



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
NORTH GEORGIA COLLEGE & STATE UNIVERSITY
Library Technology Center
Dahlonega, Georgia 30597

BOARD OF REGENTS MEETING AGENDA
Tuesday, October 13, 2009

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
10:00 AM Room 382	1	Executive & Compensation Committee Meeting	Chair Robert Hatcher
11:30 AM Military Leadership Center	2	Board Luncheon	
1:00 PM Library Technology Center (LTC), Rm 356	3	Call to Order	Chair Robert Hatcher
	4	Invocation	Regent Felton Jenkins
	5	Safety Briefing	Chief Bruce Holmes
	6	Attendance Report	Secretary Burns Newsome
	7	Approval of August and September Minutes	Chair Robert Hatcher
	8	Recognition of Guests	President David Potter Chancellor Erroll Davis
	9	Introduction of Interim President: Medical College of Georgia	Chancellor Erroll Davis Dr. James Thompson
	10	Institution Presidential Presentation: North Georgia College & State University	President David Potter
	11	Committee of the Whole: Academic Affairs	Regent Benjamin Tarbutton Dr. Susan Herbst Dr. George Rainbolt
2:00 PM LTC, Room 163		<u>Track I Committee Meetings</u>	
LTC, Room 163	12	Academic Affairs	Regent Benjamin Tarbutton
LTC, Room 163	13	Leadership Development Task Force	Regent William NeSmith
	14	Organization & Law	Regent Kenneth Bernard
2:00 PM LTC, Room 356		<u>Track II Committee Meetings</u>	
LTC, Room 356	15	Finance & Business Operations	Regent Felton Jenkins
LTC, Room 356	16	Internal Audit	Regent Kessel Stelling
LTC, Room 356	17	Real Estate & Facilities	Regent James Jolly



BOARD OF REGENTS MEETING AGENDA
Wednesday, October 14, 2009

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
8:30 AM LTC, Room 163	18	Medical Education Expansion Committee Meeting	Regent James Bishop
9:20 AM LTC, Room 382	19	Personnel and Benefits Committee Meeting	Regent Wanda Rodwell
10:00 AM LTC, Room 356	20	Call to Order	Chair Robert Hatcher
	21	Invocation	Regent Felton Jenkins
	22	Safety Briefing	Chief Bruce Holmes
	23	Attendance Report	Secretary Burns Newsome
	24	Committee of the Whole: Strategic Planning	Vice Chair Willis Potts Ms. Shelley Nickel Dr. Kris Biesinger Dr. Catherine Finnegan
	25	Chancellor's Report	Chancellor Erroll Davis
10:45 AM LTC, Room 356	26	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Internal Audit E. Leadership Development Task Force F. Medical Education Expansion G. Organization & Law H. Personnel & Benefits I. Real Estate & Facilities J. Strategic Planning	Chair Robert Hatcher Regent Benjamin Tarbutton Regent Felton Jenkins Regent Kessel Stelling Regent William NeSmith Regent James Bishop Regent Kenneth Bernard Regent Wanda Rodwell Regent James Jolly Regent Willis Potts
	27	Unfinished Business	Chair Robert Hatcher
	28	New Business	Chair Robert Hatcher
	29	Petitions and Communications University System of Georgia Foundation, Inc: 2010 Regents' Awards for Excellence in Education	Secretary Burns Newsome Regent Donald Leebern, USGFI Chair
	30	Executive Session	Chair Robert Hatcher
	31	Adjournment	Chair Robert Hatcher

AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

October 13, 2009

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APPROVAL ITEMS

1. Revision to the *Bylaws of the Board of Regents*, Section III.5: Order of Business 1
2. Revision to the *Bylaws of the Board of Regents*, Section V.3: Standing Committees 2
3. Board Meeting Schedule for Calendar Year 2010 3

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AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

October 13, 2009

1. **Revision to the Bylaws of the Board of Regents, Section III.5: Order of Business**

Recommended: That the Board amend Bylaw III.5 (“Order of Business”) so as to adopt the *Robert’s Rules of Order* as the parliamentary rules for conducting Board business in place of the previously adopted Georgia Senate Rules.

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

Revised Policy

III.5 Order of Business

The ***Robert’s Rules of Order*** ~~parliamentary rules adopted by the Senate of the State of Georgia,~~ as modified by the Board of Regents, shall be followed in conducting the business of the Board. The following shall be the order of business at each meeting of the Board, but the rules of order may be suspended by the Board and individual categories listed below may be omitted when no business of that type is required:

- a. Attendance Report
- b. Consideration of minutes of last regular meeting and of special meetings held subsequently and their approval or amendment
- c. Election of officers
- d. Reports of standing Committees
- e. Reports of special Committees
- f. Report of the Chancellor
- g. Reports of other officers
- h. Unfinished business
- i. New business
- j. Petitions and communications

2. **Revision to the Bylaws of the Board of Regents, Section V.3: Standing Committees**

Recommended: That the Board amend Bylaw V.3 (“Standing Committees”) so as to eliminate the standing committee on Information and Instructional Technology and rename the “Audit Committee” the “Committee on Internal Audit, Risk, and Compliance.”

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

Revised Policy

V.3 Standing Committees

There shall be the following standing Committees:

- a. Executive and Compensation Committee
- b. Strategic Planning Committee
- c. Committee on Real Estate and Facilities
- d. Committee on Academic Affairs
- e. Committee on Finance and Business Operations
- f. Committee on Organization and Law
- g. ~~Audit Committee~~ **Committee on Internal Audit, Risk, and Compliance**
- h. ~~Committee on Information and Instructional Technology~~

Unless otherwise determined by the Chair, each standing Committee shall consist of not less than five nor more than ten members. A majority of the members of a Committee shall constitute a quorum for the transaction of business. Each standing Committee and each special Committee shall keep minutes of its meetings and shall report the same at the next regular monthly meeting of the Board. The Chair of the Board shall be an ex officio member of all Committees with the authority to vote. The Chancellor shall be an ex officio member of all Committees without the authority to vote. The Chair shall from time to time appoint members of the Board to such special or ad hoc Committees as he or she may deem necessary or advisable to fulfill the duties and responsibilities of the Board.

The Executive and Compensation Committee of the Board shall consist of the Chair of the Board, the Vice Chair of the Board, and the Chancellor (ex officio and nonvoting), and include at least four but not more than six members of the Board who are appointed by the Board Chair. The Board Chair shall serve as Chair of the Executive and Compensation Committee, and the Chancellor or his/her designee shall serve as the Committee's secretary.

3. Board Meeting Schedule for Calendar Year 2010

Recommended: That the Board approve the Board Meeting Schedule for Calendar Year 2010 as presented.

4. **Information Item: Board Approval of Fees**

Discussion will be led by System Office Staff.

5. **Information Item: Nepotism Policy**

Discussion will be led by System Office Staff.

6. Executive Session: Personnel Matters and Litigation

The Committee will meet in Executive Session on Tuesday, October 13, 2009, to discuss personnel matters and litigation.

AGENDA
COMMITTEE ON ACADEMIC AFFAIRS
October 13, 2009

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COMMITTEE ON ACADEMIC AFFAIRS

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COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

October 13, 2009

Below are summaries of recommended approvals specifically concerning new and external degree programs to be presented to the Committee on Academic Affairs. Details concerning each item can be found on successive pages within this document. The Office of Academic Affairs recommends the approval of each item.

I. CONSENT ITEMS (summaries limited to academic programs)

1. Revised Core Curriculum, University System of Georgia

The revised core curriculum for the University System of Georgia presents institutions with an opportunity to “tailor” the general curriculum to their mission and academic program disciplinary objectives. Although total credit hours have not changed, minimum credit hour requirements are defined for Areas A through E of the core.

2. Revised Mission Statement, Savannah State University

Savannah State University’s revised mission statement represents a streamlined approach to describing the institution’s purpose, goals, and areas of instruction. The revised mission statement has been submitted in preparation for the institution’s upcoming reaffirmation visit by the Southern Association of Colleges and Schools, Commission on Colleges.

3. Revised Mission Statement, Middle Georgia College

Middle Georgia College seeks to revise its mission statement in order to further streamline the statement, provide constituents with a clear purpose statement, and reflect the institution’s emphasis on aviation and inclusion in the current Georgia Academy of Mathematics, Engineering, and Sciences (“GAMES”) program.

4. Establishment of a Doctor of Physical Therapy, Armstrong Atlantic State University

Armstrong Atlantic State University proposes the establishment of a Doctor of Physical Therapy program. The program will build upon the institution’s existing master’s level physical therapy program and offer rigorous coursework as required by the Commission on Accreditation for Physical Therapy Education (“CAPTE”).

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

October 13, 2009

5. Establishment of a Doctor of Physical Therapy, North Georgia College & State University

North Georgia College & State University also proposes the establishment of a Doctor of Physical Therapy degree. The program follows an existing strong master's level program and meets disciplinary accreditation requirements. The move toward an applied doctoral degree in this discipline follows recommendations from the accrediting body for physical therapy and national trends in the discipline.

6. Establishment of a Bachelor of Liberal Arts, Columbus State University

Columbus State University has developed a Bachelor of Liberal Arts degree to provide alternative postsecondary opportunities for those persons who currently have college credits and seek a baccalaureate option and for those students who seek an interdisciplinary college curriculum with a broad liberal arts focus.

7. Establishment of a Master of Arts in Teaching with a major in Kinesiology / Physical Education, Georgia College & State University

Georgia College & State University has developed a graduate level major in Kinesiology/Physical Education to provide a teacher preparation option for persons holding a bachelor's degree in exercise science, health promotion, human performance, or related major. The program has been designed to meet the requirements of the National Council for the Accreditation of Teacher Education and the National Association for Sport and Physical Education.

8. Ratification of the Bachelor of Science with a major in Criminal Justice / Criminology, Georgia Gwinnett College

Georgia Gwinnett College, under the auspices of the Board's recess, seeks ratification of an approved baccalaureate criminal justice/criminology program. The program was developed to meet the demands of local government and the needs of students interested in a formal program of study that emphasizes the system of courts, policy, and corrections in various branches of government.

9. Establishment of a Bachelor of Science with a major in Biology (with teacher certification), Gordon College

Gordon College, based on its state college mission, seeks approval to offer an undergraduate Biology major with a teacher certification track. The program was developed to address teacher shortage needs in a science field.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

October 13, 2009

10. Establishment of a Doctor of Philosophy and Master of Science with majors in Neuroscience, Georgia State University

Georgia State University seeks approval to establish a major in Neuroscience under both the Doctor of Philosophy and Master of Science degrees. The program will be administered by the Neuroscience Institute. The program will focus on the biological and psychological aspects of biotechnology and understanding human thought, behavior, and emotion. Collaborative research opportunities are being fostered with nearby institutions.

11. Establishment of a Stand-Alone Option for the Existing Doctor of Philosophy with a major in Public Policy, Georgia State University

Georgia State University has offered the Doctor of Philosophy in Public Policy in collaboration with the Georgia Institute of Technology since 1996. Georgia State University intends to maintain the collaboration, but seeks to offer the degree on its own with specific concentrations in finance, public policy, and strategic analysis. These concentrations are provided through GSU's Andrew Young School of Policy Studies.

12. Waiver to Degree Credit Hour Length of the Master of Science with a major in Mental Health Counseling, Georgia State University

Georgia State University seeks a waiver to degree credit hour length for the existing Master of Science with a major in Mental Health Counseling from 48 to 60-semester credits. The increase in credit hours is attributable to counseling accreditation requirements as prescribed by the Council for Accreditation of Counseling and Related Educational Programs ("CACREP").

13. Establishment of a Bachelor of Business Administration with a major in International Business, Valdosta State University

Valdosta State University seeks approval to establish an International Business major under the existing Bachelor of Business Administration degree. The program is designed to prepare students for careers in international business with a focus on language, critical thinking, communications, and technology.

14. Establishment of a Master of Accountancy, Valdosta State University

Valdosta State University proposes the establishment of a Master of Accountancy. The program has been designed to further enrich the knowledge base of undergraduate accounting majors and to enable students who complete the master's degree to sit for Certified Public Accountant licensure examinations.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

October 13, 2009

15. Establishment of a Bachelor of Arts with a major in Biology, Valdosta State University

Valdosta State University seeks approval to establish a major in Biology under its existing Bachelor of Arts degree. The program was developed in order to garner increased curricular flexibility for students interested in pursuing Biology as a major, but who do not seek a career as a scientist or graduate study in the field.

16. Termination of the Bachelor of Arts with a major in Mathematics, University of Georgia

The University of Georgia, after surveying degree programs that are no longer active and have no student matriculants, seeks approval to terminate the Bachelor of Arts with a major in Mathematics. The Mathematics major is currently offered under the Bachelor of Science degree.

17. Termination of the Master of Arts with a major in Health Promotion and Behavior, University of Georgia

The University of Georgia recommends termination of the Master of Arts with a major in Health Promotion and Behavior. No students are currently in the program. The Department of Health Promotion and Behavior currently offers a concentration in Health Promotion under the existing Master of Public Health for persons interested in this specific area.

18. Termination of Specific Career Associate Degrees, College of Coastal Georgia

The College of Coastal Georgia seeks to terminate specific career associate degrees that are offered in collaboration with Altamaha Technical College. The options offered under the Associate of Applied Science in Business are recommended for termination based on the lack of current student matriculants.

19. Establishment of the External Delivery (Online and Onsite) of the Existing Master of Science in Nursing, Georgia State University

Georgia State University, in an effort to address demands for graduate nursing instruction via alternative delivery methods, seeks approval to offer its existing Master of Science in Nursing both online and at its Alpharetta site. The program will meet the needs of practicing bachelor's prepared nurses who seek graduate opportunities for promotion and for clinical instruction.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

October 13, 2009

20. Establishment of the External Online Delivery of the Existing Master of Science with a major in Instructional Design and Technology, Georgia State University

The Master of Science with a major in Instructional Design and Technology is a program designed for students who seek the knowledge and skills to combine instructional content with various forms of media to enhance the learning environment and provide alternative methods of instruction. GSU's online format provides students with an opportunity to gain this knowledge in a distance-education environment.

21. Establishment of the External Online Delivery of the Existing Master of Science with a major in Sport Management, Georgia Southern University

Georgia Southern University proposes the online delivery of its existing Master of Science with a major in Sport Management. The external, online administration of the program has been developed to meet the demands of persons working in intercollegiate athletics.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

October 13, 2009

1. Revised Core Curriculum, University System of Georgia

Recommended: That the Board approve a revised core curriculum for the University System of Georgia's public colleges and universities, effective October 14, 2009.

Background: The University System of Georgia's core curriculum has been revised to allow for greater flexibility in aligning students' general education experience with individual institutional missions and strategic plans. The revised policy provides minima requirements in each domain area (e.g., communication skills, quantitative skills, humanities/fine arts, natural sciences, mathematics, technology, social sciences, and institutional options), includes additional learning requirements in global perspectives and critical thinking, maintains the USG's transfer guarantee of core courses, and keeps the total number of hours required (i.e., 42 semester credits) the same. The Humanities and Fine Arts area now includes Ethics as part of the array of courses to be offered in this domain. The revised policy requires all institutions to develop student learning outcomes for each domain area for approval by the Council on General Education and to regularly assess these outcomes as a part of their required report on comprehensive program review to the Office of Academic Programs.

The revised core curriculum found within this document, if approved, will replace the current core curriculum as it appears in the Board *Policy Manual*, Section 3.3.1 (formerly Section 303.01) and the *Academic Affairs Handbook*, Section 2.04.

Implementation: Implementation of the Revised Core Curriculum will become effective as of fall 2011 with two-year institutions delaying their implementation until fall 2012 in order to align their revised core curricula with four-year institutions. Any requisite changes that involve student admission, student transfer of courses between institutions, and student graduation will be handled by the appropriate institutional entities inclusive of the transfer coordinators, offices of academic assistance, departmental advisors, and the vice presidents for academic affairs.

Core Curriculum Policy Change: The following information provides an overview of the rationale, plan, and details concerning the revised core curriculum.

1. Revised Core Curriculum, University System of Georgia (Continued)

**The USG's Revised Core Curriculum:
Building on Strengths, Expanding Flexibility**

Helpful: Ensuring Student Success in a Rapidly Changing World

The Core Curriculum Evaluation Committee was formed to address a number of important questions which have arisen in recent years about the effectiveness of the current USG Core:

1. How can the Core's learning outcomes be updated to ensure students are prepared to contribute in a complex global environment? How can the USG be sure that institutions are effectively assessing these outcomes?
2. In a world that is increasingly interconnected and technology-driven, does the USG Core Curriculum offer students the global perspective and critical thinking skills needed for success?
3. Is the Core sufficiently flexible to meet the diverse needs of students at widely differing institutions?
4. In a world of increased mobility, how would core revision impact transferability?

Accessible: An Open and Transparent Process

Nominations were solicited from every System institution, and the following members were selected to serve on the Core Curriculum Evaluation Committee:

- George Rainbolt, Georgia State University, Chair
- Virginia Carson, South Georgia College
- Emmanuel Konde, Albany State University
- Virginia Michelich, Georgia Perimeter College
- Jere Morehead, University of Georgia
- Thomas Mundie, Georgia Gwinnett College
- Ralph Rascati, Kennesaw State University
- Elizabeth Watts-Warren, Gordon College
- Linda Noble, System Office
- Robert Vaughan, System Office

1. Revised Core Curriculum, University System of Georgia (Continued)

The process of revising the core was a model of transparency. Faculty and administrators throughout the system were invited to subscribe to a listserv and to participate in a blog. Over 900 individuals subscribed. Minutes of all the Committee's meetings and every draft of the proposal were posted on the Committee's web page (core.usg.edu) within 72 hours of each meeting. A System-wide survey was conducted, allowing faculty and administrators the opportunity to help set priorities for core revision. The survey received almost 2000 responses.

1. Accountable: Learning Outcomes and Assessment

The Committee's recommendation begins with learning outcomes and builds in assessment. It requires each institution to develop learning outcomes in all five areas of the Core. These outcomes must be approved by the USG's Council on General Education. The assessment of these outcomes is required and evaluated twice. As part of the USG's Comprehensive Program Review, each institution is required to submit regular reports on assessment to the USG's Office of Academic Programs. As part of the accreditation process, the Southern Association of Colleges and Schools ("SACS") requires that every institution assess its learning outcomes and then SACS evaluates that assessment.

2. Global and Critical: Expanding Students' Perspectives

In recognition of the fact that the USG Strategic Plan indicates that "the USG will ensure that its institutions are providing students with the knowledge and abilities they need to meet the challenges of our rapidly evolving, technologically interconnected global world," the revised core policy requires institutions to designate courses that will enhance students' global perspectives and critical thinking skills. Institutions will also identify courses that focus on the United States.

3. Flexible: Recognizing Diversity

One of the USG's strengths is in the diversity of its institutions, and that diversity will be enhanced by allowing institutions the freedom to concentrate more on specific areas of the core that better fit their individual missions. To promote that flexibility, the new Core specifies a minimum number of hours in each core area instead of requiring a precise number of hours.

1. Revised Core Curriculum, University System of Georgia (Continued)

4. Transferable: Preserving Strengths

The Committee also researched higher education systems nationwide. This research revealed one definite conclusion: the USG's current core curriculum provides its students with an ease of transfer that is almost unrivaled. Though the new core policy offers institutions the opportunity to “tailor” the general education experience to better fit their unique missions, it also requires that all core courses must transfer, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit for a math course in the social sciences area).

“Old Core” and “New Core”: A Comparison

The USG's Core Curriculum has not been reduced. Instead, institutions are being given the flexibility to be innovative within the core. While a minority of faculty expressed a desire for a smaller core, a large majority expressed a desire to keep the size of the core as it is. The Committee considered the idea of having a smaller core for certain disciplines (e.g., a “teacher's core” for those in education programs), but this idea was rejected because it might stigmatize certain programs as weaker than others and because students frequently change majors.

CURRENT CORE:

Area A: Communications and Quantitative Skills	9 hours
Area B: Institutional Options	4-5 hours
Area C: Humanities/Fine Arts	6 hours
Area D: Science, Math, and Technology	10-11 hours
Area E: Social Sciences	12 hours
<i>Total</i>	<i>42 hours</i>

REVISED CORE:

Area A: Communications and Quantitative Skills	At least 9 hours
Area B: Institutional Options	At least 3 hours
Area C: Humanities, Fine Arts, and Ethics	At least 6 hours
Area D: Natural Sciences, Math, and Technology	At least 7 hours*
Area E: Social Sciences	At least 6 hours
<i>Total</i>	<i>42 hours</i>

1. Revised Core Curriculum, University System of Georgia (Continued)

*At least one course in this area must be a lab course. Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. An example of such a compelling case might be if the institution proposed to put 3 of math in Area B and 7 hours of natural science in Area D.

The flexibility of the revised core offers institutions the opportunity to “tailor” the general education experience to better fit their unique missions. Though the total hours remain the same, institutions may concentrate requirements in areas that support their missions. For instance, an institution like Southern Polytechnic State University might choose to expand Area D (Natural Sciences, Math, and Technology), while Georgia College & State University, Georgia’s public liberal arts institution, might expand Areas C (Humanities, Fine Arts, and Ethics) and/or E (Social Sciences) to give students a wider exposure to various disciplines in the Liberal Arts. Another Institution could expand Area B to create unique themes or its students.

2. Revised Mission Statement, Savannah State University

Recommended: That the Board approve the request of President Earl G. Yarbrough, Sr. that Savannah State University (“SSU”) be authorized to revise its mission statement, effective October 14, 2009.

Background: Savannah State University seeks approval to revise its mission statement as the current version includes information that is no longer relevant and the institution seeks to streamline references to institutional history, specific colleges that might change over time, where the institution is located, relationship with the system, relationships with other institutions, and specific programs offered. The revised statement provides a brief and clear declaration of why the institution exists. SSU is proposing a mission that is clear and comprehensive and emphasizes its quality of instruction, scholarship, research, service, and community involvement in an engaged learning environment. In addition, the revised mission statement identifies areas of instruction at the graduate and undergraduate levels in the areas of liberal arts, sciences, and professional studies. In addition, SSU seeks to revise its mission statement as it prepares for reaffirmation by the Southern Association of Colleges and Schools, Commission on Colleges.

Current Mission Statement

Chartered by the State of Georgia in 1890, as a department of the State University for the education and training of Negro students, Savannah State University now serves a diverse student population as a senior university of the University System of Georgia. The University serves a primarily African-American student population, enriched by a diversity of traditional and nontraditional students from other countries, cultures, and races. The University's mission is to graduate students prepared to perform at higher levels of economic productivity, social responsibility, and excellence in their chosen fields of endeavor in a changing global community. The educational goal is realized through program offerings in the College of Business Administration, the College of Liberal Arts and Social Sciences, and the College of Sciences and Technology, which lead to baccalaureate, and master's degrees.

Savannah State University, located in a coastal, urban, port city setting, serves residential and commuter students from diverse educational, geographical, and racial backgrounds. In a beautiful and unique setting of a live oak forest next to a salt marsh estuary, the University is well situated for the study of commercial, technological, environmental and urban issues. The University's mission is consistent with the core missions of the University System of Georgia and the senior universities in the System.

2. Revised Mission Statement, Savannah State University (Continued)

Savannah State University shares with the University System of Georgia the following characteristics:

- a supportive campus climate, necessary services, and leadership development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff; cultural, ethnic, racial, and gender diversity in faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education; collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and businesses and industries, sharing physical, human, information and other resources to expand and enhance programs and services available to the citizens of Georgia. Savannah State University shares with senior universities in the University System of Georgia these characteristics:
 - a commitment to excellence and responsiveness within the scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
 - a commitment to the teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college prepared student body, promotes high levels of student achievement, offers academic assistance, and provides Student Academic Support programs for a limited student cohort;
 - a commitment to a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional programming at the baccalaureate level, with selected master's, and selected associate degree programs based on area need and/or inter-institutional collaborations;
 - a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence; and
 - a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a commitment to applied research in selected areas of institutional strength and area need.

2. Revised Mission Statement, Savannah State University (Continued)

The continuing commitment of Savannah State University to academic excellence is expressed through the following characteristics:

- tradition of serving the educational needs of African-American students as well as those of all other students, regardless of race, ethnicity, or culture; the historical tradition as an African-American institution which defines the University as a unique cultural and educational resource for the interpretation and transmission of the African- American legacy; the guiding principle of the faculty and staff which is service to students expressed by quality, student-centered instruction, scholarship, research and effective support services that nurture the intellect and value honesty and human sensitivity; a high quality general education offered through the core curriculum in humanities, mathematics, natural sciences, and social and behavioral sciences;
- baccalaureate degree offerings with a dynamic mix of liberal arts programs that address the study of the humanities, social sciences and the sciences; professional programs that address the study of commerce, entrepreneurship, communications, social services, technology and environmental sustainability; master's degree offerings that address the study of the social and behavioral sciences, and natural sciences; and initiatives to provide new programs and levels of service to meet the ever changing needs of a coastal urban area;
- a commitment to excellence in the area of engineering technology;
- Student Academic Support services that provide educational access and opportunity for students, and service programs, offered singly and collaboratively, to enhance student satisfaction and academic success; and
- an active community service function that is carried out through collaborative partnerships with business, private and governmental agencies, public schools, and other institutions in the University System.

Savannah State University intends to increase the scope and quality of service to diverse populations by focusing and developing an array of excellent programs, supported and delivered through instructional technology and distance education to all who seek our programs and services.

2. Revised Mission Statement, Savannah State University (Continued)

Revised Mission Statement

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service, and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African-American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences, and the professions.

3. Revised Mission Statement, Middle Georgia College

Recommended: That the Board approve the request of President W. Michael Stoy that Middle Georgia College (“MGC”) be authorized to revise its mission statement, effective October 14, 2009.

Background: Middle Georgia College seeks approval to revise its mission statement in order to streamline current language and include an additional goal emphasizing civic engagement. References to associate degrees, serving rural areas, and maintaining affordability have been removed and an emphasis on aviation has been included in the current Georgia Academy of Mathematics, Engineering, and Sciences (GAMES) program. The revised mission statement was approved by the faculty and staff of the College on April 24, 2009.

Current Mission Statement

Middle Georgia College (MGC) is a state college unit of the University System of Georgia with a focus on providing constituents access to certificate, associate, and select baccalaureate programs in academic transfer or occupation related programs of study. The College is dedicated to providing a dynamic, learning-centered, caring and technically advanced environment of excellence. As a multi-campus, residential institution, the College pursues innovative opportunities to provide services to its traditional and non-traditional students primarily from rural areas of south central Georgia and will maintain a recognized legacy of affordable higher education and community support services of the highest quality. The College also serves as the only higher education institution of aviation for the State of Georgia.

The College’s historic main campus in Cochran offers academic programs of study through the baccalaureate degree for commuting and residential students. The institution’s Georgia Aviation campus in Eastman provides aviation specific technical education for the State while supporting the main campus’ Bachelor of Science in Aviation Management degree program. The Dublin Center provides educational opportunities for central Georgia commuting students. Selected certificate and associate degree programs, as well as additional advanced higher education opportunities, are offered online and in collaboration with participating four-year institutions. In addition, MGC provides undergraduate education addressing the economic development needs of Georgia’s heartland and the state’s aviation industry.

To accomplish its mission, MGC commits to the following goals:

Promoting a campus-wide commitment to student learning that is embedded in course and program design, teaching, achievement, and student development activities;

Providing the highest quality classroom and/or advanced distance learning instruction that enriches and challenges learners in all programs at all levels;

3. Revised Mission Statement, Middle Georgia College (Continued)

Creating a welcoming campus community that nurtures a culturally and ethnically diverse student body;

Offering programs of excellence leading to certificates and associate degrees to prepare students for immediate employment and/or acceptance to baccalaureate degree programs at Middle Georgia College or other colleges and universities;

Offering a signature aviation program that is the only *comprehensive* public curriculum in Georgia leading to select baccalaureate degrees in aviation management as well as certificate and associate programs in flight and aviation technology specialists that prepare students for immediate employment, careers, and further study in aviation;

Providing the Georgia Academy of Mathematics, Engineering, and Sciences (GAAMES) program, which challenges gifted students to experience the rigors of higher education at an earlier entrance;

Providing the support resources, services, and learning activities that enhance student learning, facilitate student success, and promote personal enrichment; and

Providing and supporting an adaptive, effective, and efficient human and physical infrastructure that maintains and supports the learning environment;

Revised Mission Statement

Middle Georgia College (MGC) is a state college unit of the University System of Georgia with a focus on providing constituents access to certificate, associate, and select baccalaureate programs in academic transfer or occupation-related programs of study. The College is dedicated to providing a dynamic, learning-centered, caring and technically advanced environment of excellence. As a multi-campus, residential institution, the College pursues innovative opportunities to provide services to its traditional and non-traditional students primarily from rural areas of south central Georgia and will maintain a recognized legacy of affordable higher education and community support services of the highest quality. MGC provides undergraduate education addressing the economic development needs of Georgia's heartland, and serves as the only public, comprehensive higher education institution of aviation for the state of Georgia.

3. Revised Mission Statement, Middle Georgia College (Continued)

Revised Mission Statement

To accomplish its mission, MGC commits to the following goals:

Promoting a campus-wide commitment to student learning that is embedded in course and program design, teaching, achievement, and student development activities;

Providing the highest quality classroom and/or advanced distance learning instruction that enriches and challenges learners in all programs at all levels;

Creating a welcoming campus community that nurtures a culturally and ethnically diverse student body;

Offering programs of excellence leading to certificates and degrees to prepare students for immediate employment and/or acceptance to baccalaureate degree programs;

Offering a signature aviation program that is the only *comprehensive* public curriculum in Georgia leading to select baccalaureate degrees in aviation management as well as certificate and associate programs in flight and aviation technology specialists that prepare students for immediate employment, careers, and further study in aviation;

Providing the Georgia Academy of *Aviation*, Mathematics, Engineering, and Sciences (“GAAMES”) program, which challenges gifted students to experience the rigors of higher education at an earlier entrance;

Providing the support resources, services, and learning activities that enhance student learning, facilitate student success, and promote personal enrichment;

Providing and supporting an adaptive, effective, and efficient human and physical infrastructure that maintains and supports the learning environment; and

Creating a campus environment of civic engagement that improves the overall quality of life within the communities the College serves.

4. Establishment of a Doctor of Physical Therapy, Armstrong Atlantic State University

Recommended: That the Board approve the request of President Linda M. Bleicken that Armstrong Atlantic State University (“AASU”) be authorized to establish a Doctor of Physical Therapy, effective October 14, 2009.

Abstract: AASU seeks to offer a Doctor of Physical Therapy because the profession, as a whole, is moving to the applied doctorate as the entry level degree for practice. AASU currently offers a Master of Physical Therapy program that is accredited. AASU has offered physical therapy education since 1995 and will continue all necessary institutional resources for the program. AASU must offer the Doctor of Physical Therapy degree to meet the needs of the profession and its service area, as well as to attract outstanding applicants. Currently, with the exception of North Georgia College & State University, all Georgia physical therapy programs are offered at the doctoral level (i.e., Georgia State University, Emory University, and Medical College of Georgia). Regionally, institutions in Florida, Alabama, Tennessee, and South Carolina offer the Doctor of Physical Therapy. The Doctor of Physical Therapy degree is necessary as the standard for education and practice.

Accreditation and Dissolution of the Consortium: The institution is also involved in the Doctor of Physical Therapy consortium with North Georgia College & State University and the Medical College of Georgia which is undergoing phase out due to constraints associated with student services, accreditation needs, and financial administration. During its April meeting, the Commission on Accreditation for Physical Therapy Education (“CAPTE”) ruled that the current consortium was not in compliance with accreditation standards. The partners were informed that all three institutions were being placed in the status of “Defer Action – Show Cause”. This decision affects both the institutional and consortial accreditation for all three institutions and could result in probation. Dissolution of the consortium, with return of institutional control, would solve the issues related to student services and financial oversight that have been out of compliance since 2006. The presidents of all three institutions have agreed that the consortium should be dissolved. AASU was engaged in planning with the consortial partners for dissolution and a plan was submitted to the accrediting body by July 2009 along with a CAPTA follow-up report.

Need: The proposed Doctor of Physical Therapy program addresses a critical state need by serving students in South Georgia, the coastal region, and the state. Enrollment includes both traditional and non-traditional, second-career students. AASU has graduated approximately 200 physical therapists and approximately 75% of graduates remain in Georgia to practice. The AASU proposed Doctor of Physical Therapy program is the only such program south of the Atlanta/Augusta area. The Georgia Rural Health Association estimates that the 108 rural counties in Georgia have fewer than half of the therapists needed to provide services. The program is vital to the mission of the institution, its designated service area, and the citizens of Georgia.

4. Establishment of a Doctor of Physical Therapy, Armstrong Atlantic State University (Continued)

Objectives: The objective of the AASU Doctor of Physical Therapy program is to prepare entry-level physical therapy graduates who demonstrate the scientific knowledge and skill in examination, evaluation, diagnosis, prognosis, interventions, outcomes assessment, and instruction of persons of all ages with movement disorders.

Curriculum: AASU offered and taught several of the courses that were used in the consortial Doctor of Physical Therapy program. By offering courses at the doctoral level, AASU has already developed the necessary foundation with which to offer the proposed applied doctoral degree. Students pursuing the proposed Doctor of Physical Therapy program will be required to take upper level courses in courses including, but not limited to, Pathophysiology, Physical Therapy Practice, Structural Aspects of Movement, Advanced Examination and Evaluation, and Supervised Clinical Education. Students complete 31 weeks of fulltime clinical experiences, in addition to part-time experiences and supplemental clinical observations during courses. AASU maintains clinical affiliation agreements with approximately 172 sites. Locally, the physical therapy department receives ongoing support from Memorial University Medical Center, St. Joseph's/Candler Health System, and a variety of other healthcare facilities. The proposed program is consistent with the national standards for physical therapy professional education.

Projected Enrollment: The institution anticipates steady cohort enrollments of 60 students during the first three years of the program.

Funding: President Bleicken has provided reverification that funding for the program is available at the institution. The institution is committed to providing the resources necessary to further build and sustain the program. New faculty members will be hired to support the program as it matures.

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

5. Establishment of a Doctor of Physical Therapy, North Georgia College & State University

Recommended: That the Board approve the request of President David L. Potter that North Georgia College & State University (“NGCSU”) be authorized to establish a Doctor of Physical Therapy, effective October 14, 2009.

Abstract: As a consortium arrangement between the Medical College of Georgia, Armstrong Atlantic State University, and North Georgia College & State University, the Doctor of Physical Therapy curriculum was developed in collaboration with and coursework independent at each institution as an extension of the previously existing Master of Science in Physical Therapy program. NGCSU has been offering parts of the program already through the consortial arrangement. The physical therapy program at NGCSU is independently accredited by the Commission on Accreditation in Physical Therapy Education, the recognized accrediting body for all physical therapy education programs. Prior to the consortium, NGCSU’s Master of Science in Physical Therapy was established in 1992. The existing master’s level program received national distinction by being one of the first in the nation to implement a problem-based learning program.

Need: Physical Therapists are health care professionals who diagnose and manage individuals of all ages who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Physical therapists examine each individual and develop a plan of care using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. Physical therapists also work with individuals to prevent the loss of mobility by developing fitness-and-wellness oriented programs for healthier and more active lifestyles. One component of the mission of the Department of Physical Therapy is to provide physical therapists for rural and underserved areas of need.

In the last five years, entry level physical therapy education has transitioned to the doctoral level. According to the Commission on Accreditation in Physical Therapy Education (“CAPTE”) at least 200 or more of the 215 U.S. physical therapy educational programs are Doctor of Physical Therapy programs. The conversion to the professional doctorate is consistent with changes in the scope and practice of physical therapy and the needed preparation of students for clinical decision making. Both Georgia State University and the Medical College of Georgia converted their programs to the professional doctorate. As NGCSU and Armstrong Atlantic State University were not authorized for doctoral-level education at the time, a consortium was formed in 2005 and accredited in 2006 with the Medical College of Georgia as the degree-granting institution. Doctoral level coursework has been offered by NGCSU since 2006 as part of the consortium. As each campus is solely responsible for delivering the curriculum and instruction of students, NGCSU has demonstrated its ability to provide physical therapy education at the doctoral level. Institutional graduating classes who have NGCSU as their home campus show a 97% pass rate on national licensing exams, well above the national average.

5. Establishment of a Doctor of Physical Therapy, North Georgia College & State University (Continued)

Objectives: The objective of the NGCSU Doctor of Physical Therapy program is to prepare physical therapy graduates for licensure. Graduates demonstrate scientific knowledge and skill in examination, evaluation, diagnosis, interventions, functional outcomes, outcomes assessment, and can provide instruction to persons across the lifespan with movement disorders.

Curriculum: The proposed Doctor of Physical Therapy program demands research and scholarship throughout the program and affords each student ample opportunity to contribute as a professional in the discipline. The applied doctoral program requires that students have 3,504 contact hours, three full-time internships, and a total of 130 credits of graduate courses in courses ranging from Clinical Physiology and Pharmacology & Diagnostics to Prosthetics and Orthotics and Integumentary Care. The program follows the national accrediting agency, CAPTE, and professional organization standards as they relate to curriculum.

Projected Enrollment: The institution anticipates steady enrollments of 27 to 30 students during the first three years of the program.

Funding: The program will be supported through the establishment of new courses with the continuation of existing doctoral-level graduate courses. President Potter has provided reverification that funding for the program is available at the institution.

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

6. Establishment of a Bachelor of Liberal Arts, Columbus State University

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to establish a Bachelor of Liberal Arts, effective October 14, 2009.

Abstract: CSU seeks approval to establish a Bachelor of Liberal Arts in order to provide alternative postsecondary opportunities for those students who have college credits and seek to obtain a bachelor’s degree and for those students who are undeclared in terms of a major choice and seek an interdisciplinary degree across several disciplines. The proposed program has been designed to meet the needs of a diverse student population seeking to complete a bachelor’s degree with a broad liberal arts focus. The program will be delivered both in an on-campus and on-line format. Through this broad, liberal arts program students will develop and refine skills in areas such as critical thinking, leadership, and communication.

Need: Because the service region of CSU will be heavily impacted by the U.S. Army’s Base Realignment and Closure Plan (“BRAC”) initiative at Fort Benning, and the KIA Motors development at West Point, there is a need for a liberal arts degree program to meet the academic needs of the community. The program will meet the various educational needs of military personnel and their families. The program will also be appropriate for students who plan to attend graduate school in a discipline that does not prescribe completion of a specific degree at the bachelor’s level. The proposed program is consistent with the institution’s strategic plan to expand opportunities for working professionals and expand access to online degrees and courses.

Objectives: As a result of completing the program, graduates will be able to demonstrate a broad understanding of the liberal arts; apply knowledge from a variety of disciplines within the liberal arts; demonstrate essential leadership skills necessary for participation in a diverse global community; and utilize technology and information literacy to facilitate academic inquiry. The program will allow students to explore a variety of contemporary issues from interdisciplinary and international perspectives.

Curriculum: The curriculum has been designed to use some existing upper-division coursework in various disciplines within the liberal arts. The 123-semester hour program, inclusive of wellness requirement and orientation courses, requires that students take 18 hours of courses in a major field and the following area requirements: communication (6 hours), humanities (6 hours), social sciences (9 hours), and electives. Students will be advised to complete a minor and the program of study as well as electives must be approved by an academic advisor.

Projected Enrollment: The institution anticipates increased enrollments over time of 53, 148, and 195 students of during the first three years of the program.

6. Establishment of a Bachelor of Liberal Arts, Columbus State University (Continued)

Funding: President Mescon has provided reverification that funding for the program is available at the institution. The institution is committed to providing the resources necessary to further build and sustain the program. New faculty members will be hired to support the program as it matures.

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

7. **Establishment of a Master of Arts in Teaching with a major in Kinesiology/Physical Education, Georgia College & State University**

Recommended: That the Board approve the request of President Dorothy Leland that Georgia College & State University (“GCSU”) be authorized to establish a Master of Arts in Teaching with a major in Kinesiology/Physical Education, effective October 14, 2009.

Abstract: GCSU seeks approval to establish a Master of Arts in Teaching with a major in Kinesiology/Physical Education. The program has been developed in order to provide initial teacher preparation for qualified candidates who hold a bachelor’s degree in a related discipline such as exercise science, health promotion, outdoor education, human performance, and kinesiology. The proposed major is designed for college graduates whose undergraduate degrees did not include coursework and learning experiences necessary to meet National Council for the Accreditation of Teacher Education and National Association for Sport and Physical Education standards and the Georgia Professional Standards Commission standards for P-12 teacher certification.

Need: Georgia continues to face teacher shortages across several disciplines of study at all grade levels. This trend is exhibited in Middle Georgia and is indicative of many of the regions of the state where GCSU students are from and the locations they indicate they want to return to upon completion of their education. GCSU’s service area experiences approximately a 15% level of teacher position vacancies each year. Thus, colleges within the University System have initiated short and long-term strategies targeted at increasing the number of new educators entering the field. The GCSU Master of Arts in Teaching model has resulted in increasing the retention of its graduates teaching in the state workforce. Current institutional data reveals that 91% of teacher preparation graduates who began teaching in Georgia public schools were still teaching five to eight years after graduation.

Objectives: The overall intent of the degree is to fully engage the graduate student with intensive, advanced learning experiences in pedagogical content knowledge and skills necessary to effectively instruct all school-age children/youth, grades P-12 in health and physical education. Graduates of the program will be expected to demonstrate competencies in a variety of cognate areas (e.g., teaching styles, planning, growth and development, assessment, and technology). The objectives will be assessed throughout individual courses, K-12 school-based instructional experiences, and teaching portfolio development processes.

Curriculum: The program will be housed through the School of Health Sciences, Department of Kinesiology. The 36-semester hour program will include intense pedagogically-focused didactic courses in addition to extensively integrated field-based learning experiences. The program is designed as a one-year, full-time, experience which begins during summer semester and is completed during the following fall and spring semesters. The program will also be available to students pursuing part-time studies.

7. **Establishment of a Master of Arts in Teaching with a major in Kinesiology/Physical Education, Georgia College & State University (Continued)**

As a field-based program, students will spend a substantial amount of time working in public schools and university course work will be linked to those experiences.

Projected Enrollment: The institution anticipates conservative graduate enrollments of 10, 12, and 14 students during the first three years of the program.

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

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

8. Ratification of the Bachelor of Science with a major in Criminal Justice/Criminology, Georgia Gwinnett College

Recommended: That the Board ratify Chancellor Erroll B. Davis' approval of Georgia Gwinnett College's ("GGC") request to establish a Bachelor of Science with a major in Criminal Justice/Criminology. At its August 2009 meeting, the Board of Regents authorized Chancellor Davis to take any actions necessary on behalf of the Board during the month of September with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor in a letter dated September 15, 2009.

Abstract: GGC seeks approval to establish a Bachelor of Science with a major in Criminal Justice/Criminology. Criminal Justice is the formal system of courts, police, and corrections used by national, state, county, and local governments for the administration of laws and for order maintenance. Criminology is the study of crime and criminal behavior. The proposed degree will provide students with an intensive overview of each of the components of the criminal justice system as well as an analysis of the societal and behavioral influences of deviant behavior. A Criminal Justice/Criminology program helps meet several of GGC's strategic goals, including producing graduates who can anticipate and respond effectively to the changing world, are able to meet the needs of Gwinnett and surrounding communities, and can cultivate an attitude of positive civic engagement and ethical responsibility from local and global perspectives.

Need: A July 2006 report commissioned by the Partnership Gwinnett initiative predicts that Gwinnett County will become Georgia's largest county in less than five years. This will drive the increased need for individual and corporate fitness trainers. The institution has increased the need for health care providers in Gwinnett County. Exercise Science is also a primary major for students interested in attending schools of occupational therapy and physical therapy.

Objectives: Graduates with a Bachelor of Science with a major in Criminal Justice/Criminology will be equipped to serve the community in law enforcement, probation and parole, public safety, corrections, and security and administration. The program will also provide graduates with suitable foundations for graduate study in criminal justice, criminology, public administration, political science, and other graduate programs.

Curriculum: The program will be housed within the School of Liberal Arts. The 120-semester hour program emphasizes a "theory into practice" approach. Students will complete a six course common core curriculum and then elect a criminal justice, criminology, or liberal arts area of concentration. Each track will expose students to current national and international trends in Criminal Justice studies. If it is determined that is in the best interest of the institution to only offer two tracks, namely criminal justice and criminology, then the following electives will be offered: Criminal Law, Constitutional Law, and Terrorism.

8. Ratification of the Bachelor of Science with a major in Criminal Justice/Criminology, Georgia Gwinnett College (Continued)

Projected Enrollment: The institution anticipates enrollments of 60, 120, and 180 students during the first three years of the program.

Funding: The program will be supported through the establishment of new courses. President Kaufman has provided reverification that funding for the program is available at the institution. The institution is committed to providing the resources necessary to build and sustain the program. Special Initiative Funding from the legislature and through the Board of Regents has been provided to address growth projections at GGC. New faculty members are currently being hired to support the program.

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

9. Establishment of a Bachelor of Science with a major in Biology (with teacher certification), Gordon College

Recommended: That the Board approve the request of President Lawrence V. Weill that Gordon College (“GC”) be authorized to establish a Bachelor of Science with a major in Biology (with teacher certification), effective October 14, 2009.

Abstract: Gordon College seeks to offer a Bachelor of Science with a major in Biology (with teacher certification) in order to further meet the higher education needs of students from the southern crescent and rural central Georgia. In an effort to improve services to students and the regions of Georgia from which they come, GC proposes to offer an undergraduate Biology program that includes a track for preparing secondary teachers of biology. In offering the new major, GC is responding to the University System of Georgia’s call to produce more majors in STEM areas, to increase the number of qualified teachers of science, and to help accommodate 100,000 new students in the next decade.

Need: In fall 2006, GC was designated as a state college and charged with developing a limited set of baccalaureate programs that would serve the workforce needs of the region it serves. Approximately 50 percent of GC students come from south Atlanta (counties of Henry, Fayette, Spalding, and Clayton) which is one of the most rapidly growing areas in the state. With the understanding that the state has a shortage of teachers, GC launched one of its first baccalaureate programs in early childhood education and graduated its first class in May 2009. With the proposed program, GC is taking a second step in addressing the teacher shortage by targeting one of the STEM disciplines. In addition to rapid population growth, other indicators are indicative of teacher shortages in the Gordon service area in the near future. Based on the retirement schedules of current teachers in counties that surround Gordon College, approximately 6 to 13% of life science teachers in the workforce will be facing retirement. Simultaneously, the area is projected to have a substantial increase in the number of students both in K-12 settings and those seeking postsecondary opportunities.

Objectives: GC seeks to educate biological scientists who know and are able to reference a wide range of information and possess knowledge to solve problems in varying contexts. Upon graduation, students will be able to demonstrate the laboratory skills that characterize successful inquiry and analysis; students will be able to communicate scientific knowledge; and students will use a broad range of knowledge of the biological sciences.

Curriculum: Housed within the Division of Mathematics and Natural Sciences, the proposed major with teacher certification will require 129-semester hours for completion of the degree, an exception that is available for such programs.

Projected Enrollment: The institution anticipates enrollments of 20, 50, and 70 students during the first three years of the program.

9. **Establishment of a Bachelor of Science with a major in Biology (with teacher certification), Gordon College (Continued)**

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

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

10. Establishment of a Doctor of Philosophy and Master of Science with majors in Neuroscience, Georgia State University

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish both Doctor of Philosophy and Master of Science degrees with a major in Neuroscience, effective October 14, 2009.

Abstract: GSU seeks approval to establish multidisciplinary, multi-departmental M.S./Ph.D. program in Neuroscience that will enhance the behavioral and life sciences training and research efforts of the institution. The program was developed in response to the need for highly trained specialists in the areas of Neurobiology and Behavioral Science as well as demands for such a program from prospective students. The M.S./Ph.D. program in Neuroscience will provide students with the training necessary for careers in the rapidly expanding biotechnology and pharmaceutical industries as well as for academic careers in several related disciplines. The proposed major has its origins in the neuroscience-related concentrations within the Ph.D. programs in Biology and Psychology departments at GSU. Establishment of a M.S./Ph.D. program in Neuroscience further supports GSU’s goal of becoming a research university located in an urban setting. The University has invested in a research program with a Brains and Behavior focus. Similarly, GSU is the lead institution of the Center for Behavioral Neuroscience, a National Science Foundation-funded consortium of more than 100 researchers at seven Atlanta institutions who examine the neural mechanisms underlying complex social behaviors. The Georgia State – Georgia Tech Research Imaging Center has been established through the joint efforts of the two state institutions. After becoming operational in March 2009, the Center provides technologically expert brain imaging facilities to support research in basic and clinical human neuroscience. It will be used as a training site for neuroscience and psychology students and grant funded research.

Need: The neurosciences are a set of disciplines that have a common interest in understanding the structure and function of the nervous system of animals and humans. The neurosciences embrace the traditional fields of neurophysiology, Neuroanatomy, neuropsychology, behavioral, cognitive, computational, and developmental neuroscience. Neuroscience is informed by and informs psychology, psychiatry, pharmacology, biophysics, computer science, robotics, education, and speech/language pathology. The Association of Neuroscience Departments and Programs lists 158 graduate and 42 undergraduate programs as of academic year 2007. Formation of a neuroscience graduate program will move Georgia State University into this growing field of science and allow it and the state to enhance training and research in this area. Neuroscience is a growth field and promotes resource development through the National Institutes of Health, National Science Foundation, and other federal agencies. Over the last decade, Neuroscience research has attracted a large portion of federal funding.

10. Establishment of a Doctor of Philosophy and Master of Science with majors in Neuroscience, Georgia State University (Continued)

In addition to the National Institutes of Health, approximately \$800 million comes from the National Science Foundation, with smaller awards from Howard Hughes, the McKnight Foundation, March of Dimes, Whitehall Foundation, drug companies, and neurological disease-specific funding agencies.

Objectives: The M.S./Ph.D. program in Neuroscience will provide students with the training necessary for careers in the rapidly expanding biotechnology and pharmaceutical industries as well as for academic careers in related disciplines.

Curriculum: The proposed programs will be administered by the new Neuroscience Institute, an interdisciplinary unit within the College of Arts and Sciences at GSU. Instruction of students will be provided by faculty with primary appointments in the Neuroscience Institute (most with previous appointments in the departments of Biology and Psychology) as well as by faculty associated with the Institute. Additional faculty and students will be drawn to the Institute from other areas such as theory of mind studies in Philosophy, robotics and neural modeling in Computer Science, Computer Information Systems, Math & Statistics, Physics & Astronomy, Bioinformatics in Computer Science, neurogenic communication disorders in Educational Psychology and Special Education, and drug development and imaging strategies in Chemistry.

Projected Enrollment: The institution anticipates steady enrollments in order to graduate approximately 14 students per year and award a similar number of Master of Science degrees annually. In all cases, the number of M.S. degrees will be tightly linked to the number of Ph.D. students as the M.S./Ph.D. in Neuroscience will require Ph.D. students to earn their M.S. degree during their program of study.

Funding: The program will be supported through the establishment of new courses and some existing graduate courses currently offered through the Departments of Psychology and Biology. President Becker has provided reverification that funding for the program is available at the institution.

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

11. Establishment of a Stand-Alone Option for the Existing Doctor of Philosophy with a major in Public Policy, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to offer the existing Doctor of Philosophy solely as a stand-alone program, effective October 14, 2009.

Abstract: GSU seeks approval to offer its existing Doctor of Philosophy with a major in Public Policy solely on its own and separate from the joint administration of the program with the Georgia Institute of Technology (“GIT”). In 1998, the Andrew Young School of Policy Studies at Georgia State University began a partnership with the School of Public Policy at GIT to offer a joint Doctor of Philosophy in Public Policy. Georgia State University’s Andrew Young School of Policy Study proposes to offer the program on its own that will enable students to take advantage of the resources of one of the top ranked public affairs schools in the region. GSU plans to continue its partnership with GIT and simultaneously offer students the option of taking all of their courses solely from GSU. The proposed stand-alone offering of the program by GSU offers students an opportunity to take specialized concentration areas such as Public Finance and Budgeting, Public and Nonprofit Management, and Policy Design, Analysis, and Evaluation. The three specialization areas are part of the nationally recognized programs of Georgia State University’s Andrew Young School of Policy Studies. The program at GIT, by contrast, is focused on three areas of strength at the institution: science and technology policy, regional economic development, and environment, energy, and information technology policy.

Students with interests in one of GIT’s three policy areas and one of Georgia State’s primary fields of specialization will continue to enroll in the joint doctoral program. The proposed administration of the program solely at Georgia State will enable students to be more flexible in their specialization courses, but will not require the participation of Georgia Tech faculty. Both institutions are supportive of a stand-alone program at Georgia State University. The primary reasons for the stand-alone administration option as well continuation of the joint program includes the containment of administrative costs, providing for a redirection of resources, and providing a better match of educational services to the market for policy studies.

12. Waiver to Degree Credit Hour Length of the Master of Science with a major in Mental Health Counseling, Georgia State University

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to waive the credit hour requirement for the Master of Science with a major in Mental Health Counseling, effective October 14, 2009.

Abstract: UGA seeks approval to waive the credit hour limit for the Master of Science with a major in Mental Health Counseling from 48 to 60-semester credit hours. GSU’s counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (“CACREP”). In order to retain accreditation, GSU seeks this change in credit hour requirements. The program has changed to accommodate increases in laboratory experiences, practica/internships, and content courses in Crisis Intervention, Advanced Counseling Skills, and Ethics and Leadership in Mental Health Counseling. The revised program is aligned with disciplinary accreditation requirements.

13. Establishment of a Bachelor of Business Administration with a major in International Business, Valdosta State University

Recommended: That the Board approve the request of President Patrick J. Schloss that Valdosta State University (“VSU”) be authorized to establish a Bachelor of Business Administration with a major in International Business, effective October 14, 2009.

Abstract: The Langdale College of Business Administration proposes the establishment of a new interdisciplinary major in International Business under the existing Bachelor of Business Administration degree.

Need: For several years, the Association to Advance Collegiate Schools of Business International has been requiring the inclusion of global business education in the curriculum. Employers are searching for graduates with evidence of international interest and/or experience. Global recruiters have favorably received students with study-abroad experience in business courses. Preliminary survey results indicate that students matriculating through the institution’s Bachelor of Business Administration program can benefit from an International Business curriculum and that demand exists for this area study.

Objectives: The new major is designed to meet the following objectives: 1) to prepare its graduates for careers in international business; 2) to create a formal structuring of courses that projects to future employers an international business knowledge base; 3) to develop a student’s foreign language, critical thinking, communications, problem solving, and technology skills within the field of international business; and 4) to support the Langdale College of Business Administration’s goals of expanding educational opportunities for business majors and expanding opportunities for international experiences.

Curriculum: The proposed degree will be comprised of international business core courses in economics finance, management, marketing, and a general introduction to international business courses. In addition, the major will require a business concentration selected from one of the following areas: accounting, economics finance, management, and marketing. The major integrates an additional knowledge base within other functional areas of business. Required major courses for the program include, but are not limited to, Multinational Corporate Finance, International Marketing, International Economics, and International Management. The program requires proficiency in a foreign language and a business concentration from accounting, finance, economics, management, or marketing.

Projected Enrollment: The institution anticipates enrollments of 10, 30, and 50 students during the first three years of the program.

13. Establishment of a Bachelor of Business Administration with a major in International Business, Valdosta State University (Continued)

Funding: The program will be supported through the reconfiguration of existing courses and the establishment of some new courses. President Schloss has provided reverification that funding for the program is available at the institution. As the program matures, a faculty position may be added to further support the program.

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

14. Establishment of a Master of Accountancy, Valdosta State University

Recommended: That the Board approve the request of President Patrick J. Schloss that Valdosta State University (“VSU”) be authorized to establish a Master of Accountancy, effective October 14, 2009.

Abstract: The Department of Accounting & Finance of the Langdale College of Business seeks approval to establish a Master of Accountancy. At least ten regional CPA firms have committed to hiring program graduates. The closest Master of Accountancy program to Valdosta is approximately 160 miles away.

Need: The Georgia State Board of Accountancy requires 150 semester hours for licensure as a certified public accountant. There is an increase in the number of accounting graduates who remain at VSU in order to complete the additional hours for CPA licensure. The CPA firms in VSU’s service region support the proposed program. These firms report a very poor experience with students who have been hired with only 120-semester credit hours, the hours required for undergraduate business programs.

Objectives: Master’s level students in this specialized degree program will demonstrate knowledge of theories, models, and tools relevant to their specialty field. Students will be able to apply appropriate models and tools to solve concrete business and managerial problems.

Curriculum: The curriculum includes, but is not limited to, such courses as Government & Not-for-Profit Accounting, Corporate & Partnership Taxation, Advanced Auditing, Advanced Accounting Information Systems, Financial Accounting Theory, and at least four electives encompassing such areas as tax research, estate tax, trusts and wealth, and global finance.

Projected Enrollment: The institution anticipates enrollments of 16, 21, and 26 students during the first three years of the program. A chapter of the national honor society, Beta Alpha Psi, was established in spring 2007 to further support and recognize student achievements in accounting at the institutional level.

Funding: The program will be supported through the establishment of new courses. The proposed program takes advantage of larger sections of Principles of Accounting courses to assuage costs. President Becker has provided reverification that funding for the program is available at the institution.

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

15. Establishment of a Bachelor of Arts with a major in Biology, Valdosta State University

Recommended: That the Board approve the request of President Patrick J. Schloss that Valdosta State University (“VSU”) be authorized to establish a Bachelor of Arts with a major in Biology, effective October 14, 2009.

Abstract: VSU’s Department of Biology seeks approval to establish a Bachelor of Arts with a major in Biology. The curriculum has been approved by the College of Arts and Sciences Executive Committee, the Graduate School Executive Committee, and Valdosta State University’s Academic Committee. The Bachelor of Arts degree gives students freedom to tailor their coursework toward specific objectives and career goals. Students are pursuing the Bachelor of Science with a major in Biology but are unable to complete the degree due to problems in course availability will have the option to switch to the Bachelor of Arts program. The program has been developed to accommodate students who have an interest in teaching fields as well as allied health careers. The current Bachelor of Science in Biology degree contains some required courses in physics and chemistry that may discourage students from otherwise pursuing a career in the allied health sciences. Only a few sections of new courses will be required to offer this degree.

Need: The Bachelor of Arts with a major in Biology will help meet the educational and medical professional needs for the State of Georgia. The degree will satisfy requirements for matriculation into post-baccalaureate allied health programs as well as allow for the completion of teacher-preparation courses during a four-year course of study. According to long term occupational projections (2004 – 2014) released by the Georgia Department of Labor, there is an expected annual growth rate of approximately 4% in allied health job fields. In addition, there is a substantial shortage of biology teachers in middle schools and high schools throughout the state.

Objectives: The Bachelor of Arts with a major in Biology gives students options to tailor their coursework toward specific objectives and career goals. The primary objective of the degree is that it will accommodate students interested in careers in allied health and education.

Curriculum: The proposed program consists of a set of core biology courses totaling 16 credit hours along with required courses in mathematics, chemistry, and foreign language.

Projected Enrollment: It is anticipated that the major will have steady enrollments of 75 students per year during the first three years of the program.

Funding: The program will be supported through the establishment of minimal sections of new courses and the reconfiguration of existing courses. President Schloss has provided reverification that funding for the program is available at the institution.

15. Establishment of a Bachelor of Arts with a major in Biology, Valdosta State University (Continued)

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

16. Termination of the Bachelor of Arts with a major in Mathematics, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Bachelor of Arts with a major in Mathematics, effective October 14, 2009.

Abstract: UGA seeks approval to terminate the Bachelor of Arts with a major in Mathematics after surveying degree programs that are no longer active. Under the former quarter system, core requirements were different for students seeking a Bachelor of Arts versus a Bachelor of Science degree. Under the semester system, core requirements depend on the major and not the degree. It was the institution’s intent over ten years ago to simply offer a mathematics major under the Bachelor of Science degree. At this time, UGA seeks to terminate the major as it is currently listed under the Bachelor of Arts degree. Taking such action will not have an impact on course offerings or degrees awarded. Recommendations to terminate the program were also made to reduce confusion among students and remove ambiguity concerning the rigor of existing majors.

17. Termination of the Master of Arts with a major in Health Promotion and Behavior, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Master of Arts with a major in Health Promotion and Behavior, effective October 14, 2009.

Abstract: UGA seeks approval to terminate the Master of Arts with a major in Health Promotion and Behavior. The graduate faculty of the Department of Health Promotion and Behavior voted in favor of terminating the program. The Department has determined that the major is no longer needed. Since the Department of Health Promotion and Behavior moved to the College of Public Health, the Department has not accepted any students for the degree. The last Master of Arts student graduated in December 2008. The Department currently offers a Master of Public Health degree with a concentration in Health Promotion. There would be no adverse impact on students or faculty with the termination of the aforementioned program.

18. Termination of Specific Career Associate Degrees, College of Coastal Georgia

Recommended: That the Board approve the request of President Valerie Hepburn that the College of Coastal Georgia (“CCG”) be authorized to terminate specific career associate degrees, effective October 13, 2009.

Abstract: CCG seeks approval to terminate specific career associate programs given the institution’s recent discontinuance of technical college programs. The programs recommended for termination do not currently have student matriculants requiring College of Coastal Georgia core coursework. The followings programs are recommended for termination:

- Associate of Applied Science in Business with options in:
 - o Accounting
 - o Business and Office Technology
 - o Industrial Mechanics and Maintenance Technology
 - o Information Technology
 - o Machine Tool Technology
 - o Welding and Joining Technology

All of the aforementioned programs offered under the Associate of Applied Science in Business are offered in cooperation with Altamaha Technical College.

19. Establishment of the External Delivery (Online and Onsite) of the Existing Master of Science in Nursing, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the external (online and onsite) delivery of the existing Master of Science in Nursing, effective October 14, 2009.

Abstract: GSU seeks approval to offer its existing Master of Science in Nursing as an external program. The program will be offered in a web-facilitated format. Students will have both onsite and online classes. The online classes will provide a combination of synchronous and asynchronous learning opportunities. Onsite classes will be held on the main campus or at GSU’s satellite site in Alpharetta, Georgia. The choice of site will be determined by the course and availability of classrooms (e.g., the advanced health assessment course must be held in the Nursing Learning Laboratory on the main campus).

The use of a web-facilitated format was based on requests for master’s programs in an online format. At recruitment events, practicing nurses with an undergraduate degree have inquired about flexible delivery options. Enrollments in the on-campus doctoral and master’s programs have leveled out and the Office of Academic Assistance began to track and notice a decrease in applications. It was determined that a web-based program would enhance access to graduate nursing education and increase enrollments.

New equipment, new technological advances in diagnosis and treatment of disease, increasingly complex analysis, and the use of electronic data are changing the face of healthcare. Nurse educators recognize the need to incorporate the use of technology and informatics into nursing curricula. In March 2006, the National League for Nursing (“NLN”) surveyed 540 deans and 1,557 nursing faculty. Results revealed that approximately 50% of programs had a computer literacy requirement and 40% had an information literacy requirement. At least 50 % to 60% of the respondents stated that informatics was integrated into the curriculum and that students had opportunities to use information systems in their clinical experiences.

It is anticipated that the institution will have a steady cohort of 20 students per year who will seek the alternative delivery option. The costs of implementing the alternative delivery will be minimal with the exception of some technology costs as faculty members are already in place to support the program. The institution will evaluate the program based on learning outcome evaluation methods (preceptor and practicum site evaluations; annual technology effectiveness surveys; and student progression statistics).

20. Establishment of the External Online Delivery of the Existing Master of Science with a major in Instructional Design and Technology, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the external online delivery of the existing Master of Science with a major in Instructional Design and Technology, effective October 14, 2009.

Abstract: GSU seeks approval to offer its existing Master of Science with a major in Instructional Design and Technology in an online alternative delivery format. The Instructional Design and Technology program at GSU is suited to attract and prepare students to attain a master’s degree at a distance. The program is designed to provide students with the basic knowledge, skills, and attitudes required to perform as an instructional technologist. An instructional technologist can combine knowledge of the learning process, instructional systems theory, and knowledge of various forms of media and learning environments in order to create an effective and efficient learning experience. The demand for the program has been based on surveys and inquiries from P-12 educators, post-secondary educators, and corporate training needs.

Demand for degrees in instructional technology among P-12 educators in Georgia is stabilizing. There is no certification for Instructional Technology specialists in Georgia as there is in other states. Many schools employ one technology coordinator or a few specialists within the district. There are openings for a modest number of well-trained information technology graduates. Demand continues as teachers transition from the classroom to school or district-level positions and for teachers who seek to enhance their instructional skills in the classroom. The largest potential market is that of the corporate sector. The primary goal of the program is to prepare students to work as instructional design and technology specialists, in both P-12 and corporate settings through a high quality, sustainable, and efficient online degree program.

It is anticipated that a steady enrollment of 20 students will choose the online application of this existing program. The program will be offered within operating budget guidelines of the College of Education. Based on demand and need, resources will be reallocated to fund additional faculty lines. Students will meet the educational outcomes of the degree programs through coursework, an internship, a comprehensive examination, and the production and presentation of an online portfolio of their work. Assessment of the program will involve the exit portfolio which is designed to match the assessment standards for instructional design and technology as a discipline.

21. Establishment of the External Delivery Online Delivery of the Existing Master of Science with a major in Sport Management, Georgia Southern University

Recommended: That the Board approve the request of President Bruce F. Grube that Georgia Southern University (“GSOU”) be authorized to establish the external online delivery of the existing Master of Science with a major in Sport Management, effective October 14, 2009.

Abstract: GSOU seeks approval to offer the existing Master of Science with a major in Sport Management in an alternative delivery format. Specifically, the program will be offered in a web-facilitated online delivery system. Instruction will be provided in asynchronous format through various learning modules, according to each professor’s preference and expertise. Students will interact with instructors through required assignments, discussion, and general questions over streaming lectures. The program will not be offered at any specific site or location.

Faculty in the program conducted a survey to gauge potential interest in the online administration of a sport management curriculum at the master’s level. The survey specifically targeted the sport industry of intercollegiate athletics and was sent to approximately 232 employees working within Georgia and surrounding states. Results suggested that over 50% of the respondents expressed an interest in a fully online master’s program. The intended audience is broad and covers current employees in the sport industry and traditional graduates of colleges and universities who prefer an online educational experience. GSOU’s existing Master of Science with a major in Sport Management currently holds accreditation through the American Society of Sport Management. The program also hosts industry-specific conferences.

The program projects an enrollment of 30 to 40 students per year. GSOU has an established Center for Online Learning that provides instruction and support to faculty in designing online courses and utilizing online software. Costs for instruction and equipment will be minimal given that the institution has resources in place for alternative instructional delivery. The Center also provides students with an online orientation that reviews the basics of online learning and delivers a primer on the technology experience and access to tools. Students will receive specific information concerning the technology needs for the course. The academic standards of the on-campus administration of the program will not differ from the alternative delivery. The change in delivery does not impact the curriculum. The program, through its accreditation standards, will be assessed for relevant student learning outcomes. Each student in the program will be required to complete a capstone experience.

22. Named Faculty Positions

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

23. Information Item: Academic and Student Affairs Support for Military Personnel

Abstract: Mr. Billy Wells and Ms. Jill Rayner of North Georgia College & State University will provide a presentation on Georgia's public college and university efforts to support military, active duty personnel, and veterans. Information concerning the new G.I. Bill and Yellow Ribbon program will be highlighted.

24. Executive Session

The Committee on Academic Affairs will enter into Executive Session at this time.

AGENDA

TASK FORCE ON LEADERSHIP DEVELOPMENT

October 13, 2009

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AGENDA

TASK FORCE ON LEADERSHIP DEVELOPMENT

October 13, 2009

1. Presentation of the Executive Leadership Institute

The Vice Chancellor for Human Resources, Wayne Guthrie, will present the progress on the Executive Leadership Institute.

2. **Presentation of Programs for Academic Affairs Leadership at the Department and College Level**

The Associate Vice Chancellor for Faculty Affairs, Dr. Linda Noble, will present information regarding programs for Academic Affairs leadership at the department and college level, including faculty performance reviews, conducting faculty searches, conflict resolution and budget management.

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COMMITTEE ON ORGANIZATION AND LAW

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AGENDA

COMMITTEE ON ORGANIZATION AND LAW

October 13, 2009

1. **Medical College of Georgia (“MCG”) Health, Inc. Resolution**

Recommended: That the Board ratify the Chancellor’s execution of an amendment to the affiliate agreement between the Medical College of Georgia and MCG Health, Inc. (“MCGHI”), which amendment makes clear that changes in the values of credits default swaps related to bonds issues on behalf of MCGHI will not affect other contribution amounts under the operating contract.

2. **Board of Regents (BoR) Police Department Resolution**

Recommended: That the Board approve the resolution recognizing the Board of Regents of University System of Georgia police department.

Background: Grant opportunities periodically become available for safety and security of campus communities and to support campus public safety operations. To apply for these funding opportunities, applicants are required to be officially recognized as a law enforcement agency by the State of Georgia and demonstrated recognition by federal authorities through the receipt of an Originating Agency Reporting Identifier or ORI #. The ORI # is issued by the FBI Criminal Justice Information Services (“CJIS”) Division upon presentation of recognition by the governing board which would be established by the resolution. The Board of Regents of University System of Georgia has been recognized by the State of Georgia, Peace Officers Standards and Training Council as a law enforcement agency. Approval of this resolution would allow Chief Holmes to apply for the ORI# from CJIS.

3. Applications for Review

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

4. Information Item: Appeals Process

The committee will receive information regarding proposed changes to the Board's Bylaws, Article VIII, Appeals Process.

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

October 13, 2009

1. Information Item: Fiscal Year 2009 Budget to Actuals

The Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will present the University System of Georgia's budget-based financial report for Fiscal Year 2009.

2. **Information Item: Pooled Investment Program Performance**

The Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will provide an update on the performance of the Pooled Investment Program for the University System of Georgia.

3. Information Item: American Recovery and Reinvestment Act of 2009 Update

The Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will provide an update on the American Recovery and Reinvestment Act of 2009 for the University System of Georgia.

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COMMITTEE ON INTERNAL AUDIT

October 13, 2009

1. **Information Item: Shared Auditor Model – The Way Ahead**

The Office of Internal Audit and Compliance (“OIA”) Strategic Plan includes an action step to develop a shared auditor model for USG institutions without a dedicated internal audit function. The shared auditor model would significantly expand the USG’s ability to assess and improve governance, risk and compliance through dedicated internal audit coverage at additional USG institutions. Currently, 16 USG institutions maintain an internal audit function. This initiative directly supports attainment of the OIA strategic priority number three, i.e., “Build and develop the OIA team.”

At this meeting, Interim Chief Audit Officer & Associate Vice Chancellor Mr. John Fuchko will update the Audit Committee on the key components of a shared auditor model, expected benefits, and the likely impact on audit resources. This model will be developed using a pilot initiative involving two USG institutions. OIA has identified several potential participant institutions and will finalize the selection later this year.

2. **Information Item: Internal Audit Quality Assurance Program**

A quality assurance program is designed to provide the Board of Regents Audit Committee and senior management the assurance that the internal audit activity is conducted in accordance with internal auditing professional standards. A quality assurance program is required by the standards-setting body for internal auditors, i.e., the Institute of Internal Auditors (“IIA”). Additionally, IIA Standard 1320 specifically requires the chief audit executive to “communicate the results of the quality assurance and improvement program to senior management and the board.”

The Office of Internal Audit and Compliance (“OIAC”) completed an internal quality assessment in April of this year and anticipates conducting an external peer review near the close of the current fiscal year. At this meeting, Interim Chief Audit Officer & Associate Vice Chancellor Mr. John Fuchko will update the Audit Committee on the key issues identified in the quality assessment, actions OIAC is taking to address those issues and the roadmap for implementation of an external peer review.

3. Approval Item: Internal Audit and Compliance Charter

Recommended: That the Board approve the revised Office of Internal Audit and Compliance (“OIAC”) Charter.

Background: The Office of Internal Audit and Compliance (“OIAC”) Charter defines the purpose, authority, and responsibility of the internal audit and compliance function of the University System of Georgia. The professional standards governing internal audit state that the chief audit executive must “periodically review the internal audit charter and present it to senior management and the board for approval.” The charter was last reviewed in June 2008. The proposed charter includes the following significant revisions:

- Updated the definition of internal auditing to reflect current internal audit professional standards;
- Clearly defined the role of the Compliance and Ethics program as administered by OIAC;
- Clarified in writing OIAC and institutional responsibilities pertaining to annual audit plans, campus audit charters, reporting of audit finding status, adherence to auditing and compliance professional standards, public private venture audits, and OIAC consulting engagements;
- Defined the scope of internal auditing to include the governance, risk management, and compliance categories in order to be consistent with auditing professional standard.

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COMMITTEE ON REAL ESTATE AND FACILITIES

October 13, 2009

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3. Appointment of Program Management Firms, and Construction Management Firms, Georgia Higher Education Facilities Authority (GHEFA) 4
 - a. Appointment of Construction Management Firm, Project No. GHEFA-69-1001, Student Center and Stadium Renovation, Savannah State University 5
 - b. Appointment of Program Management Firm, Project No. GHEFA-65-1001, Wellness & Recreation Center, Georgia College & State University 6
 - c. Appointment of Construction Management Firm, Project No. GHEFA-71-1001, Bookstore, University of West Georgia 7
 - d. Appointment of Construction Management Firm for the Campus Center Component, Project No. GHEFA-82-1001, Campus Center & Student Housing, College of Coastal Georgia 8
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COMMITTEE ON REAL ESTATE AND FACILITIES

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

October 13, 2009

1. **Authorization of Project, Appointment of Program Management Firm and Appointment of Architectural Firm, Project No. J-167, Academic Sciences Building, Atlanta Metropolitan College**

Recommended: That the Board authorize Project No. J-167 Academic Sciences Building, Atlanta Metropolitan College (“AMC”), with a total project budget of \$14,400,000 to be funded from State General Obligation Bonds.

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

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

Number of firms that applied for this commission:

Recommended firms in rank order:

- 1)
- 2)
- 3)

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

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

Number of firms that applied for this commission:

Recommended firms in rank order:

- 1)
- 2)
- 3)

1. Authorization of Project, Appointment of Program Management Firm and Appointment of Architectural Firm, Project No. J-167, Academic Sciences Building, Atlanta Metropolitan College (Continued)

Understandings: Initial funding is a part of the Capital Projects included in the FY2010 budget.

The Academic Sciences Building will be utilized by AMC's Science and Teacher Education Programs. The approximately 50,000-square-foot building will include both wet laboratory and computer laboratory spaces, multi-purpose/large classroom assembly space, general classroom space, and administrative and support space.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds

Total Project Cost:	\$14,400,000
Construction Cost (Stated Cost Limitation):	\$10,900,000

2. **Appointment of Architectural Firm for Student Center Component, Project No. BR-60-1001, Student Center & Student Housing, Albany State University**

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

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

BR-60-1001, Student Center & Student Housing, Albany State University

Project Description: This project was authorized by the Board in September 2009. This project will provide an approximately 600 student housing bed facility and an approximately 45,000-square-foot student center. The project will be funded as a public private venture.

Total Project Cost:	\$36,000,000
Construction Cost (Stated Cost Limitation):	\$28,100,000

Number of firms that applied for this commission: 35

Recommended architectural firms for the student center component of the identified project in rank order:

- 1)
- 2)
- 3)

3. Appointment of Program Management Firms, and Construction Management Firms, Georgia Higher Education Facilities Authority (GHEFA)

Recommended: That the Board approve the enclosed Items 3.a. through 3.d..

Understandings: These projects were authorized by the Board in September 2009 as Georgia Higher Education Facilities Authority (“GHEFA”) projects. Funding for these projects will be by GHEFA.

In September 2009 program management firms were appointed for:

GHEFA-69-1001, Student Center & Stadium Renovation, Savannah State University
GHEFA-82-1001, Campus Center & Student Housing, College of Coastal Georgia

In September 2009 architectural firms were appointed for:

GHEFA-69-1001, Student Center & Stadium Renovation, Savannah State University
GHEFA-65-1001, Wellness & Recreation Center, Georgia College & State University
GHEFA-71-1001, Bookstore, University of West Georgia
GHEFA-82-1001, Campus Center & Student Housing, College of Coastal Georgia

It is anticipated that the Board will be requested to take further action concerning the GHEFA projects approved in September 2009, including the appointment of additional architectural firms, appointment of additional construction management firms, appointment of developer, and the approval of ground leases and rental agreements.

3.a. Appointment of Construction Management Firm, Project No. GHEFA-69-1001, Student Center and Stadium Renovation, Savannah State University

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

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

Project No. GHEFA-69-1001, Student Center & Stadium Renovation, Savannah State University

Project Description: This project will include a student center and stadium renovation. The approximately 45,000-square-foot student center includes indoor and outdoor lounge space, dance studio, food court, convenience store, meeting space, multipurpose/ballroom with stage, cyber café, student government and staff offices, and support space. The stadium renovation will replace the existing bleachers, pressbox, and locker rooms and provide 8,000-10,000 seats.

Total Project Cost:	\$17,000,000
Construction Cost (Stated Cost Limitation):	\$13,500,000

Number of firms that applied for this commission:

Recommended firms in rank order:

- 1)
- 2)
- 3)

3.b. Appointment of Program Management Firm, Project No. GHEFA-65-1001, Wellness & Recreation Center, Georgia College & State University

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

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

Project No. GHEFA-65-1001, Wellness & Recreation Center, Georgia College & State University

Project Description: This 100,000-square-foot wellness and recreation center includes a four court multipurpose gymnasium, cardio fitness area, natatorium, walking track with assessment area, and student health services. LEED Silver certification will be sought for this facility.

Total Project Cost:	\$29,600,000
Construction Cost (Stated Cost Limitation):	\$23,000,000

Number of firms that applied for this commission:

Recommended firms in rank order:

- 1)
- 2)
- 3)

3.c. Appointment of Construction Management Firm, Project No. GHEFA-71-1001, Bookstore, University of West Georgia

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

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

Project No. GHEFA-71-1001, Bookstore, University of West Georgia

Project Description: This 23,000-square-foot bookstore will include a sales area for textbooks, trade books, magazines, and clothing. Additionally, offices, customer service, and warehouse space.

Total Project Cost:	\$5,400,000
Construction Cost (Stated Cost Limitation):	\$4,300,000

Number of firms that applied for this commission:

Recommended firms in rank order:

- 1)
- 2)
- 3)

3.d. Appointment of Construction Management Firm for the Campus Center Component, Project No. GHEFA-82-1001, Campus Center & Student Housing, College of Coastal Georgia

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

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made for the construction management firm for the campus center component of the identified project.

Project No. GHEFA-82-1001, Campus Center & Student Housing, College of Coastal Georgia

Project Description: This project will provide a campus center and student housing. The 250-350 student housing beds are in suite, semi-suite and apartment style units, and will also include limited food service and student study areas. The approximately 50,000-square-foot campus center includes expanded food service and student life amenities such as health services, fitness center, recreational space, study areas, student government and student affairs offices, meeting rooms, tiered seat theatre space, lounge spaces, bookstore and other retail.

Total Project Cost:	\$12,000,000
Construction Cost (Stated Cost Limitation):	\$ 9,400,000

Number of firms that applied for this commission:

Recommended construction management firms for the student center component of the identified project in rank order:

- 1)
- 2)
- 3)

4. Appointment of Program Management Firm, Project No. J-155, Historic Renovations, Fort Valley State University

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

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

Project No. J-155, Historic Renovations, Fort Valley State University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. This project will renovate three key buildings that occupy a significant portion of the Fort Valley State University core campus. Huntington Hall will be rehabilitated and repurposed from residential use to office and administrative use. Miller Hall will be rehabilitated and repurposed from a science building to a general classroom building. Ongoing programming will determine the use of Ohio Hall as either residential or academic. All three buildings will undergo significant rehabilitation, replacing plumbing, electrical, mechanical, and information technology data systems. This architectural appointment is for Ohio and Miller Halls. In 2007, as part of an earlier stabilization project, the architect for Huntington Hall was appointed in accordance with Board of Regents procedures.

Building	Built	Area	Original Use	Current Use	Intended Use
Huntington Hall	1908	14,281 sf	Dormitory	Vacant	Office and Administrative
Miller Hall	1963	34,616 sf	Classroom and Laboratory	Classroom and Laboratory	Classroom
Ohio Hall	1930	20,092 sf	Dormitory	Vacant	Residential or Academic

The project design and construction will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost: \$14,900,000
 Construction Cost (Stated Cost Limitation): \$11,200,000

Number of firms that applied for this commission: 14

Recommended firms in rank order:

- 1)
- 2)
- 3)

5. **Appointment of Program Management Firm, Project No. J-165, Nursing Building, University of West Georgia**

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

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

Project J-165, Nursing Building, University of West Georgia

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. The multi-story, approximately 61,000-square-foot Nursing Building will include general classrooms, seminar rooms, large lecture and assembly rooms, dry class laboratory, conference rooms, faculty offices, faculty and administrative offices. The building will also contain the Center for Caring, including conferencing and educational space for externally focused initiatives, a small clinic for patients, and space for hands-on observation and training.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$20,300,000
Construction Cost (Stated Cost Limitation):	\$15,350,000

Number of firms that applied for this commission: 24

Recommended firms in rank order:

- 1)
- 2)
- 3)

6. **Appointment of Program Management Firm, Project No. J-168, Health and Human Sciences Building, Georgia Southwestern State University**

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

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

J-168, Health and Human Sciences Building, Georgia Southwestern State University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. The approximately 71,000-square-foot Health and Human Sciences Building will include general classrooms, wet and dry laboratories, offices, student study space, common use medical library, computer laboratories, student lounge, and general use space for the nursing program, the Rosalynn Carter Institute, and the Psychology and Sociology Departments.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$16,800,000
Construction Cost (Stated Cost Limitation):	\$12,950,000

Number of firms that applied for this commission: 18

Recommended firms in rank order:

- 1)
- 2)
- 3)

7. Appointment of Construction Management Firm, Project BR-30-0904, Renovation of Fitten, Freeman, and Montag Residence Halls, Georgia Institute of Technology

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

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

Project No. BR-30-0904, Renovation of Fitten, Freeman, and Montag Residence Halls, Georgia Institute of Technology

Project Description: This project was authorized by the Board in August 2009. An architectural firm was appointed in August 2009. This project consists of the renovation of Fitten, Freeman and Montag Residence Halls, known collectively as Tech Estates.

These three residence halls were constructed in 1972 and are brick veneer, cast-in-place concrete structures with aluminum windows and share the same mechanical systems. Freeman and Montag Residence Halls are each three and one-half stories, and Fitten Residence Hall is four and one-half stories. The total combined 78,394 square feet will be renovated to provide a total capacity of 350 student housing beds.

The work includes a new sprinkler system, replacement of plumbing, electrical, and mechanical systems, refurbishment of water damaged areas, reconfiguration of existing building core, roof replacement, interior finish upgrades, furniture replacement, installation of security entry system, and elevator additions. Additionally, as part of the campus housing access program approved by the Board in January 2009 a card key access system will be installed.

Renovation of Freeman Residence Hall will begin in Fiscal Year 2010, followed by Montag Residence Hall in Fiscal Year 2011, and Fitten Residence Hall in Fiscal Year 2012.

The project will be funded from Georgia Institute of Technology Auxiliary Housing Funds.

Total Project Cost:	\$21,400,000
Construction Cost (Stated Cost Limitation):	\$17,500,000

7. **Appointment of Construction Management Firm, Project BR-30-0904, Renovation of Fitten, Freeman, and Montag Residence Halls, Georgia Institute of Technology (Continued)**

Number of construction management firms that applied for this commission: 19

Recommended firms in rank order:

- 1)
- 2)
- 3)

8. Rental Agreement, 1975 Lakeside Parkway, Tucker, Georgia Perimeter College

Recommended: That the Board authorize the execution of an amendment to the rental agreement between VIF II/Lakeside, LLC (the “LLC”), Landlord, and the Board of Regents, Tenant, for approximately 33,567 square feet of administrative support space located at 1975 Lakeside Parkway, Suite 350, Tucker for the period January 1, 2010, through June 30, 2010, at a monthly rent of \$43,357.38 (\$520,288.50 per year annualized/\$15.50 per square foot per year) with options to renew on a year-to-year basis for six consecutive one-year periods at the same rent rate for the first option period, with rent increasing no more than 3% per year thereafter for the use of Georgia Perimeter College (“GPC”).

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

Understandings: In June 2006, the Board authorized a rental agreement for 14,784 square feet at 1975 Lakeside Parkway. This amendment to the rental agreement will expand the space rented for GPC’s Office of Information Technology and the Office of Institutional Research.

If this agreement is terminated prior to the sixth option period, an additional premature termination payment will be due to the Landlord in the amount of \$668,590.33 during the initial term, decreasing each year to \$137,810.14 at the end of the fifth renewal term.

All operating expenses are included in the rent rate.

9. Sub-Rental Agreement, 5893 Stewart Parkway, Douglasville, Georgia Highlands College

Recommended: That the Board authorize the execution of a sub-rental agreement between the City of Douglasville Development Authority (the “Authority”), Sub-Landlord, and the Board of Regents, Sub-Tenant, for the use of Georgia Highlands College (“GHC”) and the University of West Georgia (“UWG”) for approximately 44,202 square feet of space located at 5893 Stewart Parkway, Douglasville, for the period January 1, 2010 through December 31, 2010 at a monthly rent of \$20,259.25 (\$243,111 per year annualized/\$5.50 per square foot per year) with options to renew on a year-to-year basis for nine consecutive one-year periods with rent for the option periods being:

Option Period	Annual	Monthly	Per Square Foot
1	\$ 400,028.10	\$ 33,335.68	\$ 9.05
2	\$ 601,589.22	\$ 50,132.44	\$ 13.61
3	\$ 611,755.68	\$ 50,979.64	\$ 13.84
4	\$ 611,755.68	\$ 50,979.64	\$ 13.84
5	\$ 655,957.68	\$ 54,663.14	\$ 14.84
6	\$ 622,364.16	\$ 51,863.68	\$ 14.08
7	\$ 489,758.16	\$ 40,813.18	\$ 11.08
8	\$ 489,758.16	\$ 40,813.18	\$ 11.08
9	\$ 500,808.66	\$ 41,734.06	\$ 11.33

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

Understandings: Strategic Goal Two of the Board of Regents Strategic Plan has as one of its main objectives to increase the use of access institutions to meet higher education needs in under-served areas and increase the joint use of facilities. One of the action items of this goal is to expand the capacity of existing access institutions sites and plan branch sites in under-served areas of the state. With the projected demographics and current location of USG institutions, Douglas County has been identified as an under-served area of the state. This agenda item is directly linked to Goal Two of the Board of Regents Strategic Plan.

This space will be used by GHC and UWG for an instructional site in support of the mission of GHC and UWG.

If this agreement is terminated prior to the ninth option period, an additional premature termination payment will be due to the Landlord in the amount of \$1,000,000 during the initial term, decreasing each year to \$100,000 at the end of the eighth option period.

9. **Sub-Rental Agreement, 5893 Stewart Parkway, Douglasville, Georgia Highlands College (Continued)**

Operating expenses including utilities, janitorial, trash removal, pest control, repair and maintenance are estimated to be \$161,000 per year annualized.

10. Authorization of Projects Funded by the American Recovery and Reinvestment Act

Recommended: That the Board authorize projects to be funded by the American Recovery and Reinvestment Act (the “ARRA”).

Understandings: This approval is for projects to be presented to the Committee.

Should ARRA funding not be available, these projects will not proceed.

Should full ARRA funding not be obtained, these projects will be reprogrammed within available funding, or supplemental funding will be provided. If alternative funding is provided to supplement the ARRA funding then further Board authorization will be obtained.

These projects are included in the respective campus’ Capital Implementation Plan (the “CIP”), however none are currently contemplated for State General Obligation Bond funding within the rolling six-year CIP.

11. Executive Session

Materials to be handed out in executive session.

12. Ratification of Chancellor’s Authorization of Project No. J-166, Outdoor Student Recreation Facility, Georgia State University

Recommended: That the Board ratify Chancellor Erroll B. Davis’ authorization of the following item which was approved in accordance with the authority delegated by the Board of Regents at the August 2009 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the August 2009 meeting and the October 2009 meeting with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor during this period.

Approved: The Chancellor administratively authorized Project No. J-166, Outdoor Student Recreation Facility, Georgia State University (“GSU”) with a total project budget of \$11,850,000, to be funded from \$9,600,000 General Obligation Bonds, and \$2,250,000 of Georgia State University Foundation fundraising and GSU recreation center fees.

Understandings: At the August 2009 meeting, the Board approved the purchase of the property at 188 Martin Luther King Jr. Drive, Atlanta.

The 20,000-square-foot building on this property will be renovated to accommodate the support functions for the Outdoor Student Recreation area for use by the GSU football team and other student sports and recreational activities. The renovated building will include locker rooms, meeting rooms, classrooms, offices, a laundry room, and a storage area for band instruments, team sports and intramural sports. Renovations include new energy efficient windows, the replacement or modernization of the mechanical, plumbing, lighting, electrical systems, and the installation of new voice/data systems.

Funding for this project includes \$6,750,000 in land acquisition costs. The estimated construction cost for this project is \$5,100,000.

The project is consistent with GSU’s master plan.

The University System Office staff and GSU will proceed with design and construction of the project in accordance with Board of Regents policy.

13. Ratification of Chancellor's Authorization of Rental Agreement, 260 14th Street, Atlanta, Georgia Institute of Technology

Recommended: That the Board ratify Chancellor Erroll B. Davis' authorization of the following item which was approved in accordance with the authority delegated by the Board of Regents at the August 2009 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the August 2009 meeting and the October 2009 meeting with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor during this period.

Approved: The Chancellor administratively authorized the execution of a rental agreement between Georgia Public Telecommunications Commission (the "GPTC"), Landlord, and the Board of Regents, Tenant, for approximately 27,798 square feet of research and administrative support space located at 260 14th Street, Atlanta, for the period November 1, 2009, through June 30, 2010, at a monthly rent of \$34,747.50 (\$416,970 per year annualized/\$15.00 per square foot per year) with options to renew on a year-to-year basis for 14 consecutive one-year periods with rent increasing no more than 2% per year, for the use of the Georgia Institute of Technology ("GIT").

The terms of this rental agreement are subject to review and legal approval of the Office of the Attorney General.

Understandings: This space will be used by GIT for sponsored research by the Georgia Tech Research Institute's Human Systems Integration Division.

All operating expenses are included in the rent rate.

14. Information Item: Update on Energy Efficiency Projects Funded by American Recovery and Reinvestment Act through State Energy Program, System-wide

Assistant Vice Chancellor for Facilities, Sandra L. Neuse, will update the committee on energy efficiency projects funded by American Recovery and Reinvestment Act (the “ARRA”) through State Energy Program.

15. Information Item: Update on State General Obligation Bond Sales

The Vice Chancellor for Facilities, Linda M. Daniels, will update the committee on State General Obligation Bond sales.

16. Information Item: Update on September 21 Storm Damage

The Vice Chancellor for Facilities, Linda M. Daniels, will update the committee on September 21 storm damage.

AGENDA

MEDICAL EDUCATION EXPANSION COMMITTEE

October 14, 2009

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INFORMATION ITEMS

1. Update on Developments with Medical Education Program at Partnership Campus 1
2. Planning for Graduate Medical Education (GME) Expansion 2
3. Receive Plan on Developments of Clinical Campus in Albany 3

AGENDA

MEDICAL EDUCATION EXPANSION COMMITTEE

October 14, 2009

1. **Information Item: Update on Developments with Medical Education Programs at Partnership Campus**

Dr. Barbara Schuster, Dean of the Medical College of Georgia/University of Georgia (“MCG/UGA”) Medical Partnership Campus in Athens will provide the committee with an update on developments to begin medical education operations in the Partnership campus in Athens. Information provided to the committee will cover ongoing progress with recruitment of faculty, staff and students.

2. Information Item: Planning for Graduate Medical Education (GME) Expansion

Expanding Graduate Medical Education (“GME”) capacity in Georgia is critical to the University System as it expands education capacity for medical students in Augusta, Athens and throughout the state. Doing this insures that the increased number of medical students to be trained through this expansion can receive quality education during their third and fourth years of medical school; and, take advantage of the influence that GME programs have on future practice location of GME. Understanding these concerns, staff has engaged in a comprehensive effort to plan for expansion of GME. Dr. Douglas Miller, Dean of the School of Medicine at the Medical College of Georgia, Dr. Arnette Mace, Vice President for Academic Affairs at the University of Georgia and Dr. Barbara Schuster, Dean of the MCG/UGA Medical Partnership Campus in Athens will describe ongoing efforts to develop the expansion plan for GME.

3. Information Item: Receive Plan for Development of Clinical Campus in Albany

The expansion of medical education provided by the University System is comprehensive and includes the creation of two-year clinical campuses in the Southeastern and Southwestern parts of the state. As with previous efforts expanding medical education into new Georgia communities, the Medical College of Georgia's ("MCG") efforts to establish a clinical campus in Albany Georgia will require approval from the Liaison Committee on Medical Education ("LCME"). Dr. Doug Miller, Dean of the Medical College of Georgia School of Medicine will inform the committee of specifics on the design and implementation of the clinical campus in Albany, and the process underway with the LCME to secure needed approvals to begin full operations of that campus.

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

October 14, 2009

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3. Revision to The Policy Manual, Section 8.2.7.1: Vacation/Annual Leave 3
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AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

October 14, 2009

1. **Ratification of an Amendment to the Optional Retirement Plan (ORP)**

Recommended: That the Board ratify Chancellor Erroll B. Davis' authorization of the following item which was approved in accordance with the authority delegated by the Board of Regents at the August 2009 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the August 2009 meeting and the October 2009 meeting with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor during this period.

Approved: The Chancellor administratively authorized an amendment to the Optional Retirement Plan ("ORP").

Background: This amendment keeps ORP members whole and is consistent with Teacher Retirement System ("TRS") policies and procedures. It directly deals with participant contributions by adding a new subsection (iii) to the end of (b) "Participant Contributions." For the fiscal year July 1, 2009, through June 30, 2010, a participant can contribute to the Plan as if the participant had not been furloughed without pay for any days during the fiscal year. However, participants may make a one-time, irrevocable election to make Participant Contributions for this fiscal year based only on compensation actually earned, which would exclude earnings not paid due to furloughs taken.

2. **Approval of Changes to the Optional Retirement Plan**

Recommended: That the Board approve changes to the Optional Retirement Plan (“ORP”) to be implemented on or about April 1, 2010.

Background: The ORP comprises 17,008 active employees and 11,403 inactive accounts with \$1,474,826,884 under management. There are currently four administrative vendors offering over 350 investment options. More than one-third of these options have no participation.

At the February 2009 Board of Regents meeting, the staff presented an information item on vendor performance and plans to solicit new proposals from vendors. In Spring 2009, the System office issued a Request for Information (“RFI”) to potential vendors. The System office retained an external consultant, Strategic Benefit Advisors, to review the responses to the RFI, the investment options and plan administration. In addition, a University System faculty expert in this area participated in the review. As a direct result of this review the following changes are recommended for implementation on or about April 1st, 2010.

Recommended Changes:

- Continue with three (3) existing ORP vendors: Valic, TIAA-CREF and Fidelity
- Eliminate redundant and unused investment options
- Utilize a tiered structure
- Establish an Investment Policy to monitor performance of vendors and investment vehicles

3. Revision to The Policy Manual, Section 8.2.7.1: Vacation/Annual Leave

Recommended: That the Board revise Section 8.2.7.1, Vacation/Annual Leave of *The Policy Manual*.

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

Revised Policy

8.2.7.1 Vacation/Annual Leave

The policy of the Board regarding Vacation/Annual Leave shall be as follows:

Vacation/annual leave shall be taken at times mutually acceptable to the employee and his/her supervisor; **provided, however, that a University System institution may, on not more than five days, require the use of vacation/annual leave during periods in which all or substantially all of the institution's facilities are closed because classes are not offered.**

4. Approval of Changes to the Tuition Assistance Program (TAP)

Recommended: That the Board revise Section 8.2.19, Tuition Assistance Program of *The Policy Manual* by adding subsection 8.2.19 (2) Special Tuition Assistance Program for Nursing Faculty.

Background: The Tuition Assistance Program (“TAP”) of the USG is a general benefit provided to any full-time staff and faculty member of the USG. It enables full-time employees to take courses offered by USG institutions at no cost, assuming there is space remaining in class. As a general benefit, the employee acquires no additional obligations in return for this free access to courses. The proposal to extend the benefits of the TAP to part-time nursing faculty is designed to create a version of the TAP that serves as a workforce development tool for the USG. Access to the TAP would be provided to part-time nursing faculty in return for a commitment to teach nursing in a USG nursing program for a period of two years following the receipt of a graduate degree in nursing or another relevant and related degree.

This recommendation is brought forward as a mechanism to help the USG address substantial shortages in nursing faculty. An analysis of USG nursing faculty shows high faculty vacancy rates in many nursing programs and the potential for high levels of retirement of nursing faculty in the coming years: Nearly 40% of current faculty are of an age that they will likely seek retirement within the next seven years.

Recommended changes to the TAP:

Extend it to cover part-time nursing faculty with at least six months’ experience working in the USG.

Limit allowable coursework to classes leading to a graduate degree in nursing (or in education if it would enable a graduate to teach nursing at the university level).

Require repayment for access to classes through full-time service of two years as a faculty member in any USG nursing program.

4. Approval of changes to the Tuition Assistance Program (TAP) (Continued)*Proposed Policy Addition***802.19 (2) SPECIAL TUITION ASSISTANCE PROGRAM FOR NURSING FACULTY**

The University System and the institutions will encourage full-time faculty, staff, and administrators to participate in development activities and study by remitting tuition for those activities that have been authorized by the employee's institution. **Due to the current shortage of nursing faculty in the state of Georgia, the Tuition Assistance Program is available to Part-Time Nursing Faculty members seeking a graduate degree in Nursing. Any part-time nursing faculty member taking advantage of this program shall be required to work full time within the University System at least two (2) years following receipt of the graduate degree in Nursing (or Education, if such would allow one to teach Nursing at the University level). Participation in this Tuition Assistance Program. *The utilization of this program by part-time nursing faculty shall end in 2015, unless such utilization is extended by further action of the Board.***

Participation in the Tuition Assistance Program shall be available to employees who have successfully completed at least six (6) months of employment in a benefits-eligible position as of the date of the Tuition Assistance Program application deadline for the desired academic semester. Qualified employees (who meet the applicable admissions standards and who have received appropriate prior authorization from their institution) may enroll in up to eight academic semester credit hours for each of the three designated semester periods: fall semester, spring semester, and summer semester. Student status will be secondary to employee status in all considerations, including student fee waivers. Tuition assistance is the waiver of tuition and the waiver of certain fees. Tuition Assistance Program participation will be granted on a space-available basis. For limited-slot enrollment programs, approval must be granted by the teaching institution. An employee must receive a grade of B or better in each approved Tuition Assistance Program academic course.

5. **Information Item: Requests for Hardship Withdrawals under the TRS Retirement Plan**

The Board of Regents does not have the authority to approve a request for a TRS hardship withdrawal as the plan is administered by the separate Board of Trustees of TRS. That Board is empowered and administers the defined benefit retirement plan (401(a)) under the Official Code of Georgia Annotated, Title 47. The TRS Board also does not have the authority to approve this type of request under its legislated powers. Any deviation from the plan would put the plan's status in jeopardy for the 272,000 active members and approximately 75,000 retired members and survivors. To fulfill this type of request, the plan (under OCGA, Title 47) would have to be amended by the Georgia State Legislature.

AGENDA

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

October 14, 2009

Agenda Items

Page No.

INFORMATION ITEM

1. Goal 2: Create enrollment capacity to meet the needs of 100,000 additional students by 2020

1

AGENDA

Committee of the Whole: Strategic Planning

October 14, 2009

1. **Information Item: Goal 2: Create enrollment capacity to meet the needs of 100,000 additional students by 2020**

In October 2007, the Board of Regents heard a presentation on the opportunity to enhance distance education in the System. Much progress has been made since then.

At this meeting, Drs. Kris Biesinger and Catherine Finnegan will provide an update on the strategies implemented two years ago; present some interesting facts about USG online participation by institutions, faculty, and students; and engage the Board in discussion of possible future directions that might be pursued in the next two years.