique in their creation and execution and have become the national models for how theater can reach into the heart of the community for its economic and cultural benefit.

2. Reorganization, DeKalb College

The Board approved the request of President Jacquelyn M. Belcher to reorganize DeKalb College, effective immediately.

The reorganization at DeKalb College is intended to accomplish the following goals: place academic decision making as close as possible to students and faculty affected by the decisions; administer student life-related programs as closely as possible to where students enroll; deliver support services coordinated as closely as possible at the location served; and maintain college-wide responsibility and control of financial, health, safety, and other matters requiring strict State and Regents accountability. The college proposes to decentralize its administration and to move much decision making to the campus level.

The reorganization will require several position reclassifications, but the number of administrative positions will not increase. The current Campus Administrative Dean positions will be reclassified as Provost positions, with more executive authority on campus. Four Academic Dean positions will be removed from the district offices and placed out on the campuses reporting to the Provosts. The four Deans of Students will also report to the Provosts. Certain plant operations and technical support services will report to the Provosts.

The Vice President for Academic Affairs will be charged with ensuring the consistency of instruction and adherence to Regents' Academic policies. One remaining Academic Dean position will be reconfigured into an Assistant Vice President to supervise College-wide academic functions. Another Academic Dean position will be refocused on evening, weekend, and continuing education programs.

The Vice President for Student Affairs will be charged with ensuring the consistency of student activities and adherence to Regents' student affairs policies. An Assistant Vice President position will assist in supervising College-wide functions, such as financial aid, disability services, admissions, and retention.

The Vice President for Financial Affairs will become the Executive Vice President and continue to supervise areas that operate on a College-wide basis: capital resources, information technology, human resources, and external affairs.

The Vice President for Institutional Advancement position will be discontinued. Associate Academic Department Head positions will be discontinued and returned to full-time faculty positions.

The overall effect of the reorganization is to reduce central administration and increase direct services to students and faculty on campus. No current employees will be terminated as a result of this reorganization. Personnel changes will be handled through transfer and normal attrition over the next eighteen months. All costs of reorganization will be covered through internal redirection of budget resources.

Current and proposed organizational charts are on file in the Office of the Senior Vice Chancellor - Academic Affairs.

### 3. Establishment of an External Master of Science in Aerospace Engineering Degree Program at Lockheed-Martin, Georgia Institute of Technology

The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology be authorized to offer an external degree program in Aerospace Engineering at Lockheed-Martin in Marietta, effective immediately.

Georgia Institute of Technology has well established and nationally recognized undergraduate and graduate programs in Aerospace Engineering. The Institute requests that it be authorized to offer the Master's degree program as an external degree program on site at the Lockheed-Martin facility in Marietta.

The external program has the same requirements as the program offered in the School of Aerospace Engineering on campus; that is, fifty credit hours including three to five credit

hours of research. The School of Aerospace Engineering has developed three sample programs consisting of eight core courses in either fluid mechanics, structures, or controls. An additional seven courses must be selected as electives. Students may, however, in consultation with their advisors, tailor the program to their needs and interests as long as all requirements for the MS program offered on campus are fulfilled.

Faculty from the School of Aerospace Engineering will be responsible for course delivery. By Fall of 1996, a two-way video system that will permit students at the Lockheed-Martin facility to actively participate in classes taught on campus should be on line. This will permit off-campus students to attend, or select from, more than one course each quarter. In addition, video recordings of the classes will be available to students who must make up classes missed because of company travel. Because of the proximity of the external site, students in this program will have access to the Institute libraries and other resources on the Georgia Tech campus.

#### 4. Establishment of New Major in Computer Science Under the Existing Master of Science Degree, Georgia Southwestern College

The Board approved the request of Acting President Joan M. Elifson that Georgia Southwestern College be authorized to offer a major in Computer Science under the existing Master of Science degree effective Fall quarter, 1996.

##### Description of the program:

The Master of Science in Computer Science program has two primary objectives: 1) as a professional program to allow computer scientists in industry to upgrade their professional skills; and 2) as an academic program to allow capable computer scientists to prepare for the terminal degree. It is anticipated that the first group will represent the largest clientele for this program.

It is widely recognized that graduate training is the key to the development of computer science practitioners who can contribute to new and vital research and development activities. Former Presidential Science Advisor, George Keyworth, has emphasized the critical national need to develop graduate computer science programs. Some projections indicate that ten times as many Master's graduates will be required over the next decade as are being produced.

In southwest Georgia, this need has also been cited by industry sources and potential students alike. At present, no University System institution south of Atlanta offers a Master's degree in Computer Science. Computer science graduates of baccalaureate programs in southwest Georgia do not currently have the opportunity to pursue a Master of Science in Computer Science.

##### Requirements:

To be admitted to the program students must have an undergraduate degree; a minimum of 2.5 undergraduate cumulative GPA (based on 4.0 scale); a minimum of 3.0 GPA on all previous graduate work; and a minimum score of 900 of the GRE aptitude section. Students whose undergraduate degrees are not in computer science must complete a core

of undergraduate computer science courses or their equivalent.

The proposed Master of Science degree in Computer Science will have a thesis and a non-thesis option. Both options require that students maintain a 3.0 cumulative GPA on a 4.0 scale.

### **Thesis Option**

1. 45 quarter credit hours of graduate course work
  - a. Required graduate core computer science courses (25 hours)
  - b. Elective computer science courses (20 hours). At least one course must be taken from three of four subdisciplines: foundations, systems, software, and applications.
2. Master's thesis (10 quarter hours)

### **Non-Thesis Option**

1. 55 quarter credit hours of graduate course work
  - a. Required graduate core computer science courses (25 hours)
  - b. Elective computer science courses (30 hours) At least one course must be from three of four subdisciplines: foundations, systems, software, and applications.
2. Written exit examination

### Administration, Faculty, and Facilities:

All computer instruction at GSW is organized under the School of Computer and Applied Sciences. The existing library and computing resources are adequate to sustain the proposed program.

Facilities include two media-equipped conventional classrooms and one computer-equipped classroom which houses a Novell network lab with thirty-seven 80386 PS/2 computers. The lab contains a color computer overhead projection system allowing for demonstrations of the various applications software. There are four additional computer laboratories:

- The IBM RISC 6000 Ethernet Network lab supports programming software, UNIX programming, and Internet connections.
- The SunSparc workstation laboratory provides students with a client/server environment.



- An architecture lab includes ten PV-2000 computers and testing stations allowing students to build combinatorial logic and sequential logic circuits and to explore the architectural components of microcomputers.
- A multimedia lab with a network of 22 Compaq Prolinea computers with the Education Multimedia Kit.

The faculty can offer a quality master's program in computer science. All but one of the seven faculty members possess the Ph.D. degree in Computer Science and are engaged in active research programs. Only one new faculty member will be required to implement this program.

Enrollment and fiscal implications:

The program is expected to serve approximately twenty-five students per year. Only about five students per year would be pursuing the degree full-time. Most students in the program will be practicing computer scientists seeking to upgrade their professional skills.

Implementation of the program should positively affect minority enrollment. Over the past two calendar years the minority enrollment has been approximately 22 percent. It is anticipated that enrollment in this program will surpass that figure since there is no state-supported school in the region. Georgia Southwestern is within commuting distance of Fort Valley College and Albany State College, two historically black colleges that offer the Bachelor of Science in Computer Science.

The existing library and computing resources are adequate to sustain the proposed program. Considering the current breadth of the faculty, only one new faculty member will be required to implement this program. Consequently, implementation costs of the proposed graduate program are minimal.

In 1999, the Office of Academic Affairs will reexamine this program in terms of quality, budget, support, and enrollment, and report to the Board at that time. Similar follow-up reviews will be conducted for all new degree programs approved within the System.

5. Establishment of New Major in Applied Computer Science Under the Existing Master of Science Degree, Columbus College

The Board approved the request of President Frank D. Brown that Columbus College be authorized to offer a major in Applied Computer Science under the existing Master of Science degree effective Fall quarter, 1996.

The MS degree in Applied Computer Science takes advantage of Columbus College's two existing computer science programs to produce graduates who will provide leadership to businesses now and well into the next century. The first computer science program was the College's traditional B.S. degree program in Computer Science that is best described as a "software engineering" program. Approximately 50 graduates over the past five years have easily found employment with commercial software designers.

This successful program has established relationships with SUN Microsystems, Zinc Software, California Scientific, Osoft, and Microsoft. In 1995 the program won one of five Innovators in Higher Education Awards given internationally by Microsoft. Currently there are approximately 80 majors in this program.

Columbus College also has a unique Applied Computer Science program, which awards both Associate and Baccalaureate degrees. Developed in 1992 with IBM, the program produces graduates who are immediately productive in the mainframe, business production computing industry. It currently has 125 majors and has produced over 100 graduates who have been eagerly hired by regional mainframe-based computing companies.

#### Description of the Program:

The proposed program is a natural extension of the College's COMPASS and Programmer Associate Training (PAT) programs. It will serve professionals who specialize in either personal or mainframe computers. Mainframe computing professionals can upgrade their skills and broaden their base of knowledge and understanding of computing principles. Personal computer professionals can continue their study of the new technologies and broaden their area of expertise. This program will serve Georgia businesses by meeting current needs, anticipating future needs, and developing a knowledgeable workforce able to sustain growth and productivity.

#### Program Objectives:

- To address the urgent need of the local economy for graduates educated in computer programming, especially mainframe business applications programming.
- To provide advanced graduate education for the thousands of computer professionals in the region who must lead their companies in this dynamic field.
- To continue to build upon the cooperation that has existed in this field between the College and the local and regional business communities.
- To create a unique, cutting-edge graduate program in applied computer science that solidifies the skills needed in the business computing industry and anticipates those that will be needed in the future.

### Requirements:

To be admitted, students must have the following:

- (1) an undergraduate degree in computer science, or other closely related field;
- (2) a minimum 2.5 undergraduate grade average; and,
- (3) a minimum score of 900 on the GRE aptitude section. Applicants without a background in computer science must either present a score of 50 percentile on the GRE Computer Science subject test or complete preparatory courses as prescribed by the Department.

### Curriculum:

The Master of Science in Applied Computer Science will require 60 quarter hours (36 semester hours) credit from three areas.

Area 1            30 hours            This area consists of a core of advanced topics to give depth of understanding of computer science principles.

Area 2            15 hours            This area expands the student's breadth of knowledge. Students entering the program without a bachelor's degree in computer science may need more than 15 hours in this area.

Area 3            15 hours            This area allows the student to specialize in either mainframe or PC applications. Students wishing to advance in business will take a Software Project Management course. Students planning to pursue further graduate study will have a thesis and research option.

### Administration, Faculty, and Facilities:

The MS in Applied Computer Science will be administered through the Department of Computer Science in the School of Science. Presently there are five faculty members in the Department of Computer Science. The Department will add five more faculty members to deliver this degree as well as the Programmer Associate Training Program for Total Systems Services, Inc. (TSYS).

The College has approximately 300 PCs in labs that are networked in a local area network. Labs are also networked with a large, business production mainframe owned by TSYS. There are plans to purchase 300 additional top-end PCs and mainframe simulation software for use with this program. A large educational facility networked with both a TSYS mainframe and a comparable mainframe at UGA is being prepared for use in delivering this degree program.

### Enrollment and fiscal implications:

The College projects the number of majors in this program to be 100 in 1997, 175 in

1998, and 190 in 1999. The program is expected to have a positive effect on the College's total enrollment and on its minority enrollment.

The entire funding requirements to offer the program have been covered by the College's Programmer Associate Training Program Proposal. No additional funds are needed specifically to offer the MS degree.

In 1999, the Office of Academic Affairs will reexamine this program in terms of quality, budget, support, and enrollment, and report to the Board at that time. Similar follow-up reviews will be conducted for all new degree programs approved within the System.

6. Approval of Cooperative Associate of Applied Science Degree Programs, Abraham Baldwin Agricultural College, Bainbridge College, Dalton College, DeKalb College, East Georgia College, Gainesville College, Floyd College, Georgia Southwestern College, Gordon College, Macon College, Middle Georgia College, Valdosta State University, and Waycross College

The Board approved the requests of the following presidents that their institutions be authorized to offer Associate of Applied Science degrees in areas listed below in cooperation with designated technical institutes, effective immediately:

| <u>President</u>                    | <u>College</u>       | <u>Technical Institute</u>  |
|-------------------------------------|----------------------|-----------------------------|
| Harold J. Loyd                      | Abraham Baldwin      | Ben Hill-Irwin<br>Moultrie  |
| Edward D. Mobley<br>James A. Burran | Bainbridge<br>Dalton | Thomas<br>Pickens<br>Walker |
| Jacquelyn M. Belcher                | DeKalb               | Gwinnett<br>DeKalb          |

| <u>President</u>                               | <u>College</u>                   | <u>Technical Institute</u>              |
|--|----------------------------------|---|
| Jeremiah J. Ashcroft                           | East Georgia                     | Ogeechee<br>Southeastern<br>Swainsboro  |
| H. Lynn Cundiff                                | Floyd                            | Coosa Valley<br>North Metro             |
| J. Foster Watkins                              | Gainesville                      | Lanier<br>North Georgia                 |
| Joan M. Elifson, Acting<br>Jerry M. Williamson | Georgia Southwestern<br>Gordon   | South Georgia<br>Flint River<br>Griffin |
| S. Aaron Hyatt                                 | Macon                            | Macon<br>Middle Georgia                 |
| Joe Ben Welch<br>Hugh C. Bailey                | Middle Georgia<br>Valdosta State | Middle Georgia<br>Albany                |

Ted C. Harris, Acting

Waycross

Altamaha

Ben Hill-Irwin  
Moultrie  
Thomas  
Valdosta  
Okefenokee

In November 1995, the Board of Regents and the State Board of Technical and Adult Education each approved the Student-Centered Collaboration for Public Postsecondary Education in Georgia with Annotations. In fulfillment of the requirements of this agreement, the two state agencies have developed and forwarded to their respective institutions procedures for implementing cooperative associate of applied science degrees. Staff members in the two central offices have jointly reviewed the proposals and have determined that they meet the criteria endorsed by the Boards in November. Once approved by the Board of Regents, routine revisions to these agreements, including changes in option areas, will be reviewed and approved administratively.

**Abraham Baldwin Agricultural College and Ben Hill-Irwin Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Information/Office Technology
- Business and Office Technology

Associate of Applied Science in Health

- Medical Assisting
- Practical Nursing

Associate of Applied Science in Services

- Culinary Arts
- Associate of Applied Science in Technology
- Advanced Telecommunications Technology
- Industrial Maintenance Technology
- Advanced Air Conditioning Technology
- Machine Tool Technology
- Telecommunications

**Abraham Baldwin Agricultural College and Moultrie Area Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Information and Office Technology
- Business and Office Technology
- Computer Programming
- Microcomputer Specialist
- Marketing Management

Associate of Applied Science in Health

- Medical Assisting
- Practical Nursing
- Radiologic Technology

- Medical Laboratory Technology
- Associate of Applied Science in Technology
- Advanced Air Conditioning Technology
  - Advanced Drafting
  - Advanced Drafting and Design
  - Advanced Machine Tool Technology
  - Air Conditioning Technology
  - Automotive Collision Repair
  - Automotive Technology
  - Cabinet Making
  - Residential Carpentry
  - Commercial Carpentry
  - Drafting
  - Electronics Technology
  - Heavy Equipment Mechanic
  - Industrial Maintenance Technology
  - Masonry
  - Plumbing

**Bainbridge College and Thomas Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Information and Office Technology
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Medical Laboratory Technology
- Paramedic Technology
- Pharmacy Technology
- Physical Therapist Assistant
- Radiation Therapy
- Radiologic Technology
- Respiratory Therapist
- Surgical Technology

Associate of Applied Science in Technology

- Advanced Drafting and Design Technology
- Air Conditioning Technology
- Automotive Technology
- Electronics Technology
- Industrial Electrical Technology
- Welding and Joining Technology

**Dalton College and Pickens Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Computer Operations

- Computer Programming
  - Information and Office Technology
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Medical Assistant
  - Practical Nursing
- Associate of Applied Science in Services
- Cosmetology
- Associate of Applied Science in Technology
- Advanced Drafting
  - Auto Collision Repair
  - Automotive Technology
  - Drafting
  - Electronic Fundamentals
  - Electronic Technology
  - Industrial Maintenance
  - Industrial Maintenance Technology
  - Machine Tool Technology
  - Welding and Joining Technology

**Dalton College and Walker Technical Institute:**

- Associate of Applied Science in Business
- Accounting
  - Business and Office Technology
  - Computer Programming
  - Information and Office Technology
  - Management and Supervision
  - Marketing Management
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Medical Assisting
  - Practical Nursing
- Associate of Applied Science in Services
- Cosmetology
- Associate of Applied Science in Technology
- Advanced Drafting
  - Advanced Machine Tool Technology
  - Air Conditioning Technology
  - Applied Manufacturing Technology
  - Drafting
  - Electronics
  - Advanced Electronics
  - Industrial Maintenance
  - Machine Tool Technology
  - Quality Control
- Associate of Applied Science in Business
- Accounting

- Dental Assisting
- Hotel Restaurant and Travel Management
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Dental Assisting
- Paramedic Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Therapy Technology
- Surgical Technology
- Medical Assisting

Associate of Applied Science in Services

- Advanced Machine Tool Technology
- Electronic Technology

**DeKalb College and DeKalb Technical institute:**

Associate of Applied Science in Business

- Fashion Merchandising
- Business and Office Technology
- Computer Programming
- Information and Office Technology
- Marketing management
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Medical Laboratory Technology
- Surgical Technology

Associate of Applied Science in Technology

- Electronics Technology

**East Georgia College and Ogeechee Technical Institute (Statesboro):**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Paramedic Technology
- Practical Nursing
- Radiologic Technology

Associate of Applied Science in Services

- Child Development and Related Care



Associate of Applied Science in Technology

- Advanced Machine Tool Technology
- Applied Manufacturing Technology
- Electronics Technology
- Industrial Maintenance
- Industrial Maintenance Technology
- Machine Tool Technology

**East Georgia College and Southeastern Technical Institute (Vidalia):**

Associate of Applied Science in Business

- Accounting
- Business and office Technology
- Information and Office Technology
- Management and Supervisory Development
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Paramedic Technology
- Practical Nursing

Associate of Applied Science in Services

- Cosmetology

Associate of Applied Science in Technology

- Air Conditioning Technology
- Applied Manufacturing Technology
- Electronics Fundamentals
- Electronics Technology
- Industrial Electrical Technology
- Industrial Maintenance
- Industrial Maintenance Technology
- Residential/Commercial Wiring

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Computer Programming
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting

Associate of Applied Science in Services

- Child Development and Related Care
- Cosmetology

Associate of Applied Science in Technology

- Automated Manufacturing Technology
- Drafting
- Electronics Fundamentals
- Electronics Technology

- Industrial Electronics Technology
- Industrial Maintenance Technology
- Instrumentation Technology

**Floyd College and Coosa Valley Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Computer Programming
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Paramedic Technology
- Radiology Technology
- Respiratory Therapy Technology

Associate of Applied Science in Services

- Cosmetology

Associate of Applied Science in Technology

- Electronics Technology
- Industrial Maintenance

**Floyd College and North Metro Technical Institute**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Computer Programming
- Hotel/Restaurant/Travel Management
- Information and Office Technology
- Management and Supervisory Development
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Paramedic Technology

Associate of Applied Science in Services

- Environmental Horticulture

Associate of Applied Science in Technology

- Automotive Technology
- Drafting
- Electronics Technology

**Gainesville College and Lanier Technical Institute:**

Associate of Applied Science in Business

- Accounting

- Information and Office Technology
  - Marketing Management
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Dental Hygiene
  - Medical Laboratory Technology
  - Paramedic Technology
- Associate of Applied Science in Services
- Child Development and Related Care
- Associate of Applied Science in Technology
- Fire Science Technology
  - Electronics Technology
  - Advanced Drafting
  - Drafting

**Gainesville College and North Georgia Technical Institute (Clarkesville):**

- Associate of Applied Science in Business
- Accounting
  - Business and Office Technology
  - Information and Office Technology
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Medical Assisting
  - Medical Laboratory Technology
  - Practical Nursing
- Associate of Applied Science in Services
- Commercial Photography
  - Environmental Horticulture
  - Cosmetology
- Associate of Applied Science in Technology
- Electronics Technology
  - Electronics Fundamentals
  - Residential/Commercial Wiring
  - Welding and Joining Technology

**Georgia Southwestern College and South Georgia Technical Institute (Americus):**

- Associate of Applied Science in Business
- Accounting
  - Business and Office Technology
  - Computer Programming
  - Information and Office Technology
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Medical Assisting
- Associate of Applied Science in Technology
- Advanced Air Conditioning Technology

- Advanced Drafting
  - Advanced Machine Tool Technology
  - Automated Manufacturing Technology
  - Automotive Collision Repair
  - Automotive Technology
  - Aviation Maintenance Technology
  - Avionics Maintenance Technology
  - Diesel Mechanics
  - Electronics Technology
  - Heavy Equipment Mechanic
  - Industrial Electrical Technology
  - Industrial Maintenance Technology
- Associate of Applied Science in Business
- Accounting
  - Information and Office Technology
  - Microcomputer Specialist

- Associate of Applied Science in Health
- Paramedic Technology
  - Surgical Technology
- Associate of Applied Science in Services
- Child Development and Related Care
  - Cosmetology
- Associate of Applied Science in Technology
- Air-Conditioning Technology
  - Aircraft Structural Technology
  - Applied Graphics Technology
  - Automotive Technology
  - Electronics/Industrial Specialist
  - Residential/Commercial Wiring

**Gordon College and Griffin Technical Institute:**

- Associate of Applied Science in Business
- Accounting
  - Computer Programming Technology
  - Information and Office Technology
  - Microcomputer Specialist
- Associate of Applied Science in Health
- Medical Assisting
- Associate of Applied Science in Services
- Cosmetology
  - Law Enforcement Technology
- Associate of Applied Science in Technology
- Air-Conditioning Technology
  - Applied Manufacturing Technology
  - Automotive Technology
  - Carpentry Technology

- Drafting Technology
- Electronics Technology
- Industrial Electrical Technology
- Industrial Maintenance
- Industrial Maintenance Technology
- Machine Tool Technology
- Residential Commercial Technology
- Welding and Joining Technology

**Macon College and Macon Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Computer Information Systems
- Computer Programming
- Information and Office Technology
- Management and Supervisory Development
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Medical Laboratory Technology
- Paramedic Technology
- Pharmacy Technology
- Surgical Technology

Associate of Applied Science in Services

- Child Development and Related Care

Associate of Applied Science in Technology

- Advanced Drafting
- Aircraft Structural Technology
- Applied Manufacturing Technology
- Automated Manufacturing Technology
- Building and Facilities Maintenance
- Electronics Technology
- Industrial Maintenance Technology

**Macon College and Middle Georgia Technical Institute (Warner Robins):**

Associate of Applied Science in Technology

- Electronic technology
- Industrial Maintenance Technology

**Middle Georgia College and Middle Georgia Technical Institute (Warner Robins):**

Associate of Applied Science degree in Business

- Accounting
- Information and Office Technology
- Computer Programming

- Microcomputer Specialist
- Marketing Management

Associate of Applied Science in Health

- Surgical Technology
- Radiologic Technology
- Medical Assisting

Associate of Applied Science in Technology

- Air Conditioning Technology
- Automotive Technology
- Electronic Technology
- Aircraft Structural Technology
- Drafting
- Industrial Maintenance Technology
- Aviation Maintenance Technology
- Aerospace Planning and Production
- Machine Tool Technology

Associate of Applied Science in Services

- Culinary Arts
- Cosmetology

**Valdosta State University and Albany Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Dental Assisting
- Medical Assisting
- Practical Nursing
- Radiologic Technology
- Surgical Technology

Associate of Applied Science in Services

- Child Development
- Child Development and Related Care
- Cosmetology
- Culinary Arts
- Environmental Horticulture

Associate of Applied Science in Technology

- Advanced Drafting
- Advanced Drafting and Design
- Advanced Machine Tool Technology
- Air Conditioning Technology
- Applied Manufacturing Technology
- Automotive Fundamentals
- Automotive Technology

- Automotive Collision Repair
- Automated Manufacturing Technology
- Diesel Mechanics
- Drafting
- Electronics Fundamentals
- Electronics Technology
- Industrial Electrical Technology
- Machine Tool Technology
- Printing and Graphics Technology
- Residential/Commercial Wiring
- Welding and Joining Technology

**Valdosta State University and Ben Hill-Irwin Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Information and Office Technology

Associate of Applied Science in Health

- Medical Assisting
- Practical Nursing

Associate of Applied Science in Services

- Culinary Arts

Associate of Applied Science in Technology

- Advanced Air Conditioning Technology
- Advanced Drafting
- Advanced Machine Tool Technology
- Advanced Telecommunications Technology
- Automotive Technology
- Industrial Maintenance Technology

**Valdosta State College and Moultrie Area Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Computer Programming
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Practical Nursing
- Radiologic Technology

Associate of Applied Science in Services

- Cosmetology

Associate of Applied Science in Technology

- Advanced Drafting

- Advanced Drafting and Design
- Advanced Air Conditioning Technology
- Air Conditioning Technology
- Automotive Collision Repair
- Automotive Technology
- Cabinetmaking
- Carpentry
- Drafting
- Electronics Technology
- Heavy Equipment Mechanic
- Industrial Maintenance Technology
- Machine Tool Technology
- Masonry
- Plumbing
- Truck Repair Technician
- Welding & Joining Technology

**Valdosta State University and Thomas Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Business and Office Technology
- Information and Office Technology
- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Assisting
- Paramedic Technology
- Pharmacy Technology
- Practical Nursing
- Radiation Therapy
- Surgical Technology

Associate of Applied Science in Services

- Cosmetology

Associate of Applied Science in Technology

- Air Conditioning Technology
- Automotive Technology
- Advanced Drafting and Design
- Electronics Technology
- Industrial Electrical Technology
- Welding and Joining Technology

**Valdosta State University and Valdosta Technical Institute:**

Associate of Applied Science in Business

- Accounting
- Information and Office Technology
- Marketing Management
- Microcomputer Specialist



Associate of Applied Science in Health

- Dental Assisting
- Dental Hygiene
- Medical Assisting
- Paramedic Technology
- Pharmacy Technology
- Practical Nursing
- Radiologic Technology
- Surgical Technology

Associate of Applied Science in Services

- Environmental Horticulture

Associate of Applied Science in Technology

- Advanced Machine Tool Technology
- Automotive Collision Repair
- Building and Facilities Maintenance
- Electronics Technology
- Industrial Electrical Technology
- Industrial Maintenance Technology
- Machine Tool Technology
- Residential/Commercial Wiring

**Waycross College and Altamaha Technical Institute (Jesup):**

Associate of Applied Science in Business

- Accounting
- Information and Office Technology
- Microcomputer Specialist

Associate of Applied Science in Services

- Cosmetology

Associate of Applied Science in Technology

- Air Conditioning Technology
- Advanced Air Conditioning Technology
- Automotive Technology
- Automotive Fundamentals
- Electronics Technology
- Electronics Fundamentals
- Industrial Maintenance Technology
- Industrial Maintenance
- Machine Tool Technology
- Advanced Machine Tool Technology
- Welding and Joining Technology

**Waycross and Okefenokee Technical Institute (Waycross):**

Associate of Applied Science in Business

- Information and Office Technology

- Microcomputer Specialist

Associate of Applied Science in Health

- Medical Laboratory Technology
- Surgical Technology
- Radiologic Technology
- Paramedic Technology
- Respiratory Therapy Technology

Associate of Applied Science in Services

- Child Development
- Cosmetology

Associate of Applied Science in Technology

- Automotive Technology
- Electronics
- Automotive Collision Repair
- Drafting
- Air Conditioning
- Forest Technology
- Welding and Joining Technology

7. Establishment of a Master of Education With a Concentration in Health and Physical Education, Columbus College

The Board approved the request of President Frank Brown that Columbus College be authorized to offer the Master of Education with a concentration in Health and Physical Education, effective Fall 1996.

Abstract: The proposed concentration in Health and Physical Education within the Master of Education Degree is designed to meet the educational needs of teachers who seek advanced study and certification (T-5 level) in Health and Physical Education for grades P-12. The program will be offered through the Department of Physical Education and Leisure Management. The proposed program consists of 60 quarter hours, including 10-15 hours in health, 25-30 hours in physical education, 10 hours in professional education, 5 hours in research, and 5 hours of electives in an approved area. The degree inscription for the proposed program will be Master of Education with a concentration in Health and Physical Education.

Objectives: To provide advanced study in health and physical education for teachers; to deepen teachers' commitment to continued professional growth; to enhance teachers' abilities to read, interpret, and apply research to the improvement of teaching and learning; to extend teachers' knowledge in the utilization of educational technology to enhance teaching and learning; and to increase teachers' knowledge in the use of instruments for evaluating health and physical education programs.

Curriculum: The program consists of five basic components (see attached). An advisory committee of administrators and teachers assisted the faculty with the design of the program. In addition, during the design phase the faculty studied programs at other institutions. They drew ideas from two programs in particular: the University of Illinois

at Chicago and the University of North Carolina.

Students who enroll in the proposed program will be full-time teachers, many with additional coaching responsibilities. The proposed program is designed to accommodate the time constraints of these teachers by including two unique features: 1) up to 20 hours of the program may be completed through distance education; and 2) an additional 20 hours may be taken through nontraditional formats, such as weekend and short courses.

An additional unique feature of the program is the structure of the practicum experience, through which students must apply what they have learned to the classroom setting. Students have two options for completion of the practicum: 1) they may complete the practicum in their own school, with a member of the Columbus College faculty assisting as a team teacher and evaluator; or 2) they may move to another school to team teach with a master teacher from that school, with the Columbus College faculty serving as evaluator.

Need: There are 20 school districts within a 50 mile radius of Columbus College. Within these districts there are 225 health and physical education teachers (1990 survey). Only 93 of these teachers currently hold the T-5 certificate. Within Muscogee County, the primary employer of Columbus College graduates, fewer than half of the health and physical education teachers hold advanced degrees. In a 1994 survey of health and physical education teachers in the Muscogee County, Fort Benning, Harris County, Phenix City, and Russell County (AL) school systems, 71 teachers indicated they would likely enroll in this program.

Georgia College, Georgia Southern University, and Valdosta State University offer the M. Ed. with a concentration in Health and Physical Education; although none of these institutions includes the opportunities for students to complete portions of the program through distance education or to work in a teaming situation with a master teacher or faculty member for the practicum experience.

Projected Enrollment: The program will begin in the Fall of 1996 with a projected enrollment of 18 students. Additional students are projected for years two and three. Currently, in the undergraduate Teacher Certification Program in Health and Physical Education, 22% of the 37 majors are minority students. In 1995, minority student enrollment in the School of Education at Columbus College was 24% at the undergraduate level and 20% at the graduate level. One of the strategic goals of the Department of Physical Education and Leisure Management is to recruit minority students into this proposed program.

Priority: Columbus College has placed this proposed program high on its list on institutional priorities.

Funding: Columbus College has redirected funds internally to support this program. Since submitting the preliminary proposal for this program, a new full-time faculty member has been hired in the Department. The proposed program builds upon existing

departmental strengths and will require no additional personnel, beyond this one faculty member.

In 1999, the Office of Academic Affairs will reexamine this program in terms of quality, budget, support, and enrollment and report back to the Board at that time.

CURRICULUM FOR CONCENTRATION IN HEALTH AND PHYSICAL EDUCATION  
MASTER OF EDUCATION DEGREE

HEALTH EDUCATION

10-15 Quarter Hours

10 - 15 Hours to be selected from:

HEN 605 Consumer Health

HEN 607 Human Sexuality

HEN 695 Seminar in Contemporary Health Problems

HEN 795 Seminar in Alcohol and Drug Abuse

PHYSICAL EDUCATION

25-30 Quarter Hours

15 Hours Required Courses:

HPR 608 Curriculum Development in Physical Education (DL)

HPR 635 Analysis of Teaching Behavior in Physical Education

HPR 636 Social Development in Physical Education: Working with At-Risk Students

5 Hours to be selected from:

HPR 610 Physical Education for Children

HPR 618 Middle Level Physical Education

HPR 619 Physical Education in the Secondary School

5-10 Hours to be selected from:

HPR 645 Designing Fitness Programs for Children and Youth \*

HPR 625 Legal Issues in Physical Education and Sport (DL)

HPR 655 Selected Topics in Physical Education

HPR 647 Physical Education for Students with Disabilities \*

HPR 638 Program Assessment in Physical Education \*

HPR 695 Seminar in Contemporary Issues in Physical Education

HPR 616 Funding and Grants

HPR 699 Directed Independent Study in Physical Education

PROFESSIONAL EDUCATION

10 Quarter Hours

10 Hours to be selected from:

EDU 637 History of American Education; 1642-1876 (DL); or

EDU 638 History of American Education; 1876 to present (DL)

EDU 625 Advanced Educational Psychology (DL); or

EDU 627 Human Learning Theories (DL)

RESEARCH

5 Quarter Hours

EDU 631 Research in Education

COGNATE ELECTIVE

5 Quarter Hours

HEN, HPR or other approved course

(Ex. of other courses:

CRJ 735 Services for Children with Behavioral Problems

CPS 736 Theories of Learning and Behavior Change

CPS 750 Psychological Aspects of Substance Abuse

EXIT EXAMINATION

EDU 600 M.ED. Exit Examination

8. Termination of the Majors in Music and Music Literature Under the Bachelor of Fine Arts Degree From the School of Music in the College of Arts and Sciences, University of Georgia

The Board approved the request of President Charles B. Knapp that the University of Georgia be authorized to terminate the majors in Music and Music Literature under the B.F.A. degree effective immediately.

The accrediting organization, the National Association of Schools of Music (NASM), recently completed a review of the University's music programs. In their report, NASM recommended that the University carefully consider the viability of the B.F.A. degrees in music. All other degree programs in the School of Music have been reaccredited.

The University of Georgia's request for termination is based on NASM's recommendation and on a history of low enrollment and graduation rates for the program. There are no students currently enrolled in this degree program.

Because of the history of low (or zero) enrollment, there will be little if any impact as a result of termination of the program. The appropriate faculty members have been consulted and all concur with the decision to terminate these majors.

9. Conferring of Emeritus Titles. At the request of the presidents of various institutions in the University System, the Board conferred the title of Emeritus upon the following faculty members, effective on the date indicated:

(a) **ALBANY STATE COLLEGE**

Dr. Billy C. Black, President Emeritus and Professor Emeritus, Department of Natural Sciences, School of Arts & Sciences, effective July 1, 1996.

(b) **AUGUSTA COLLEGE**

Dr. Harry F. Bowsher, Professor Emeritus of Physics, Department of Chemistry & Physics, School of Arts & Sciences, effective July 1, 1996.

Ms. Elizabeth H. Bryan, Associate Professor Emerita of Mathematics, Department of

Mathematics & Computer Science, School of Arts & Sciences, Effective June 1, 1996.

Ms. Emily C. Capers, Assistant Professor Emerita of Nursing, Department of Nursing, School of Arts & Sciences, effective June 16, 1996.

(c) **GEORGIA INSTITUTE OF TECHNOLOGY**

Dr. Bernd Kahn, Professor Emeritus, Office of Inter-Disciplinary Programs, effective April 12, 1996.

(d) **GEORGIA SOUTHERN UNIVERSITY**

Dr. Charles W. Bonds, Professor Emeritus of Reading, Department of Early Childhood Education & Reading, College of Education, effective September 1, 1996.

Dr. Doyice J. Cotten, Professor Emeritus of Kinesiology, Department of Kinesiology, College of Health & Professional Studies, effective July 1, 1996.

Dr. Nancy Jones Lanier, Associate Professor Emerita of Special Education, Department of Student Development Programs, College of Education, effective July 1, 1996.

(e) **GEORGIA STATE UNIVERSITY**

Dr. Bernhard Kempler, Associate Professor Emeritus of Psychology, Department of Psychology, College of Arts & Sciences, effective July 1, 1996.

(f) **MEDICAL COLLEGE OF GEORGIA**

Dr. Titus H. J. Huisman, Professor Emeritus, Department of Medicine & School of Graduate Studies & Regents' Professor Emeritus, Department of Biochemistry and Molecular Biology, School of Medicine, effective July 1, 1996.

Dr. Terrence T. Kuske, Associate Dean for Curriculum Emeritus, School of Medicine, effective June 1, 1996.

Dr. Paul G. McDonough, Professor Emeritus, Department of Physiology & Endocrinology, Department of Pediatrics, and the Department of Obstetrics & Gynecology, School of Medicine, effective July 1, 1996.

Dr. William Weston III, Professor Emeritus of Pediatrics, Department of Pediatrics, School of Medicine, effective June 1, 1996.

(g) **NORTH GEORGIA COLLEGE**

Mr. John F. Csomor, Associate Professor of Political Science/Criminal Justice Emeritus, Department of Political Science and Criminal Justice, effective September 1, 1996.

(h) **THE UNIVERSITY OF GEORGIA**

Dr. David P. Anderson, Dean Emeritus Professor Emeritus, Department of Avian Medicine, College of Veterinary Medicine, effective July 1, 1996.

Dr. Mary E. Case, Professor Emerita, Department of Genetics, Franklin College of Arts and Sciences, effective July 1, 1996.

10. Granting of Tenure. The Board approved a list of recommendations for the granting of tenure to faculty and staff members at the various institutions of the University System. These recommendations, made by the presidents of the institutions subsequent to the meeting of the Board on May 7-8, 1996, were carefully reviewed and considered by the Chancellor and his staff and were found to be in order. A list of the persons to whom tenure was granted is on file in the office of the Senior Vice Chancellor for Academic Affairs of the Board of Regents.

11. Approval of Faculty for Tenure Track Status:

The Board approved recommendations for the awarding of probationary credit toward tenure to the following faculty members, effective on the dates indicated:

(a) **ARMSTRONG STATE COLLEGE**

Ms. Suzanne R. Carpenter, Assistant Professor, Department of Chemistry & Physics, College of Arts & Sciences, *one year probationary credit towards tenure*, effective September 1, 1993.

12. Approval of Faculty for Non-Tenure Track Status. The Board approved non-tenure track status for the following faculty member, effective on the date indicated:

(a) **GEORGIA STATE UNIVERSITY**

Dr. Barbara Ann Reilly, Assistant Professor, Department of Management, College of Business Administration, *from tenure track to non-tenure track*, effective September 16, 1996.

(b) **GEORGIA SOUTHERN UNIVERSITY**

Mr. Steven G. Bonham, Assistant Professor, Department of Educational Leadership & Technology & Research, College of Education, *from tenure track to non-tenure track*, effective September 1, 1996.

13. Appointment of Faculty and Leaves of Absence. The Board approved the appointment of faculty members at the salaries and for the period recommended at the following institutions: Abraham Baldwin Agricultural College, Armstrong State College, Augusta College, Columbus College, Clayton State College, Dalton College, DeKalb College, Georgia College, Georgia Institute of Technology, Georgia Southern University, Georgia State University, Kennesaw State College, Medical College of Georgia, North Georgia College, the University of Georgia, Valdosta State University and West Georgia College. These appointments and leaves of absence were recommended by the presidents of the institutions subsequent to the last regular meeting of the Board on April 9-10, 1996. The recommendations were found by the Chancellor and his staff to be in order. A list of these appointments and leaves of absence is on file in the office of the Senior Vice Chancellor for Academic Affairs of the Board of Regents.

14. Appointment of Faculty Members Previously Retired from the University System. The Board approved the part-time appointments of faculty members previously retired from the University System. The appointments were recommended by Chancellor Portch and Presidents Brown, Belcher, Cundiff, Henry, Clough, Henry, Patton, Tedesco, and Knapp, as follows:

(a) **COLUMBUS COLLEGE**

Mr. Dewey B. Cash, Professor Emeritus, Department of Mathematical and Computer Sciences, School of Science, for the period September 1, 1996-June 30, 1997.

Dr. Malcolm Henderson, *over seventy years of age and retired*, Professor Emeritus, Department of Business Administration, School of Business, for period September 1, 1996-June 30, 1997.

Mr. Jarrell E. Hethcox, Associate professor, Department of Art, School of Arts & Letters, for period September 1, 1996-June 30, 1997.

Dr. Quana Ross Jones, *over seventy years of age and retired*, Part-time Instructor, Department of Psychology and Sociology, School of Science, for period September 1, 1996-June 30, 1997.

Dr. Arthur J. Land, Professor, Department of Educational Foundations, School of Education, for period September 1, 1996-June 30, 1997.

Dr. William C. Lenoir, Professor, Botany, Department of Biology, School of Science, for period September 1, 1996-June 30, 1997.



(b) **DeKALB COLLEGE**

Dr. William H. Kemp, Part-time Instructor, Division of Physical Education (Central), for period March 27, 1996-June 30, 1996.

(c) **FLOYD COLLEGE**

Mr. Michael J. Burton, Part-time Assistant Professor, Division of Social and Cultural Studies, for period April 2, 1996-June 15, 1996.

(d) **GEORGIA COLLEGE**

Dr. Howard R. Harlow, Professor Emeritus, Department of Management, J. Whitney Bunting School of Business, for period March 28, 1996-June 8, 1996.

(e) **GEORGIA SOUTHERN UNIVERSITY**

Mr. William Robert Smith, Associate Professor Emeritus, Department of Finance and Economics, College of Business Administration, for period January 1, 1996-June 30, 1996.

(f) **GEORGIA STATE UNIVERSITY**

Ms. Mary C. Andretti, Part-time Instructor, Department of Art, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Dr. Victor L. Andrews, Professor Emeritus, Department of Finance, College of Business Administration, for period May 10, 1996-May 9, 1997.

Dr. Francis J. Bridges, *over seventy years of age and retired*, Professor Emeritus, Department of Management, College of Business Administration, for period June 10, 1996-June 6, 1997.

Dr. James F. Brown, Associate Professor, Department of Computer Information Systems, College of Business Administration, for period June 10, 1996-June 6, 1997.

Dr. Wayne W. Daniel, Professor, Department of Decision Sciences, College of Business Administration, for period June 10, 1996-June 6, 1997.

Dr. Jerry H. Etheridge, Part-time Instructor, Department of Music, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Dr. Joe B. Ezell, *over seventy years of age and retired*, Instructor, Department of History, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Dr. Jac L. Goldstucker, *over seventy years of age and retired*, Professor Emeritus, Department of Marketing, College of Business Administration, for period June 10, 1996-June 6, 1997.

Ms. Betsy P. Graham, *over seventy years of age and retired*, Associate Professor Emeritus, Department of Communication, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Mr. George R. Greiff, *over seventy years of age and retired*, Associate Professor Emeritus, Department of Communication, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Mr. Edward G. Luck, *over seventy years of age and retired*, Associate Professor Emeritus of Communications, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Dr. Albert A. Montgomery, Associate Professor Emeritus of Decision Sciences, Department of Decision Sciences, College of Business Administration, for period June 10, 1996-June 6, 1997.

Dr. Merl E. Reed, *over seventy years of age and retired*, Professor Emeritus, Department of History, College of Arts & Sciences, for period June 10, 1996-June 20, 1997.

Dr. Eckhart H. Richter, Associate Professor Emeritus, Department of Music, College of Arts & Sciences, for period June 10, 1996- June 30, 1997.

Dr. Robert O. Wilson, Associate Professor Emeritus, department of Decision Sciences, College of Business Administration, for period June 10, 1996-June 6, 1997.

Mr. A. Jackson Worrell, Technical Assistant, Department of Physics & Astronomy, College of Arts & Sciences, for period May 13, 1996-June 30, 1996.

Dr. John S. Wright, *over seventy years of age and retired*, Professor Emeritus, Department of Marketing, College of Business Administration, for period June 10, 1996-June 6, 1997.

(g) **MEDICAL COLLEGE OF GEORGIA**

Dr. Paul G. McDonough, Professor Emeritus, Department of Obstetrics & Gynecology, School of Medicine, for period July 1, 1996-June 30, 1997.

Dr. Arlie R. Mansberger, Jr., *over seventy years of age and retired*, Department Head Academic and Professor Emeritus of Surgery, Department of Surgery, School of Medicine, for period June 1, 1996-June 30, 1996.

(h) **THE UNIVERSITY OF GEORGIA**

Mr. William Eugene Beery, Associate Professor Emeritus, School of Environmental Design, for period September 18, 1996-June 12, 1996.

Dr. Thomas Donald Canerday, Professor Emeritus, Department of Entomology, College of Agricultural and Environmental Sciences, for period July 1, 1996-June 30, 1997.

Dr. Theodore B. Kalivoda, Professor Emeritus, Department of Romance Languages, Franklin College of Arts and Sciences, for period September 18, 1996-June 12, 1997.

Mr. Robert Nelson Leavell, *over seventy years of age and retired*, Law School Assistant Professor Emeritus, School of Law, for period May 21, 1996-May 21, 1997.

Dr. Walter Herbert O'Briant, Associate Professor Emeritus, Department of Philosophy, Franklin College of Arts and Sciences, for period July 1, 1996-June 30, 1997.

Dr. Edward Lee Roberson, Professor, Department of Parasitology, College of Veterinary Medicine, for period July 2, 1996-January 31, 1997.

15. Administrative Appointments. The Board approved the appointment of the following individuals to the administrative positions as indicated, effective on the dates indicated.

(a) **FLOYD COLLEGE**

Mr. Wesley E. Jones, Vice President, (NTT) Vice President for Business and Finance,

effective July 1, 1996.

(b) **WEST GEORGIA COLLEGE**

Dr. Thomas J. Hynes, Jr., Vice President/Dean of Faculties & Professor of Speech, Department of Mass Communication and Theater Arts, School of Arts & Sciences, with three years of probationary credit, effective August 1, 1996.

16. The **COMMITTEE ON EDUCATION** reported through its Chairman that the individuals listed below had filed applications for review of decisions made by the presidents of their respective institutions, as authorized by Article IX of the Bylaws of the Board. After careful consideration, discussion, and upon the recommendation of the Committee on Education and the Associate Vice Chancellor for Legal Affairs, with motion properly made, variously seconded and unanimously adopted, the Board made the following decisions:

1. Albany State College: Mr. Dale Hatcher, concerning his application for review of his dismissal and petition to re-enroll. After investigation, review and careful consideration, the Board continued this application for review pending review by President Scott.

2. The University of Georgia: Dr. Gloria H. Shen, concerning her application for review of the denial of recommendation for promotion or tenure. After investigation, review and careful consideration, the Board denied this application for review.

3. Albany State College: Mr. Elijah Granberry, concerning his application for review of his termination as Campus Safety Director. After investigation, review and careful consideration, the Board recommended the matter for a hearing.

4. Southern College of Technology: Ms. Mary Jo Long, concerning her application for review of sexual harassment charges. After investigation, review and careful consideration, the Board denied this application for review.

5. The University of Georgia: Mr. J. Eric Wright, concerning his application for review of denial of his readmission. After investigation, review and careful consideration, the Board denied this application for review.

6. The University of Georgia: Dr. Karen Maschke, concerning her application for review of denial of her Promotion and Tenure. After investigation, review and careful consideration, the Board continued this application for review at the applicant's request.

**Report of Committee on Finance and Business Operations**

The **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS** met on May 7, 1996, with the following members present: Regents Cannestra (Chair), Coleman (Vice Chair), Allgood, Anderson, Jones, Leebern and Turner. Regent Cannestra advised that the budget amendment format will be changed as of July 1, 1996. After discussion and upon the recommendations of the Chancellor and Committee on Finance and Business Operations, by motion of Regent Cannestra, variously seconded and unanimously adopted, the Board approved and authorized the following four items:

1. Approval of Amendments to Fiscal Year 1996 Budget

The Board of Regents approved the consolidated amendments to the Fiscal Year 1996 Budget of the University System of Georgia as displayed and explained in Appendix I, which is on file in the office of the Senior Vice Chancellor for Capital Resources/Treasurer.

At the request of Regents Jones and Anderson, a list of Major Repair and Renovation Funds in the May Amendment will be provided by the Central Office staff.

2. Administrative Approval of Final Fiscal Year 1996 Budget Amendments

The Board authorized Chancellor Stephen R. Portch administratively to approve final amendments to the Fiscal Year 1996 Budget submitted by the institutions of the University System during the period between the June meeting of the Board of Regents and the end of the fiscal year (June 30, 1996).

3. Distribution of Equipment, Technology and Construction Trust Fund for Fiscal Year 1997

The Board approved the distribution of Equipment, Technology and Construction Trust Funds appropriated for Fiscal Year 1997 in accordance with the procedures adopted last year. These procedures provide that each institution will receive an allocation which is not required to be matched, plus a target allocation which must be matched on a one-to-one basis. These procedures also require that in no instance shall an institution receive less than fifty percent (50%) of its total target allocation. Recommended distribution is recommended in Appendix II, which is on file in the office of the Senior Vice Chancellor for Capital Resources/Treasurer.

Regent Cannestra stated that seven institutions had not met their matching grants. At the request of Regent Jones, a letter will be sent directed to the Presidents of these institutions, copied to the Chief Business Officers and signed by the Senior Vice Chancellor for Capital Resources, advising the institutions that they have not matched their allocated funds and requesting a response within the next ten days after receipt of the letter. It was further requested that the word "match" be clearly defined in the letter. This will give those institutions another opportunity to qualify for the allocations.

4. Information Item: Third Quarter Financial Report

The staff reported on the Third Quarter Financial Performance of the University System of Georgia. Regent Cannestra noted that a new format had been used for the report. It is the intention to provide such reports on a quarterly basis. Regent Cannestra also noted that the Regents had received a list of the performance criteria with charts and information explaining how the report was compiled.

At the request of Regent Leebern, a copy (with minor modifications) of the overhead presentation made during the Committee meeting was furnished to the Board. This

material is on file in the Office of the Senior Vice Chancellor for Capital Resources/Treasurer.

**Report of Committee on Buildings and Grounds**

The **COMMITTEE ON BUILDINGS AND GROUNDS** met on May 7, 1996, with the following members present: Regents Jones (Chairman), Allgood, Anderson, Cannestra, Coleman, Leebern and Turner. The Committee, through its Chair, reported that in separate letters to Chancellor Portch, the presidents of the several institutions of the University System listed below submitted eight items for approval by the Board and that one more item had been added.

After discussion of these items, and upon the recommendations of the Chancellor and the Committee on Buildings and Grounds, with motion by Regent Jones, variously seconded, and unanimously adopted, the Board approved and authorized Items 1 through 9, as follows:

1. Purchase of Modular Buildings, Georgia Southern University

The Board authorized the purchase of the Forest Drive Academic Building and the Family and Consumer Sciences Building currently located on the campus of Georgia Southern University from Space Master, Inc. for \$3,240,000.

Further: The terms of this purchase are subject to the review and legal approval of the Attorney General's Office.

- During the 1996-97 Legislative Session the Legislature appropriated \$3,240,000 for the purchase of 2 modular units at Georgia Southern University. These units are described below.

- The Forest Drive Academic Building (45,312 sf.), which houses History, Foreign Languages, International Studies and Learning Support, has been rented since September 1993 and has a current rental rate of \$675,129 per year.

- The Family and Consumer Sciences Building (16,560 sf.), which houses Family and Consumer Sciences, has been rented since September 1993 and has a current rental rate of \$287,412 per year.

- The purchase of these modular buildings (61,872 sf. Total) will reduce the total modular space rented for Georgia Southern University to 103,084 sf.

- These modular units currently cost the University System \$962,541 per year to rent. Purchase of these units will reduce the total rental cost of temporary space at Georgia Southern University by over fifty percent to \$906,740 per year.

2. Demolition of Building, Southwest Branch Experiment Station, Plains, Georgia, the University of Georgia

The Board declared the Building 3914, Southwest Branch Experiment Station, the University of Georgia, to be no longer advantageously useful to the University of Georgia or other units of the University System of Georgia and authorized the demolition and removal of this building.

Further: The Board requested Governor Miller to issue an Executive Order authorizing the demolition and removal of this building from the Southwest Branch Experiment Station.

- The University of Georgia has requested Board approval for the demolition and removal of the above described building.

- The building is a 60' x 75' hay barn built in 1958. The wood structure has deteriorated from age and weathering to the point that is not economically feasible to repair and is unsuitable for use in its current condition.

- The Southwest Branch Experiment Station has a need for additional research plots. This building is located in the middle of a field that could be used for research plots.

- The demolition will be conducted by station labor during the off season.

### 3. Demolition of Buildings, Atlanta Metropolitan College

The Board declared the buildings located on property formerly known as 1650 Stewart Avenue, Atlanta, Georgia to be no longer advantageously useful to Atlanta Metropolitan College or other units of the University System of Georgia and authorized the demolition and removal of these buildings.

Further: The Board requested Governor Miller to issue an Executive Order authorizing the demolition and removal of these buildings from the campus of Atlanta Metropolitan College.

- The Board acquired the property by eminent domain and took title effective April 22, 1996.

- Atlanta Metropolitan College has requested Board approval for the demolition and removal of the above described buildings.

- The buildings consist of a one-story single family residence (approximately 1700 sf.), a garage apartment (approximately 1100 sf.), ten motel buildings (approximately 380 sf. each), an office building and a storage building. The buildings are in poor condition.

- Demolition and removal of these buildings will significantly enhance the visibility and appearance of Atlanta Metropolitan College from Stewart Avenue.

- Cost of demolition is estimated by Atlanta Metropolitan College to be \$40,000 and will be performed by public works contract.

### 4. Demolition of Building, Gordon College

The Board declared the building known as Willis House on the campus of Gordon College, Barnesville, Georgia, to be no longer advantageously useful to Gordon College or other units of the University System of Georgia and authorized the demolition and removal of this building.

Further: The Board requested Governor Miller to issue an Executive Order authorizing the demolition and removal of this building from the campus of Gordon College.

- Gordon College has requested Board approval for the demolition and removal of the above-described building.

- The building was built in 1914 and was designated the Willis Infirmary of Gordon Military College. The building is a one-story, wood frame structure of approximately 3700 sf. on a concrete block and brick foundation.
- The building is in poor condition and is presently unusable. The foundation is insufficient and has led to other structural problems. Wiring and plumbing are substandard.
- The building is not on a Historical Register and is not eligible for a Historical Register.
- The cost of demolition is estimated to be \$12,000 including an estimate by Carpenter Construction Company for \$8,900 for demolition and an estimate of \$3,100 by Gordon College to disconnect utilities and backfill the site.
- There are no hazardous materials requiring remediation.
- The building was last used in 1995. It was last used by Gordon College as emergency housing of students and as storage space.
- After demolition of the building, the property will be planted with grass.

5. Non-Exclusive Easement for Utility Installation, Georgia Institute of Technology

The Board declared an approximately 10' x 156' tract of land on the campus of Georgia Institute of Technology to be no longer advantageously useful to Georgia Institute of Technology or other units of the University System of Georgia, but only for the purpose of allowing this land to be used under the terms of a non-exclusive easement by the City of Atlanta to install and maintain a water line and water meter to serve Georgia Institute of Technology.

Further: The Board authorized the execution of a non-exclusive easement with the City of Atlanta covering the above-referenced tract of land for the installation and maintenance of a water line and water meter.

Further: The terms of this non-exclusive easement are subject to review and legal approval of the Attorney General's Office.

- The water line and water meter to be installed in this easement will service the Sixth Street Apartments, Project G-90.
- The easement will be in the abandoned Sixth Street right-of-way.
- The easement will not adversely affect the campus or the use of the facilities on the campus.
- Consideration for the granting of this easement will be water service by the City of Atlanta to the Sixth Street Apartments.

6. Authorization of Project No. H-89, "Dairy Research Center," Coastal Plain Experiment



### Station, Tifton, the University of Georgia

The Board authorized Project No. H-89 "Dairy Research Center," Coastal Plain Experiment Station, Tifton, the University of Georgia, with a total project budget of \$1,500,000 using FY 96 Supplemental Lottery funds.

- The University of Georgia has requested authorization of the above project.
- The facility will be adjacent to the existing Dairy Cattle Facility at the Coastal Plain Experiment Station and will consist of an open-sided, free-stall barn and a separate milking parlor.
- This facility will increase the milking cow herd to approximately 250 to allow for adequate production trials to insure good research and provide state of the art facilities reflecting the current state of the dairy industry.
- These two buildings, consisting of approximately 49,000 square feet, have an estimated construction cost of \$1,230,000 (\$25.10 per square foot).
- Funding for the project is Lottery Funds from the FY 96 Amended Budget.
- The staff, in conjunction with the University of Georgia, will proceed with the selection of an architectural firm.

### 7. Rental Agreement, Armstrong State College

The Board authorized the execution of an Addendum to Rental Agreement between Atlantic Investors, Ltd.-Series V, Landlord, and the Board of Regents, Tenant, covering 48 apartment-type residential units for the period July 1, 1996, through June 30, 1997, at a monthly rental of \$19,672.20 (\$236,066.40 per yr./\$4,918.05 per unit per yr.) for the use of Armstrong State College.

Further: The terms of this Addendum to Rental Agreement are subject to review and legal approval of the Attorney General's Office.

- Armstrong State College has requested Board approval on the continued rental of 48 apartment-type residential units for use of Armstrong State College.
- The rental rate for the renewal period is a 5.4% increase over the current monthly rental.
- In addition to renting the dorm type units to the Board, the owner allows Armstrong State College the use of a radiologic technologies laboratory for \$1.00 per year.
- The facilities house approximately 175 students (fall occupancy). These students are primarily intercollegiate athletic students, health science students, international students and students in the 13-county service areas that are not within commuting distance.

8. Acceptance of Donation of a Space Science (Challenger) Center, Columbus College

The Board accepted the gift of the Coca-Cola Space Science Center from Uptown Columbus, Inc. to Columbus College, subject to final inspection and approval of the facility by the institution and Board of Regents' staff.

Further: The legal details involved with accepting this donation will be handled by the Attorney General's Office.

- At the December, 1994 Board Meeting, the Board approved in concept the acceptance of the Challenger Teaching and Learning Center (now known as the Coca-Cola Space Science Center), consisting of a Challenger Learning Center, a planetarium theater, an observatory and a distance learning classroom.

- The facility has been designed and constructed to meet Board standards as directed by the Board.

- Acceptance of the facility is subject to the final review and approval by the institution and the Board of Regents' staff.

- Operating costs are estimated by Columbus College to be \$200,000 per year and will be funded by Columbus College Operating Budget.

- The facility will be complete in June, 1996 and will be ready for occupancy by Columbus College and transfer to the Board of Regents on June 12, 1996.

9. Acceptance of Conveyance of the River's Crossing Property to the Board of Regents From Department of Human Resources, the University of Georgia.

The Board accepted conveyance of the River's Crossing property to the Board of Regents from the Department of Human Resources for the use of the University of Georgia.

10. Notes:

1) The Committee directed the Central Office staff to report on the status of hazardous waste management at all institutions in the University System.

**Report of Committee on Research and Extension**

The **COMMITTEE ON RESEARCH AND EXTENSION** met on May 7, 1996, with the following members present: Regents Hand (Chair), Dahlberg, S. William Clark, Jr., Elson, McMillan and Rhodes. Regent John H. Clark was absent. The Chair, Regent Hand, reported that Item No. 1 involved 118 agreements for clinical research and that Item No. 2 involved 5 contracts with state agencies, for a total of \$179,016 in awards. The University of Georgia had 7 part-time and retired and 2 part-time, retired and over seventy years of age, faculty appointments, and the Georgia Institute of Technology had 3 full-time regular and 2 part-time and retired faculty appointments. The Committee, through its Chair, reported that in separate letters to

Chancellor Portch, the presidents of the several institutions of the University System listed below submitted items for approval by the Board. After discussion of these items, and upon the recommendations of the Chancellor and the Committee on Research and Extension, by motion of Regent Hand, and without objection, the Board unanimously approved and authorized the following:

1. Information Item: Pursuant to authority granted by the Board at its meeting on February 7-8, 1984, the presidents of Armstrong State College, Columbus College, Georgia College, Georgia Southern University, Kennesaw State College, Medical College of Georgia, South Georgia College, the University of Georgia and West Georgia College executed 118 memoranda of understanding respecting affiliation of students for clinical training in the programs indicated.

2. Information Item: Pursuant to authority granted by the Board at its meeting on February 7-8, 1984, the president of the University of Georgia executed 5 service agreements with the indicated agencies for the purposes and periods designated, with the institutions to receive payment as indicated.

3. Appointment of Research and Extension Staff: The Board approved 3 full-time research/scientists or engineers and 2 part-time and retired faculty at the Georgia Institute of Technology and 7 part-time and retired and 2 part-time, over seventy years of age and retired, faculty members at the University of Georgia. The appointments were recommended by Presidents Clough and Knapp subsequent to the last meeting of the Board on April 9-10, 1996. The recommendations were found to be in order and are on file in the office of the Senior Vice Chancellor for Academic Affairs of the Board of Regents.

(a) **GEORGIA INSTITUTE OF TECHNOLOGY**

Mr. Stephan R. Fuss, Research Engineer I, Systems Development Laboratory, Georgia Tech Research Institute, effective May 15, 1996.

Dr. Bernd Kahn, *Part-time Faculty and Retired*, Professor Emeritus, Office of Inter-Disciplinary Programs, effective April 12, 1996.

Mr. Mark S. Juliano, Research Associate I, Systems Development Laboratory, Georgia Tech Research Institute, effective May 1, 1996.

Mr. Charles T. Rucker, *Part-time Faculty and Retired*, Principle Research Engineer, Electro-Optics Environment and Materials Laboratory, Georgia Tech Research Institute, effective April 17, 1996.

Mr. Wusheng Tong, Research Scientist II, Electro-Optics Environment and Materials Laboratory, Georgia Tech Research Institute, effective April 19, 1996.

(b) **THE UNIVERSITY OF GEORGIA**

Ms. Nancy C. Barrett, *Retired*, Part-time Assistant Professor Emeritus, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Katherine Blacks Boardman, *Retired*, Part-time Assistant Professor, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. David J. Cotter, *Retired*, Part-time Instructor, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Earl Fred Davis, *Over Seventy Years of Age and Retired*, Professor Emeritus, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Dwight Lowell Freshley, *Over Seventy Years of Age and Retired*, Professor Emeritus, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Ms. Margaret Mims Johnston, *Retired*, Instructor, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Rudolph Lucas Kagerer, *Retired*, Associate Professor, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Ernest Walter Wilson, *Retired*, Associate Professor Emeritus, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

Dr. Pearline Peters Yeatts, *Retired*, Georgia Center for Continuing Education, Vice President for Service, for period July 1, 1996-June 30, 1997.

4. Promotion: The Board approved the following promotion as recommended by President Knapp:

(a) **THE UNIVERSITY OF GEORGIA**

Mr. Paul E. Glick, Public Service Associate, promoted to the rank of *Senior Public Service Associate*, Georgia Center for Continuing Education, Vice President for Service.

**Report of the Visitation Committee**

In the absence of Regent John H. Clark, Chair of the **VISITATION COMMITTEE**, Secretary Weber reported that Visitation Reports documenting visits had been received from Regents Dahlberg and McMillan.

- Regent Dahlberg reported his attendance, on May 7, 1996, at a ribbon-cutting ceremony at NEETRAC, the new Georgia Institute of Technology Center for Excellence.
- Regent McMillan reported visits to:
  1. The University of Georgia, on April 13, 1996, for the opening of the Performing Arts Center; and,
  2. Savannah State College, on May 4, 1996, for the Alumni Association Annual Meeting held in Columbus, Georgia.

**THE CHANCELLOR'S REPORT**

To begin his report, Chancellor Stephen R. Portch reported that he was pleased to announce that on the afternoon of Monday, May 6, 1996, a future HOPE scholar and another in a long line of southern belles was born to Assistant Secretary Lyncia (Lincy) Norman. Lincy delivered an 8-pound, 2-ounce baby girl by the name of Georgia Necia Lee Norman. Lincy, in her typical fashion, had worked until the Friday before delivering her baby girl on Monday, and she had called 40 minutes after the delivery to make sure that everything was ready for the Board of Regents meeting. The Chancellor noted that the Regents may not be aware that Lincy comes

from a long line of strong women. Lincy's great-great-grandmother was Governor Atkinson's wife, Susan Cobb Milton Atkinson. Mrs. Atkinson was the driving force in establishing the first women's college in the State of Georgia, the Georgia State College for Women in Milledgeville. The college is now a co-educational University System institution, Georgia College.

The Chancellor congratulated Regent Dahlberg who was recently selected by Georgia Trend magazine as the most respected Chief Executive Officer for 1996. Chancellor Portch noted that each Regent had received a copy of the magazine and encouraged them to read the article.

Also being honored this month were Regent Don Leebern and his wife, Betsy, who had received the University of Georgia's Alumni Merit Award. They joined several other Regents in celebrating the cultural renaissance at the University of Georgia recently with the grand opening of the new Performing Arts Complex which included the Betsy Tant Leebern Redcoat Band Hall. The Chancellor congratulated Regent and Mrs. Leebern.

The Chancellor remarked that he gets to work with some wonderful people and be a part of some wonderful happenings; this month was special in that regard. He had the honor the past Friday (May 3rd), with considerable help from Regent Baranco, of inaugurating President Jacquelyn Belcher of DeKalb College. The Chancellor stated that President Belcher's inaugural address was truly magnificent - one of the best he had heard. The Chancellor remarked that President Belcher's class and quality had been demonstrated over and over again. The Chancellor announced that copies of President Belcher's address would be sent to the Regents.

Chancellor Portch reported that he had enjoyed the challenge of speaking at the annual Red Carpet Tour. He noted that his speech had had to follow a gymnastic routine performed by world-renown gymnasts, Bart Conner and Nadia Comaneci, who were performing just a week before their wedding in the Rumanian Presidential Palace. Georgia's Red Carpet Tour is an outstanding recruitment effort. The University System's presence was in evidence: Presidents Ashcroft and Siegel were honored to be selected as traveling hosts and were present on the Red Carpet Tour the entire week. Regents Cannestra and Jones joined the Atlanta dinner event. Regent Dahlberg was involved in the Red Carpet Tour as well. Over the five-day event, prospects were exposed to various aspects of the University System. The Chancellor stated that he had a number of positive comments from prospects about their visits to the University of Georgia, President Knapp's presentation early in the day, and President Clough's presentation that evening. The Chancellor said that he had learned of Governor Miller speaking glowingly to a crowd at the Governor's Mansion about the System's new Intellectual Capital Program (ICAPP) program and its potential for economic development in the state. The Red Carpet Tour was declared a winner for Georgia, and the University System was likely to be increasingly involved in that activity.

The Chancellor expressed his pleasure at being in Statesboro with the Governor for another in the series of economic development listening tours. Hosted by Regent Coleman, this event brought over 200 business leaders and a very good turnout of political leaders from 25 Southeast Georgia counties. The involvement of Regents Anderson and Bill Clark was very much appreciated. A very productive session occurred where much was learned. The Chancellor noted that immediately after the tour, he was scheduled to speak to a national conference held

annually at Georgia Southern University. The National Commonwealth Studies Conference was attended primarily by English faculty from around the nation. During lunch, Chancellor Portch mentioned to Governor Miller that he had not finished writing his speech for the conference and was short about 15 minutes; the Chancellor then asked the Governor to accompany him and say a few words to the faculty members about Georgia education. The Governor answered that he would love to speak; he walked over and spoke for about 15 minutes to faculty from all over the nation. Spontaneously, at the end of the Governor's remarks, the whole crowd rose and gave him a standing ovation. This was a wonderful way to demonstrate what is going on in Georgia.

Another event that the Chancellor said he felt privileged to be involved with occurred on the previous weekend at Georgia Southwestern College. Chancellor Portch declared that history was set on this occasion for there was a community gathering at which five presidents of the Institution were present. Three former presidents (all of whom still live in Americus) were there, along with Acting President Joan Elifson, and President-Elect Michael Hanes. In addition, former U.S. President Jimmy Carter and First Lady Rosalynn Carter were there. Community members, Betty and John Pope, who had been very active in the community, announced a \$1 million gift to the College for the establishment of a distinguished chair to serve at the Rosalynn Carter Institute on the campus. This magnificent gift will give extra visibility to the College and to the Institute. The System is very proud to have an institute on caregiving on that campus, and this was a wonderful opportunity to hire a distinguished scholar to work there. Mrs. Betty Pope remarked that the gift was in appreciation for the school, their love for the Carters and in gratitude for the System's sending them Dr. Joan Elifson whom they have come to greatly admire. The Popes also declared their confidence in the new President, Dr. Michael Hanes. Mrs. Pope served as a community member on the Presidential Search Committee. The Chancellor announced that, in addition, the Runnin' Regents had enjoyed another grand victory when they played basketball against the faculty and staff of Georgia Southwestern on Saturday, April 27, 1996. He recommended that the Regents take a look at the trophy in his office.

Institutions have continued to do the System proud, as follows:

- The student government association, the Student Activity Council (SAC), had their recent conference at West Georgia College. The Chancellor said he was pleased to announce that Georgia Tech's Mr. Jimmie McEver's quality work was recognized by his fellow students as evidenced by his re-election to another term as Chairman of the Council. The Chancellor declared that he was delighted to have Mr. McEver to work with for another year. Other SAC officers elected were: Mr. Robert Flournoy (a student at Georgia Institute of Technology) as Vice Chair, Mr. John Trainor (a student at Georgia State University) as Secretary, and Ms. Natasha Hendrix (a student at Augusta College) as Treasurer.

- President Sethna, of West Georgia College, and his wife, Madhavi, were selected to receive the Washington Times Foundation National Service Award which honors exemplary individuals and groups who provide vision and leadership in solving the challenges of our contemporary society.

- South Georgia College's Science Division's Learning Services Coordinator, Frankie H. Snow, received the Jane Hurt Yarn Award for the Nature Conservancy's Outstanding Conservation Volunteer for 1995.

- The first Significant Accomplishment Award of the Learning Disabilities Association of Georgia was presented to President Betty L. Siegel of Kennesaw State College on March 23, 1996. The award recognizes Kennesaw State College's establishment of a graduate program in learning disabilities and other advances in special education.

- In the research area, the Wall Street Journal had reported that Professor Richard Meagher of the University of Georgia had been doing some work on genetically engineered weeds which process mercury in soil to render it less toxic. This story was covered nationally and internationally as a potential major discovery.

- At the Medical College of Georgia, the pass rate for their occupational therapists class of 1995, registered (OTR) examination, was 100% for first-time takers and 100% for all candidates.

- GALILEO continues to be heavily featured. Most recently, in two consecutive issues of the Chronicle of Higher Education, two whole pages located just behind the front page featured GALILEO with a picture of Governor Miller and a quotation from him. This two-page ad was composed by the company that helped implement GALILEO. It illustrated that the University System of Georgia and OCLC are building an innovative electronic library. Also shown was the home page which shows the System's thanks to the Legislature and the Governor. The Chancellor noted that he was very pleased about this continuing attention to GALILEO.

Chancellor Portch declared the System one that was not without challenges and one that was far from perfect. Nevertheless, day-in and day-out, the University System of Georgia continues to make considerable progress toward the collective vision of Access to Academic Excellence. The Chancellor stated that upcoming actions during the meeting would move the System even further along that path.

## **ANNOUNCEMENTS**

Chairman Baranco thanked Regent Cannestra on behalf of entire Board for providing each Regent with a copy of a book, Athens to Atlanta. Regent Cannestra noted that the title referred to Athens, Greece, and not Athens, Georgia.

Chairman Baranco added her congratulations to the newly elected SAC officers and stated that she looked forward to working with them.

Regent McMillan announced that he wished to give a Regent's kudo to Ms. Reagan Walker for her article in the morning's Atlanta Journal/Constitution newspaper. He commended Ms. Walker on her objective reporting of the Regents' activities.

## **PETITIONS AND COMMUNICATIONS**

Secretary Weber asked that the Regents hold June 11, 1996, Tuesday night of the next Board meeting free for a social event. She noted that invitations would be forthcoming.



## MEETING OF THE COMMITTEE ON PLANNING AND OVERSIGHT, MEETING AS COMMITTEE OF THE WHOLE

The Committee Chair, Regent Leebern, announced that there were two major items on the Committee's agenda: (1) Recommendations on Implementing the Faculty and Staff Development Policy Direction and (2) Admissions Report.

Regent Leebern announced that the Regents would be asked to vote on whether to accept the Recommendations on Implementing the Faculty and Staff Development Policy Direction which has laid on the table for 30 days. He remarked that Dr. Ralph Hemphill, Chair of the Task Force on Faculty and Staff Development, and Dr. Delmer Dunn, a member of the Task Force, were present to answer any questions. Regent Leebern noted that the Chancellor's staff had made revisions based on comments made by the Regents at their April Board meeting.

### Comments:

Chairman Baranco stated that she wanted to be sure that the Board is comfortable with the inclusion of their comments in the revisions made to the policy.

Regent Bill Clark noted that any concerns that he had were addressed in the revised version of the policy.

### 1. Approval of Recommendations on Implementing the Faculty and Staff Development Policy Direction

By motion of Regent Coleman, seconded by Regent Jones, the Board unanimously approved the Recommendations on Implementing the Faculty and Staff Development Policy Direction.

Chancellor Portch introduced Dr. Ralph Hemphill, Chair of the Task Force on Implementing the Faculty and Staff Development Policy Direction, who had asked to address the meeting. Dr. Hemphill recognized the members of the Task Force who were present: Dr. Delmer Dunn, Mr. Jimmie McEver and Dr. Jacqueline Michael. Dr. Hemphill and the other members of the Task Force made presentations of plaques in appreciation of the leadership and support they had received to: Dr. Sharon James, Dr. Arthur Dunning, Dr. Muyskens, Chancellor Portch, Regent Leebern and Regent Baranco.

Regent Leebern thanked Dr. Hemphill and the other members of the Task Force on Implementing the Faculty and Staff Development Policy Direction for all the time and effort they had invested in developing the policy.

### 2. Admissions Report (First Reading)

Regent Leebern introduced the next topic, the Admissions Recommendations on Implementing the Policy Direction. He noted that this would be the first reading of these recommendations. Regent Leebern reminded the members of the Board that they had approved, in June 1995, the Policy Direction on Admissions. In this policy direction, the Board had requested that the Chancellor appoint a task force to recommend a new system-wide policy for admissions, developmental studies and transfer. The report under discussion focused on those issues. A vote will be taken on whether to adopt the recommendations at the June 1996 meeting of the Board of Regents. Regent Leebern remarked that this policy direction obviously had implications in terms of its impact on students at all levels of education in the state of Georgia. Regent Leebern noted that this probably was one of the most complex issues that the Board has considered. Regent Leebern introduced Chancellor Portch and Dr. Ron Henry (Provost, Georgia State University) to explain the implications of these new admissions standards. Additionally, Dr. Joseph P. Silver (Assistant Vice Chancellor - Academic Affairs), and Dr. Jacqueline R. Michael (Director of Pre-College Programs) were present to talk about the pre-college program.

The Chancellor stated that this was, indeed, a very important consideration for the Board and the future of education in the State of Georgia. He noted that he had appointed a task force following the Board's policy direction in 1995 and that Dr. Ron Henry, Co-Chair of that task force, would walk the Regents through the many complex recommendations. The Chancellor stated that the fundamental theory behind the policy was that by the year 2001, the System wanted to be serving at least the same students that were presently being served - geographically, ethnically, demographically, economically and socially. The System wants these students to have the same opportunities to go to the same types of institutions that they are currently attending, with only one difference: they will enter college better prepared so that their chances of succeeding will be improved. There are people who might say this is something different, but the Chancellor reminded the Board that the title of the System's strategic plan was "Access to Excellence." The admission approach is two-pronged: it raises the bar by changing the admission standards while, at the same time, providing coaching for those who most need help in reaching the newly-raised bar. The System is as committed to putting energy into that aspect of this policy as it is in raising the bar.

Chancellor Portch said he knew of no other state system that has put those two prongs so clearly together. There are other systems who have raised the bar and then required their K-12 grades to meet the raised bar. Chancellor Portch stated that it is critically important for the System to reach out; thus, the phased-in approach has been designed to give time for doing so. Another point was made clear: none of these changes were aimed at non-traditional students.

The Chancellor pointed out that the increases in admission standards are aimed at traditional students and will not affect non-traditional applications. He noted that Georgia has about 19% of its citizenry with baccalaureate degrees, while the national average is around 20%. Georgia is not going to be satisfied with the national average, however. The System knows that to increase the percentage of the population who have a baccalaureate degree, it needs to encourage adult students to return to college. This applies especially to those many women who started college and then, for various reasons, left before receiving a degree. These policies are not aimed at preventing non-traditional students from entering college; they are aimed at encouraging the non-traditional students to return to college.

The second point made by the Chancellor was that the University System has worked

very closely with both the Commissioner of the Department of Technical and Adult Education (DTAE) and the Superintendent of the Department of Education (DOE), and both are 100% behind this approach. Superintendent Schrenko has offered to make available to University System representatives all the DOE's state meetings of high school counselors, principals, superintendents and school boards for the System to communicate these changes. She also has offered to work with the System in partnership in co-funding the communication campaign that is going to be a critical element of this endeavor.

Chancellor Portch remarked that some would ask why the University System of Georgia needs to change its admissions standards. The answer is that these changes are necessary because the Board's vision and strategic plan focused on ensuring student success in college. The Chancellor listed two guiding principles from the strategic plan: (1) the University System of Georgia shall have high academic standards for its students and programs that challenge and assist students to meet or exceed those standards, and increase the number of well-educated Georgians; and, (2) the University System shall seek a high quality and a diverse pool of students to admit, ensuring that the majority have the preparation considered necessary for college success and providing focus support for those students whom it selectively admits without standard preparation. These policies speak directly to these two principles.

The students who come to the University System without having taken the college prep curriculum have about a one-in-ten chance of graduating with a degree in a reasonable time period. The goal is to significantly increase that success ratio. Most private business people would not accept a 10% success ratio. A second point is that 52% of those students are no longer with the System in as short a time as two years after entrance into college: the System wants to improve on that. The recommended changes are designed to achieve several things:

- (1) To establish clear, consistent standards for each sector in the System. Previously there were minimum System standards for all the institutions, rather than by sector.
- (2) To communicate a clear message about what students need for success in different types of institutions.
- (3) To maintain student access to the System while raising levels of academic preparation. The Pre-College Program will help ensure that new standards do not lock out the very students that are needed for the success of this state in the next century. The proposed admissions approach allows a specified percentage of students who do not meet the standards for regular admissions. The two-year colleges are going to be used as access points and have the highest percentages for the limited admissions.

Dr. Ron Henry said that he had been asked the question, "What are you recommending as new standards?" He noted that the Admissions Task Force had looked at the standards for three major groups of students: (1) traditional freshmen (those who have graduated from high school within the past five years and who have completed less than 15 college semester credits - most will have graduated from high school in the previous spring); (2) non-traditional freshmen and those who have not attended high school or college within the previous five years; and, (3) transfer students - students who have earned at least 15 semester credit hours from a college or university. The recommended standards for the traditional freshman include two key proposed

admission changes: the first involves an increase in the number of college preparatory curriculum (CPC) requirements, and the second involves establishment of a freshman index (FI).

Dr. Henry remarked that some would ask why a unit in math was added to the freshman index. His answer was that math is a key to success in college, and the addition of a fourth unit will encourage students to take math in their senior year of high school. This senior year math course does not necessarily have to be a higher math. The Task Force also recommended that a prognostic test be taken by high school students in their junior year: this test would be developed in collaboration with the State Department of Education. The test would determine whether or not a student is sufficiently prepared to go on for higher level math or if he/she needs to take some additional math.

Comments:

Chairman Baranco asked whether it will be “required” or “recommended” for a student to take math in the senior year. Dr. Henry said it will be required. The System will encourage, but not require, students to take the prognostic test in the junior year. The Chancellor noted that Superintendent Schrenko was very interested in putting in the math prognostic test in place. In the state of Ohio where this has been done, there has been a dramatic impact. This shows students where they might place in college upon entrance. In Ohio, this testing has helped drop the entering college students’ being required to take developmental math from 43% to 20%.

Dr. Henry noted the importance of the System’s continuing to work hand-in-hand with the State Department of Education on high school graduation requirements.

Referring to the freshman index, Dr. Henry noted that in the past the System’s admissions policy required a certain score on the SAT verbal or the SAT math or a certain score for the high school grade point average. It has been found that a combination of the SAT scores and the high school GPA is a better predictor of success in college than either one alone. The Task Force, therefore, proposed that there be a combination of the two, with slightly greater weight placed on the high school GPA.

Comments:

Regent Cannestra wanted to know why the GPA was weighted higher than the SAT score. Dr. Henry answered that the task force looked at the predicted freshman GPA over the years and found that a high school GPA was a slightly better predictor than was an SAT score.

Regent McMillan asked whether the non-traditional student category would include students with GED

diplomas. The answer was that the category included students with GED's if they had been out of high school for five years or more. Those students who earned a GED within the past 5 years would be included in traditional freshmen standards. Regent McMillan also asked if there would be monitoring of the institutions to ensure that CPC courses are actually in place and that all schools are actually offering bona fide language and higher math courses. Regent McMillan remarked that this would be absolutely essential and critical to this whole process. The Chancellor responded that Superintendent Schrenko and he had met on that subject and that the P-16 State Council was also involved. The System is developing in the state a single statewide database which would track students from pre-kindergarten through grade 12. If it is seen that students coming into the System with college prep math are then failing their college math courses, the students' high school would be identified. The University System, the DOE and the local P-16 council would go into that school and strengthen their math instruction. Mrs. Schrenko and Chancellor Portch agreed if that does not work, the System will provide that math course through the GSAMS mechanism. This was one of the things the P-16 Council is working on.

Dr. Henry continued by discussing a table showing minimum System admission standards by sector for traditional freshmen applicants. The four sectors are the research universities, the regional universities, senior colleges and two-year colleges. In order to receive regular admission at any University System institution, a student would have to complete at least 16 CPC units. In addition, for the research universities, the Task Force recommended four academic units beyond the 16 CPC. For admission to the regional universities and the senior colleges, students would need two additional academic units. For two-year colleges, the Task Force recommended just the 16 CPC units. To qualify for limited admissions at the research universities, regional universities and senior colleges, students would need to complete the 16 CPC units. For admission to a two-year college, the minimum would be 13 CPC units. Dr. Henry pointed out that, for both the college prep diploma and the vocational diploma, students would have the flexibility to take subjects beyond the minimum requirements.

The Task Force also recommended implementation of a freshman index which is a combination of high school GPA and the SAT scores. The DOE has changed its graduation requirements so that, by the year 2000, students graduating with a college preparatory diploma would need CPC requirements very similar to the CPC requirements for regular admissions. High school students graduating with a vocational diploma would have to have completed at least 13 CPC units (no foreign language required). This would allow these students to be admitted in the limited admissions category to the 2-year colleges. The minimum freshman index for a research university would be 2,500 points (the maximum score possible is 3,600

points), and the FI decreases by sector. Limited admission, again, has slightly lower value for the freshman index. The percentage of limited admissions allowed is 1% of the total enrollment for research universities, 4% for the regional university, 10% for senior colleges, and 33% for two-year colleges. For example: if a research university has a total enrollment of 30,000, each freshmen entering class could have a limited enrollment of 300. Dr. Henry gave several examples of entering freshmen with various SAT scores and/or GPA's and where they would be eligible for admission.

The Task Force also recommended that non-traditional students be exempted from taking the SAT tests and from meeting the CPC requirements. They would, however, need to have whatever learning support is needed, regardless of whether they enter a two-year college or another institution.

Admissions standards for transfer students, are designed to encourage students to stay at their original institution longer. These students should have at least 30 semester credit hours (typical of one year of study) before transferring to another institution; if they transfer with less than 30 semester credits, they will have to meet the freshman admissions requirement for the sector to which they want to transfer.

The admissions standards will be phased in over the next five years. Individual institutions will be required to submit a phase-in plan and to make annual reports to the Central Office. This phase-in plan will allow sufficient time for the massive communication effort required. Communication will be a key element in the success of the overall strategy.

Dr. Henry noted that not all the work has been completed on the new admissions policy. A standards-based approach to admissions has been recommended. This kind of approach focuses on what students know and can do. Rather than just basing admission on high school courses taken, institutions need to know what the students really know. The standards-based approach is currently being piloted in the states of Oregon and Wisconsin. Superintendent Schrenko and Commissioner Breeden are very interested in developing this type of approach. The Task Force recommended that the System institutions pilot a standards-based approach, working in conjunction with the various P-16 local councils. The Task Force thinks this is an exciting alternative approach to the traditional way of looking at student preparation which will help institutions evaluate those students who have gone through non-traditional academic programs in high school. More importantly, it will help raise the standards by focusing on what the students know and can do.

Chancellor Portch identified Dr. Joseph "Pete" Silver as his mentor and conscience during the past year in thinking about admissions standards and access. The Chancellor remarked that, along with Dr. Jan Kettlewell, Dr. Silver was largely responsible for Woodruff Grant. Additionally, the Chancellor stated that the University System is very fortunate to have Dr. Jacqueline R. Michael direct the Pre-College Programs. Dr. Michael's whole life seems to have been in preparation for this job. Her academic credentials are perfect: Dr. Michael has a Masters of Social Work, a Masters of Public Administration and a Ph.D. in Educational Administration. She has worked in the field. She was found at West Georgia College where she was Director of Human Services; prior to that, Dr. Michael had been an Assistant to the President and Director of Minority Advising Programs.

Dr. Silver announced that, in addition to the \$4 million Woodruff grant, he was delighted to report that the Georgia Coordinating Council on Children and Youth had awarded the Board a

\$25,000 grant to assist in implementing a pilot program which Dr. Michael would explain further. The grant came with a promise to give the System another \$100,000 as ten pre-college program sites are selected. Dr. Silver noted that, while the grant did not reach the magnitude of the Woodruff Grant in absolute numbers, it equaled the Woodruff Grant in relative sense because the \$25,000 is the missing link needed to implement the pre-college program pilot site this summer.

In a recent publication, A Developmental Strategy to Prevent Lifelong Damages, David Hamburg (President of the Carnegie Foundation) states that changes of the structure and function of the American family are placing many children in such jeopardy as to pose a major problem for the entire society. Mr. Hamburg advocated an action plan:

(1) Society should be about building parental involvement to help build close relationships between children and parents.

(2) There should be a supportive parental network.

(3) There should be enhanced elementary and middle grade education to foster critical habits of mind, including coping skills such as conflict resolution, good health practices, and also life science curriculum.

(4 & 5) Parental pre-natal care and well-baby care.

The University System's pre-college programs include the first three of these five action steps. Several months ago, the Board approved the concept of the pre-college program for students in adverse situations. At that point, the Central Office described how it would go about carrying out the development of this concept and the Board's charge. It was decided that the Chancellor would appoint a task force consisting of representatives from the 2-year, 4-year, regional and research universities, the DOE, the DTAE, middle school principals and counselors, high school principals and counselors, and the cities and the schools program (the alternative program in the state). This task force guided the approach to developing this pre-college program and suggested a time line for its implementation. Dr. Silver noted his delight in being able to report that this time line for implementation is right on schedule. The task force had representation from each type of University System institution. The task force had several objectives: (1) they wanted to focus pre-college activities on meeting the information and academic needs of the present seventh grade class and wanted to target each successive class until the year 2002; (2) they needed to develop a very comprehensive systemic and coordinated pre-college program, specifically targeted to students in adverse situations to ensure their access to, and subsequent success, in secondary education; (3) they looked at how a year-round activity could be developed with a summer experience at some of the University System institutions which will be launched from a collaborative model with the DOE, DTAE, non-profit groups, local P-16 councils and communities across the state; and, (4) they wanted to have the first phase ready for information in July 1996.

The policy direction on admissions suggested that the new admissions requirements should be phased so that the current seventh grade class would have adequate time to anticipate these new requirements. Since the P-16 initiative will take several years to have its impact felt, it was decided that the pre-college program for students in at-risk situations would target the middle-school students beginning with the present seventh grade class. This group is termed a

“transitional” group between the implementation of the P-16 initiative and the admissions policy direction. Everything must be done to ensure that this transitional group is not adversely affected by the efforts to improve standards within the System. With this transitional group, students in at-risk situations become even more vulnerable. Of the 100,000 seventh graders, there is a group of approximately 40,000 students considered in at-risk situations. The System’s efforts are being developed to ensure that students in those situations will have every opportunity for increased educational attainment and academic success. While the System’s efforts will touch every seventh grader, its concentrated efforts will be on the upper one-third of the 40,000 in at-risk situations.

The program has been named the “Post-Secondary Readiness Enrichment Program” - the acronym is “PREP.” It is so-named, because no matter what post-secondary option students choose (whether college, technical school, or the world of work), they will need the same basic skills.

Dr. Silver illustrated the entire pre-college program by using a chart showing the collaborative partners: the University System of Georgia, the Department of Education, local school systems, local P-16 councils, businesses, social service agencies and public health agencies. Collaboration is the key. All seventh graders will be targeted with massive communication. It is felt that every seventh grader is at risk if he/she does not have knowledge of these new admission standards. Information will be disseminated to all students about what post-secondary options are available to them. Videos, the GSAMS, satellite, public TV, electronic bulletin boards, and the INTERNET will be employed to disseminate this information.

Dr. Jacqueline Michael stated that there was quite a bit of excitement concerning the University System of Georgia’s pre-college programs for children in at-risk situations. She has heard from individuals, from principals of schools, from counselors, and others, all of whom want to enroll their children in the programs. Seventh graders who met with her were excited about being included in a college campus visitation day. A common theme heard is that Georgia’s children, particularly the middle school children, need to feel that they can succeed in life and that they can continue their education beyond high school.

As a way of developing programs and practices that would better meet the needs of the target population, pilot programs will be conducted on four campuses during the month of June. Information gleaned from the evaluation of these pilot programs will be used as guides for on-going year-round pre-college programs that will be located at 10 sites throughout the state. The four pilot sites are: Atlanta Metropolitan College, Floyd College, Valdosta State University and West Georgia College. These four institutions were selected based on the creativeness of their curriculum, staff competencies, and the extent to which these programs used partners in their pilot program. The efforts made by these selected institutions to develop the partnership concept will be a crucial factor in the success of the pre-college program. It will be necessary to garner commitment and resources from multiple groups and organizations in a service area.

The pilot programs illustrate the emphasis on partnerships; there will be 21 middle schools involved, along with all four technical schools within these areas. There will also be a combination of 21-23 community and business partners who will provide monetary, technical and human resources and will open doors as laboratories for world-of-work projects. Parents and local P-16 councils will be included as partners. Parents as partners will be critical to the



program's effectiveness, and each program requires that they be included in the planning and implementation stages. Dr. Michael noted that Atlanta Metropolitan College will use male college students who are interested in becoming teachers to serve as mentors, tutors, and assistants in the summer classes. The male student participation is vitally important as many children do not have the opportunity to interact with positive male role models. Floyd College will help to foster high regard and self esteem by engaging in 28 hours of activities that will focus on these areas as well as resiliency and motivation. All programs will have a heavy academic readiness skill component to them. Valdosta State University will engage the children in exploring careers that are representative of the job opportunities in their area; visiting students will shadow employees in local businesses for a day to become familiar with the necessary training and qualifications needed for certain occupations and to become familiar with the kind of strong academic backgrounds to succeed in any job. West Georgia College and Carroll Technical Institute will work as partners in increasing technological understanding of children in their program. This technological knowledge is critical for anyone to be successful in the future. The children will engage in experiences that will include working in the distance learning lab at Carroll Technical Institute, and the students will have hands-on experiences in the participation of robotics and computer graphics. An evaluation will be conducted of all facets of the program, including assessment of specific academic programs, recruitment and retention processes, and processes providing lunches and transportation. Dr. Michael remarked that by the year 2001, the University System of Georgia institutions and their partners will have provided opportunities to approximately 72,000 children; these children will be better prepared to continue their education beyond the level of high school.

The Chancellor summarized by saying that the National Governors' Conference (a joint conference with CEO's), recently attended by Mr. Roy Richards (head of the P-16 effort), announced that their prime goal was raising standards. This group recommended is that employers who hire high school graduates require those graduates to show their high school transcript; presently, virtually no employers require this. Chancellor remarked that the time is right for these programs. He noted that in his travels about the state he always mentions raising the bar for admissions but also helping students to reach this bar. He has found great public support for this approach, as long as the System proceeds in a way which is sensitive and gives time so no individual is trapped. Annual reports will be brought to the Board beginning in 1998 on to make sure there are no unintended consequences.

Comments:

Regent Dahlberg asked whether more emphasis should be placed on how parents will continue to be involved so that this relationship will not deteriorate along the way. The Chancellor agreed that this was absolutely critical. In the program there are requirements for direct parental involvement and year-round contact with the students and parents; this must not be a one-shot summer deal for four weeks only. Regent Dahlberg said that a great opportunity is offered in Georgia - the financial support through the HOPE scholarship. Regent Dahlberg remarked that there might be a need to also emphasize that this is not just a dream - it is something almost anyone can

do. In other words, high standards are being met, but the opportunity is also being given to match those standards financially. The Chancellor stated that he had met with the director of HOPE, and a joint communication will be made with the System because changes in HOPE requirements that the Governor put in place last year for the HOPE GPA will now be calculated on "academic" subjects - not on all subjects. The HOPE program is on the same timberline and totally consistent with this program; therefore, there will be joint information and communications to connect the two efforts. Regent Dahlberg said it would also be useful if the business partners could provide the job application and requirements for a particular job, for the ultimate test is whether a person (no matter how well trained) can get a job.

Chairman Baranco wanted a few more specifics on the limited admissions category. She asked for a definition of "limited admissions." She wondered if this would be a gradual kind of thing and whether the number of students admitted in the limited category would gradually decrease. The Chancellor responded that the process would be gradual until the year 2001, but that in some institutions it would happen sooner. Dr. Henry noted that Georgia College implemented a plan to reduce CPC deficiencies about 3 years ago, going from 3 CPC deficiencies to 2, then to 1 deficiency, and last fall they allowed no CPC deficiencies. All entering freshmen are now required to have completed 15 CPC units. The College found that the percentage of students who tested into developmental studies courses dropped from 59% down to 30%. Simultaneously, they also found that the percentage of enrollment and the actual numbers of African-American students increased. Chairman Baranco asked whether, if individual institutions have absolute and ultimate authority over how they utilize the limited admissions, might there be a temptation to fill up the limited admissions with athletes, as an example. The Chancellor declared that there would be an annual report concerning who constitutes these limited admissions students .

Regent Cannestra said that he would strongly recommend that Chamber of Commerce organizations be considered as partners. Almost every Chamber of Commerce has an education committee, and they are

a good way to interface with the business community in each of the counties and metropolitan areas. He expressed concern about the low GPA (1.6, 1.9, etc.) required for transfer students and asked why the System should allow people to transfer with a very low GPA when going from a less-demanding to a more-demanding institution. The Chancellor agreed that Regent Cannestra had a legitimate concern, but pointed out that the lower GPA was for students transferring into a two-year college and that the desire to ensure that a student who has gotten off to a slow start has a chance to redeem him/herself.

Regent Bill Clark asked the Chancellor about continuing to monitor the GPA's of high school students as they begin the admissions process into the University System; he noted that there could be pressure put on high school faculties by parents to give their children better grades in order that they could be eligible for a HOPE scholarship. If it is found that there is, in fact, an inflation of high school GPA's relative to their scoring on SAT's, would there be some mechanism to flag that and raise the bar some more? The Chancellor explained that there will be data on the performance of students admitted from various high schools which could be used to help measure grade inflation. The long term control on grade inflation will be pressure put by parents back on high schools whose graduates consistently lose their HOPE scholarships once they get into college. The System will have these data and will inform high schools if their graduates are not well-prepared enough to continue to keep their these scholarships.

Regent Anderson asked whether it is possible to ensure that the 1% limited admissions could be restricted so that the public would not identify this as a place for athletes. The Chancellor answered that there would be, at any one time, probably 800 to 1000 students in this category and this would only involve a small number of people as athletes. There will be data that will identify who is in this category. He noted, also, that many athletes will come from out-of-state and will be in a different category. Additionally, Dr. Henry remarked that many athletes will be well above the minimum requirements and that NCAA requirements call for a score of 2080 in order to qualify for a scholarship; therefore, many will not need to be in the limited admissions category.

Regent McMillan noted that he was very pleased with the plan under discussion. His cautions were that the safeguards should be continued. He noted that recently he had co-chaired a committee to work on recommendations and investigations around this subject and that almost everything relating to opportunities for disadvantaged and minority students is encapsulated in the System's plan. Regent McMillan conveyed his passionate belief that such a program can work if it is dealt with very continuously and deliberately. There must be commitment at the top, and the people working with this program must be committed to continue its success. Regent McMillan stated that he hoped more and more of the press would give this program the attention it deserved.

Regent Allgood noted that it appeared as though math and science requirements were being increased for future students. Regent Allgood stated that he felt that at some point in time, students who do not perform well in math and science but who do perform well in history, philosophy and/or the arts, might not be eligible for entrance into System institutions. He remarked that many people seem to excel in math and science and others seem to excel in other areas but that this had nothing to do with race or with gender. He asked whether there is evidence of this and had it been factored into the study. The Chancellor mentioned that a study was done by the College Board (a national organization) on taking algebra and geometry in high school. Students who took these subjects were significantly more successful in college. More important is the fact that minority students who had taken these subjects graduate at exactly the same rate as majority students. It has been determined that math preparation is an important predictor for success in college. Dr. Henry said that in a national study of those students entering college immediately after high school who do not have algebra and geometry preparation: of white students, 1 in 20 graduated in four years; of African-American students, 1 in 40 graduated in four years; and of Hispanic students 1 out of 60 graduated in four years. The combination of geometry and student aspirations seems to be very important for graduation; this along with parental or guardian support can make a difference. Once the math background and the aspirations are met, the

success rate is almost the same for students of all racial backgrounds and genders. Other studies have shown this correlation. Regent Allgood added that he hoped the program would be carefully monitored.

Chairman Baranco noted that she had been working for some time to see that the math requirement for college admissions is increased - that she had long felt it was important to do so. She remarked that most people in education agree that there is value in a liberal arts education. She noted, also, that math had for some time been relegated to a low level so that it had become somewhat insignificant. Regent McMillan added that it is important to ensure that the teachers of math and/or science know how to teach these subjects. Often, this task is given to people who do not really know how to teach these subjects.

Regent Jenkins asked for and received clarification from Dr. Henry concerning the high school GPA scores and the SAT scores for meeting the minimum admissions requirements at the various types of institutions.

Regent Hand observed that this program would shift the student population to the areas where that population belongs and will utilize the institutions to their fullest extent. That would be one of the effects of this program.

Regent Dahlberg asked whether computer science courses at the high school level are considered to be math or science courses. Dr. Henry said that they should be considered as one of the additional academic courses; however, at present they are not part of the CPC math requirements which include algebra I, algebra II and geometry. He noted, however, that for a student to get into Georgia Tech, a total of 20 units is needed and that computer science might be counted there. The Chancellor said a math-based computer course would be considered in an upcoming study for inclusion in the CPC requirements.

Regent Leebern asked Dr. Henry where the System would be in regard to the NCAA requirements for admission. Dr. Henry said that the minimum NCAA intercollegiate athletic requirement is a 2.5 GPA, along with 830 on the recentered SAT score, or 2080

minimum to get a scholarship. Referring to the University of Georgia as an example, Regent Leebern asked how many of the 300 limited admissions could be athletes. Dr. Henry answered that only 24 of the 300 limited admissions might be football players and only 4 limited admissions might be basketball players. Then Regent Leebern asked whether the institutions would still be able to be competitive athletically with the border states or whether this program would restrict Georgia's institutions and their ability to compete athletically. Dr. Henry said that he felt all graduating high school students, including athletes, would be better prepared for college entrance through this program and would be able to maintain a good scholastic standing while in college, thus, they could remain eligible to participate in college sports. Regent McMillan noted, too, that other states had raised their admissions requirements, but they had not put in place the programs to help students meet them as Georgia is doing. In these other states, many students are dropping through the cracks.

Regent Clark said that he felt this program is certain to blaze a trail and leave other states "in the dust." He remarked that this is probably the most impressive plan he had worked on since being on the Board of Regents. He noted that what is needed to make this program succeed is the establishment of standards statewide and the assurance that students can succeed in college if they prepare themselves properly in the early grades.

Chairman Baranco remarked that, as a follow-up, the Board could consider some centralized method for communicating. She stated that students need to hear a unified message from the University System of Georgia and that they need to know there are options within the system for nearly all students. The Chancellor noted that this process was already underway - that he would have the first example of such a message within the next 30 to 45 days to show to the Board.

Regent Allgood also remarked that he had had many phone calls from people who should be good candidates for admission but who do not meet the criteria. He stated that he had tried to explain the criteria and that he had referred people to various units of the University System for information about

admissions requirements. Regent Allgood stated that he felt the System did not really have a statement being disseminated over the state that makes the criteria clear and that this message needs to go out.

Regent Jones noted that overall it seemed to be a good program. He wanted the Chancellor to say how the Board would be kept informed. The Chancellor said that there would be an annual report to the Board, starting with the year 1998.

The Chancellor thanked Dr. Henry, Dr. Silver and Dr. Michael for their extraordinary effort in putting together these plans. The Chancellor commended the Board for their questions and comments on the program; he remarked that the comments and questions were some of the best he had ever heard from a Board on such a complex and important subject.

Regent Leebern thanked all involved with making the presentation.

Regent Leebern then welcomed President Fran Tedesco, Medical College of Georgia, to the meeting.

Regent Leebern noted that the Admissions Report would be considered for adoption at the June 11-12, 1996, Board meeting.

By motion of Regent Anderson, seconded by Regent McMillan, the Board unanimously agreed to recess the Meeting of the Whole and return to the regular session.

By motion of Regent Cannestra, seconded by Regent Bill Clark, the Board unanimously adopted the Revised Recommendations on Implementing the Faculty and Staff Development Policy Direction, dated April 24, 1996. This document is on file in the office of the Special Assistant to the Chancellor.

Chairman Baranco thanked all who had worked on the extremely important policies under discussion in the Planning and Oversight Committee meeting. She emphasized that what the Board had done in the areas concerning staff development and post-tenure review and admissions standards would be a focus of national attention. The University System of Georgia would be at the forefront in both areas. She declared that the System would become the model for many other systems. The Chairman remarked that this is the kind of thing that the "Committee of the Whole" procedure is designed to handle; that such deliberation is essential in dealing with issues of such importance.

## **GENERAL ITEMS**

Chairman Baranco asked Regent Coleman to speak about the economic development session he had hosted in his area of the state. Regent Coleman said that there had been a very good meeting in Savannah. He thanked Ms. Annie Hunt Burriss, Assistant Vice Chancellor - Development and Economic Services, for the outstanding job she had done. Regent Coleman announced that there was very good attendance at the meeting and that it was a vital way to get good information on economic development.

Regent Bill Clark asked when and where the next economic development meeting would occur. The Chancellor answered that three or four more meetings were in the planning stages, but that it had not yet been determined just when or where they would be held. He did note that, by the year's anniversary, the listening meetings should have been completed and some of the actions should start being implemented.

Chairman Baranco commented that she, Regent McMillan and Regent Leebern had attended the opening ceremony at the Performing Arts Center at the University of Georgia. They had all been very well entertained by Ms. Jessie Norman in the state-of-the-art Performing Arts Center.

Chairman Baranco reminded the Special Teaching Hospital Committee that they would be meeting immediately after the adjournment of the Board meeting in the Fourth Floor Conference Room.

There being no further business to come before the Board, by motion of Regent Hand, seconded by Regent McMillan, without objection, the meeting was adjourned at 11:40 A.M. on May 8, 1996.

s/GAIL S. WEBER  
Gail S. Weber  
Secretary  
Board of Regents  
University System of Georgia

s/JUANITA POWELL BARANCO  
Juanita Powell Baranco  
Chairman  
Board of Regents  
University System of Georgia