Institution Name and Address
University of North Georgia
82 College Circle
Dahlonega, GA 30597

Dates of Visit
September 18 -20, 2013

Type of Report
Substantive Change Visit - Consolidation

Contact Information
Dr. Denise Young
SACSCOC Liaison
Assistant Vice President for Institutional Effectiveness
denise.young@ung.edu
706-867-3281 (office)
DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE

For use with the following type of changes:

- Change of Control/Ownership/Governance
- Change of Legal Status
- Acquisitions
- Mergers and Consolidations

Statement Regarding All Substantive Change Documentation Forms

Please note that this and all of the SACSCOC Substantive Change Documentation forms contain the minimum information required. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: University of North Georgia
Nature of the Substantive Change: Consolidation
Date: July 22, 2013

By signing below, we attest to the following:

1. That University of North Georgia has attached a complete and accurate overview of the proposed Substantive Change.
2. That University of North Georgia has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the Principles of Accreditation affected by this Substantive Change.

Name and signature of the President: Bonita C. Jacobs
Name and signature of the Accreditation Liaison: Denise York Young
SACSCOC Staff Member assigned to the Institution: Marcy Stoll
Part 1. Overview

I.A. Provide the names, addresses, and current accreditations of the institutions involved in the change. If applicable, provide the proposed name for the new institution.

Narrative

University of North Georgia is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master, education specialist, and doctor of physical therapy degrees and pre-baccalaureate, post-baccalaureate, and post-master certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of North Georgia.

In addition to accreditation by SACSCOC, which applies to the entire institution, the following programs at University of North Georgia are accredited or approved by discipline-specific agencies.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
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<tbody>
<tr>
<td>American Bar Association</td>
<td>740 15th Street, NW Washington, DC 20005</td>
<td>Certificate in Paralegal</td>
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<td></td>
<td>202-662-1000</td>
<td>A.A.S. Paralegal</td>
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<td>B.A.S. Paralegal</td>
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<td>American Chemical Society</td>
<td>1155 Sixteenth Street, NW Washington, DC 20036</td>
<td>B.S. Chemistry</td>
</tr>
<tr>
<td></td>
<td>800-227-5558</td>
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<tr>
<td>Association to Advance Collegiate Schools of Business International</td>
<td>777 South Harbour Island Boulevard, Suite 750 Tampa, FL 33602</td>
<td>All business programs in the Mike Cottrell College of Business</td>
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<tr>
<td></td>
<td>813-769-6500</td>
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<td>Commission on Accreditation of Athletic Training Education</td>
<td>1415 Haney Street, Suite 200 Omaha, NE 68102</td>
<td>B.S. Athletic Training</td>
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<tr>
<td></td>
<td>202-466-7496</td>
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<td>Commission on Accreditation in Physical Therapy Education for the American Physical Therapy Association</td>
<td>1111 North Fairfax Street Alexandria, VA 22314</td>
<td>Doctor of Physical Therapy</td>
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<td>Council for Accreditation of Counseling and Related</td>
<td>1001 North Fairfax Street, Suite 510</td>
<td>M. S. Clinical Mental Health Counseling</td>
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<td>Related Educational Programs</td>
<td>Alexandria, VA 22314</td>
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<td>Council for the Accreditation of Educator Preparation</td>
<td>2010 Massachusetts Ave NW, Suite 500</td>
<td>All programs in the College of Education</td>
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<td>Washington, DC 20036</td>
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<tr>
<td></td>
<td>Alexandria, VA 22314</td>
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<tr>
<td>Georgia Board of Nursing</td>
<td>237 Coliseum Drive</td>
<td>A.S. Nursing</td>
</tr>
<tr>
<td></td>
<td>Macon, GA 31217-3858</td>
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<tr>
<td>Georgia Professional Standards Commission (PSC)</td>
<td>200 Piedmont Avenue</td>
<td>All programs in the College of Education</td>
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<td>Suite 1702</td>
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<td>National Association of School of Art and Design</td>
<td>11250 Roger Bacon Drive, Suite 21</td>
<td>B.A. Art*</td>
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<tr>
<td></td>
<td>Reston, VA 20190-5248</td>
<td>B.S. Art Education*</td>
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<td>B.S Art Marketing*</td>
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<td>M.A.T. Art*</td>
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<td>National Council of Teachers of Mathematics</td>
<td>1906 Association Drive, Reston, VA 20191</td>
<td>B.S. Math Education (6-12)</td>
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<tr>
<td>National League for Nursing Accrediting Commission, Inc.</td>
<td>3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326</td>
<td>All nursing programs</td>
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*These degree programs currently have applications for accreditation in process.*
I.B. Provide a timeline for the change. Discuss the rationale for the change. Include the dates for state approval and implementation of the change along with supporting documentation. If applicable, briefly outline the process in place to ensure the continuing academic integrity of the institution(s).

**Narrative**

**Rationale and Background**

In his September 14, 2011 report [1] to the University System of Georgia (USG) Board of Regents, Chancellor Huckaby announced that a study would be conducted to determine if “any campus consolidations would further our teaching, research, and service missions in a more fiscally prudent way.” On November 8, 2011, the USG Board of Regents (BOR) approved six principles to be utilized in assessing the potential consolidations:

- Increase opportunities to raise education attainment levels
- Improve accessibility, regional identity, and compatibility
- Avoid duplication of academic programs while optimizing access to instruction
- Create significant potential for economies of scale and scope
- Enhance regional economic development
- Streamline administrative services while maintaining or improving service level and quality

Excerpts from the current Vision, Mission and Goals Statement for the BOR and the USG that are particularly pertinent to the purpose of this consolidation include:

- “The University System of Georgia will create a more educated Georgia.” (Vision Statement)
- “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing [its] resources...to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement)
- “Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizens of Georgia.” (Mission Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[ Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs.” (Goals Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[ Goal] 6. Increase efficiency, working as a System.” (Goals Statement)

The Chancellor’s guiding principles and the Board’s actions were heavily influenced by long-term and ongoing environmental scanning of past, current and prospective economic and governmental conditions as well as state-level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency.

Both North Georgia College & State University (NGCSU) and Gainesville State College (GSC) were SACSCOC-accredited institutions. NGCSU was a Level V institution of 6,500 students and GSC was Level II with 8,700 students; the consolidated University of North Georgia (UNG) is Level V. Degree overlap between the institutions was minimal, and occurred for the BS in psychology and biology. The main campus of GSC was located in Oakwood, GA (Gainesville Campus) with an additional campus in Watkinsville, GA (Oconee Campus). North Georgia College & State University was located in Dahlonega, GA. An instructional site, shared by the two institutions, opened in August 2012 in Cumming, GA. All four locations are part of the consolidated University of North Georgia, and are within about a 40-mile radius of one another in the northern region of the state. Administrative headquarters for the consolidated University of North Georgia is in Dahlonega.

**Timeline**

The Board of Regents of the University System of Georgia (USG) is the governing board for both
institutions, and approved the consolidation of Gainesville State College and North Georgia College &
State University, along with three other pairs of institutions, at its January 10, 2012 meeting[2].
Notification to SACSCOC was provided in a letter dated January 18, 2012. The mission statement
for the University of North Georgia was approved by the USG Board of Regents at their May 2012
meeting[3]. The Consolidation Prospectus was submitted to SACSCOC in September 2012 and was
approved at their December 2012 Board meeting. The USG Board of Regents ratified the consolidation
on January 8, 2013 [4], and Dr. Bonita Jacobs, who was President of NGCSU,
was appointed President. The effective date of January, rather than July, 2013 was chosen primarily to
avoid disruptive delays to federal financial aid to students. The July option would have likely led to
federal financial aid not being available to students in August for fall 2013 registration. Such federal
funding delays were less likely if the U.S. Department of Education and the consolidated University of
North Georgia had more time between January and August to process the paperwork required to shift
accounts and allocate FY 2013-14 funds to the new institution in a timely manner and ensure a smooth
transition for students.

Ensuring Academic Integrity
One of the first steps in the process of the consolidation was the adoption of a new mission. The new
mission statement is guiding decisions such as admissions criteria, tuition policy, and core curriculum
learning outcomes for all committees, departments, programs, and services:

The University of North Georgia, a regional multi-campus institution and premier senior military
college, provides a culture of academic excellence in a student-focused environment that includes
quality education, service, inquiry and creativity. This is accomplished through broad access to
comprehensive academic and co-curricular programs that develop students into leaders for a
diverse and global society. The University of North Georgia is a University System of Georgia
leadership institution and is The Military College of Georgia.

Both institutions spent 2012 planning and preparing for the consolidation. Dr. Bonita Jacobs, President
of UNG, chaired the Consolidation Implementation Committee (CIC)[5], which consisted of a broad
array of representatives from each institution. The CIC provided overall guidance for the consolidation
process and made recommendations to the Board of Regents as needed. To direct the day-to-day
planning of NGCSU and GSC consolidation, Dr. Jacobs appointed the Executive Planning Team
(EPT), which was composed of the current vice presidents, SACSCOC liaisons, and chief information
officers of each institution. The EPT guided more than 70 detailed work teams [6] of faculty, staff, and
students for their areas of operation. Generally, there were 6 to 10 members in a workgroup with equal
numbers from the two institutions. These workgroups included strong representation of faculty. The 19
undergraduate discipline curriculum workgroups within Academic Affairs[7] were composed entirely
of faculty. Examples of their work included reviewing and aligning course listings (including course
descriptions, prerequisites, and learning outcomes) and developing consolidated plans of study for
degree programs. The 16 non-discipline-specific workgroups within Academic Affairs[8] were
composed largely of faculty members, and faculty were represented on many other workgroups outside
of Academic Affairs. The Academic Affairs Steering Committee, co-chaired by the Vice Presidents of
Academic Affairs at GSC and NGCSU, provided oversight to the 35 academic work groups. All
academic recommendations were reviewed by the Academic Affairs Steering Committee to determine
if the academic proposals were ready for submission to the academic approval committees. All of
these efforts were to facilitate the smooth transition of policies and procedures and ensure the
academic integrity of the consolidated University of North Georgia.

In consolidating these two institutions, the enrollments, operating budgets, number of faculty and staff,
and inventory of facilities and physical assets have been combined. The consolidation has not resulted
in notable increases or decreases on any of these key dimensions; however, there are selective
staffing revisions for UNG’s administrative structure that went into effect in January 2013 following
SACSCOC approval for the consolidation. We anticipate that we will be authorized to reinvest cost
savings from the collapsing of two administrative structures into the new institution’s operation.

It is important to note that no substantive reduction has occurred as a result of this consolidation in the
types and delivery locations of existing degree programs or the quality of support services currently
provided to students by the partner institutions being consolidated. Any reductions noted in the combined authorized list of degree programs for the University of North Georgia have resulted from the deletion of deactivated or inactive programs or the efficiencies of consolidating two similar programs into one. To the contrary, there is an expectation that the institutional consolidation will facilitate the offering of expanded educational opportunities at some of the University of North Georgia’s different campus locations.

Evidence

[1] Chancellor Huckaby rpt to BOR_Sept2011
[4] BOR meeting minutes_01082013
[5] ConsolidationImplementationCommittee
[7] AcademicAffairsWorkgroups
[8] AcademicAffairsWorkgroups
Part II. Impact of the change on selected requirements of the *Principles of Accreditation*

II.A Integrity and Institutional Mission

**PR 1.1** The institution operates with integrity in all matters. (Integrity)
The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

**Narrative**

University of North Georgia is in compliance with this core requirement. On May 9, 2012, the following mission statement was approved by the Board of Regents [1] for the consolidated University of North Georgia:

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

UNG’s mission statement reflects a consolidation of the missions of the two previous institutions, which emphasized access, quality programs, leadership development, global learning, and military education. UNG is committed to serving the educational needs of the region and state by providing a range of degree programs (associate through doctoral levels) that produce highly qualified graduates for the region’s major employers, improve the region’s quality of life, and contribute to the region’s economy. The mission emphasizes the diverse population of a multi-campus institution that includes commuting and residential students, as well as traditional, non-traditional, working, and special needs students. UNG offers an array of student support services and programs to accommodate varying levels of student academic preparation. The university’s mission encourages student life experiences that emphasize cultural, recreational, and intellectual leadership opportunities.

The UNG mission addresses the educational purpose of the institution within the region it serves. The central phrase “academic excellence in a student-focused environment that includes quality education, service, inquiry, and creativity” demonstrates the institution’s commitment to teaching excellence and student learning. This is reflected in the scope of programs and services provided to a student population with a broad range of educational aspirations and academic preparation.

Each of the 31 institutions within the University System of Georgia is categorized as one of the following: research university, regional university, state university, state college, or two-year college. The University of North Georgia is classified by USG as a state university. As such, research activity includes some basic research, but is typically more focused on institutional, applied, and/or educational research as integrated within the teaching and learning environment. This is addressed in the mission statement as “student-focused environment that includes...inquiry and creativity” and is consistent with USG approval to offer only professional/practice/applied doctorates.

North Georgia College & State University earned the Community Engagement Classification in 2010 from the Carnegie Foundation for the Advancement of Teaching in recognition of collaboration between the university and the region for the mutually beneficial exchange of knowledge and resources. We have received confirmation that this classification continues as the University of North Georgia. As a community-engaged campus, the university and its faculty, staff, and students are committed to reciprocal partnerships within the communities where campuses are located as well as with the U.S. Department of Army to foster the education of citizens and military leaders who understand civic responsibility. Through service-learning, internships, clinical experiences, and volunteer experiences, UNG students are engaged with the community. The UNG mission statement addresses service in the context of a "student-focused environment" and for the purpose of developing "students into leaders for a diverse and global society."
The University of North Georgia mission statement is widely disseminated to students, faculty, staff, and the community through the following publications:

- UNG Undergraduate Catalog [2]
- UNG Graduate Catalog [3]
- UNG website [4]
- UNG Student Handbook [5]
- UNG Statutes [6]

**Evidence**

1. PressRelease UNG Mission 20120508
2. 2013-14 UndergradCatalogTOC_Linked_June6
3. 2013-14 GradCatalogTOC_Linked_June6
4. UNG Website Mission (2)
6. UNG_Statutes_Approved20130111
II.B Governance and Administration

CR 2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. (Governing Board)

Narrative

University of North Georgia is in compliance with this core requirement. The institutional consolidation in January 2013 had no impact on and resulted in no changes to the membership or responsibilities of the governing board, which is the Board of Regents (BOR) of the University System of Georgia (USG).

The institution has a governing board of at least five members that is the legal body with specific authority over the institution.

University of North Georgia’s governing board is the Board of Regents (BOR) of the University System of Georgia (USG). According to Article I, Section 3 of the BOR Bylaws[1]:

"The Board of Regents shall consist of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said Board. The term of each member shall be seven years. Members shall serve until their successors are appointed and qualified. In the event of a vacancy on the Board by death, resignation, removal, or any reason other than the expiration of a member's term, the Governor shall fill such vacancy and the person so appointed shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office."

Currently, Georgia has 13 congressional districts; therefore, the Board has a total of 18 members known as "Regents". The USG website lists the names and addresses of the Regents as well as biographies for each BOR member which are presented in the BOR membership document[2].

The legal authority of the board of Regents over the institution is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1 a and b[3]. That legal authority is reinforced by state law in O.C.G.A 20-3-21[4] and O.C.G.A. 20-3-31[5].

Article I, Section 2[6] of the BOR Bylaws reiterates this authority of the Board over its member institutions:

"The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted
a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”

- The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

The board is an active policy-making body for the institution

The Board of Regents is very active and meets on a regular basis. The full Board generally meets ten times a year for one or two days each month, except in July and December unless the press of business requires it to meet then, too. In addition, several special meetings of the Board are called as needed each year. Agendas for the meetings are publicly available on the BOR web site the Friday prior to the meeting. An archive of meeting minutes is also publicly posted on the BOR web site.[7]

Seven standing committees and several special committees support the work of the Board of Regents. The standing committees are as follows:

- Executive and Compensation Committee
- Strategic Planning Committee
- Committee on Real Estate and Facilities
- Committee on Academic Affairs
- Committee on Finance and Business Operations
- Committee on Organization and Law
- Committee on Internal Audit, Risk, and Compliance

The special committees are as follows:

- Personnel & Benefits
- State History Museum
- Graduate Medical Education
- Maintaining Affordability
- Shared Services Center
- Economic Development
- Regents’ Nominating
- Consolidation
- Presidential Search
- Joint Education Boards Liaison
- Regents Public Library Advisory
- Medical College of Georgia Health, Inc.
- University System of Georgia Foundation, Inc.

The BOR maintains an appropriate distinction between its role in policy-making for university system and institutional governance and the roles of the System Office and the institutions for managing their operations in compliance with Regents’ policies. A representative example of the monthly policy-making activity of the BOR is evident in the BOR Meeting Minutes for January 10-11, 2012.[8] At that meeting, the BOR approved the System Chancellor’s recommendation for institutional consolidations which had been under consideration for several months in accordance with previously BOR-approved principles of consolidation. Separating its policy-making authority from operational procedures, the BOR authorized the Chancellor “to take those measures which the Chancellor deems necessary and prudent to give effect to the Board’s determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor.”
Other BOR policy-making reflected in the January 2012 Minutes included personnel matters, revisions to the USG fringe benefit programs for employees, approvals and discontinuation of academic degree programs, revised institutional mission statement approvals, approval of cooperative agreements, matters of pending litigation, tuition and fee payment policy revisions, facilities renovation authorizations, facilities design firm appointments, facilities naming approvals, and property acquisitions.

The board is responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.

The constitutional authority that created the BOR is explicit in relation to the financial matters and resources of the USG and its member institutions. In that regard, Article VIII, Section IV, Paragraph 1 of the Georgia Constitution (and reinforced by state laws O.C.G.A. 20-3-53 and O.C.G.A. 20-3-31) states:

(c) All appropriations made for the use of any and all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such a way and manner and in such amounts as will further an efficient and economical administration of the university system.

(d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law.

(e) the board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

Accordingly, the BOR has established a USG funding formula for requesting annual state appropriations, and sets tuitions and fees once appropriations and other legislative funding decisions are made. Those calculations take into account the adequacy of funding levels needed to maintain sound programs and services. Thus, the BOR provides financial resources for University of North Georgia. Article VII of the BOR Bylaws states that:

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

The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia.

In addition to adjusting tuition and fees to maintain adequate funding, the BOR’s current institutional consolidation initiative is aimed ultimately at reducing administrative costs and redirecting savings to the expansion of educational programs and services.

The board is not controlled by a minority of board members or by organizations or interests separate from it.

The BOR is not controlled by a minority of board members, as stipulated in Article III, Section 4 of the Bylaws: “At all meetings of the Board of Regents, a majority of the members of the Board shall constitute a quorum for the transaction of business. The action of a majority of the members of the Board present at any meeting shall be the action of the Board, except as may be otherwise provided by these Bylaws”. All members of the BOR are also subject to the procedural rules in Article III, Section 5 of the Bylaws. Lastly, Article V, Section 2 states that “no individual Board member has the authority to commit the Board to a particular action”.
Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

State law, O.C.G.A., Section 45-10-24[14], prohibits part-time public officials with state-wide powers (including the Regents) from transacting business with any state agency, including their own; the Code of Ethics for government service contained in the O.C.G.A., Section 45-10-1[15], also prohibits such conflicts of interest. Additionally, the Georgia Government Transparency and Campaign Finance Act (Article 3 Section 21-5-50[16]) requires all public officials to file annually a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own. Adherence to these laws is monitored regularly and is subject to public scrutiny as facilitated by Georgia’s open records and open meetings regulations. Unlawful acts in this regard have not been tolerated or sustained when detected.

Military Institution

North Georgia College & State University was one of six 4-year military colleges in the United States, so designated in 10 USC Sec 2111a[17]. This designation continues for the University of North Georgia. Approximately 700 students are in the Corp of Cadets. While the federal government, through the United States Department of Army, is in control of the Corp of Cadets, the Corp exists and operates as part of the University, which is governed by the Board of Regents. Article II, Section 1, paragraph E of the University of North Georgia Statutes[18]states that the President "Shall have final decision regarding the assignment of any active duty military officer to the Institution in accordance with United States Code, Title 10, Section 2111a “Support for Senior Military Colleges”, subparagraph (c)."

Evidence

[1] BOR Bylaws
[2] BOR Members of the Board
[3] GA Constitution
[4] OCGA 20.3.21
[5] OCGA 20.3.31
[6] BOR Bylaws
[7] BoardMeetings_Website
[8] BOR January 2012 Minutes_2012_01
[9] OCGA 20.3.53
[10] BOR Bylaws
[12] BOR Bylaws
[13] BOR Bylaws
[14] OCGA 45.10.24
[15] OCGA 45.10.1
[16] CampaignFinance-Act Article 3 Section 21.5.50
[17] USCDE-Tlle10
[18] UNG_Statutes_Approved20130111
The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

**Narrative**

University of North Georgia (UNG) is in compliance with this core requirement. The impact of the institutional consolidation had no effect on the existing role and responsibilities of a university president in the University System of Georgia (USG). After the governing board’s decision to consolidate the two institutions in January 2012, the System Chancellor identified the chief executive officer of North Georgia College & State University as the “lead president” that would become the CEO of the newly consolidated institution. Dr. Bonita Jacobs, the first president of the University of North Georgia, has never been a member of the Board of Regents (BOR) of the University System of Georgia (USG) nor has she been the presiding officer of the board.

In keeping with Board of Regents policies in the University System of Georgia, the chief executive officer of University of North Georgia is the President, whose primary responsibility is to the institution. The President is not the presiding officer of the governing board. The President is appointed by the BOR and reports to the Chancellor of the University System of Georgia. The Chancellor of the University System of Georgia is the chief administrative officer of the University System as well as the chief executive officer of the Board of Regents. (Source: BOR Bylaws, Articles IV [1] and VI[2].)

The authority and responsibility of presidents of USG institutions are described in the BOR Bylaws, Article VI[2], and to a greater extent in the BOR Policy Manual, Section 2.5[3] as stated below:

- The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The president’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities. (BR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77)

- The president shall be the ex-officio chair of the faculty and may preside at meetings of the faculty. The president and/or the president’s designee shall be a member of all faculties and other academic bodies within the institution. He/she shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

- The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time. The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor.

- At those institutions that have a council, senate, assembly, or any such body, the president or the president's designee may chair such body and preside at its meetings. The president shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, or any such body and the Chancellor (BR Minutes, 1993-94, p. 239; April, 2007).

- The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary of each, and all promotions and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this manual. The president has the right and authority to grant leaves of absence for up to one year for members of the faculty for study at other institutions or for such reasons as the president may deem proper.
He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership. (BR Minutes, February, 2007)

The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BR Minutes, 1977-78, p. 123; 1982-83, p. 225).

The president of each institution, or the president’s designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his or her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one year or less;

2. Agreements between institutions of the University System of Georgia and hospitals or other organized medical facilities, both public and private, located within the State of Georgia, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be effective for one year with the option of annual renewal as specified therein and shall be subject to cancellation by either party.

3. Reciprocal emergency law enforcement agreements between institutions of the University System of Georgia and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BR Minutes, 1993-94, pp. 63-64);

4. Settlements of grievances and complaints (including those filed by state and federal agencies) that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs. (BR Minutes, May 2006; April, 2007).

5. Any agreements necessary for the day-to-day operation of the institution. (BR Minutes, April, 2007)

In addition to the Board of Regents bylaws and policies, Article II of the UNG Statues [4] outlines the roles, responsibilities, and obligations of the President to the institution.

**Evidence**

[1] BOR Bylaws
[2] BOR Bylaws
[4] UNG_Statutes_Approved20130111
3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of
the chief executive officer. (CEO evaluation/selection)

Narrative

University of North Georgia is compliant with this comprehensive standard.

The Board of Regents (BOR) of the University System of Georgia (USG) is responsible for electing[1] and, on an annual basis, renewing[2] the contract of the president of each USG institution. On January 8, 2013, the BOR appointed Bonita Jacobs, Ph.D[3], as the President of University of North Georgia (UNG). In January 2012 when the BOR approved the consolidation of North Georgia College & State University and Gainesville State College pending SACSCOC approval, Dr. Jacobs, who had been President of North Georgia College & State University since July 1, 2011, was named the “lead president” for the consolidation with the intent that she would become the President of the consolidated University of North Georgia.

Bylaws of the BOR specify that the BOR is responsible for the operation of all institutions in the University System of Georgia (USG) [Section I.2, Bylaws, Board of Regents[4]]. The BOR Policy Manual describes the authority and responsibilities of institution presidents and asserts that each president is on a one-year contract to be renewed at the BOR's April meeting [Section 2.1, Policy Manual, Board of Regents[5]].

The BOR Policy Manual calls for evaluation of each president on an ongoing basis, a process "... which consists of open communication between the chancellor or the president's supervisor and the president on both individual and institutional goals and objectives as well as on the methods and processes used to achieve them." This policy further states that, "Evaluations will be factored into the annual appointment renewal for each president." [Section 2.3, Policy Manual, Board of Regents[2]]

During the last week of March 2013, the BOR conducted a 360-evaluation of President Jacobs. As part of this evaluation, she prepared and submitted a packet of information[6]. Numerous individuals and groups were asked to participate in small-groups to provide input as the consultant for BOR presidential evaluations facilitated the process. Refer to the Presidential Evaluation Schedule [7] for detailed listing of meetings. Following this review, the BOR re-appointed Dr. Jacobs as President of UNG for fiscal year 2014, as evidenced by her re-appointment letter [8] from the Chancellor. Dr. Jacobs shared the results of the Board's 360-review [9] of her with the UNG faculty and staff.

Evidence

[1] BOR Policy Manual Section 2.2.1
[3] BOR minutes_2013_01_08
[4] BOR Bylaws
[5] BOR Policy Manual Section 2.1
[9] BOR360_PresidentialEvaluationResults
The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: (Governing board control)

**CS 3.2.2.1** the institution's mission;

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**Narrative**

University of North Georgia is compliant with this comprehensive standard.

The legal authority and operating control of University of North Georgia (UNG) are clearly defined for the mission within the institution's governance structure. Final authority for governance, control, and management of each institution rests with the Board of Regents (BOR) of the University System of Georgia (USG). This authority is designated to the BOR in both the Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1 (b), Constitution of the State of Georgia[1]) and the Official Code of Georgia Annotated (O.C.G.A.) [20-3-31][2] and 20-3-32[3], Official Code of Georgia Annotated. The BOR establishes the strategic direction and guiding principles for each institution, and UNG defines its mission subject to approval by the BOR [4]in accordance with that direction and those principles.

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**Evidence**

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<th>Evidence Reference</th>
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<tr>
<td>[1] GA Constitution</td>
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<td>[2] OCGA 20.3.31</td>
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<td>[3] OCGA 20.3.32</td>
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The legal authority and operating control of the University of North Georgia (UNG) are clearly defined for fiscal stability within the institution’s governance structure. The Board of Regents (BOR) is charged with approving budgets for each institution within the University System of Georgia (USG), including UNG, and requesting and distributing appropriations from the state [Section VII, Bylaws, Board of Regents[1]]. The Constitution of the State of Georgia gives the BOR authority to allocate such appropriations, manage land, and accept donations on behalf of USG institutions [Article VIII, Section IV, Paragraph 1 (c,d), Constitution of the State of Georgia[2]].

USG institutions are directed to prepare operating budgets for review by the BOR, and are allowed to amend budgets excepting amendments that both exceed one million dollars and involve state general fund appropriations [Sections 7.2.3. and 7.2.4, Policy Manual, Board of Regents[3]]. Updated budgets must be reported quarterly to the USG Chief Financial Officer, and budget deficits must be reported immediately [Section 7.2.4, Policy Manual, Board of Regents[3]]. Tuition and fees are set by the BOR [Section 7.3, Policy Manual, Board of Regents[4]].
University of North Georgia is compliant with this comprehensive standard.

The legal authority and operating control of the University of North Georgia (UNG) are clearly defined for institutional policy within the institution's governance structure. The Constitution of the State of Georgia establishes the Board of Regents (BOR) and provides that "government, control and management of the University System of Georgia and all institutions" are vested in the BOR [Article VIII, Paragraph 1, Constitution of the State of Georgia[1]]. More specifically, the Official Code of Georgia Annotated grants the BOR the authority to "establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired;" and "to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees." [20-3-31, Official Code of Georgia Annotated[2]] [20-3-32 (a), Official Code of Georgia Annotated[3]]. Policy of the BOR applicable to all USG institutions, including UNG, is clearly set forth in the BOR Policy Manual, USG Academic & Student Affairs Handbook, and USG Business Procedures Manual [Overview, Policy Manual, Board of Regents[4]] [Overview, Academic & Student Affairs Handbook[5], University System of Georgia] [Forward, Business Procedures Manual, Board of Regents[6]].

The UNG Statutes[7], in turn, establish the mechanism for creation and execution of educational policy at UNG. The Statutes "are subject to the provisions of the Bylaws of the BOR and the BOR Policy Manual. Any provision of these Statutes in conflict with the BOR Bylaws and/or Policy Manual is invalid." The UNG Statutes were approved by the UNG faculty and staff in January 2013.

Evidence

[1] GA Constitution
[2] OCGA 20.3.31
[3] OCGA 20.3.32
[5] USG Academic & Student Affairs Handbook Overview
[7] UNG_Statutes_Approved20130111
The governing board has a policy addressing conflict of interest for its members. (Conflict of interest)

Narrative

University of North Georgia (UNG) is in compliance with this comprehensive standard. An extensive set of state laws and Board of Regents (BOR) policies make conflicts of interest by governing board members unlawful and unacceptable. The institutional consolidation forming UNG had no impact on and made no changes to these existing regulations prohibiting conflicts of interest among members of the Board of Regents of the University System of Georgia.

As an agency of the state of Georgia, the Board of Regents of the University System of Georgia and its individual members are subject to rules and regulations pertaining to conflict of interest as defined in state law as well as in Regents Bylaws. There are at least two sections of the Board of Regents Bylaws that define and prohibit conflicts of interest for members of the Board of Regents who are appointed by the Governor of Georgia to serve as part-time public officials in their capacity on the governing board. Those are summarized in the following table:

| Georgia Law and BOR Bylaws and Policies Prohibiting Conflicts of Interest By Members of the Board of Regents |
|---|---|
| Policy | Focus of Policy |
| BOR Bylaws II 2[1] | BOR members cannot accept gifts or compensation |
| BOR Bylaws V 2[2] | BOR members cannot recommend persons for USG employment |
| BOR Policy Manual 8.2.20[3] | Ethics Policy that includes BOR members |

On November 10, 2008, the Board of Regents approved a new ethics policy to which all employees of the University System, including members of the Board of Regents, must adhere. Section 8.2.20.5[4] Code of Conduct specifically states "Disclose and avoid improper conflicts of interest." To enforce this policy, the Chancellor implemented mandatory training by March 31, 2010. This training is administered electronically and is part of a three-pronged approach the University System is taking to enhance compliance with state and federal regulations and to promote ethical conduct by USG faculty, staff, administrators, vendors, contractors, and members of the Board of Regents.

Example Demonstrating Implementation of Policy

Internally, the BOR Assistant Vice Chancellor for Legal Affairs communicates[5] the importance of and process for disclosing any employee transactions with the State of Georgia to each institution. In addition, each Regent signs an affidavit[6] confirming that no official action was taken that had a material effect on the individual's private, financial or business interests. The State of Georgia provides a Business Transaction Disclosure Report [7] for each regent that is filed with the Georgia Government Transparency and Campaign Finance Commission.

Evidence

[1] BOR Bylaws
[2] BOR Bylaws
[6] Sample Regent Affidavits and Financial Disclosures
The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. (External influence)

Narrative

University of North Georgia (UNG) is in compliance with this comprehensive standard. Constitutional, legal and policy-based regulations keep the Board of Regents (BOR) of the University System of Georgia (USG) free from undue influence. The institutional consolidation that formed UNG had no impact on and made no changes to these existing regulations.

The Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1[1]), Georgia laws (O.C.G.A. 20-3-21[2], O.C.G.A. 20-3-31[3], and O.C.G.A. 20-3-53[4]), and the Board of Regents Bylaws (Section I, Paragraph 2[5]) give the governing board independence and exclusive authority over the government, control, and management of the University System of Georgia, thus preventing undue influence from political, religious, and other external bodies.

The BOR Policy Manual Section 12.1[6] states:

The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution (BOR Minutes, 1941-42, p. 88).

The Board’s constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in Article VIII, Section IV[1], Paragraph 1 of the Georgia Constitution with these words:

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.

The constitutionally protected independence of the BOR of the USG, which is reinforced by state laws, is one of the governing board’s strongest protections against undue political interference and influence from government officials and other state agencies.

In addition, the Bylaws of the BOR provide several other mechanisms to prevent undue influence. The Board of Regents consists of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Board’s composition ensures that interests of the entire state are represented in the affairs of the University System. The seven-year terms of Board members are staggered, thus guaranteeing representation that crosses different gubernatorial administrations. Members serve until their successors are appointed and qualified (BOR Bylaws, Section I-3[5]). The annual rotation of the chairmanship of the Board of Regents also minimizes the potential for control by a minority of the members (BOR Bylaws, Section IV-2[7]). The BOR Bylaws, Section V-2[8] clearly states that no individual Board member has the authority to commit the Board to a particular action. BOR Bylaws Section III-4[9] states that a majority of the members of the Board is needed to constitute a quorum for the transaction of business. All of these features of the Board’s make-up and operation serve to protect the Board of Regents, the University System and member institutions from undue influence of special interest groups.

Other policies and procedures of the BOR have been established to prevent conflicts of interest that may result in undue external influence. The Official Code of Georgia Annotated (O.C.G.A.), Section 45-10-24[10], prohibits part-time public officials with state-wide powers from transacting business with any state agency, including their own. The Code of Ethics for government service contained in the OCGA, Section 45-10-1, [11] also prohibits such conflicts of interest. Additionally, Section 21-5-50[12] of
Georgia's Ethics in Government Act requires all public officials to annually file a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own.

Evidence

[1] GA Constitution
[2] OCGA 20.3.21
[3] OCGA 20.3.31
[4] OCGA 20.3.53
[5] BOR Bylaws
[7] BOR Bylaws
[8] BOR Bylaws
[9] BOR Bylaws
[10] OCGA 45.10.24
[11] OCGA 45.10.1
[12] OCGA 21-5-50
The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard. The policy and procedures for board dismissal are in place for the University System of Georgia (USG) Board of Regents (BOR). The institutional consolidation that formed UNG had no impact on and made no changes to these regulations affecting board dismissal. Evidence of implementation of this policy is contained in a letter\(^1\) dated April 3, 2013, in which the USG BOR Vice Chancellor for Legal Affairs reiterated the governing board policy on dismissal as well as confirming that no board member has been removed from office since at least 1980.

The reasons for board dismissal and the due process procedures for dismissal are described in the Official Code of Georgia, the Bylaws of the USG BOR, and the Constitution of the State of Georgia. According to Section 20-3-26\(^2\) of the Official Code of the State of Georgia Annotated (O.C.G.A.) and Section I.4 of the Bylaws\(^3\) of the University System of Georgia (USG) Board of Regents (BOR), members may be dismissed for failure to attend meetings, and a fair process for effecting dismissal is in place:

> It shall be the duty of the members of the Board of Regents to attend the meetings of the Board so as to take part in its deliberations. The office of any member of the Board shall be vacated if such member neglects to furnish an excuse in writing to the Board for absence from two consecutive meetings of the Board. If any member fails to attend three successive meetings of the Board without good and valid cause or excuse or without leave of absence from the Chair or, if the Chair for any cause cannot act, from the Vice Chair of the Board, that member’s office shall be declared vacant by the Board, and the Secretary to the Board shall notify the Governor of a vacancy on the Board, and the Governor shall fill the same.

> The Executive and Compensation Committee of the Board shall meet and confer with any member of the Board who fails to attend meetings of the Board, regular or special, and to participate in a substantial way in the activities of the Board. If the Board member continues thereafter to absent himself or herself from Board meetings and from participating substantially in Board activities, the Chair shall so advise the Governor in writing and request that appropriate action be taken.

The Constitution of the State of Georgia stipulates that “removal from office of the members of the board of regents shall be as provided by law” (Article VIII, Section IV, Paragraph 1.f\(^4\)). Thus, regents are also subject to dismissal for the reasons stated in O.C.G.A. Section 45-5-1\(^5\) and with fair due process procedures outlined in the law:

(a) All offices in the state shall be vacated:

(1) By the death of the incumbent;
(2) By resignation, when accepted;
(3) By decision of a competent tribunal declaring the office vacant;
(4) By voluntary act or misfortune of the incumbent whereby he is placed in any of the specified conditions of ineligibility to office;
(5) By the incumbent ceasing to be a resident of the state or of the county, circuit, or district for which he was elected;
(6) By failing to apply for and obtain commissions or certificates or by failing to qualify or give bond, or both, within the time prescribed by the laws and Constitution of Georgia; or
(7) By abandoning the office or ceasing to perform its duties, or both.

(b) Upon the occurrence of a vacancy in any office in the state, the officer or body authorized to fill the vacancy or call for an election to fill the vacancy shall do so without the necessity of
a judicial determination of the occurrence of the vacancy. Before doing so, however, the officer or body shall give at least ten days’ notice to the person whose office has become vacant, except that such notice shall not be required in the case of a vacancy caused by death, final conviction of a felony, or written resignation. The decision of the officer or body to fill the vacancy or call an election to fill the vacancy shall be subject to an appeal to the superior court; and nothing in this subsection shall affect any right of any person to seek a judicial determination of the eligibility of any person holding office in the state. The provisions of this subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.

**Evidence**

[1] BoardRemovalLetter_20130403  
[2] OCGA 20-3-26  
[3] BOR Bylaws  
[4] GA Constitution  
[5] OCGA 45-5-1
There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (Board/administration distinction)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard. The policies and practices of the Board of Regents (BOR) ensure an appropriate distinction between the governing board's policy-making authority and the responsibility of institutional administrations and faculty to administer and implement BOR policy. The institutional consolidation that formed UNG had no impact on or resulted in no changes to this existing distinction. In fact, the consolidation process is a prime example of how this distinction operates in practice.

The University System of Georgia (USG) Board of Regents stipulate that:

> The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

This authority is designated in the Official Code of Georgia Annotated, Section 20-3-31, and the Constitution of the State of Georgia, Article VIII, Section 4, Paragraph I.

In Section 3.1 of the BOR Policy Manual, the relationship between the BOR, the Chancellor, and the president and administrators of each institution is clarified further:

> The Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

> Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

1. To prescribe the teaching load to be carried by each member of the faculty;
2. To determine the maximum and minimum number of students permitted in a class; and,
3. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.

The Board shall look to the Chancellor to survey USG institutions and to report thereon to the Board, as may be necessary to keep it fully informed of the standards of scholarship maintained at each USG institution and the efficiency and effectiveness of the administration of the institutions (BoR Minutes, 1947-48, pp. 170-172; 1989-1990, p. 179).

Section 2.5 of the BOR Policy Manual describes the authority and responsibilities of the presidents
2.5.1 Executive Head of Institution
The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities (BoR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

2.5.3 Personnel Policies
The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper.
He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BoR Minutes, February, 2007). The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BoR Minutes, 1977-78, p. 123; 1982-83, p. 225).

2.5.4 Agreements
The president of each institution, or the president’s designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.
2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, located within the State of Georgia, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be effective for one year with the option of annual renewal as specified therein and shall be subject to cancellation by either party.
3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BoR Minutes, 1993-94, pp. 63-64).
4. Settlements of grievances and complaints, including those filed by state and federal agencies, that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BoR Minutes, May 2006; April, 2007).
5. Any agreements necessary for the day-to-day operation of the institution (BoR Minutes, April, 2007).

Section 3.2.1.2 of the BOR Policy Manual [6] addresses the responsibilities of administrators and their faculty status:

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative
office (other than president) shall retain his/her academic rank and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he/she has been appointed. The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he/she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership. Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president.

Section 3.2.4 of the BOR Policy Manual [7] defines the role of the faculty as follows:

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BoR Minutes, May 2010), shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.

A copy of an institution’s statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution. (BoR Minutes, 1986-87, p. 333; May 2010).

The administrative and faculty roles and responsibilities at UNG are delineated more specifically in the UNG Statutes[8], UNG Faculty Senate Bylaws[9], and section 3.1 of the UNG Faculty Handbook[10]. Additionally, position descriptions of key administrators are summarized in the response to Comprehensive Standard 3.2.8.

The BOR’s institutional consolidation initiative currently underway is a prime example of how the BOR’s policy-making authority is distinguished in practice from the responsibility of system and institutional personnel to administer and implement Board policy. In January 2012, the BOR exercised its policy-making prerogative to consolidate Gainesville State College and North Georgia College & State University along with three other consolidation pairings of USG member institutions. In that same BOR action, according to the January 2012 BOR Meeting Minutes[11], the BOR charged the USG Chancellor to “take those measures which the Chancellor deems necessary and prudent to give effect to the Board’s determination that these institutions be consolidated so as to enhance and improve educational offerings and student success,” retaining their BOR authority to approve final determinations including the effective date.

The Chancellor, in turn, charged his staff to facilitate consolidation efforts at the system level and identified lead presidents for each consolidation pairing to coordinate their administrations and faculties and to form working teams to resolve the practical matters of smooth institutional consolidations. As the practical matters of consolidation were resolved at the institutional and system levels during 2012, the BOR acted when needed as in the approval of recommended institutional names and missions for the consolidated institutions. Following SACSCOC approval of the consolidation prospectuses in December 2012, the BOR exercised its policy-making authority to formalize the institutional consolidations effective on January 8, 2013 and officially appoint the presidents of the newly consolidated institutions.

Practical matters such as formulating organizational structures and positions for the new institution, appointing administrators to fill those roles, consolidating educational programs and support services, creating consolidated institutional policy manuals and publications, merging information technology systems and databases, achieving efficiencies through consolidation, and reallocating resources were achieved at the institutional level following the BOR’s action in January 2012.
Evidence

[1] BOR Bylaws
[2] OCGA 20.3.31
[3] GA Constitution
[4] BOR Policy Manual Section 3.1
[6] BOR Policy Manual Section 3.2
[7] BOR Policy Manual Section 3.2
[8] UNG_Statutes_Approved20130111
[9] FacultySenateBylaws_MyUNG_20130423
The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard. Organizational charts are published on the UNG website[1]. The institutional consolidation in January of 2013 resulted in multiple changes to the organizational and administrative structure. The UNG organizational charts[2] reflect these changes. Parallel administrative positions that existed within each previous institution, especially at the President’s Cabinet level, were collapsed for UNG into single positions with comparable titles to reduce redundancy. This produced strong leadership across all levels of the new institution.

UNG is organized into six major administrative divisions -- Academic Affairs, University Affairs, Student Affairs, Business and Finance, University Advancement, and Executive Affairs. As in most comparable universities, the Provost heads the Academic Division. The remaining five administrative divisions are headed by Senior Vice Presidents or Vice Presidents. All six of these central administrators report directly to the President[3] along with the Directors of Athletics, University Relations and Internal Audit.

Academic Affairs falls under the purview of the Provost. The academic structure of the UNG Academic Affairs and Provost organizational chart[4] shows the arrangement of disciplines within each College. There are five colleges — College of Arts and Letters[5], Mike Cottrell College of Business[6], College of Education[7], College of Health Sciences and Professions[8], and College of Science and Mathematics[9] with academic administrators (e.g., assistant/associate deans and department heads) within each College. The organizational chart also contains the Academic Affairs support areas not associated with a specific college, such as academic administration, academic affairs and institutional effectiveness.

University Affairs[10] houses the developmental and academic support areas for the new institution. In addition, responsibility for the Gainesville, Oconee, and Cumming campuses is assigned to University Affairs. The office of the Associate Vice President for University Affairs and Academic Services encompasses Distance Education and Technology Integration, Center for Adult Learners and Military, academic advising, testing, and oversight of the Complete College Georgia initiatives. The office of Associate Vice President and Dean of University College includes the ACTT center, tutoring, learning support, supplemental instruction, academic transitions and general and university studies.

Student Affairs[11] is divided into three areas – Enrollment Management; Deans of Students (3), and the Corps of Cadets. Enrollment Management houses Undergraduate and Cadet Admissions, University Registrar, and Financial Aid. Multiple Deans of Students oversee and provide students at the four locations with access to services and programs related to counseling, disabilities, diversity, career services, student life (traditional and non-traditional), student involvement, student services, student health services, judicial affairs, first year experience. The residential nature of the Dahlonega Campus necessitates more extensive staff.

Business and Finance[12] includes facilities and auxiliary services, financial services, budget and financial planning, public safety, and administrative services. Information technology services falls under Business and Finance.

The University Advancement Office[13] at UNG houses advancement services, development, and alumni relations/annual giving.

Executive Affairs[14] encompasses programs associated with community, regional, and global engagement; special military programs; University Press, and the National Institute for the Study of Transfer Students.

All of the individuals who assumed the UNG administrative positions are well qualified to hold those
posts. Their names, job description summaries and qualifications are included in the response to Comprehensive Standard 3.2.8.

**Evidence**

[1] Website_OrgCharts
[2] OrgCharts_ForWeb
[3] OrgChart
[4] OrgChart
[5] OrgChart
[6] OrgChart
[7] OrgChart
[8] OrgChart
[9] OrgChart
[10] OrgChart
[12] OrgChart
[13] OrgChart
[14] OrgChart
The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (Qualified administrative/academic officers)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard. As part of the institutional consolidation that formed UNG, a new organizational structure[1] was established and positions filled almost exclusively with current employees. The UNG administrative positions were typically filled by individuals who had served in the same or a similar position at Gainesville State College (GSC) or North Georgia College & State University (NGCSU) prior to the effective date of consolidation.

UNG has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. These individuals exercised their leadership during the process of preparing to have the institutions consolidated and have continued to demonstrate effective leadership as consolidation activities solidified in 2013. The organizational charts[1] and the position explanation table posted below demonstrate that the individuals who have assumed the UNG administrative positions are well qualified to hold those positions. These administrators all have extensive years of progressive experience related to the position they hold, as well as appropriate academic and professional credentials.

<table>
<thead>
<tr>
<th>Name (Link to CV)</th>
<th>Position</th>
<th>Area</th>
<th>Link to Summary of Position &amp; Key Qualifications</th>
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<tbody>
<tr>
<td>Kathy Sisk[8]</td>
<td>Assistant Vice President Budgets &amp; Personnel</td>
<td>Academic Affairs</td>
<td>Sisk Summary[9]</td>
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<tr>
<td>Maryellen S. Cosgrove[12]</td>
<td>Associate Provost for Academic Affairs</td>
<td>Academic Affairs</td>
<td>Cosgrove Summary[13]</td>
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<tr>
<td>Eric Skipper[16]</td>
<td>Dean, Honors/Graduate Studies; Acting CEO of Oconee Campus (effective 7/1/13)</td>
<td>Academic Affairs</td>
<td>Skipper Summary[17]</td>
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<tr>
<td>Denise Young[18]</td>
<td>Assistant Vice President for Institutional Effectiveness</td>
<td>Academic Affairs</td>
<td>Young Summary[19]</td>
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<tr>
<td>Leo C. Downing, Jr.[22]</td>
<td>Associate Dean</td>
<td>College of Arts &amp; Letters</td>
<td>Downing Summary[23]</td>
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<tr>
<td>Donna T. Mayo</td>
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<td>Mike Cottrell</td>
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<th>Associate Dean</th>
<th>Mike Cottrell College of Business</th>
<th>Teasley Summary</th>
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<tr>
<td>Robert O. Michael</td>
<td>Dean, College of Education; Interim Dean, College of Health Sciences and Professions</td>
<td>College of Education</td>
<td>Michael Summary</td>
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<td>Susan Bradenburg-Ayres</td>
<td>Associate Dean</td>
<td>College of Education</td>
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<tr>
<td>Stefanie D. Palma</td>
<td>Associate Dean</td>
<td>College of Health Sciences &amp; Professions</td>
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<td>Michael S. Bodri</td>
<td>Dean</td>
<td>College of Science &amp; Mathematics</td>
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<td>Danny T. Lau</td>
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<tr>
<td>Al M. Panu</td>
<td>Senior Vice President for University Affairs</td>
<td>University Affairs</td>
<td>Panu Summary</td>
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<tr>
<td>Chaudron Gille</td>
<td>Associate Vice President for University Affairs and Academic Services</td>
<td>University Affairs</td>
<td>Gille Summary</td>
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<tr>
<td>Kristen Roney</td>
<td>Associate Vice President and Dean, University College</td>
<td>University Affairs</td>
<td>Roney Summary</td>
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<tr>
<td>Jason Pruitt</td>
<td>Acting Executive Director, Cumming Campus</td>
<td>University Affairs</td>
<td>Pruitt Summary</td>
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<td>Tom G. Walter</td>
<td>Vice President for Student Affairs</td>
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<td>Jennifer Chadwick</td>
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<tr>
<td>Michelle S. Brown</td>
<td>Assistant Vice President for Student Affairs/Dean of Students</td>
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<td>Alyson Paul</td>
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<td>James Thomas Palmer</td>
<td>Commandant of Cadets</td>
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<td>Lizbeth Cara Skeat Ray</td>
<td>Associate Dean for Student Life</td>
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<td>Frank J. (Mac) McConnell</td>
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<td>Brenda K. Findley</td>
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<td>Brandon E. Haag[66]</td>
<td>Chief Information Officer</td>
<td>Business and Finance</td>
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<td>Steven F. McLeod[68]</td>
<td>Associate CIO - IT Services Dahlonega</td>
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<td>Ashraf Mady[70]</td>
<td>Assistant CIO for Enterprises Application Development</td>
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<td>Wally Beck[72]</td>
<td>Assistant CIO - IT Services Gainesville</td>
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<td>Alfred Barker[74]</td>
<td>Chief Information Security Officer, Director of Network Services</td>
<td>Business and Finance</td>
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<td>Billy E. Wells, Jr. [76]</td>
<td>Vice President for Executive Affairs</td>
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<td>Mary D. Transue[78]</td>
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<td>Andrew J. Leavitt[80]</td>
<td>Vice President for University Advancement</td>
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<td>Phil Collins[82]</td>
<td>Associate VP Alumni Relations and Annual Giving</td>
<td>University Advancement</td>
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<td>Amanda L. Bridges[84]</td>
<td>Assistant VP for Advancement Services</td>
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<td>Perry Roberts[86]</td>
<td>Assistant VP for Development</td>
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**Evidence**

1. OrgCharts_ForWeb
2. CV_Jacobs_Bonita
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6. CV_Oates_Richard
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[86] CV_Roberts_Perry
[87] AdminTable_3 2 8
  CV_Paul_ Alyson
The institution publishes policies regarding appointment, employment, and evaluation of all personnel. (Personnel appointment)

**Narrative**

University of North Georgia is compliant with this comprehensive standard.

Policies regarding appointment, employment, and evaluation are published in the Employee Handbook and the Faculty Handbook.

**Employee Handbook**

Section 1.1 of the Employee Handbook[1] contains a variety of employment policies (e.g., sexual harassment, drug and alcohol, staff grievance procedure, etc). Policies related to appointment are published in following sections of the Employee Handbook:

- **1.2 Categories of Employment[2]** (regular, temporary, special situations)
- **1.3 Hiring and Termination Guidelines[3]** (pre-employment screening, conditions of employment)
- **1.5 Provisional Period[4]**

Policies related to employee evaluation are published in Section 8 of the Employment Handbook[5].

**Faculty Handbook**

Promotion and tenure policies are published in Section 8 of the Faculty Handbook[6]. Minutes are attached showing approval of these policies by the Provost's Council[7] and the Academic Affairs Committee[8].

The following policies are published in Section 10 of the Faculty Handbook:

- **10.8 Faculty Evaluation & Grievance[9]**
- **10.9 Employment Policies[10]** (amorous relationships, information technology, purchasing and contracts, endowed chairs, travel regulations)
- **10.10 Salaries[11]**
- **10.11 Leave & Absence[12]**
- **10.12 Faculty Recruitment & Employment[13]**
- **10.13 Faculty Resignation & Removal[14]**

**Evidence**

[8] Minutes_AcademicAffairs_20130710_Unofficial
The institution complies with the policies of the Commission on Colleges. Applicable Policy Statement: If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system. Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

**Narrative**

University of North Georgia (UNG) is compliant with this comprehensive standard. UNG is a unit of the University System of Georgia (USG), led by a chancellor and governed by the 18-member Board of Regents (BOR). The BOR was created in 1931 as a part of a reorganization of Georgia’s state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The BOR elects a chancellor who serves as its chief executive officer and the chief administrative officer of the USG. The BOR oversees the 31 institutions that comprise the University System of Georgia.

Each of the 31 institutions within the University System of Georgia is categorized as one of the following: research university, regional university, state university, state college, or two-year college. The University of North Georgia is classified by USG as a state university. Teaching is focused at the baccalaureate and masters levels. Associate degrees and doctoral degrees may be offered by state universities, but they are typically limited and offered in select areas. Research activity includes some basic research, but is typically more focused on institutional and/or applied research.

**Legal Authority of the Governing Board**

The BOR receives its legal authority through the Constitution of the State of Georgia and by acts of the General Assembly to Article VIII, Section IV, Paragraph 1 (b), Constitution of the State of Georgia. As stated in the Official Code of Georgia Annotated 20-3-31, the BOR shall have power:

- To make such reasonable rules and regulations as are necessary for the performance of its duties;
- To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- To establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired; and
- To exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state.

In addition, the BOR Bylaws clearly articulate the authority of the BOR over its member institutions in Section I. 2, Bylaws, Board of Regents, University System of Georgia. The Charter of the BOR consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”
- The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.
Organizational Structure of the University System
As stated in the Constitution of the State of Georgia, the BOR “shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate,” (Article VIII, Section IV, Paragraph 1 (c), Constitution of the State of Georgia) [1]. Thirteen congressional districts provide a governing body of 18 members. The Chancellor of the University System of Georgia is the chief administrative officer of the University System as well as the chief executive officer of the Board of Regents (Section IV, Bylaws, Board of Regents, University System of Georgia[4], Section VI, Bylaws, Board of Regents, University System of Georgia[5]). The President of UNG reports to the Chancellor. An organizational chart illustrating the relationship of the governing board with the USG staff and system universities is publicly available online (Organizational Chart, Board of Regents, University System of Georgia[6]).

Mission of the Governing Board
The mission of the USG is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens. Each institution in the USG will be characterized by:

1. A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
2. Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
3. Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
4. A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

Operating Procedures of the University System of Georgia
While the Chancellor of the USG is responsible for the operation of the University System Office and plays a critical role in setting the vision and direction of the overall university system, campus presidents are vested with the decision-making authority to lead their respective campuses. Therefore, while the Chancellor works with the Georgia State Legislature to procure funding for the USG and works with his staff to identify appropriate funding levels for each of its member institutions, once this funding reaches UNG, the president has the sole authority to direct its division at the university. Within this system of governance the BOR sets broad policies for its member institutions, while the presidents of the individual institutions within the USG are given considerable autonomy to run operating affairs of their institutions.

Additionally, the BOR requires each institution within the USG to have a mission, and the mission must be approved by the BOR. This policy makes it clear that the president of each institution is responsible for the institution’s mission, and the president is charged with the responsibility of seeking modification to the institution’s mission when such changes are needed and supported by substantive evidence and a rationale for the change.

Finally, each institution is authorized by the BOR to offer degree programs that are appropriate to the mission of the institution. The UNG President is responsible for overseeing the academic development of the institution before a degree program can be put into operation. This relationship authorizes the president to develop programs that enable the institution to meet its mission while enabling the BOR to control the quality and frequency of programs so as to ensure an effective delivery of educational opportunity to the citizens of the State of Georgia.

Key documents that articulate the operations and guidelines of the USG and its member institutions are
publicly available on the USG website:

- BOR Academic Affairs Handbook[7]
- BOR Policy Manual[9]
- BOR Meeting Minutes and Actions[10]

**Evidence**

[1] GA Constitution
[2] OCGA 20.3.31
[3] BOR Bylaws
[4] BOR Bylaws
[5] BOR Bylaws
[6] BOR Org Chart
[7] USG Academic & Student Affairs Handbook Overview
[10] BOR Minutes 2013
The University of North Georgia (UNG) is compliant with this core requirement. When the state of Georgia reorganized public higher education in 1931, it transferred the control of all state colleges and universities to the Board of Regents (BOR) of the newly created University System of Georgia (USG) 20-3-51, Official Code of Georgia Annotated[1]. The Constitution of the State of Georgia charges the BOR with "the government, control, and management of the University System of Georgia and all of the institutions in said system" Article VIII, Section IV, (b), Constitution of the State of Georgia[2]. Thus, the BOR is given the authority to grant degrees, which the BOR members then vest in USG institutions, including University of North Georgia.


Evidence

[1] OCGA 20.3.51
[2] GA Constitution
[5] BOR meeting minutes_01082013
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

Narrative

University of North Georgia (UNG) is compliant with this core requirement.

Degree programs embody coherent courses of study that are compatible with the University's mission of providing "broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society." These programs, which are listed in the Undergraduate and Graduate Catalogs, are based upon appropriate fields of study and are similar to programs offered at comparable institutions.

Coherent Course of Study

As part of the consolidation planning process in 2012, academic curriculum work groups were formed and tasked with reviewing and revising all undergraduate curriculum (courses, majors, minors, certificates, etc.) within its academic discipline and submitting UNG curriculum recommendations to the academic approval process. A Core Curriculum work group was also formed to recommend the UNG core curriculum. The general educational requirements for undergraduate programs at UNG are guided by the Core Curriculum established by the University System of Georgia.

Faculty from Gainesville State College (GSC) and North Georgia College & State University (NGCSU) were equally represented in each work group. In addition, work groups composed of faculty and staff were formed to propose academic policies for UNG. Each work group was co-chaired by a representative from GSC and a representative from NGCSU. The Academic Affairs Steering Committee, co-chaired by the Vice Presidents of Academic Affairs at GSC and NGCSU, provided oversight to the 34 academic work groups. All academic recommendations were reviewed by the Academic Affairs Steering Committee to determine if the academic proposals were ready for submission to the academic approval committees.

All of UNG's graduate programs were existing programs at NGCSU that had previously been reviewed and approved at the institutional level and by the University System of Georgia (USG). Because GSC did not have graduate programs or post-graduate professional programs, consolidation had no impact on the curriculum and requirements for these programs.

The program approval process at the institutional and USG levels, depicted in this flowchart and explained in detail in Comprehensive Standard 3.4.1, ensures that degree programs embody a coherent course of study based upon fields of study appropriate to higher education. Item 3f of the USG Formal Proposal for a New Degree Program requests institutions to "indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline." Additionally, many degree programs are accredited by discipline-specific bodies that require them to embody a coherent course of study be based on commonly accepted standards and practices. According to Board of Regents policy, baccalaureate degrees must contain 120 semester hours, with at least 21 semester hours of upper division courses in the major and at least 39 semester hours of upper division work overall; associate degrees must contain a minimum of 60 semester hours; and master degrees must contain a minimum of 30 semester hours. Applied doctoral programs, such as the Doctor of Physical Therapy, are required by USG to meet supplemental criteria.

Further, the University System has established a system of comprehensive academic program review to ensure quality and conformity to accepted practice in all institutional programs. Each undergraduate programs is reviewed in a cycle of no more than 7 years; the cycle for graduate programs is 10 years..

Compatibility of Degree Programs with Institutional Mission

Consistent with its mission of providing “broad access to comprehensive academic...programs”,
UNG offers a wide variety of degrees at levels ranging from associate to doctorate. The Associate of Applied Science in Paralegal Studies and the Associate of Science in Nursing degrees are 2-year programs designed to prepare students for immediate employment or internal transition into the Bachelor of Applied Science with a major in paralegal studies or the RN to Bachelor of Science in Nursing program. The Associate of Arts and Associate of Science are transfer (or internal transition) degrees leading to the baccalaureate degree. A full range of baccalaureate degrees in the arts, humanities, sciences, social sciences, and professions are offered by UNG. As detailed in Comprehensive Standard 3.5.3, the general education requirements for undergraduate programs at UNG are guided by the Core Curriculum established by the University System of Georgia[6]. Consistent with the global aspect of the institution's mission, University of North Georgia has defined Area B (Institutional Options) of the core curriculum as one foreign language course and one course emphasizing globalism. Master degrees are concentrated in professions, and also include a few programs in the social sciences and humanities. Each of the 31 institutions within the University System of Georgia (USG) is categorized as one of the following: research university, regional university, state university, state college, or two-year college. University of North Georgia is classified by USG as a state university. Except in limited situations[13], USG allows only research universities to offer the Ph.D. However, USG allows other institutions to offer applied/professional/practice doctorates, provided they meet supplemental criteria[11]. The Doctor of Physical Therapy is the only doctorate offered by UNG, and is consistent with the institutional mission of "a student-focused environment that includes quality education, service, inquiry and creativity."

The program approval process at the institutional and USG levels, depicted in this flowchart[7] and explained in detail in Comprehensive Standard 3.4.1, ensures that degree programs are compatible with institutional mission. Item 1 of the USG Formal Proposal for a New Degree Program[8] requests a "description of the program's fit with the institutional mission, existing degrees and majors. Additionally, many degree programs are accredited by discipline-specific bodies[9] that require them to demonstrate consistency with institutional mission.

Evidence

[1] UNG Website Mission (2)
[2] 2013-14_UndergradCatalogTOCLinked_June6
[3] 2013-14_GradCatalogTOCLinked_June6
[4] AcademicAffairsWorkgroups
[5] AcademicAffairsWorkgroups
[8] USG_FormalProposal
[9] 2013-14_GradCatalogTOCLinked_June6
[10] USG_AcadStudHandbook_2.3_Academic Programs
[12] USG_AcadStudHandbook_2.3_Academic Programs
The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

Narrative

University of North Georgia is compliant with this core requirement.

University of North Georgia awards degrees at the Associate, Baccalaureate, Master, Educational Specialist and Doctoral levels. A full listing of degrees can be found in the undergraduate [1] and graduate [2] catalogs. An example in which instruction for all course work is provided by UNG is given below for each degree level:

- Associate of Science in Nursing, 69 credit hours all offered by UNG - p 182 Undergraduate Catalog [3]
- Bachelor of Business Administration with a major in Accounting, 120 credit hours all offered by UNG - p 205 Undergraduate Catalog [4]
- Master of Science with a major in Criminal Justice, 36 credit hours all offered by UNG - p 103 Graduate Catalog [5]
- Educational Specialist in School Leadership with Building and District level Emphasis, 32-38 credit hours all offered by UNG - p 137 Graduate Catalog [6]
- Doctorate of Physical Therapy, 130 credits hours all offered by UNG - p 130 Graduate Catalog [7]

As detailed in Comprehensive Standard 3.5.3, the general education requirements for undergraduate programs at UNG are guided by the Core Curriculum established by the University System of Georgia [8]. According to Board of Regents policy [9], baccalaureate degrees must contain 120 semester hours, with at least 21 semester hours of upper division courses in the major and at least 39 semester hours of upper division work overall; associate degrees must contain a minimum of 60 semester hours; and master degrees must contain a minimum of 30 semester hours. As with other programs with discipline-specific accreditation, the number of credit hours and structure of the curriculum for the Doctor of Physical Therapy are guided by standards set by the disciplinary accrediting body.

Evidence

[1] 2013-14_UndergradCatalogTOC_Linked_June6
[3] 2013-14_UndergradCatalogTOC_Linked_June6
[7] 2013-14_GradCatalogTOC_Linked_June6
[8] USG_PolicyManual_3.3.1CoreCurriculum
[9] USG_AcadStudHandbook_2.3._Academic Programs
CS 3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard.

**Approval of Educational Programs During Consolidation Planning**

As part of the consolidation planning process in 2012, academic curriculum work groups were formed and tasked with reviewing and revising all undergraduate curriculum (courses, majors, minors, certificates, etc.) within its academic discipline and submitting UNG curriculum recommendations to the academic approval process. A Core Curriculum work group was also formed to recommend the UNG core curriculum. Faculty from Gainesville State College (GSC) and North Georgia College & State University (NGCSU) were equally represented in each work group. In addition, work groups composed of faculty and staff were formed to propose academic policies for UNG. Each work group was co-chaired by a representative from GSC and a representative from NGCSU. The Academic Affairs Steering Committee, co-chaired by the Vice Presidents of Academic Affairs at GSC and NGCSU, provided oversight to the 34 academic work groups. All academic recommendations were reviewed by the Academic Affairs Steering Committee to determine if the academic proposals were ready for submission to the academic approval committees.

Because GSC did not have graduate programs, consolidation had no impact on the curriculum and requirements for existing graduate programs at NGCSU, which were continued as part of UNG.

All work group recommendations went through the established approval process at both institutions. At NGCSU, the recommendations were submitted to the Deans Council for approval and then forwarded to the Academic Activities Committee for their review and/or approval. On September 5, 2012, the NGCSU Academic Activities Committee approved all GSC academic programs. GSC followed their curriculum approval process, and the NGCSU degree programs, including graduate programs, were approved at GSC Faculty meetings on September 14 and October 19, 2012. UNG curriculum revisions continued to be reviewed and approved by academic committees at both NGCSU and GSC throughout the fall 2012 semester. (See minutes from NGCSU Deans Council, NGCSU Academic Activities Committee, and GSC Faculty meetings.)

During this process if either institution approved an amended academic program or policy recommendation, the amended recommendation was submitted to the other institution for review and approval. On two occasions consensus could not be achieved from both institutions' approval committees: 1) the UNG graduation requirement that eliminated the basic physical education hours (above the 120 hour requirement); and 2) the modern language requirement related to Area B of the core curriculum. In both cases, the Academic Affairs Steering Committee developed and approved a unified policy.

**Approval of Educational Programs Post-Consolidation**

At the first meeting of the University of North Georgia Academic Affairs Committee meeting on January 16, 2013, Dr. Richard Oates, Associate Provost for Academic Administration, presented a flowchart depicting the approval process for program and university policies, degree programs/majors, and courses. Review committees at the college level will submit proposals to the Provost’s Council. After review and approval by the Provost’s Council, proposals move to either the Academic Affairs Committee (undergraduate programs) or Graduate Council (graduate programs) for review and approval. Based on the flowchart presented at the January 16 Academic Affairs Committee meeting, the Approval Guide for New, Expanding, or Closing Program/Site/Course was developed.

**Example of University of North Georgia Educational Program Approval Process**

The Bachelor of Arts in Communication is a new program proposed for the Gainesville campus beginning in spring 2014. Prior to consolidation in January 2013, this program proposal had passed all levels of the Gainesville State College approval process. However, because of consolidation, it needed to go through the UNG approval process.
Following the procedures in the Approval Guide for New, Expanding, or Closing Program/Site/Course [8], notification of the proposed BA in Communications was submitted to the Office of the Provost and examined to determine the extent of notification and/or approval by SACSCOC and the University System of Georgia (USG) Board of Regents. New program approval by the University System of Georgia (USG) is a 2-step process. The first step is a short prospectus [9] that is primarily a needs assessment, and if approved by USG, then a formal proposal [10] is submitted.

Evidence of the internal approval of the prospectus (needs assessment) for the BA in Communications prospectus includes the minutes of the March 4 [11] and March 18 [12] Provost’s Council meetings, demonstrating a first and second reading, and the minutes of the March 27 Academic Affairs Committee [13] meeting. The University System of Georgia is currently reviewing the prospectus [14].

Step 3b of the Approval Guide for New, Expanding, or Closing Program/Site/Course [8] details the internal review sequence for the formal proposal, beginning with the College’s Program/Curriculum Committee and continuing through the Provost’s Council and Academic Affairs Committee. After which, final approval is issued by the Provost and the proposal is submitted to USG for staff and/or Board approval.

The Program Approval Form [15] tracks the progress of the formal proposal through the internal process. The formal proposal for the BA in Communications was approved by the College of Arts & Sciences Curriculum Committee on April 3. Subsequently, it will move to the Provost Council and Academic Affairs Committee for approval, then to the Provost. Upon approval by the Provost, who will brief the President, the formal proposal will be submitted to USG.

As the BA in Communications is moving through the internal review and approval process, the Assistant Vice President for Institutional Effectiveness/SACSCOC Accreditation Liaison has determined that neither SACSCOC approval nor notification is required because the BA in Communications is not a significant departure from currently approved programs and it will be offered on an approved off-campus site. Rationale for this decision is documented on the Substantive Change Analysis for SACSCOC Reporting form [16] for the BA in Communications.

**Evidence**

[1] AcademicAffairsWorkgroups
[2] AcademicAffairsWorkgroups
[4] Minutes_NGCSU_AcademicActivities_Fall2012
[5] Minutes_NGCSU_AcademicActivities_Fall2012
[6] Minutes_GSC_Faculty_Fall2012
[9] USG_ProspectusGuidelines
[10] USG_FormalProposal
[14] USG_email_BA_Communications_ProspectusReceived
[15] ApprovalFormProposal_BA_Communications
[16] SubChangeAnalysis_BA_Communications_Gainesville
The institution publishes admissions policies that are consistent with its mission. (Admissions policies)

**Narrative**

University of North Georgia is compliant with this comprehensive standard.

With multiple components to its mission (e.g., access, selective undergraduate, military, graduate), UNG has created an admissions model (Pathways to Completion)[1] reflective of these aspects. With the exception of the Associate of Science in Nursing, which is selective, admissions policies to Associate degree programs reflect the access portion of the UNG mission and are offered on the Gainesville, Cumming, and Oconee campuses. Admissions to baccalaureate degree programs, which are offered on the Dahlonega, Gainesville, and Cumming campuses, have selective admissions. Cadet admission, serving the institution’s military mission, is limited to baccalaureate degrees on the Dahlonega campus. Admission requirements to graduate programs, which are are offered on the Dahlonega, Gainesville, and Cumming campuses, are program-specific.

Admissions polices for associate[2] and baccalaureate[3] programs are published in the Undergraduate Catalog[4]. Admissions policies for graduate programs are published in the Graduate Catalog[5]. Also, admission polices are published on the UNG website:

- Overview[6]
- Associate[7]
- Baccalaureate[8]
- Cadet[9]
- Graduate[10]

Consistent with UNG’s mission, admission policies at the Baccalaureate and Graduate levels contain requirements designed to ensure that students admitted to the institution are well qualified academically. Consistent with the access component of UNG’s mission, admissions policies make provisions for many groups of non-traditional learners (e.g., high school students, adult learners, transient students, transfer students, internal transition from associate to baccalaureate, etc.).

**Evidence**

[1] UNG Pathways to Completion
[2] 2013-14_UndergradCatalogTOC_Linked_June6
[3] 2013-14_UndergradCatalogTOC_Linked_June6
[6] Website_AdmissionsOverview
[7] Website_AdmissionsAssociate
[8] Website_AdmissionsBaccalaureate
[9] Website_AdmissionsCadet
[10] Website_AdmissionsGraduate
The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution?&s transcript. (See Commission policy "Collaborative Academic Arrangements.") (Acceptance of academic credit)

Narrative

The University of North Georgia is in compliance with this comprehensive standard.

The University of North Georgia (UNG) is dedicated to the provision of a quality education and comprehensive academic programs to enable student success. To this end, UNG promotes the evaluation, acceptance, and awarding of academic credit to students for transfer coursework, examinations, military experience, and prior learning experience. The policies regulating the awarding of all types of transfer credit are available to the campus community via multiple media: the UNG Graduate Catalog[1]; the UNG Undergraduate Catalog[2], (pp 17, 32 and 39); the 2013-2014 Prior Learning Assessment (PLA) Student Handbook[3]; and the UNG Testing Center[4].

The specific applicability of transferred academic credit at UNG is regulated through the endorsed standards and guidelines of regional accrediting bodies, the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the University System of Georgia (USG) Board of Regents transfer policy. Using these standards as guidance, the Undergraduate Admissions Office, Graduate Studies, the Registrar's Office, department chairs of academic disciplines, and the Office of Academic Affairs undergo internal evaluation of transfer work to determine if both the course work and applicable student learning outcomes were successfully completed at the collegiate level and if the transfer work is equivalent to the rigor and scope of comparable UNG course work.

As part of the consolidation planning process in 2012, work groups[5] composed of faculty and staff were formed to propose academic policies for UNG. Each work group was co-chaired by a representative from Gainesville State College (GSC) and a representative from North Georgia College & State University (NGCSU). The Academic Affairs Steering Committee, co-chaired by the Vice Presidents of Academic Affairs at GSC and NGCSU, provided oversight to the 34 academic work groups. The development of recommended policies related to the awarding of transfer and other types of credit was the purview of two work groups (Academic Advisement/Transfer and Academic Policies: Students). All academic recommendations were reviewed by the Academic Affairs Steering Committee to determine if the academic proposals were ready for submission to the appropriate academic approval committees.

Course Transfer Articulation Policy among USG Institutions (BOR Student Affairs Handbook 2.4.9 Transfer Rules[6])

Institutions within the University System of Georgia (USG) have carefully designed their core curriculum general education requirements to reflect local institutional culture and to assure that students meet agreed upon general educational outcomes. Each institution has attempted to define a coherent set of courses that reflects the institutional philosophy of general education. The implementation guidelines strike a balance between maintaining the coherence of institutional curriculum requirements and the needs and desires of students to take advantage of course offerings at more than one institution. While students are not required to complete the entire core curriculum at one institution and are able to transfer completed courses in the core to another USG institution, they are required to declare a “home” institution whose requirements they are expected to follow. The central purposes of the transfer articulation policy are to ease transferability of core courses among USG institutions and to safeguard the rigor of the collegiate level of the coursework.

Transfer Credit
UNG awards transfer credit for courses that are designed to be part of a baccalaureate degree program and are completed with satisfactory grades (A, B, C, D, S, and P) in regionally accredited institutions. Such courses must generally correspond to the length, time, and content of those offered in the curricula at UNG. Courses taken for institutional credit only, to makeup Required High School Curriculum (RHSC) deficiencies, or vocational pursuits are not considered for credit towards a degree or certificate program. These courses are posted as part of the students’ comprehensive academic history as non-transferable (UNG Undergraduate Catalog[2], pp 17, 32, and 39).

Transfer of credit from one institution to another involves at least three considerations as determined by AACRAO, ACE, and the Council for Higher Education Accreditation (CHEA) Joint Statement on the Transfer and Award of Credit[7]):
- the educational quality of the learning experience which the student transfers;
- the comparability of the nature, content, and level of the learning experience offered by the receiving institution; and
- the appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the students educational goals.

UNG adheres to the USG BOR Policy Manual 4.2.1.3 Undergraduate Admission Requirements for Transfer Students[8] and Academic Affairs Handbook 3.2.6 Special Admissions[9] policies to award transfer credit to transfer students. These transfer policies are published in the UNG Graduate[10] and Undergraduate[2] Catalogs. These student types must meet all relevant admissions requirements and are defined as follows:

1. Transfer: Those students who have attended other degree granting, regionally accredited institutions and have earned a minimum of 30 semester transferable hours (or 45 quarter transferable hours), have maintained a 2.0 overall cumulative grade point average (GPA) on a 4.0 scale, and are in good academic standing. The Director of Undergraduate Admissions may require high school transcripts as part of the student’s evaluation for eligibility for admission. The application may be rejected if the quality of the educational programs at any previous institution are found to be unsatisfactory.

2. College Credit Now[11]: Georgia program that allows high school juniors and seniors enrolled in accredited Georgia public or private high schools or qualifying home schools to earn college credit while completing their junior and/or senior year of high school.
   1. Dual Enrollment – Students who were enrolled in high school and college courses simultaneously and earned course credit that applied at both institutions. Might have been eligible for ACCEL program funding.
   2. Joint Enrollment – Students who were enrolled in high school and college courses simultaneously but earned course credit that applied to college only.
   3. Move on When Ready (MOWR) – Students who left high school to attend college full-time and earned course credit that applied at both institutions.

Both transfer and College Credit Now students are required to submit official academic transcripts from each higher education institution previously attended, regardless of the institution’s accreditation status and whether or not the course is eligible for transfer credit. Official transcripts are first imaged and recorded in the Banner system by the Undergraduate Admissions Office. The Registrar’s Office then retrieves the imaged transcripts, verifies the regional accreditation of the transfer institution, and determines eligible transfer credit according to the following criteria:
- the regional accreditation status of the transfer institution is confirmed through the appropriate Commission on Higher Education regional accreditation association as recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation activities for institutions of higher education (NEASC[12], SACS[13], NWCCU[14], MSCHE[15], WASC[16], and HLC[17]),
- the level, length, time, and content of the course as reflected in the catalog course description and/or the course syllabi (provided by the transfer institution) is comparable to the UNG course, and
- whether or not an equivalent course is offered in the curricula at UNG.
Specifically, the Transcript Evaluator performs transfer course articulation in the Banner Student System, which utilizes an internal transfer course catalog for each eligible secondary school or higher education institution. This internal transfer course catalog is built via review of the transferring institution’s catalog, course descriptions, syllabi, and transferring credit standards established by the academic departments. Current and prospective transfer students may view transfer course equivalencies from other University System of Georgia institutions via the GAcollege411 Gatracs Transfer Course Database (GAtracs Transfer Student Planner Database[18]) and the UNG web site (GSC Transfer Course Equivalencies[19]; NGCSU Transfer Course Equivalencies[20]). Eligible ACCEL course equivalencies are available via the USG GAcollege411[21] web site. Courses that do not have a UNG equivalent are transferred in by course title and are noted on the UNG transcript with an X suffix on the course number.

All “D” grades in Core Curriculum courses taken within the University System of Georgia are accepted for transfer credit, with the exception of English 1101 and 1102, which both require a “C” or higher. If, however, UNG requires a minimum grade “C” or higher in any course, including courses that meet prerequisite requirements, the transfer students with a “D” in that course must retake it to meet UNG requirements (UNG Undergraduate Catalog[2], pp 17, 32, and 39). When course credit from a regionally accredited institution is denied transferability, students may appeal the decision in writing to the Registrar’s Office. Upon receipt and review, the Registrar submits the appeal to the appropriate academic discipline Dean, Department Chair and/or expert faculty member who then makes the determination whether or not an equivalent course is offered at UNG and if the course may be used to fulfill a degree requirement. In the event that a USG core curriculum course appeal is denied, students may choose to follow the Transfer Credit Appeals Process to resolve the issue (FAQ's Transfer Credit Appeal[22]; Procedure updated in the UNG Online Undergraduate Catalog).

**Transfer of Courses from the Technical College System of Georgia**
UNG adheres to the Complete College Georgia Articulation Agreement (January 2012) that sets transfer course policy between USG and SACSCOC-accredited Technical College System of Georgia (TCSG) institutions. The agreement, more commonly known as the mini-core, includes 27 approved courses that will transfer to UNG. (BOR TCSG Transfer Course Chart[23]) Additionally, this policy permits the individual evaluation and subsequent acceptance of courses other than the mini-core courses. (BOR Academic Affairs Handbook; 2.17 Acceptance of Core Coursework and Placement Test Scores from TCSG Colleges[24]). Policy updated in the UNG Online Undergraduate Catalog.

**Dual Degree Transfer Programs**
UNG students may participate in dual degree programs in engineering, chemistry, mathematics, and physics. Participating students complete their core courses at UNG and transfer to either Clemson University or Georgia Institute of Technology to complete the degree requirements for both institutions. When the student graduates, he/she will earn a baccalaureate degree from both UNG and the partnering institution. This policy updated in the UNG Online Undergraduate Catalog.

**Defense Language Institute (DLI) Transfer Program**
As the military institution of Georgia, UNG partners with the Defense Language Institute to offer a transfer program for students who seek training to become military linguists. UNG students complete required courses at UNG that are transferable as part of the associate’s degree program at DLI. Once the students complete the DLI program requirements, the students subsequently complete the requirements for a baccalaureate degree at UNG. Credit earned at DLI is applicable transfer credit in the students' UNG baccalaureate degree programs. This policy updated in the UNG Online Undergraduate Catalog.

**Transfer of Courses for International Students**
International transfer students’ official transcripts must be evaluated through a National Association of Credential Evaluation Services (NACES) endorsed organization such as:
- Josef Silny & Associates
- World Education Services
- Global Credential Evaluators, Inc.
In order for international courses to be eligible for Core Curriculum transfer credit (courses numbered 1000-2999), professional evaluations must display the course title, the final grade, and credit hours awarded for each course. Additionally, confirmation of the student’s level of study (i.e. high school level or college level) at the time the course was completed must be included on the professional evaluation. At the international transfer student’s request, any course numbered 3000-level or higher may be reviewed for possible transfer credit by the appropriate Department Chair and/or Dean. The international transfer student may appeal to the Registrar’s Office in writing if a course included on the professional evaluation is denied transferability. The appeal is submitted by the Registrar’s Office to the appropriate Dean, Department Chair and/or expert faculty member in the academic discipline for further review of transferability. The appropriate academic department will then make the determination whether or not an equivalent course is offered in the UNG Catalog or if the course may be used to fulfill a degree requirement (FAQ’s Transfer Credit Appeal[22]).

Assessing Prior Learning for College Credit
UNG awards up to 45 semester hours of credit for the bachelor's programs and up to 30 semester hours of credit for the associate's programs through CLEP, FLATS, DSST, and/or AP exams and up to 24 semester hours of credit through IB for either the bachelor's or associate's programs. A maximum of 45 or 30 semester hours respectively of any combination of CLEP, DSST, AP, PLA, and IB credit may be recorded on a student’s academic record (UNG Undergraduate Catalog[25]; 2013-2014 PLA Student Handbook[3]; Testing Center [4]).

Credit by Departmental Examination
- Credit may be awarded for certain Business Education, Business Administration, and Economics courses by passing specific sections of the Certified Professional Secretary Examination, the Professional Legal Secretary Examination, and the Certified Legal Assistant Examination.
- UNG students who present satisfactory evidence may receive credit in a specific subject area through satisfactory completion of an approved departmental examination developed and administered by the appropriate academic department. Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses. Permission must be obtained from the department chair of the academic department offering the course. Departmental exam credit is not permitted for courses the student previously completed while enrolled at UNG as a degree-seeking or audit student (UNG Undergraduate Catalog[25]; 2013-2014 PLA Student Handbook[3]).

Credit by National Standardized Examination
- **(CLEP) College Level Examination Program** - Administered by the College Entrance Examination Board, students are eligible to take standardized examinations in a number of areas to earn credit for specific 1000- and 2000-level courses, provided a minimum passing score is attained. CLEP, widely trusted by thousands of U.S. colleges and universities, is rigorous and relevant to respective disciplines. The subject examinations available for exam credit at UNG along with the required minimum score and UNG course equivalents are available on the UNG Testing Center website. The available subject examinations and minimum scores were established through consultation with UNG faculty members familiar with the content of the tests and through comparison of like subject areas and accompanying minimum scores at the flagship University System of Georgia institutions. Official score reports are submitted to the Registrar’s Office for evaluation of eligible credit, which when awarded, is recorded on the students’ academic record with the exemption grade “K” and the course title and number of course credits earned (UNG Undergraduate Catalog[25]; 2013-2014 PLA Student Handbook[3]; UNG Testing Center[4]).

- **(FLATS) Foreign Language Achievement Testing Service** - Students may earn up to 14 hours of academic credit in select modern languages through the Foreign Language Achievement Testing Service (FLATS) offered by Brigham Young University (BYU). FLATS tests are proficiency-based, requiring at least a 60%-70% to pass depending on the difficulty of the language. Most tests have listening, reading and grammar assessments, and FLATS determines the course level(s) earned by the student based on the student's score. The FLATS proficiency exam is accepted for language credit at BYU and at other flagship University System of Georgia
institutions. Testing materials are sent to participating institutions, thereby allowing the tests to be proctored on campus. The list of language tests available at UNG is available on the UNG Testing Center website. UNG does not award course credit for those languages currently offered through the UNG Department of English and Modern Languages. Official score reports are submitted by FLATS to the Registrar’s Office for evaluation of eligible credit, which when awarded is recorded on the students’ academic record with the exemption grade “K” and the course title and number of course credits earned. (UNG Undergraduate Catalog[26]; 2013-2014 PLA Student Handbook[27]; UNG Testing Center[4]).

- **(DSST) Dantes Subject Standardized Tests** - Recommended by the American Council on Education, students are eligible to take standardized examinations in various areas to earn credit for specific courses, provided a minimum score is attained on the tests. The number of credits awarded for a passing score is recommended by the American Council on Education (ACE®). DSST exams closely correlate with course titles, and each exam is comparable to the final or end-of-course examinations in similar undergraduate courses. UNG Academic Department Chairs reviewed the available DSST examinations and determined those for which UNG had equivalent course offerings in the UNG Undergraduate Catalog. The resulting list of subject examinations available for exam credit at UNG along with the required minimum score and UNG course equivalents are available on the UNG Testing Center website. Official score reports are submitted to the Registrar’s Office for evaluation of eligible credit, which when awarded is recorded on the students’ academic record with the exemption grade “K” and the course title and number of course credits earned (UNG Undergraduate Catalog[26]; 2013-2014 PLA Student Handbook[28]; UNG Testing Center[4]; DSST ACE Credit Recommendations[29]).

- **Advanced placement (AP)** - UNG awards credit for AP tests administered by the College Entrance Examination Board when students achieve the required minimum score or higher and if UNG offers an equivalent class. The subject examinations available for AP credit at UNG along with the required minimum score and UNG course equivalents are available on the UNG Testing Center website. This list was established through consultation with UNG faculty members familiar with the content of the tests and through comparison of like subject areas and accompanying minimum scores at the flagship University System of Georgia institutions. The Registrar’s Office evaluates official score reports for eligible credit and records the exemption grade, “K,” on the students’ academic record along with the course title and number of course credits earned. (UNG Undergraduate Catalog[26]; 2013-2014 PLA Student Handbook[28]; UNG Testing Center[4]).

**International Baccalaureate (IB)**

Per the University System of Georgia Board of Regents (Board of Regents Policy Manual 4.2.1.6 IB[30]), UNG awards academic credit for appropriate courses in the USG core curriculum for corresponding subject areas in a completed International Baccalaureate (“IB”) Diploma Program in which the student obtained designated end of course assessment scores (IB web site). Both Standard Level (college preparatory) and Higher Level (college comparable) courses are considered for credit in a completed Diploma Program in specific subject areas, as the program does not allow students to take all Higher Level courses. Higher Level end-of-course assessment scores of four or more and Standard Level scores of five or better suggest that the IB Program work is comparable to a college course. Students who complete IB tests in high school may submit official score reports to the Registrar’s Office for evaluation for up to 24 hours of UNG academic credit. IB credit is awarded for certain classes in which an equivalent is offered and for which the required grade is achieved. The subject examinations available for exam credit at UNG along with the required minimum score and UNG course equivalents are available on the UNG Testing Center website. The Registrar’s Office records the exemption grade, “K,” on the students’ academic record along with the course title and number of course credits earned (UNG Undergraduate Catalog[26]; 2013-2014 PLA Student Handbook[27]; UNG Testing Center[4]).

**Experimental Learning**

**Military Transfer Credit**

- Physical Education Credit - In accordance with the Board of Regents Credit for Military Service policy, and the American Council on Education, UNG awards Physical Education course credit
to service members according to the DD Form 214 discharge paperwork confirming the completion of basic training. The Registrar’s Office records the exemption grade, “K,” on the students’ academic record along with the course title and number of course credits earned. In general, credit is awarded for PHED 1902 Personal Fitness. (BOR Academic Affairs Handbook 2.16 Credit for Military Service[31]; ACE College Credit Guide[32]).

- Board of Regents policy permits USG institutions to offer credit for military service. UNG awards applicable military credit upon the recommendation of Servicemembers Opportunity College (SOC) and on American Council on Education (ACE) standards as recommended in the ACE Guide and according to equivalent course offerings in the UNG Catalog. The service member must provide UNG with a copy of an official military transcript (DD Form 214, AARTS transcript, or SMART transcript) to categorize and define the duties performed or skills learned by the student while he/she is serving in the military. The Center for Adult Learners and Military (CALM Center located on the Gainesville campus) and the Veterans Success Center (located on the Dahlonega campus) coordinate the review of service members' records with the Dean, Department Chair, and/or expert faculty member in the academic discipline to evaluate the transcript for possible transfer credit. The Registrar’s Office records the exemption grade, “CR,” on the students’ academic record along with the course title and number of course credits earned (BOR Academic Affairs Handbook 2.16 Credit for Military Service[31]; ACE College Credit Guide[32]).

Courses listed in the ACE Guide are service school courses conducted on a formal basis, i.e., approved by a central authority within each service and listed by the service in its catalog. These courses are conducted for a specified period of time with a prescribed course of instruction, in a structured learning situation, and with qualified instructors. Courses are evaluated by teams of at least three subject matter specialists (college and university professors, deans, and other academicians). Through discussion and the application of evaluation procedures and guidelines, team members reach a consensus on the amount and category of credit to be recommended. Evaluators have two major tasks for each course: the formulation of a credit recommendation and the preparation of the courses description. The credit recommendation consists of the category of credit, the number of semester hours recommended, and the appropriate subject area. Evaluators phrase the course description (which appears in the ACE Guide exhibits under the headings Learning Outcomes or Objectives and Instruction) in terms meaningful to civilian educators. The course description supplements the credit recommendations by summarizing the nature of a given course (ACE Credit Course Review Process[33]).

Prior Learning Assessment (PLA) by Portfolio
UNG students may identify areas of relevant learning from their past experiences, demonstrate their skills and/or knowledge through the submission of appropriate documentation which is assessed for possible applicable academic credit relative to specific course objectives at UNG. Students may earn appropriate degree credit for the verifiable college level learning acquired through life or work experience, but not for the experience itself. A maximum of 45 semester hours for the bachelor's degree and 30 semester hours for the associate's degree may be earned through any combination of credit by departmental examination, national standardized examinations, advanced placement, International Baccalaureate credit, and PLA by portfolio.

- Portfolio Assessment - UNG students use the PLA portfolio development process to document their prior learning when credit by examination for a relevant course is not available. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. Upon the recommendation of the PLA coordinator, a student seeking credit for prior learning through portfolio assessment will enroll in the PLAC 2000 course. In this course, the student will learn how to prepare a portfolio for submission. The portfolio developed in the documentation course should not only describe the relevant experience but should also identify the particular learning outcomes (2013-2014 PLA Student Handbook[27]).
Students will then be advised to sign up for PLAC 2000 Prior Learning Assessment Course, the course by which UNG students will develop documentation for the courses for which they hope to earn PLA credit. PLAC 2000 is a two credit hour course offered face to face or online and is taught by a PLA Counselor. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Once students complete and submit the PLA portfolio, assessors will evaluate it to determine if the portfolio provides evidence which ties those skills to a specific course objective. Credit may be awarded when assessors determine that the prior learning is acceptable for credit. The Registrar’s Office records the grade of “K,” on the students’ academic record along with the course title and number of course credits earned upon approval and submission of the PLA Credit Form. A separate portfolio must be prepared for each course for which a student is seeking credit. A student may request consideration for PLA Portfolio credit for any course in the UNG Catalog, but the eligibility for portfolio credit is not guaranteed. Traditional instructional methods are deemed more appropriate for certain courses, and portfolio credit is not optimal for all courses. A list of courses available for PLA portfolio credit is available in the 2013-2014 PLA Student Handbook[34]. Courses that are available for completion through CLEP, departmental examination, IB, FLATS, AP and DSST methods of earning credit will not be eligible for credit through the portfolio process. In addition, courses for which the student has already registered are not eligible (2013-2014 PLA Student Handbook[3]).

Professional Credit
UNG grants credit for a professional program for students in the LPN-ASN Nursing program. These students are certified licensed practical nurses (LPNs) that are enrolled in UNG in order to complete their Associate's degree. Upon completion of a summer transition courses to validate skills and coverage of first-year ASN content, the Nursing Department may grant credit for the first two required ASN nursing courses (NURS 1100 Basic Concepts Essential to Nursing Practice and NURS 1110 Fundamental Concepts/Integrated Nursing Skills) based on the students’ nursing experience and successful completion of NURS 1090. Nursing courses from other nursing programs may transfer into UNG after review of course materials and with approval from the Nursing Department. The RN-BSN program adheres to Georgia's RN-BSN articulation and awards a set number of credit hours to those holding an associate's degree in nursing. The awarding of the credit hours is contingent upon the successful completion of NURS 3110 The Transformation to Professional Nursing.

Transfer of Courses for Graduate Students
Transfer policy for applicable coursework for graduate students is program-specific with a minimum of 24 hours in residency at UNG for master degrees (UNG Graduate Catalog, p 21[1]). Transfer credit hours must originate from a regionally accredited institution and may not have been applied toward another degree. The transferred courses must each carry a minimum grade of "B" or higher. The credit hours must have been earned within six years prior to the projected or completion term of the degree the student is pursuing in order to be applicable transfer work. Credit offered for transfer must be approved by the student's advisor, the program coordinator/director, and the dean of the appropriate college. International transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of NACES, the National Association of Credential Evaluation Services, Inc. and the evaluation must certify the equivalency of a regionally accredited institution for the credits to be considered for transfer. International students must request that the agency submit the evaluation directly to Graduate Studies. (UNG Graduate Catalog, p 15[35])

Evidence
[1] 2013-14_GradCatalogTOC_Linked_June6
[2] 2013-14_UndergradCatalogTOC_Linked_June6
[4] Testing Center
The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

The University of North Georgia (UNG) is compliant with this comprehensive standard. UNG publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and staff and other interested parties through publications that accurately represent the programs and services of the institution.

University System of Georgia (USG) Board of Regents has established academic policies (BOR Academic Affairs Handbook[1]; BOR Policy Manual[2]). These policies govern USG institutions as well as conform to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines. The Board of Regents requires that each USG institution maintain accreditation with SACSCOC and with other appropriate accrediting agencies for specialized programs. Academic and student affairs policies and practices at UNG conform to these USG Board of Regents governing policies, which establishes standards of educational practice for higher education across the USG.

In general, UNG policies and procedures are reviewed by the administration and faculty prior to implementation. The procedures for the approval of university policies and major changes to procedural processes are set forth in the University Statutes[3] and the Faculty Senate Bylaws[4], thereby ensuring review by a variety of mechanisms. The approval process for academic policies and curriculum is depicted in this diagram[5]. In an effort to ensure quality policies and procedures, approval processes often involve research regarding best practices, piloting changes before official implementation, and consultations with peer institutions. UNG’s academic and student services policies are published in four central documents, all of which are available online: UNG Undergraduate Catalog, UNG Graduate Catalog, Faculty Handbook, and Student Handbook. Academic and student affairs policies are primarily disseminated via the UNG website through access to the aforementioned publications.

UNG Graduate Catalog and UNG Undergraduate Catalog
The UNG Graduate Catalog and the UNG Undergraduate Catalog conform to BOR regulations (BOR Academic Handbook, 2.2 Catalog Requirements[6]) and are the most comprehensive media for communicating academic and student affairs policy information including Grade Appeals, Code of Conduct, Academic & Professional Integrity, Refunds, Class Attendance, Academic Standing, and Credit by Examination (UNG Graduate Catalog[7] pp 23, 24, 26, and 27; UNG Undergraduate Catalog [8] pp 78 and 81). These policies are available to campus constituents via the public UNG website. In consultation with Academic Affairs, the Graduate Council, Student Affairs, and the Registrar’s Office, both catalogs are reviewed and updated annually by administrators, deans, department chairs, faculty, and staff within schools, academic departments, and administrative offices. Additions and changes in academic and student affairs policies are updated in the UNG Graduate and Undergraduate Catalogs through consultation and with the approval of the appropriate student affairs unit, the Provost’s Council, the Office of Student Affairs, the Office of Academic Affairs, Academic Affairs Committee, and the Cabinet when necessary.

Faculty Handbook
In consultation with the Faculty Senate, Provost’s Council, Graduate Council, the Cabinet, and the Academic Affairs Committee, the Office of Academic Affairs develops and maintains the Faculty Handbook. This handbook is the primary mode for communicating academic policies[9] (beginning on p. 11) such as the Academic Freedom (section 4.14), Intellectual Property (section 7.1), and Promotion and Tenure (section 8) policies to faculty members. The Faculty Handbook[10] will be available on the Academic Affairs website by the beginning of the 2013 fall semester.

UNG Student Handbook
The Student Handbook details the student services available as well as policies that directly impact students. Such policies include, but are not limited to, Student Records Management, Student Code of
Conduct, and Student E-mail (UNG Student Handbook 2013-2014[11] pp. 22, 28, and 58). In consultation with associated Student Affairs departments, the Office of Student Affairs reviews, updates, and maintains the Student Handbook. Printed copies of the Student Handbook are made available to students on an annual basis. In addition, the Student Handbook is made available on the public UNG website for all interested parties.

**Web Advisory Council**

Academic and student affairs policies are primarily disseminated via the University web site through access to the UNG Catalog, The Faculty Handbook, and the UNG Student Handbook. The Web Advisory Council (WAC), with representation from the Office of Information Technology and in consultation with the Office of Academic Affairs, the Office of Student Affairs, the Graduate Council, the Academic Affairs Committee, and the Cabinet, publishes academic and student affairs policies on the UNG Web and Portal sites. The Web Advisory Council meets regularly, in part, to review the accuracy, presentation, and accessibility of UNG Web information and to consider faculty, staff, and student suggestions for improvement in the navigation and presentation of academic and student affairs policies on the UNG Website (WAC Established[12]; WAC FAQ's[13]; WAC Minutes[14]; WAC Representation[15]).

**Evidence**

[1] BOR AA and Student Affairs Handbook webpage
[3] UNG_Statutes_Approved20130111
[4] FacultySenateBylaws_MyUNG_20130423
[6] BOR Academic Affairs Handbook 2.2 Catalog Require
[7] 2013-14_GradCatalogTOC_Linked_June6
[8] 2013-14_UndergradCatalogTOC_Linked_June6
University of North Georgia (UNG) is compliant with Comprehensive Standard 3.4.9.

Although the institutional consolidation in January 2013 affected the organization and administration of the academic support service units, the individual services offered on each campus have not diminished and continue to grow. University of North Georgia makes a range of academic support services accessible to all students and faculty to ensure their success and in keeping with our mission to "[provide] a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity...[that it is] accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society." Recognizing that the education and support of its students extends beyond experiences generated through the academic programs of the institution, UNG provides programs and services as well as institution-sanctioned student organizations, to ensure that multiple routes for student learning, support, and development are opened.

The University of North Georgia supports a wide range of academic support units. These services are specifically described in both the Undergraduate [1] and Graduate[2] Catalogs and include First- and Second-Year University Experience programs, Academic Transitions Programs, Learning Support programs, English as a Second Language and English for Speakers of Other Languages programs, tutoring, academic advising (including an Academic Advisement Center), Academic Testing, Counseling & Psychological Services, Career Services, Cooperative Education, Internship Programs, Student Health Services, Multicultural Services, Student Disability Resources, Student Center, New Student Orientation Program, Supplemental Instruction, Library Services, and Information Technology Services. The institution also offers Writing Centers on the two largest campuses and Math and Computer Science Labs, as well as state-of-the-art language laboratories for student assistance. Many of these services are described in this report in Core Requirement 2.10. Also supporting the academic program is a website option which allows users to access all institutional web pages in a text-only version.

Although there is overlap in the academic support services provided between campuses, the services offered on each campus reflect the diversity of student populations across the four campuses and their respective needs. The Dahlonega campus, the home campus for our military mission and only residential campus, has more selective admissions requirements and offers primarily baccalaureate and graduate degree programs. Academic support services such as first year experience, new student orientation, and library services are emphasized on this campus. The Gainesville and Oconee campuses are non-residential, access campuses that support students with a broad range of academic preparation and needs. Academic testing, advising, Supplemental Instruction, and tutoring are some of the services emphasized on these campuses. The Gainesville campus houses the ESL program for the institution based upon the demographics of the local community and student population. The Cumming campus offers select undergraduate and graduate degrees appropriate to the service area. Academic support services on this campus are being developed as degrees are added and the number of students served continues to grow.

**Academic Advising**

Under the aegis of University Affairs and Academic Services, UNG offers Academic Advising services. The institution has academic advising offices on the Dahlonega, Gainesville, and Oconee campuses staffed by both professional and faculty advisors. A new academic advisor position for the Cumming campus has been funded for FY2014. Beginning fall 2013, the office of Academic Advising will offer advising services to “open-option” (undeclared) students up to 42 credit hours and intrusive advising, including an Academic Success Plan, for students below 42 credit hours and not in good academic standing (NGS) [Advisement Policy[3]]. Students with Learning Support or English as a Second Language requirements are advised by learning support/ESL faculty and staff. The Gainesville and
Oconee Advising Center provide advising training to faculty and staff and provide an Academic Advising Flipbook, which condenses catalog information for easy access during advising sessions. The new Flipbook will cover all of UNG advising policy and information.

Currently, the Dahlonega Campus has an Early Alert (EA) Program, and the Advising Center is responsible for Open Option students and 50% of the Corps of Cadets. Other EA-identified students see faculty volunteer advisors, with some faculty responsible for specific categories, such as athletes. The consolidation working group for Academic Affairs recommended that UNG adopt the Early Alert Program attached to Desire2Learn or the Signals EA Program (both involve substantial expenditures) and to expand the program to all campuses. This recommendation was largely driven by the fact that few students identified by current EA systems actually seek advising (true on all UNG campuses), and also by research that shows student/faculty interaction is crucial to student success. The Desire2Learn and Signals programs are more faculty driven in that faculty concerns about grades, lack of participation, attendance, etc. are continually communicated through the system directly to the student, who can be provided with a list of resources, including advising. Professional advisors in baccalaureate programs are also part of the vision for the future of UNG advising, beginning with programs that have heavy advising loads. Dahlonega currently has a professional advisor in their education department, and this, by all accounts, works well. Professional departmental advisors are especially important for immediate intervention when students are not achieving required course completion and/or GPA levels for successful continuation in the major, which is part of our Complete College Georgia initiative. Also, students seeking advising who cannot connect with their faculty advisors (true for many commuter students) will have alternative access to advising in their programs of study. Graduate students are advised by faculty in their discipline.

On the Gainesville and Oconee campuses, the professional advisors in the Academic Advising work with students not-in-good-standing (NGS) in creating an Academic Success Plan (ASP) including “academic interventions designed to enhance student success.” UNG will work toward implementing the ASP for NGS students on the Dahlonega and Cumming Campuses. On the campuses where the ASP is currently used, a registration restriction that can only be lifted by a limited number of Student Information System users for probation, continued probation, suspension returning one-semester and one-year students. This is not yet true for the Dahlonega Campus. All ASP's will use current resources, such as the online student success modules/quizzes, for their program.

Testing
UNG offers extensive placement, credit-bearing, and other Testing options in a manner adhering to NCTA (National Testing Center Association) guidelines. The most robust testing facilities are on the Dahlonega and Gainesville Campuses, where students and community members have the opportunity to take an array of college-associated tests, including COMPASS placement and exit exams, the College-Level Examination Program (CLEP) tests in multiple subject areas, ACT, the Dantes Subject Standardized Test, Georgia Assessments for the Certification of Educators (GACE), and the Foreign Language Achievement Testing Service (FLATS). Selected tests are also available at the Oconee and Cumming sites. COMPASS testing is being added during summer 2013 at Cumming Campus. The Dahlonega Testing Center, as the only campus location with graduate programs, also offers the MAT and the GMAT. Dahlonega is also a Prometric Test Center (PTC), which "are professional testing facilities dedicated to providing industry-leading testing services to all candidates. From the workstations to the furniture, every testing lab is identical to every other in all aspects other than size. The number of workstations ranges from six to nineteen in any given lab." The Testing Center in Dahlonega also handles disability and make-up testing. Those services are not co-located with Testing Centers at the other campus locations.

Distance Education
University Affairs & Academic Services also offers services to special student populations, including Distance Education and Veteran and Military students. Distance Education support is provided through the Distance Education and Technology Integration (DETI) office, which supplies faculty and student training and support on the use of the primary learning platform, Desire2Learn. All student success
efforts are available on campus to Distance Education students. Advising is currently available online by UNG professional advisors. Online tutoring services are currently being investigated to support this population.

**Support for Special Student Populations**

Support for Adult, Veteran and Military-associated students (including dependents) is provided through the Center for Adult and Military Learners based on the Gainesville Campus, where the majority of the undergraduate adult learners are located. The director is also available to such students at the other three sites with periodic face-to-face visits and through online means. The center provides a one-stop shop for adult and military learners for financial aid, enrollment, and prior learning assessment services. The center oversees a Military Resource Center with a library, study space, lounge, and computers for student use on both the Dahlonega and Gainesville campuses. A similarly equipped, Multicultural Student lounge and separate Adult Learner lounge exist as well.

**Disability Services**

Disability Services ensures equal access to all programs offered by the university and is available to undergraduate and graduate students. Specifically, the office assists students in receiving accommodations in the classroom and on tests, in gaining physical access to buildings and housing, in learning to be self-advocates, in developmental advisement and early registration, and in learning strategies to ensure success on a college campus. The services provided by the Disability Services are appropriate according to Board of Regents Policy as stated in the *Academic & Student Affairs Handbook* [Section 3.11][4]. Specific services available to students are outlined in more detail in Standard 2.10.

**University College**

Pursuant to its comprehensive mission of supporting students through multiple degree levels as well as transfer, the University provides academic support for beginning students under the auspices of the University College (UC), a new unit designated to support first- and second-year students at the University. University College is designated as the home for UNG’s Associate’s degree-seeking students for the purposes of the admission and tuition model. While the majority of the focus for UC is on the associate degree students, services under the umbrella of UC also serve students across the university. Learning Support and English-as-a-Second-Language students and policy are served by professional staff and faculty in UC, and the unit also houses academic support units for Supplemental Instruction and Tutoring Services. UC is supervised by the Associate Vice President and Dean of University College.

**Learning Support**

UNG’s Learning Support program serves students whose admission test scores, high school grades, or non-traditional status indicate a need for additional preparation in reading, composition, or mathematics, and students who choose to enroll in one or more of the courses in order to be better prepared for core curriculum courses. UNG’s placement and exit standards for Learning Support meet or exceed the University System minimums, as allowed by the Board of Regents in its *Academic & Student Affairs Handbook* [Section 2.9.1][5]. UNG LS and ESL Policies[6]. UNG offers Learning Support courses are taught by experienced faculty, most of whom who also teach regular college-level courses in their fields. Learning Support coursework is available at all campuses, as appropriate to the student body, which is monitored yearly. The most robust offerings are at the Gainesville Campus in accordance with the student demographics and admissions requirements for the associate students on that campus. Learning Support Policy and student support is administered by the Director for Learning Support.

In addition, the institution offers a parallel track for ESL-learners in English as a Second Language, administered by the Director for ESL. ESL faculty, as with Reading faculty, are jointly-appointed to the University College and the College of Arts and Letters. Recognizing that ESL supports a population whose learning is not a matter of academic deficiency so much as language acquisition, the ESL-learners are provided with access to three-levels each of writing and reading, as well as collegiate
classroom communication strategies and vocabulary-building. At this time, ESL is only offered on the Gainesville Campus and students are advised by the ESL faculty. Plans to support ESL on other campuses are under review and will be pursuant to student need.

Teaching faculty for Learning Support courses are housed in their academic disciplines and teach multiple levels in discipline. They are supervised and evaluated under their academic department’s guidelines. The Learning Support (LS) Director is supported by discipline-specific faculty liaisons from each campus. The team meets regularly to discuss matters of policy (both internal and external) and procedure for advising and registering Learning Support students. Because the BOR policies do not distinguish between ESL and LS student populations, the ESL Director meets regularly with the LS Director and to ensure that ESL programming likewise adheres to the System Policies. Though Learning Support and ESL have no distance education courses at present, several online resources are provided for internal and external constituents for COMPASS preparation.

**Tutoring Services**
UNG also offers an array of Tutoring Services at each of the campuses as appropriate to the student population. Tutoring Services is committed to supporting UNG’s mission by providing academic support to students through individualized and group tutoring with the combined efforts of student and professional tutors.

Tutoring Services provides student access to professional and peer tutoring free of charge, in multiple disciplines. The ACTT Center at the Gainesville Campus houses both a Math Lab and a Learning Support Math Lab staffed by professional and student tutors. Tutoring in Accounting and some science disciplines is also available. Located in the Nesbitt building, with the English, English as a Second Language (ESL), and the Learning Support units, the ACT 2 Center is the Writing Center for the Gainesville campus, staffed by professional writing tutors, one of whom is also the ESL tutor (and is credentialed similarly to the ESL faculty). The Oconee ACTT is located in the Library and staffed full-time by a math and a writing tutor, as well as several student tutors in multiple disciplines. Tutoring at the Cumming site is still developing, though informal needs assessments quickly indicated demand for math and writing tutoring, so professional tutors in each discipline spend about 20 scheduled hours at the site each week.

Tutoring at Dahlonega is serviced through collaborative efforts of the English and Math & Computer Science departments with Tutoring Services. Students seeking tutoring in other disciplines or who are members of the Corps of Cadets can seek tutoring through the Academic Skills Center (ASK) and the Cadet Corps Tutoring Coordinator. The English department supervises the Writing Center, which, as with writing tutoring throughout UNG, helps student with all writing projects for students at all levels of graduate and undergraduate education. The nature of the Writing Centers tutoring is developmental, in that the process is structured to help students build written communication skills, which can be generalized to both academic and professional settings. Writing Centers are established at both of the larger campuses, Dahlonega and Gainesville, and writing tutoring is available in the Oconee Library and the Cumming Library. A study completed by one of our student tutors for his Honors Statistics course concluded that “while the majority of [Writing Center users] visit for English department and Learning Support courses, [the Center] assisted students with papers in roughly 90 different courses outside the English department (30% to 40% of total visits depending on the semester), the most prominent examples being Sociology, Political Science, Psychology, and History.”

In addition to Tutoring Services, Foreign Language Labs, reporting to the Chair of the Modern Languages Division, offer tutoring and conversation practice for students enrolled in the modern languages program at the University. These services are currently available on the Gainesville, Oconee, and Dahlonega campuses, and will start in Cumming when the first language classes are offered.

**Supplemental Instruction**
UNG has a growing and successful Supplemental Instruction (SI) program, offering 33 sections of SI in Spring 2013. SI is an internationally recognized program designed to help students earn higher grades in courses with high-DFW rates and/or are foundational for our largest majors in the Sciences
or Business (such as Biology for Science Majors and Accounting). SI provides multiple weekly review sessions led by an SI Leader – a student who as previously done well in the course. The SI Leader attends and participates in class with the students. SI Mentors, students who have been facilitators for at least one year, assist the director in the supervision of students. The sessions are free, voluntary, and open to all students in the course and available at the Gainesville, Dahlonega, and Oconee campuses, with plans to expand to Cumming by 2014.

**Study Abroad**

In keeping with the institution's mission, UNG offers Study Abroad opportunities on a yearly basis and with varying lengths and associated costs through the Study Abroad Program at UNG and the University System of Georgia International Studies Councils. The Center for Global Engagement (CGE) provides opportunities for interaction between students from the U.S. and other nations. International students receive assistance in cross-cultural adjustment and integration into the North Georgia and Dahlonega communities, as well as an orientation to life in the U.S. and academic advisement. The CGE sponsors interactive programs, distributes information relevant to the needs of international students, and advises students about immigration policies and procedures and other personal and social issues. By offering these services to the international students, it assists in giving them social support and academic advisement to contribute to their overall academic success at UNG.

**First Year Experience**

UNG supports multiple first-year-experience (FYE) initiatives housed in different departments on different campuses based on the status as residential or non-residential. Further, UNG offers a broad and inclusive definition of FYE, so the institution expects these multiple offices to continue to be involved. The cross-unit FYE workgroup for consolidation developed the following mission: "First-Year Experience Programs will prepare students for college success and global citizenship with intentional programming and cross-campus collaboration. Through engaging curricular and co-curricular opportunities students will connect to peers, faculty, staff and the university while learning to navigate campus resources and processes". Many of the FYE best practices are already in place on our campuses and will continue to be evaluated and grow as the institution moves forward. Other services and programs supported by FYE's umbrella approach include: New Student Orientation, Weeks of Welcome, Convocation (Dahlonega Only), Co-Curricular programming provided by a variety of offices (Residential Life, Corps of Cadets, Student Life, CALM, etc.), and Family Day (Dahlonega Only). Some of these programs are described in more detail in Core Requirement 2.10.

**University Studies**

As a part of the FYE Umbrella, UNG offers two freshman preparation courses under the aegis of University Studies. UNIV 1101 is designed for students who place into learning support at the lowest level of Math and/or reading. The course objectives revolve around study skills improvement. UNIV 1000 is a traditional, thematic freshman experience course. Both classes can be offered on all campuses (Cumming does not yet offer Reading or the lowest level of Math due to low demand for the courses, so UNIV 1101 is not offered there at present). In addition, University Studies offers a sophomore-level Career Exploration course and Internship courses for students whose majors do not have stand alone, credit-bearing internship courses.

**Honors**

High-performing undergraduate students at UNG have the opportunity to participate in the Honors Program, directed by the Dean, Honors and Graduate Studies, supported by Honors administrators at the Dahlonega, Gainesville, and Oconee locations. Cumming will be evaluated as the campus population grows. The program accepts both first-semester freshman with a minimum GPA of 3.5 and minimum SAT (Verbal and Math) of 1150 (or ACT 24) and currently enrolled students who have a college GPA of at least 3.5. The program accepts qualified Joint Enrollment/Accel students as well [Honors Program Requirements[7]]. Students apply to the program and can be accepted as either associate's students or baccalaureate students, based on their admissions category. Students in the Honors Program are advised by the Honors director at their home campus in consultation with the assigned academic advisor. Honors courses are capped at a lower student enrollment than other courses in order to facilitate robust conversation and critical development. Participation in the program does not add or change any requirements for graduation; however, involvement in Honors activities
outside the classroom and service to the institution or local community are components of graduating with an Honors designation [Honors Website Introduction[8]].

**Evidence**

[1] 2013-14_UndergradCatalogTOC_Linked_June6  
[4] Students with Learning Disorders  
[5] 2.9 Learning Support  
[7] Honors Program Requirements  
[8] Honors Website Introduction
The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard.


As part of the consolidation planning process in 2012, academic curriculum work groups [7] were formed and tasked with reviewing and revising all undergraduate curriculum (courses, majors, minors, certificates, etc.) within its academic discipline and submitting UNG curriculum recommendations to the academic approval process. A Core Curriculum work group [8] was also formed to recommend the UNG core curriculum. Faculty from Gainesville State College (GSC) and North Georgia College & State University (NGCSU) were equally represented in each work group. In addition, work groups composed of faculty and staff were formed to propose academic policies for UNG. Each work group was co-chaired by a representative from GSC and a representative from NGCSU. The Academic Affairs Steering Committee, co-chaired by the Vice Presidents of Academic Affairs at GSC and NGCSU, provided oversight to the 34 academic work groups. All academic recommendations were reviewed by the Academic Affairs Steering Committee to determine if the academic proposals were ready for submission to the academic approval committees.

General education requirements for undergraduate programs at UNG are guided by the Core Curriculum established by the University System of Georgia[9]. The Core Curriculum is organized into the following areas:

- **Area A1** - Communication Skills; 6 semester hours
- **Area A2** - Quantitative Skills; 3 semester hours
- **Area B** - Institutional Options; 7 semester hours
- **Area C** - Humanities, Fine Arts, and Ethics; 6 semester hours
- **Area D** - Natural Sciences, Mathematics and Technology; 11 semester hours
- **Area E** - Social Science; 9 semester hours
- **Area F** – Lower Division Major Requirements; 18 semester hours

Consistent with the global aspect of the institution’s mission, University of North Georgia has defined Area B as one foreign language course and one course emphasizing globalism. All institutions in the University System of Georgia (USG) must identify Area A - E courses that will meet three additional USG learning goals: US Perspective, Global Perspective, and Critical Thinking. These three learning goals, referred to as "overlay requirements[10]", can be met by successfully completing designated courses within the core curriculum.

The program approval process at the institutional and USG levels, depicted in this flowchart[11] and explained in detail in Comprehensive Standard 3.4.1, ensures that requirements conform to commonly accepted standards and practices for degree programs. Item 3f of the USG Formal Proposal for a New Degree Program[12] requests institutions to "indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline." Additionally, many undergraduate programs are accredited by discipline-specific bodies[13] that require them to be based on commonly accepted standards and practices. According to Board of Regents policy[14], a baccalaureate degree must contain 120 semester hours, with at least 21 semester hours of upper division courses in the major and at least 39 semester hours of upper division work overall, and an associate degree must contain a minimum of 60 semester hours.

Further, the University System has established a system of comprehensive academic program review [15] to ensure quality and conformity to accepted practice in all institutional programs.
Each undergraduate program is reviewed in a cycle of no more than 7 years.

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<td>[1]  2013-14_UndergradCatalogTOC_Linked_June6</td>
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<td>[12]  USG_FormalProposal</td>
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<td>[13]  2013-14_UndergradCatalogTOC_Linked_June6</td>
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<td>[14]  USG_AcadStudHandbook_2.3._Academic Programs</td>
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<td>[15]  USG_AcadStudHandbook_2.3._Academic Programs</td>
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The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-baccalaureate program requirements)

**Narrative**

University of North Georgia (UNG) is in compliance with this comprehensive standard.


All of UNG's graduate and post-graduate professional programs were existing programs at North Georgia College & State University. Because Gainesville State College did not have graduate programs or post-graduate professional programs, consolidation had no impact on the curriculum and requirements for these programs.

The program approval process at the institutional and USG levels, depicted in this flowchart [8] and explained in detail in Comprehensive Standard 3.4.1, ensures that program requirements conform to commonly accepted standards and practices for degree programs. Item 3f of the USG Formal Proposal for a New Degree Program[9] requests institutions to "indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline." Additionally, many graduate and post-graduate professional programs are accredited by discipline-specific bodies[10] that require them to be based on commonly accepted standards and practices. According to Board of Regents policy[11], master programs must contain a minimum of 30 semester hours. Applied doctoral programs, such as the Doctor of Physical Therapy, are required by USG to undergo additional review[12].

Further, the University System has established a system of comprehensive academic program review [13] to ensure quality and conformity to accepted practice in all institutional programs. Each graduate program is reviewed in a cycle of no more than 10 years.

**Evidence**

[1] 2013-14_GradCatalogTOC_Linked_June6
[2] Website_Catalogs
[7] 2013-14_GradCatalogTOC_Linked_June6
[9] USG_FormalProposal
[10] 2013-14_GradCatalogTOC_Linked_June6
[11] USG_AcadStudHandbook_2.3._Academic_Programs
[12] BOR_Applied_Doctorates_Supplemental_Criteria
[13] USG_AcadStudHandbook_2.3._Academic_Programs
An institution that offers distance or correspondence education documents each of the following: (Distance and correspondence education)

**FR 4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

**Narrative**

The University of North Georgia (UNG) is compliant with this federal requirement. UNG offers no correspondence education, but does offer both degree programs and courses via distance education. Totally online and hybrid courses are supported by the institution’s course management platform, Desire 2 Learn, which is known as eLearning. UNG uses Kerberos authentication for eLearning access. Kerberos is a system that allows students to use the same UNG user name and password that is used to access their student records in order to access eLearning. All information is pulled from Banner, which requires that a student must first apply and be accepted before registering for an online course. ELearning is hosted on a secure (https) server by the University System of Georgia Information Technology Services. If changes are made to student enrollment, the change must be made verified through Banner first. In addition, the UNG Online Instruction policy [1](section 4.3.2 in Faculty Handbook) requires that at least one proctored activity worth a minimum of ten percent be given in each undergraduate online course.

**Evidence**

FR 4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

**Narrative**

The University of North Georgia (UNG) is compliant with this federal requirement. Students enrolled in distance education courses fall under the protection of the Student Privacy Policy and FERPA, as would any student enrolled in any course at the University of North Georgia. The University of North Georgia may disclose directory information regarding a student without prior written consent, unless the student has submitted a written request to the Registrar not to release directory information pertaining to him or her. Directory information is defined in the Student Privacy Policy on the UNG website [1]as the student’s name, address, telephone number, e-mail address, major, participation in activities, enrollment status (full or part-time), degrees, and awards received. The notification of Student Rights under FERPA is published in the Undergraduate Catalog[2], Graduate Catalog[3], and in the Student Handbook[4].

UNG uses Kerberos authentication for eLearning access. Kerberos is a system that allows students to use the same UNG user name and password that is used to access their student records in order to access eLearning. All information is pulled from Banner, which requires that a student must first apply and be accepted before registering for an online course. ELearning is hosted on a secure (https) server by the University System of Georgia Information Technology Services. If changes are made to student enrollment, the change must be made verified through Banner first.

**Evidence**

- [1] UNG student-privacy
- [2] 2013-14_UndergradCatalogTOC_Linked_June6
- [3] 2013-14_GradCatalogTOC_Linked_June6
FR 4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

**Narrative**

The University of North Georgia (UNG) is compliant with this federal requirement. In the Banner course listing for all UNG online courses, there is a note [1] attached which informs students at the time of registration that a proctored activity or exam is required for the course. For those students who are unable to come to one of the campuses of UNG, and who go to a testing center at another non-UNG location, there may be a fee assessed by the testing center for that service. The note that appears in the Banner schedule of courses from which students register reads, "Students are expected to participate in at least one proctored activity (e.g. exam). Proctored activities are held on campus by the instructor (free) or at an authorized testing center (for a fee)." There are no fees associated with verification of student identity that are applied uniformly to all online students.

**Evidence**

[1] Banner fee note for DE courses_fall2013
The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy. (See Commission policy "Credit Hours.") (Definition of credit hours)

Narrative

The University of North Georgia (UNG) is compliant with this federal requirement. UNG determines the total credit hours awarded for courses according to the following definition of credit hour, which is published in the UNG Undergraduate Catalog and the UNG Graduate Catalog.

The unit of credit is the semester hour. A semester hour represents 150 minutes of class time per week. Thus, a class having three 50-minute lecture periods a week will generally award three semester hours of credit. Similarly, a 75-minute lecture period meeting two times a week will also award three semester hours of credit. Generally, two laboratory or activity contact hours per week are the equivalent of one lecture hour.

University System of Georgia (USG) Board of Regents (BOR) policy defines parameters for course delivery. This definition applies to all terms and levels of instruction and all formats and modes of course delivery (Standard Class Times[1]). It is also in accordance with the University System of Georgia Board of Regents’ stipulation that “a minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.” Additionally, BOR policy defines the academic year in terms of two semesters (fall and spring) that are comprised of a minimum of 15 weeks each (containing a minimum of 75 class days each). The length of each class session within the summer semester is based on a required minimum of 750 minutes of instruction (or equivalent) for each semester hour awarded (BOR Policy Manual; 3.4.1 Semester System[2]).

Although UNG does not have a policy to guide each discipline in assigning credit hours to proposed courses and programs, the general approval process does consider the credit hours for similar programs or courses within and outside the institution, as well as how the course accomplishes student learning and overall program outcomes required by UNG and the USG Board of Regents. UNG’s institutional policies regarding course development enable the institution to have sound and acceptable practices for determining credit awarded for courses. These practices as guided by BOR policy, professional accrediting agencies, and local procedures regulate the appropriate amount and level of credit to be awarded.

For example, new courses (or substantive course changes and course deletions) are evaluated and approved at several levels before they are added to the course catalog and subsequently to the Schedule of Classes for a given semester. Faculty within the academic department must complete the Course Review Form and submit the course proposal to the department chair and then to the dean of the appropriate college for approval. If approved by the Dean, the course proposal moves to the Provost’s Council for final review and approval. (Program and Course Approval Process[3]).

A course using a distance learning format of delivery, which has the same learning outcomes, content, and student work load as traditional delivery format courses, follows the same credit hour assignment and approval processes. All new programs, including fully online degree programs go through an extensive approval process (detailed in response to Comprehensive Standard 3.4.1), annual evaluation of student learning, and periodic comprehensive program review. As part of this process, the academic integrity and assurance of student learned is reviewed and assessed. The expectations are comparable to other degree programs at the same level at UNG and to the same degree programs at other institutions.

Evidence

[1] Standard Class Times
[2] BOR Policy Manual 3_4_1 Semester System
II.D Faculty

CR 2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (Faculty)

Narrative

University of North Georgia (UNG) is compliant with this core requirement.

With 419 full-time instructional faculty and 317 part-time faculty serving a student body of approximately 14,200 (of which 9,200 are fulltime), UNG is able to support its educational mission and ensure the quality and integrity of its academic programs. The student/faculty ratio, based on full-time-equivalent (FTE) faculty and FTE students, is 21:1. In accordance with its mission [1] to provide "a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity," UNG serves students across four campus locations in Dahlonega, Gainesville, Oconee, and Cumming. The UNG Statutes [2] define the faculty and faculty senate. The role of the faculty member is further defined in section 3.1 of the Faculty Handbook [3], which describes faculty responsibilities in the areas of teaching, scholarship, and service. Section 3.2 of the Faculty Handbook [4] includes a policy that describes the distribution of faculty workload in support of these areas of responsibility. In alignment with UNG's classification as a SACSCOC Level V institution, full-time, tenure-track faculty are expected to teach 24 hours per academic year plus the equivalent of 6 hours of other responsibilities, to include scholarship and service. Departments may define faculty workload using contact hour equivalents if appropriate to the discipline. Full-time, tenure-track graduate faculty are expected to teach 18 hours per academic year plus the equivalent of 12 hours of other responsibilities. Non-tenure track faculty are assigned 15 hours of teaching per semester or 12 hours of teaching plus the equivalent of 3 hours of other responsibilities. Faculty workload also may be adjusted to meet professional guidelines and best practices. These workload expectations are being phased in beginning with the fall 2013 semester. Most departments will implement new faculty workloads in fall 2013 and it is anticipated that faculty workloads will be fully implemented by fall 2014. Flexibility is provided to accommodate individual faculty assignments in teaching, scholarly and professional activities, service, and administrative assignments. UNG's faculty workload policy [4], with its emphasis on teaching aligns with UNG's promotion and tenure policies [5], which place greatest emphasis on teaching excellence.

The UNG Faculty Senate has a significant role in institutional governance and in the review of academic policies and procedures and curricula to ensure program quality and integrity. Faculty Senate Bylaws [6] define the membership and function of most university statutory and standing committees. Faculty Senate membership includes proportional representation from all campus locations. Institutional academic policies and procedures and curricular decisions are governed by statutory committees of the Faculty Senate, including the Academic Affairs Committee, General Education Committee, and Graduate Council. Discipline-specific academic policies, curricular decisions, and assessment of student learning are governed by faculty at the departmental (vs campus) level and submitted for approval by the university committees mentioned above. In many departments, part-time faculty have long-standing relationships with the university and participate in departmental meetings to review the curriculum and assess student learning.

Adequate Full-Time Faculty to Support University of North Georgia's Educational Mission

A high percentage (79%) of UNG's semester credit hours generated are taught by full-time faculty. Disaggregated data [7] for full-time faculty by discipline, campus location, and mode of instruction document the adequacy of UNG's full-time faculty to meet its mission. Those data confirm that a high percentage of full-time faculty support is present across disciplines as well as across campus locations and modes of instruction with few exceptions. In those areas with higher part-time instruction, appropriate oversight is provided by full-time faculty in the department and academic administrators to ensure program quality and integrity. Faculty teaching assignments for spring 2013 and for subsequent semesters are based primarily on campus faculty assignments prior to consolidation. However, in some cases, departments provide faculty members with the opportunity to split their workload assignments across campus locations and mode of delivery. These opportunities are helpful to departments in best
matching faculty credentials, expertise, and full-time status with curricular requirements and student enrollment demand. These opportunities are also beneficial to faculty members who now have greater opportunities to teach a full array of introductory and advanced coursework in their disciplines. It is expected that departments will further fine-tune faculty assignments to optimize staffing to support academic programs and student success. In addition, for FY14, 11 new full-time, tenure-track faculty positions were funded to address the areas of greatest need and student demand (4 in science/mathematics, 3 in humanities, 2 in business, and 2 in graduate programs -- 1 each in physical therapy and clinical mental health counseling) Furthermore, a substantial budget has been identified to provide benefits for full-time, temporary faculty across all campus locations.

Full-time Faculty by Discipline, Campus Location, and Mode of Instruction
On the Dahlonega and Gainesville campuses, over 80% of credit hours generated are taught by full-time members of the UNG faculty (83% and 81%, respectively). Full-time staffing[7] is adequate to support the degree programs offered on each of the campus locations. Additional full-time, tenure-track faculty lines have been added in music and visual arts for FY14. These faculty positions should bring balance to the staffing across sites and assist both programs as they work toward future discipline-specific accreditation. On the Oconee campus, 59% of credit hours generated are taught by full-time faculty. The Oconee campus provides general education coursework and a limited number of associate degree programs. In cases where part-time representation is greater, high percentages are an artifact of the limited number of course sections in a discipline area (i.e., only 1 or 2 sections are listed on the schedule). For example, only a limited number of business and teacher education courses are provided at the site. Similarly, the credit hours noted in physics represent only two sections of lecture/lab. In cases where a larger number of course sections are included on the schedule, changes to degree programs, graduation requirements, and home campus assignments will reduce the percentage of part-time faculty required. For example, health and physical education has been removed as a graduation requirement for UNG students effective fall 2013. This degree change will reduce the demand for course sections provided by part-time faculty. In addition, fine arts general education options have been expanded from five course options to thirteen under the new core curriculum effective in fall 2013. This curricular change will reduce the demand for music appreciation course sections that have been taught exclusively by part-time faculty on the Oconee campus in the past. The Cumming campus is UNG’s newest campus location and opened in fall 2012 with a limited schedule of courses. Coursework on the Cumming campus are taught by a combination of full-time and part-time faculty, with an overall 72% of credit hours generated at the site being taught by full-time members of the UNG faculty. As with the Oconee campus, cases where part-time representation is high are an artifact of the limited number of course sections in a discipline area. Moreover, as noted above, health and physical education (the only discipline with 100% part-time staffing) has been removed as a graduation requirement. Individual courses taught at other off-campus sites and online are almost exclusively taught by full-time members of the UNG faculty. The percent of credit hours taught by full-time faculty in these areas is 90% and 86%, respectively. The only discipline area with a high percentage of online coursework taught by part-time faculty is in history. In order to continue to provide students with a highly-qualified instructor in Western warfare, a former full-time member of the UNG faculty has been permitted to continue to teach online courses for the university part-time. To further address online instruction, the Office of Distance Education and Technology Integration is working with all departments, including history, to provide faculty professional development and support services to increase the number of full-time faculty members and course offerings available online.

UNG is committed to the incorporation of high impact practices into classroom instruction. This commitment is reflected in the emphasis on service, inquiry, creativity, and global learning in the UNG mission statement. Faculty professional development support to incorporate service learning, undergraduate research, creative expression, international programs and study abroad are supported by the Center for Teaching, Learning, and Leadership, the Center for Undergraduate Research and Creative Activities, and the Center for Global Engagement. Faculty scholarship also is supported by the Office of Grants and Contracts and by the Office of the Provost, which provides annual scholar awards to support faculty research.

Evidence
The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Faculty competence)

**Narrative**

The University of North Georgia is compliant with this comprehensive standard.

The University of North Georgia (UNG) offers coursework leading to a doctoral degree, master degrees, baccalaureate degrees, transfer associate degrees, as well as a few applied associate degrees and certificates. The institution employs competent faculty qualified for that academic mission. Faculty members at UNG have appropriate academic preparation to teach in the program to which they are assigned. The Board of Regents Policy Manual, Section 8.3.1.2[1], requires that all faculty meet qualifications “Consistent with the Southern Association of Colleges and Schools’ requirements for institutional accreditation.” Thus, consistent with SACSCOC guidelines for faculty credentials, all faculty teaching graduate courses have a doctorate in the teaching discipline or other appropriate credentials. All faculty teaching baccalaureate courses, general education courses at the undergraduate level, or transfer associate courses have a master degree and a minimum of 18 graduate semester hours in the teaching discipline or other appropriate credentials. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree must have a minimum of a bachelor’s degree in the teaching discipline, or an associate’s degree with demonstrated competencies in the teaching discipline. In addition to this primary requirement, the institution also considers competence, effectiveness, related work experience, professional licensure and certifications, honors and awards, documented excellence in teaching and other competencies that contribute to effective teaching in selecting both full-time and part-time faculty. All full-time and part-time faculty at UNG meet these standards.

Full-time faculty are hired using a committee process with recommendations made to the Dean of the college and the Provost and Senior Vice President of Academic Affairs. The search committee reviews the academic credentials of the candidates, as well as their experience and other qualifications. All academic credentials are verified by Human Resources during the background check before a final offer is made, as outlined in the UNG Employee Handbook[2].

Prior to consolidation, both Gainesville State College and North Georgia College & State University were accredited by SACSCOC with qualified faculty. The majority of the courses offered at both schools were either in the transfer associate degree program or the baccalaureate program, for which the faculty credential requirements are the same. Thus, consolidation did not negatively affect faculty eligibility to teach. In the process of consolidation, faculty credentials were reviewed by department chairs and deans to determine which faculty were eligible to teach in graduate programs.

The Faculty Roster[3] lists UNG faculty by department and demonstrates their qualifications.

**Evidence**

[1] BoRPolicyManual_8.3.1.2_MinQualEmployment
[3] FacultyRoster_07192013
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Narrative

University of North Georgia (UNG) is in compliance with this comprehensive standard. The UNG Statutes[1] define the faculty and the faculty senate, which is the governance body charged with establishing and overseeing the university’s statutory and standing committees in accordance with the university’s mission and commitment to shared governance. In the UNG Statutes[1], the faculty also is charged with the responsibility for participation in institutional strategic and budget planning. In anticipation of consolidation, faculty teams with representatives from both former institutions (Gainesville State College and North Georgia College & State University) began the environmental scanning process[2] during fall 2012 that would provide the context for UNG’s first strategic plan. This planning continued through the spring and summer of 2013. Full engagement in UNG strategic and budget planning by all campus constituencies will begin in fall 2013 upon the return of academic year faculty. The UNG Statutes are published on the UNG intranet[3], which is available to all faculty, staff, and students with their UNG login.

Through the UNG Faculty Senate Bylaws[4], the Faculty Senate defines Senate membership, officers, procedures, and the organization of university committees. These Bylaws[4] and the University Statutes[1] were approved by full faculty vote on January 11, 2013[5]. Following that vote, the Faculty Senate’s Leadership and Appointments Committee worked diligently to populate all of the institution’s governance committees. Documentation of the implementation of the committee structure (as outlined in the Faculty Senate Bylaws) and of their engagement in the approval of academic programs and of academic policies and procedures can be found in the minutes of the Faculty Senate[6] and Academic Affairs Committee[7] meetings during spring 2013. The Bylaws are published on the Faculty Senate webpage on the UNG intranet, which is available to all faculty, staff, and students with their UNG login.

In addition, the role of the faculty is further defined in section 3.1 of the Faculty Handbook[8]. This policy describes the role of the faculty in teaching, scholarship, and service. The Faculty Handbook will be on the Academic Affairs webpage by the beginning of the fall 2013 semester.

Evidence

[1] UNG_Statutes_Approved20130111
[3] PublishWeb_Statutes
[4] FacultySenateBylaws_MyUNG_20130423
[5] UNG_FacultyBusinessMtg_Jan2013
[6] Minutes_FacultySenate_Spring2013
[8] Faculty Handbook_July13-updatedTOC
II.E Institutional Effectiveness

CR 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Narrative

University of North Georgia is compliant with this core requirement.

Consolidation Planning During 2012

The consolidation of North Georgia College & State University (NGCSU) and Gainesville State College (GSC) was included in ongoing planning and evaluation processes at several levels — the governing board, the system office, and the institution.

As discussed previously in the Overview section of this document, the decision by the University System of Georgia Board of Regents to consolidate NGCSU and GSC was linked to the mission, vision, and strategic goals of the University System of Georgia. The Chancellor's guiding principles [1] and the Board’s actions were heavily influenced by long-term and ongoing environmental scanning of past, current and prospective economic and governmental conditions as well as state-level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency. Institutional data on students, faculty, staff, academic programs, finances, and facilities are submitted on a regular and ongoing basis by institutions to the System Office, and were available to the Board of Regents. The establishment of a Special Consolidation Committee of the Board to oversee and participate in the advancement of this new initiative and advise the Board in its related decision making is additional evidence of Regent involvement in ongoing planning and evaluation processes.

Following the January 2012 vote by the Board of Regents (BOR) to consolidate NGCSU and GSC, the Chancellor immediately took action to incorporate consolidation preparations into the ongoing planning and evaluation processes of the USG System Office and their counterpart processes at the institutional level for the eight affected institutions. Chief among those actions were the identification of a “Lead President” for each of the four expected institutional consolidations and the assignments of Shelley Nickel, Associate Vice Chancellor for Planning and Implementation, and Steve Wrigley, Executive Vice Chancellor, to co-lead the institutional consolidation coordination efforts of System Office administrators in support of the presidents and administrative counterparts at the institutional level. The USO (University System Office) Consolidation Implementation Team was subsequently formed and was comprised of all lead functional area System administrators and other key USO individuals, led by Shelly Nickel. That working group met regularly throughout 2012 to review consolidation preparation progress and make plans for resolving consolidation problems and issues that required System-level attention. Examples of key activities of this group were coordinating with the US Department of Education for seamless transfer of financial aid accounts to the newly consolidated institutions in the period between the financial aid fiscal years in summer 2013; negotiating with Banner and PeopleSoft vendors for assistance in consolidating institutional student, financial and personnel databases on those systems; and coordinating BOR and USO approvals of institutional name and mission changes, re-organization plans, presidential appointments, and institutional budget allocations.

Concurrent with the work described in the preceding paragraph, consolidation preparations were incorporated into the planning and evaluation processes at the institutional level. The consolidation implementation process included broad participation across all academic and administrative areas by faculty, staff, students, and other stakeholders at both institutions.

The Consolidation Implementation Committee (CIC)[2] was appointed by USG Chancellor Huckaby and consisted of representatives from all constituencies at both institutions. Dr. Bonita Jacobs,
President of NGCSU and President-Designee of the consolidated University of North Georgia, chaired the CIC, which was tasked with providing overall guidance for the consolidation process and making recommendations to the Board of Regents as needed. Using techniques to gather input from large numbers of people, the CIC developed the proposed mission statement and the name for the University of North Georgia, which were submitted to the Board of Regents for their approval.

To direct the day-to-day planning of NGCSU and GSC consolidation, Dr. Jacobs appointed the Executive Planning Team (EPT), which was composed of the vice presidents, SACSCOC liaisons, and chief information officers of each institution. The EPT met regularly throughout 2012 and was particularly active in developing admissions and tuition models that align with the multiple components of the mission of the University of North Georgia. As part of this work, external consultants were engaged to provide research findings on institutions with tiered tuition policies. In addition, EPT members guided more detailed workgroups for their areas of operation.

There were more than 70 workgroups of faculty, staff, and students that identified the best policies and procedures in all academic and administrative areas for the consolidated University of North Georgia. Each workgroup was co-chaired by a representative from each institution. Generally, there were 6 to 10 members in a workgroup with equal numbers from the two institutions. These workgroups included strong representation of faculty. The 19 undergraduate discipline curriculum workgroups within Academic Affairs were composed entirely of faculty. Examples of their work included reviewing and aligning course listings (including course descriptions, prerequisites, and learning outcomes) and developing consolidated plans of study for degree programs. The 16 non-discipline-specific workgroups within Academic Affairs were composed largely of faculty members, and faculty were represented on many other workgroups outside of Academic Affairs. Curricular changes related to consolidation were reviewed and approved through the appropriate governance structures in the existing institutions.

Strategic Planning

Initial Work – Summer 2012

The strategic planning consolidation workgroup, with representation from NGCSU and GSC, began initial work in summer 2012 on developing a strategic planning model and processes for implementation in the consolidated UNG. Development and execution of the planning process is under the leadership of the Vice President for Executive Affairs with support from the Institutional Effectiveness Office. The creation of a new strategic planning process for UNG by the strategic planning consolidation workgroup included a review of the accomplishments and lessons learned during the previous strategic planning cycles at each institution, as well as an extensive literature review. That group identified a number of key characteristics necessary for a successful strategic planning process in the new institution.

Environmental Scanning – Fall 2012

In September 2012, an Environmental Scan Task Force (ESTF) was created, comprising a broad mix of twenty-four faculty and administrators across all of UNG’s academic colleges and campuses. The ESTF was charged with collecting secondary data from institutional, state, federal, and other sources to predict trends in specific areas (e.g., demographics, economics, higher education, public policy, etc.) pertinent to UNG over the next 10 to 15 years. The ESTF used this information to conduct an analysis of UNG strengths, weaknesses, opportunities, and threats. The ESTF produced the 70-page Environmental Scan, which will inform subsequent phases of strategic planning.

Visioning Fall 2012 and Spring 2013

Throughout fall 2012 and spring 2013, 22 focus groups were convened, representing community leaders, faculty, staff, and students from all campuses. These groups provided input on their current views and future hopes for UNG. A trained facilitator led these sessions. Participants took part in a
one-time, one-hour session that used the first two steps of the Appreciative Inquiry process to Discover what faculty members currently value about UNG, and then to Dream about what their vision for the campus would be ten years from now. The focus for each question was on the institution's identity and activities (i.e. what it is/what it will be and what it does well and what it would ideally be doing). The sessions took place in conference rooms, and the agenda for each involved introductions, an explanation of purpose and product, a brief explanation of Appreciative Inquiry, and then the Discover and the Dream activities. Participants were told that the product would be aggregated from all groups and forwarded to the group that would Design the vision statement and strategic plan, and that everyone would be part of the Do process. This work resulted in a draft document[11] containing possible vision statement, core values, and theme areas.

**Summer 2013 Task Force on Strategic Planning**

During summer 2013, a task force of a dozen people representing all four UNG campuses, was convened to do preliminary work on mission analysis; to review and identify any gaps in environmental scanning and visioning data; and to develop the detailed planning process and timeline. The work of the Summer Task Force[12] is to lay the groundwork to more fully engage the university community in the development of the strategic plan and to ensure that faculty and staff can swiftly transition into the planning process following the start of the fall 2013 semester. The Mission Analysis Team[13] examined the UNG mission[14] in light of planning documents from the University System of Georgia and other organizations pertinent to UNG to identify implied tasks and actions. The Process Action Team[15] recommended a process beginning in fall 2013 for fully developing the strategic themes identified by the Summer Task Force into goals and actions.

**Ongoing Planning**

As part of its work during summer 2013, The Process Action Team recommended the establishment of a Strategic Planning Steering Committee[16] in fall 2013. Among the responsibilities of this group will be to provide oversight of strategic plan development and implementation, including the synchronization of operational plans (i.e., actions to achieve the goals in each theme) and the ongoing cyclical planning process.

**Procedures for Systematic Evaluation**

The Institutional Effectiveness Office oversees, coordinates, and facilitates institution-wide assessment of the strategic plan; educational programs; and academic, student, and administrative support services.

**Strategic Plan**

Key Performance Indicators (KPI) will be developed as the UNG strategic plan takes shape. The Strategic Planning Steering Committee[16] will be responsible for monitoring progress toward the KPI, which will be the primary means of assessing accomplishment of institutional mission via the strategic plan. Additionally, the Strategic Planning Steering Committee[16] will use an implementation matrix to evaluate the progress made in implementing aspects of the strategic plan.

**Core Curriculum**

As part of the consolidation process, the Core Curriculum workgroup created new general education outcomes along with related courses to reflect the mission of the consolidated institution. In addition to including substantial faculty feedback at each step, the curriculum approval process for each institution was followed and the USG Council on General Education has approved the UNG general education outcomes[17].

The General Education Committee[18], with representation from instructional departments involved in teaching the core curriculum, along with the Institutional Effectiveness office, will oversee the implementation and assessment of the core curriculum. Existing course-level assessments related to
general education outcomes will be modified accordingly. Assessment of general education outcomes is being implemented on a three-year cycle [19] that begins with the implementation of the consolidated core curriculum in fall 2013. Student proficiency in general education outcomes will be assessed through embedded rubrics, with data collected and processed using Tk20, an assessment software package.

The Institutional Effectiveness Office supports the regular reporting of the general education outcomes assessment results. The General Education Committee is responsible for the review of the data and subsequent recommendations to the Provost's Council and the Academic Affairs Committee, which are the academic policy and curricular approval bodies at UNG. As some of the general education outcomes and threads span multiple disciplines, these bodies will work with the individual disciplines in determining which recommendations to enact that improve the general education program across the institution.

Degree Programs

In addition to the General Education Committee, assessment coordinators have been identified for each degree program. These individuals collaborate with the Institutional Effectiveness Office to ensure that each academic program has appropriate student learning outcomes, is collecting and analyzing pertinent assessment data, and is making program and learning improvements based on those data. Assessment coordinators are responsible for engaging faculty support for the process and ensuring that appropriate recommendations for improvement emanating from assessment results are implemented.

At the program level, and in compliance with section 2.3.6 of the USG Academic and Student Affairs Handbook[20], a comprehensive program review (CPR) schedule for UNG is being created to assess the quality, productivity, and viability of each degree program. CPR policies and procedures have been in place for more than a decade within the USG and continue to be modified and improved over time. The UNG Institutional Effectiveness office, in collaboration with assessment coordinators and program coordinators, will oversee the implementation of the CPR process. Also, program reviews to maintain disciplinary-specific accreditations[21] is an important continuing priority at UNG to ensure program quality.

Academic Support Services, Student Support Services, Administrative Services

In addition to assessment of academic programs, the UNG Institutional Effectiveness office oversees assessment of administrative units. The Institutional Effectiveness staff includes the position of Coordinator of Administrative Unit Assessment. This individual works with each administrative unit across all four campuses to support the refinement of goals and measurements as well as methods of assessment within the three-year cycle[22]. This includes working with the Director of Institutional Research, who is located within the Institutional Effectiveness Office, in the continued implementation of survey cycles using internal and standardized surveys as appropriate to inform units on areas of strength and needed improvement.

Though not yet implemented, it is envisioned that UNG will have an administrative assessment committee with representation from all campuses who will work with the Coordinator of Administrative Unit Assessment in increasing awareness of the institutional effectiveness process and supporting the use of assessment results to improve the administrative units.

Examples of Connecting Planning, Budgeting, and Evaluation

Strategic Planning

The Strategic Planning Steering Committee[16] will review Key Performance Indicators and other institutional and program-specific data to evaluate progress on the strategic plan and to make recommendations for funding priorities. It is anticipated that the budget and strategic planning cycles will be synchronized so that strategic planning data will be reviewed prior to funding allocations.
Salary Equity

Research on faculty salaries was conducted by the NGCSU Institutional Effectiveness office early in the consolidation planning process in 2012. Initial analysis[23] showed that not only was there considerable difference in faculty salaries between NGCSU and GSC (approximately $10,000 on average), both institutions ranked low compared to others in the same Carnegie classifications and located in the same geographical region. This led to a much more detailed analysis by rank and discipline, which was presented at the March[24] and April[25] 2013 UNG Faculty Senate meetings. This research-based evaluation of faculty salaries was incorporated into the UNG budget planning process for FY2014, and was presented at the system-level budget hearings as a priority for UNG. As evidenced by Dr. Jacob’s[26] PresidentialUpdate[26] in May, the first phase of a 3-year salary equity plan has been funded for implementation in FY2014.

Complete College Georgia

UNG is part of the USG Complete College Georgia (CCG) initiative to improve the retention, progression, and graduation of students. As part of the consolidation planning process in 2012, a team of representatives from both NGCSU and GSC developed a comprehensive CCGA Plan[27] that established goals, objectives, assessment tools, and strategies for implementation and feedback to improve the retention, progression, and graduation rate of students. The CCG assessment plan will be integrated into the institutional assessment plan. The CCG goals included in the UNG plan are outlined below.

- **Goal 1.1:** Expand Efforts to Increase the Regional College Participation for Underserved Populations
- **Goal 2.1:** Improve Access for the Economically Disadvantaged By Increasing the Number of Pell Eligible Students Who Apply To College
- **Goal 2.2:** Increase the Number of Students in Each Underserved Population (African American, Hispanic, Asian, Veteran and Military Personnel, and Adult Learners) Through Targeted Recruiting
- **Goal 2.3:** Provide Support for Completion to Underserved Populations
- **Goal 3.1:** Identify and Eliminate Barriers to Completion
- **Goal 3.2:** Decrease Excess Credits Earned at Degree Completion through Enhanced Early Intervention Protocols
- **Goal 4.1** Expand Online Courses and Programs
- **Goal 4.2:** Expand the Use of Supplemental Instruction, Particularly in STEM and Gateway Courses to Improve Completion
- **Goal 4.3:** Expand the Implementation of High Impact Practices
- **Goal 5.1:** Identify and Eliminate Barriers to Remediation Completion
- **Goal 5.2:** Established Enhanced Non-Credit Remediation Programs
- **Goal 5.3:** Provide Multiple and Flexible Pathways to Satisfy Remediation Requirements

In June 2013, UNG submitted a progress report[28] on CCG efforts to date. Evaluation of some initial CCG projects in areas such as remediation and supplemental instruction has led to UNG allocating funds for expansion in FY2014.

Summary

Planning and evaluation processes at UNG are ongoing. Planning and evaluation began prior to consolidation. Strategic planning, as well as evaluation of student learning and assessment of support services, is underway and will continue on a cyclical basis.

Planning and evaluation processes at UNG are integrated. The Institutional Effectiveness office has a key role in integrating these systematic processes across the institution. Various structures are in place to assist in integrating diverse efforts related to planning and evaluation. The Assistant Vice President for Institutional Effectiveness, who has been involved in the Environmental Scanning Task Force and the Summer Task Force, will be a member of the Strategic Planning Steering Committee that will be
formed in fall 2013. The Institutional Effectiveness office is represented on the General Education Committee, Complete College Georgia Team, and First Year Experience Advisory Group. All of these groups make important contributions to planning and evaluation, and representation by the Institutional Effectiveness office helps to keep these processes integrated, and not in silos or vacuums. In addition, staff from the Institutional Effectiveness office provides guidance to departmental assessment coordinators and encourages diverse assessment methods, but requires a standardized approach to assessment (identifying outcomes, selecting appropriate measurement methods, reporting results, and using results for improvement) and reporting it in TK20 -- the university-wide assessment database.

Planning and evaluation processes at UNG are **institution-wide**. The strategic plan will encompass the entire institution. It is being developed with representation from all campuses, and input is sought from all areas of the university. Evaluation processes go across the institution and encompass academic areas as well as student support and administrative units.

Planning and evaluation processes at UNG are **research-based**. The use of focus groups [10] for visioning, data for environmental scanning[9] and salary analysis[23], metrics for space utilization, and nationally normed surveys to obtain information about the first year experience[29] are some examples of the research tools use for planning and evaluation.

A **systematic review of institutional mission, goals, and outcomes** has provided the foundation for strategic planning as evidenced by the work of the Environmental Scanning Task Force[9] and the Summer Strategic Planning Task Force[12].

UNG has demonstrated the foundation for **continuing improvement in institutional quality** and the effective **accomplishment of its mission**. The BA in Human Service Delivery Administration received initial accreditation[30] in May 2013 from the Council for Standards in Human Service Education. This brings the total to 10 discipline-specific bodies that have accredited programs offered by UNG. UNG’s commitment to these accreditation processes is one example of the institution’s continuing commitment to quality. UNG has committed $25,000 for the programming and schematic design of modifications and expansion to the John Harrison Hosch Library on the Gainesville campus, which will align needs with facilities and services. The focus of this library master plan will be to identify the long-range strategic goals of the library, quantify these goals into space requirements and then develop a building space plan to achieve these goals through renovation and addition projects. This master plan should identify phases that will allow UNG to meet its long-range goals as funding becomes available. Also, requests for two capital projects recently submitted to the Board of Regents lay the groundwork for improving institutional quality -- adding classroom and office capacity to the Oconee campus and a 5000-seat Regional Center for Business and Innovation in Dahlonega. As the only comprehensive public university in northeast Georgia, UNG recently created the North Georgia Regional Education and Economic Development (REED) Task Force[31], which is a collaboration between educational and community leaders to identify opportunities and the necessary resources for preparing an educated workforce to sustain economic vitality for our region and state. UNG hosted three collaborative meetings in June and July across the northeast region of Georgia. Community, business, and education leaders shared insights, ideas, needs, and opportunities for ensuring a thriving and educated region. The findings and recommendations from the task force meetings will be presented at a REED summit, which is scheduled for September. The REED meetings and the fall summit support an orientation of engagement and institutional improvement, and complement work done as part of the Complete College Georgia initiative. In turn, this leads to accomplishment of institutional mission as measured by retention, transfer, and graduation rates.

**Evidence**

1. Guiding principles for consolidation
2. ConsolidationImplementationCommittee
3. UNG Pathways to Completion
4. Excerpts_Eduventures_UNG_TuitionStrategyStudy
[6] AcademicAffairsWorkgroups
[7] AcademicAffairsWorkgroups
[10] Schedule of Visioning and Focus Groups
[12] Summer Task Force Memorandum
[14] UNG Website Mission (2)
[15] ProcessActionTeamSummary_20130711
[16] ProcessActionTeamSummary_20130711
[17] UNG General Education
[18] FacultySenateBylaws_MyUNG_20130423
[19] UNG General Education Assessment Plan
[20] USG_AcadStudHandbook_2.3._Academic Programs
[21] 2013-14_GradCatalogTOC_Linked_June6
[22] Administrative Assessment Unit Periods
[23] GraphSalary_SREBCarnegieComparisons
[24] Minutes_FacultySenate_MarApr2013
[25] Minutes_FacultySenate_MarApr2013
[26] PresidentialUpdate_20130517
[27] UNG_CCG Plan_Fall2012BaselineMarked
[28] UNG CCG Updates_June2013
[29] FYE Advisory Team_20130308
[30] HSDA_Accreditation
[31] REED_8o5x11flyer4
II.F Library/Learning Resources

CR 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

**Narrative**

University of North Georgia is complaint with this core requirement.

**Library and Information Resources – In General**

No substantive changes in the library and learning resources available to the University of North Georgia's (UNG) students, faculty, and staff have occurred as a result of the consolidation of Gainesville State College (GSC) and North Georgia College & State University (NGC&SU). Since the official start of the consolidation on January 8, 2013, students and faculty still have full access to and borrowing privileges at the four campuses in Cumming, Dahlonega, Gainesville, and Watkinsville as well as the collections of all other colleges and universities in Georgia who are members of the GALILEO Interconnected Libraries (GIL) system and Georgia's Virtual Library – GALILEO (Georgia Library Learning Online[1]). These privileges have not changed or been negatively impacted in any way by the consolidation. The only notable change is the replacement of separate portal accesses to the collections at NGCSU and GSC with a single portal access to the combined UNG collection during the fall 2013 semester.

The mission statement for the libraries of UNG is:

*The libraries of the University of North Georgia, in keeping with the University’s mission, foster learning and academic excellence through diverse collections, services, and teaching. This is accomplished by creating a culture of inquiry, research, and lifelong learning in the academic and regional communities. The libraries support and extend the University of North Georgia’s student-focused and global mission.*

Each of the four campuses of UNG is served by on-site and fully-staffed libraries. Each provides appropriate operational hours, service, personnel, and collections to meet needs of the students, faculty, and staff and the unique academic programs offered on each campus. In addition to distributed library collections, services, and personnel, the University Libraries offer centralized support, steering, and oversight including planning, assessment, budgeting, centralized technical services where appropriate, and electronic resource licenses management. The combined print and electronic book collection of UNG is in excess of 500,000 titles.

The University Libraries through membership and participation in GALILEO, the University System of Georgia’s (USG) virtual library, and Lyrasis, a regional library network, provides students and faculty access to over 140 academic databases, 34,000 full-text, electronic journals through aggregators and subscriptions, as well as 178,000 electronic books Galileo Database Listing[2]. GALILEO is the award-winning virtual library of licensed, commercial databases and selected free Internet resources available to the citizens of Georgia. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. It also provides access to over 10,000 journal titles in full text. GIL offers a gateway to information resources held in the USG libraries and is the integrated library management system for acquiring, cataloging, accessing, and circulating the collections of the USG institutions. As an extension of GALILEO, Gil Express is an innovative resource-sharing initiative that allows students, faculty, and staff access to all eligible circulating materials at all USG libraries through walk-up or by remote request. The USG libraries have a total of more than 13 million bibliographic records. In addition, the Digital Library of Georgia is a gateway to Georgia’s history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps, audio, video, and other resources.

The four UNG campus libraries are:
John Harrison Hosch Library (Gainesville Campus) – Open 71.5 hours and six days per week, the 30,616 square foot library is the second largest facility offering 282 reader seats, 70 computer seats, 11 group study rooms, wireless connectivity, and a dedicated library smart classroom. Staffed with six library faculty members and two and one-half support staff, the library provides access to 82,000 print books and 64 print serials. The library serves a population of 6,500 students. A full complement of library services is provided including (a) access and reserves, (b) special collections and archives, (c) library instruction program, (d) research assistance, (e) information technology support, and (f) interlibrary loan and GIL express document delivery service. The Hosch Library also has available for checkout: (a) 20 Dell laptops, (b) 5 Sony microcassette recorders, (c) 9 iPads, and (d) 4 iPad keyboards.

Library Technology Center (Dahlonega Campus) – Open 100 hours and seven days per week, the 88,600 square foot library offers 880 reader seats, 200 computer seats, 24 group studies, wireless connectivity, a 24 x 7 study space, a dedicated library classroom, and four public meeting and program rooms. Staffed with seven and one-half library faculty and eight FTE support staff, the library provides access to 176,500 print books and 120 print serials. The library is the largest of the four locations and serves a population of 6,500 students of whom 2,000 are residential. The library’s services include (a) access and reservations, (b) special collections and archives, (c) library instruction program, (d) research assistance, (e) interlibrary loan and GIL Express document delivery services, (f) institutional repository and copyright services, and (g) partial government document repository. The library is home to the Writing Center, Instructional Technology Support Center, and the Center of Distance Education and Technology Integration (DETI). Furthermore, the Library Technology Center has available for student, faculty, and staff checkout; (a) 50 iPads, (b) 36 digital voice recorders, (c) 74 Dell computers, (d) 8 Mac power books, (e) 36 flip cameras, (f) 2 Sony cameras and tripods, (g) 7 data projectors, (h) 4 speakers, (i) 6 Power Point clickers, and (j) 12 oral history kits including digital recorders, microphones, and stands.

Oconee Campus Library – Open 70.5 hours and six days per week, this 4,114 square foot facility offers 70 seats, 38 computer seats, and wireless connectivity throughout. Staffed with two library faculty and two support staff, the library provides access to nearly 10,000 print books and 18 print serials for a population of 2,400 students. The students and faculty receive a full suite of services including (a) access and reserves, (b) library instruction program, (c) research assistance, (d) information technology support, and (e) interlibrary loan and GIL Express document delivery services. In addition, the library in partnership with the Academic Center for Tutoring and Testing (ACTT) provides technology lending, tutoring, and testing services. Students, faculty, and staff may also checkout (a) 17 non-graphing calculators, (b) 33 graphing calculators, (c) 17 regular headphones, (d) 6 headphones with microphones, (e) 6 iPads, (f) 13 laptops, (g) 3 LCD projectors, (h) 2 digital cameras, (i) 5 camcorders, (j) 6 electronic dictionaries/spellers, (k) 3 CD players, (l) 5 tripods, (m) 1 lapel mike, (n) 1 computer mike, (o) 1 external sd card reader, (p) 1 external CD/DVD drive, and (q) 1 slide projector.

University Center / GA 400 (Cumming Campus) – Staffed 52 hours and five days per week, the 2,100 square foot reading room, serving a population of 400 students, provides 58 reader seats, 12 computer seats, one group study, and 20 laptops for checkout. The library faculty member on duty assists students and faculty with (a) access to electronic resources, (b) library instruction, (c) research assistance, and (d) interlibrary loan and GIL Express document delivery services. Information technology support services are available all hours, too.

**Staffing**

Consistent with the Association of Colleges and Research Libraries (ACRL) statement regarding the “Terminal Professional Degree for Academic Librarians”, the University Libraries employ the Dean of Libraries who has earned the Ph.D. Degree as well as 15.5 FTE library faculty members with Master's Degrees in Library Information Science from ALA accredited institutions. (There is currently a search underway for the .5 position in the Library Technology Center on the Dahlonega campus.) All library faculty members are appointed rank (Assistant, Associate, and Professor) with 9.5 at assistant rank, six at the associate rank, and one at full professor rank. Currently ten faculty positions are tenure-track
and five library faculty members have earned tenure. Seven library faculty members hold additional graduate degrees and they serve as liaisons to assigned disciplines or colleges to provide customer service, discipline-specific instruction and research assistance, and collaborative collection development (Library Personnel[3]).

The University Libraries employ eleven full-time support staff members, five part-time library assistants; two tutors for writing and mathematics, and five one-half student workers. Each staff member has experience, education, and training commensurate with his or her responsibilities and the mission of the institution. Currently one full-time staff member holds a graduate degree and three are pursuing graduate degrees. All faculty and staff receive annual performance evaluations. They contribute to university and community-wide service initiatives, serve on campus committees, and participate in professional development at the local, state, regional, and national levels.

**Services**
The University Libraries provide a complete range of services to students, faculty, and staff including information and research assistance, information literacy instruction, course reserves, and materials check out. Instructional and Access Services faculty and staff are committed to cross-location collaborations and communication to review and improve processes and services. Cross-campus committee work and policy and procedure reviews foster continuous change and improvement so the libraries contribute to the UNG mission-based culture of academic excellence in a student-focused environment.

The overarching mission of the instructional program is to develop and teach transferable information literacy proficiencies and promote lifelong learning. Library faculty members integrate the teaching of research and information literacy skills into the life of each campus through a multi-modal Library Instruction program. Librarians offer in-person, phone, e-mail, chat, shared desktop, and text references services. Students arrange research consultations with library faculty on how to identify and evaluate information for assignments. Librarians work with the wider faculty to design information literacy sessions related to course assignments, curricula and outcomes, and librarian-led full- and half-semester for-credit courses focus on helping students think critically about information resources and retrieval methods.

Access Services faculty and staff further a departmental mission of efficient and effective access to collections and services through the highest level of customer service possible. Library hours of operation vary by campus location, with librarians and paraprofessionals available to assist with locating and checking out books and media, maintaining and accessing course reserved and processing interlibrary loan and GIL Express requests. Students and faculty also access materials not owned through interlibrary loan through ILLiad which is a web-based self-service system.

Established in January 2011, the Copyright Center assists students, faculty, and staff in working and complying with copyright and balancing the rights of copyright holders with the exercise of fair use for educational purposes. The Center maintains a website, holds workshops, and provides consultation services to offices and individuals working with copyright permissions. Also established in 2011, the North Georgia Digital Commons is managed by the library faculty to expand visibility and provide access to creative and scholarly work contributed by members of the university community.

**Student and Faculty Access and Training**
The USG integrated library management system supports operations at all library locations. Through collaborative work at the institution and state levels, the online catalogs of GSC and NGC&SU will be merged during fall 2013 semester into one access point to the range of circulating reference, periodical, and electronic collections. Members of the UNG community can consult the catalog in-house or remotely to research holdings, manage accounts, access portals to the local and USG universal online catalogs, resources, and services, and view specialized lists of materials such as DVDs. Librarians and informational technology staff partner to create and maintain a unified web presence for the consolidated UNG libraries.
The University Libraries provide a full complement of services and resources to support the University of North Georgia’s online education programs. Distance learners have 24x7 access to the complete slate of the Libraries’ electronic resources, including the library catalog and all GALILEO and institutionally-purchased databases, full-text electronic journals, and electronic books. Students enrolled in online courses at the UNG receive the same reference services available to all library patrons, including information and research assistance via email, chat, text message, and phone; online research guides and tutorials; and in-depth research guidance by appointment provided remotely through online meeting software. In addition, the University Libraries’ faculty members teach fully online sections of credit-based information literacy courses. Students in these distance-education courses become acquainted with key research tools and learn how to obtain and evaluate information through an exploration of the research process.

Librarians at all locations provide individual and group instruction on e-resources to students and faculty through scheduled sessions or by request. The range of remote and in-person reference resources is available to all library patrons. Students or faculty members schedule research consultations with a librarian or participated in workshops on specific topics such as RefWorks or finding and using images and media. In addition, library faculty who serve as liaisons to each school are available for individual and printed research guides and multimedia learning tools, and one- or two-credit library on-ground, on-line, and hybrid research courses that focus on effective information access, evaluation of resources, and critical thinking.

**Electronic Collections**

Analysis of GALILEO and locally owned purchased electronic resources held by the previous GSC and NGC&SU institutions began in May 2012. Library administrators and e-resource librarians reviewed electronic offerings for each institution, determined costs for consolidated collections and laid the foundation for combined electronic resource offerings for University Libraries. GALILEO and locally-owned electronic databases will be reviewed again during the first year of consolidations for costs, redundancy and relevance to UNG. The current list of UNG databases [4] purchased both within and outside of GALILEO is extensive. UNG students, faculty, and staff have access to the combined total of the libraries’ electronic resources. Off-campus and 24 – 7 access are enabled through a valid institutional ID or GALILEO password.

The University Libraries’ electronic resources, like its collection of print books and serials, are selected in collaboration with department faculty in response to the academic programs and in accordance with the Collection Development Policy. Merged Collection Development Policy [5] contains the Collection Development Policy for the University Libraries. Annual reviews of subscriptions are conducted in collaboration with department faculty and usage data are analyzed to ensure the collection reflects the current needs of UNG. Outlined below are some of the significant electronic collections that are available to students, faculty, and staff.

**Databases**

GALILEO provides commercially licensed databases to State colleges and universities that meet basic research and information needs. Supplemented these core resources, the UNG subscribes to or participates in cost-share consortia agreements for 65 additional commercial databases that support specialized academic disciplines and graduate programs. Noteworthy examples are:

- ARTStor (Visual Arts)
- Classical Scores Library (Performing Arts)
- Communication and Mass Media Complete (Communication)
- Education in Video (Education)
- Hoover’s Inc. and First Search (Business)
- JSTOR I-XI (All Disciplines)
- Literature Resource Center
- MathSciNet (Mathematics)
- Music Online (Performing Arts)
- SciFinder Scholar (Chemistry)
- Westlaw: Paralegal Primary Law Library & Analytical Library (Law)
**Electronic Journals**

In addition to print journals, students, faculty, and staff have on- and off-campus access to 34,000 unique full-text electronic journals through aggregated databases or electronic packages (E-Journals Evidence[6]). GALILEO’s SFX link resolver provides an efficient tool for the discovery of full text content regardless of the databases. In addition, a comprehensive journal title and subject list is provided. As with the databases, journal holdings are reviewed annually with department faculty in accordance with the Collection Development Policy to ensure discipline needs are met.

Noteworthy journal packages include:
- Association for Computing Machinery Digital Portal (Computer Science)
- American Chemical Society Web Additions (Chemistry)
- BioOne (Biology)
- Cambridge Journals (All Disciplines)
- Lippincott Williams & Wilkins Nursing and Physical Therapy (Health Professions)
- Sage Premier (All Disciplines)
- Science Direct (Social Sciences and Health Professions)
- Wiley Online Library (GETSM Consortia) (Science and Health Professions)

**Books – Print and Electronic**

Efforts are underway by GIL to consolidate records to create the centralized UNG Catalog. Bib Counts from the two previous institutions (NGC&SU Bib Counts by LC/NLM Call Number Classification[7] and GSC Bib Counts by LC Classification[8]) contain the GSC and NGC&SU GIL reports with bibliographic record counts. In the interim, the GSC and NGC&SU catalogs continue to serve students, faculty, and staff on all campuses. In addition, the Statewide Universal Catalog which is the combined holdings of all State college and university libraries provides comprehensive holding and access to the innovative document delivery system GIL Express. Book titles are requested by students, faculty, and staff from any location for delivery to any of the four UNG campuses.

During the last six years, the libraries at UNG have developed significant collections of electronic books accessible through both the GIL catalog and the vendors’ sites. Electronic books now represent approximately half of the total book holdings. Serving the needs of the online and off-campus students, faculty, and staff, e-book collection development will continue to grow in the coming years. Important collections of e-books at the UNG will include:
- 77,000 leased titles from ebrary Complete
- 67,000 titles from NetLibrary Sets 1-10 (now EBSCO)
- 30,000 titles from Safari Books
- 5,000 titles from e-Humanities from American Council of Learned Societies
- 500+ Discipline-specific subject sets from EBSCO e-books (Nursing, Terrorism and Security International Affairs)
- 500+ Discipline-specific titles from Elsevier e-books (Health Professions)
- 125+ Clinical medicine textbooks through Georgia’s Interactive Network for Medical Information (GaIN)

**Commitment to Enhancing Library Resources**

UNG is committed to enhancing the library resources and services available to students and faculty in accordance with the degree programs offered. To provide additional staffing support, a FY14 permanent budget amendment was approved to provide the funding for a new 0.75 library faculty position that will serve both the Cumming and the Dahlonega campuses. UNG also committed over $600,000 from FY13 surplus funding to renew or expand 21 library e-resources. In addition, UNG has committed FY13 surplus dollars to fund a library master plan to identify required renovation and expansion projects that will address the long-range strategic goals for the library in support of the institution’s degree programs on the campuses.

**Evidence**

[1] GALILEO
[2] GALILEO Database Listing
[3] Library Personnel
[4] UNG Databases
[7] Bib Counts by LC/NLM Classification
[8] Bib Counts by LC Classification
II.G Student Services

CR 2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student Support Services)

Narrative

The University of North Georgia is compliant with this core requirement. The consolidation of Gainesville State College and North Georgia College & State University created an institution with an enrollment of approximately 14,200 students at four campus locations ranging from dual-enrolled high school students to graduate students. This has created a need and demand for a wide range of student support services.

The University of North Georgia provides a variety of programs, services, and activities designed to support students’ pursuit of a quality education that provides opportunities for service, inquiry and creativity and that develop students into leaders for a diverse and global society. Both Student Affairs and Academic Affairs play key roles in assuring students have the co-curricular support needed to be successful in and out of the classroom. Student Affairs provides high quality support services and a broad array of programs that stimulate, enhance, and extend student learning beyond the classroom. The programs and services listed below are outlined in the UNG Student Handbook[1] beginning on page 59. The handbook then describes the student support programs provided on each campus.

Various departments have begun to create learning outcomes related to the mission of the University as well as the needs of their department. The goal of the support programs and services provided by the University of North Georgia is to support academic preparation and development to preparing students to function and lead in a global society. The compliance narrative outlines the student support programs, services, and activities, demonstrating that the University promotes student learning and enhances the development of students.

Although there is overlap in the student support services provided between campuses, the services offered on each campus reflect the diversity of student populations across the four campuses and their respective needs. The Dahlonega campus, the home campus for our military mission and only residential campus, has more selective admissions requirements and offers primarily baccalaureate and graduate degree programs. Student support services such as first year experience, residential life, recreation, health services, student involvement, and support programs for the Corp of Cadets are emphasized on this campus. The Gainesville and Oconee campuses are non-residential, access campuses that support students with a broad range of academic preparation and needs. Academic advising, career services, disability services, student counseling and multicultural student affairs are some of the services emphasized on these campuses. The Cumming campus offers select undergraduate and graduate degrees appropriate to the service area. Student services on this campus are being developed as degrees are added and the number of students served continues to grow. Academic advising, testing, and disability services are being offered on this campus along with some programming emerging from student interests.

The University of North Georgia currently offers a very limited number of degrees entirely online, the only undergraduate program being the RN to Bachelor of Science in Nursing, thus the majority of students taking online courses are also taking face-to-face courses and have access to all the student support services available on the campuses. That being said, the Admissions Office, Financial Aid, Registrar, Counseling Centers, Disability Services, and Advising Center offer their services and many of their resources in an online format to all students. In addition, the Distance Education and Technology Integration office will be implementing the use of SmarterMeasure as a prerequisite for taking an online course this academic year. The SmarterMeasure Learning Readiness Indicator is a web-based tool which assesses a learner’s likelihood for succeeding in an online program by indicating the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success in that learning environment.
Dean of Students

The Office of the Dean of Students supports students in their academic and life endeavors and is responsible for educating students about the rights and responsibilities of membership in an academic community, and in doing so, help students prepare to be ethical and engaged citizens. Multiple Deans of Students oversee and provide students at the four locations with access to services and programs related to counseling, disabilities, diversity, career services, student life (traditional and non-traditional), student involvement, student services, student health services, judicial affairs, and first year experience. The residential nature of the Dahlonega Campus necessitates more extensive staff. Dean of Students staff also provide support to students who are experiencing extenuating circumstances and need assistance; help students and their families understand what campus or local resources may benefit them; and serve as an advocate by following up with students who have serious concerns about their experience.

Student Involvement

The Office of Student Involvement contributes to student success in college by coordinating a variety of cultural, educational, recreational, and social programs intended to compliment the student’s classroom education. In addition, the Office of Student Involvement promotes the themes of wellness, leadership, and service learning throughout sponsored programs and student clubs and organizations. Research has shown that students who are involved in co-curricular opportunities and who feel socially integrated into the community are more likely to persist to graduation (Astin, 1993; Tinto 1994); the programs, facilities, and services are designed to provide such opportunities for involvement and integration.

Student Clubs and Organizations

Student organizations support academic achievement and personal development by providing students with opportunities to participate in activities which develop their intellectual, emotional, spiritual, physical, and professional abilities. Whether creating a sense of community through orientation and engaging student common areas, encouraging leadership through student organizations and athletics, or supporting academic achievement through classroom accommodations and student technology, these organizations are important components to the academic and student life of the University. To meet all the different developmental needs of students, the University of North Georgia offers a multitude of student groups covering the following areas: academic and honors, religious, political, social, Greek, and cultural. Every student is encouraged to become a member of those clubs which appeal to their interests.

Student Center Operations

Student Centers serve as the community center of the campus for all members of the University family: students, faculty, staff, administration, alumni, and guests. As the “living room” or “hearthstone” of the University community, the Student Center provides the services, conveniences, and amenities the members of the University need for getting to know and understand one another through informal activities. Student Centers are located on the Dahlonega and Gainesville campuses. While there are not specific Student Center buildings on either the Oconee or Cumming campuses, space is provided to support student activities.

On the Dahlonega campus, the Hoag Student Center opened in 1970, was renovated in 2012, and reopened in January 2013. Along with other offices and amenities, the Hoag Student Center houses work space for over 100 students, the Owens Art Gallery, student involvement offices, an auditorium, Student Veterans Lounge, food court, and dining area. The Gainesville Campus Student Center includes workspace for 70 student organizations, student organization offices, study and meeting rooms, game room, Cyber Cafe, food court, and dining area. On the Oconee campus, there is a small food service, lounge area, “community room” that is used for student events and organizational meetings, student newspaper, ID card office, and student services offices. An
outdoor pavilion and volley ball court offer additional spaces for gathering and activities. On the Cumming campus, construction of an outdoor pavilion for student activities and events is in the planning stages.

**Student Government**
With consolidation, the Student Government Associations (SGA) on each campus have collaborated on a number of initiatives while each campus maintains its own SGA to deal with campus-specific issues. The Executive Committees of the three SGA’s (Dahlonega, Gainesville, and Oconee) have written a consolidated constitution and each campus has developed bylaws to meet the needs of its campus student body. The three Executive Committees continue to meet monthly as a SGA Cabinet to address university-wide issues and concerns. The Cumming Campus has formed a Student Advisory Council and is working toward developing its own SGA. Until an SGA is realized, the officers of the Cumming Advisory Council will be invited to represent the students at SGA Cabinet meetings.

**Graduate Student Senate**
The Graduate Student Senate (GSS) serves as the voice of UNG graduate students. GSS directly administers and allocates 40% of the Student Activity Fees paid by Graduate Students attending the university. They also have representation on Dahlonega’s Student Government Association to address overall student concerns.

**Leadership Initiatives**
The University of North Georgia is designated by the Board of Regents as a leadership institution and UNG has included leadership as a focus of its mission. With multiple campuses, the leadership programs offered on each campus reflect the developmental needs of students attending each campus. Among these are conferences, leadership programming, leadership lunches, and Student Leader Training.

**Greek Involvement**
Greek Life serves the needs of the student members of the sororities and fraternities, providing advisement and support to the governing councils, executive boards, and presidents of every recognized Greek chapter. Greek Life promotes student responsibility and strives to enrich the lives of all its members and affected communities by maintaining scholastic achievement, fostering friendships through brotherhood and sisterhood, enhancing leadership and promoting service. Greek Life provides opportunities for students to incorporate the values of integrity, courage, loyalty, wisdom, service, truth, and respect in our actions with one another, and the importance of personal development and organizational success. The University of North Georgia Greek Community is comprised of the 12 organizations. All social Greek organizations must be an active member of a governing council (Interfraternity Council or Panhellenic Council). Greek Life at the University of North Georgia will be located at the Dahlonega campus, but any University of North Georgia student who meets the required GPA, credit hour, and full-time status criteria below can seek membership.

**NightHawks Entertainment**
As a part of the consolidation, the Student Activities Board on the Dahlonega Campus and the Campus Activities Boards on the Gainesville and the Oconee Campuses have been renamed Nighthawks Entertainment; each campus board operates with a common constitution. Students on each campus have developed bylaws specifically to address the needs of its student body. Since student activity fees are collected and managed by campus, the group on each campus will program activities for its campus. Larger multi-campus or university-wide activities may be co-sponsored by multiple campus boards. Traditional events presented on the Dahlonega Campus include the Freshman Dance, Fall Bonfire, Winter Ball, Monthly Movies, Spirit Night at home basketball games, an annual concert, and the Spring Jam outdoor festival. Traditional events offered on the Oconee and Gainesville campuses include Annual Weeks of Welcome Picnic, Club and Vendor Fair, Cultural/Educational Speakers, Stress Relief Programs, and the Spring Fling.

**Recreational Sports**
Recreational sports support the development of healthy physical, mental, social, and intellectual behaviors. They develop effective communication skills and instill leadership, a component of the UNG
mission, by encouraging responsibility, conflict management, decision-making, delegation, and prioritization. Participation in sports also supports academic achievement through the development of team building skills, time management, and ethics.

Intramural Sports
The Intramural Sports Program offers students a chance to compete with other University of North Georgia students in a friendly environment. Organizational teams such as military companies, fraternities, sororities, commuters, and residence halls provide the basis for the Intramural Sports Program at the UNG. Non-affiliated teams may also be formed by any group of students who wish to compete. The Intramural Sports program offers approximately 16 sports a year, including flag football, basketball, volleyball, ultimate frisbee, and softball. Intramural Leagues are conducted at the Dahlonega, Gainesville, and Oconee campuses. All students, including students at the Cumming campus, are eligible to compete in intramural play.

Fitness
Fitness Centers are located at the Dahlonega and Gainesville Campuses. Each site is equipped with weight machines, free weights, and a variety of cardiovascular machines which include treadmills, bikes, climbers, ellipticals and rowers. Services available include exercise orientation, personal training, group exercise classes, fitness testing, workout design, body-fat analysis, and blood pressure checks. Fitness services and facilities are available to students, faculty, staff, and continuing education members.

Outdoor Pursuits
The North Georgia Outdoor Pursuits (NGOP) Program is dedicated to providing fun and engaging outdoor educational experiences for the University of North Georgia community. Our goal is to create opportunities for students to connect with each other in challenging, fun, and safe recreational activities for the purpose of embracing new challenges and cultivating new relationships. The NGOP Program encompasses the following areas: outdoor trips, equipment rental, Pine Valley Ropes Course, and an indoor climbing wall located in the Dahlonega Rec Center.

Facilities
The University of North Georgia has many recreational facilities for students to use during their leisure time. At the Dahlonega campus, the University has a 68,000 sq. ft. Recreation Center, gymnasium, swimming pool, tennis courts, rock climbing wall, and a recreation area at Pine Valley, complete with a pavilion and recreation field on the Etowah River. All of these facilities are available for use by students enrolled at North Georgia who pay the student activity fee and Rec Center fee. At the Gainesville campus, the Fitness Center and pool are located in the Hugh Mills Physical Education Complex. The complex also includes a gymnasium and tennis courts. Architectural planning is underway to expand and renovate the Hugh Mills building to enhance classrooms and student recreational space. A UNG ID is required to enter all facilities.

Aquatics
At the Dahlonega campus, the 25-yard pool is located in Memorial Hall and is open to students, faculty, staff, and continuing education members. The pool is open for lap swim and open swim and also features a diving board. At the Gainesville campus, the swimming pool features six 25-yard swim lanes, a 12-foot deep diving area, and a sauna. Swim lessons, hydrobics, and other water activities are conducted at both pools. At the Gainesville campus, the pool is located in the Hugh Mills Physical Education Complex and is available to all faculty, staff, and students as well as paid community members.

Sport Clubs
UNG currently has 18 clubs that are organized and led by students. These clubs include activities such as rugby, lacrosse, wrestling, and many more. Student leaders provide a fun and competitive atmosphere for University of North Georgia students to continue playing the sports they love, find community, or try new sports. Getting involved with a sport club is a great way to stay active and meet people on campus. Sport clubs are registered and chartered organizations founded and administered by students in accordance with the University, the Division of Student Affairs, and the Recreational
Sports Department. They are required to abide by rules and regulations[4] governing student organizations.

Orientation Programs

For most new students, orientation sessions serve as the first point of in-person contact with faculty and staff at UNG. These sessions help prepare students by acclimating them to the university setting, creating an understanding of academic expectations and support opportunities, and helping to establish relationships with staff, faculty, and other students. Although not currently required, orientation is highly recommended for all new freshmen and transfer students to UNG as well as those students who are transitioning between UNG campuses. Orientation programs on each of the campuses are specifically designed to address the unique needs of students attending each campus. For example, orientation programs on the residential campus offer multi-day sessions.

Student Orientation programs are provided for new freshman on the residential and commuter campuses as well as for students transferring into UNG. Orientation programs on each campus share common learning outcomes[5]:

1. Familiarize incoming students with university resources and academic procedures
2. Increase student knowledge of University mission, culture and campus-specific values
3. Acclimate students to the college lifestyle and provide students the opportunity to develop foundational relationships with faculty, staff and student leaders

During each student orientation session, a separate orientation track is offered for parents and other family members. Topics addressed at parent/family member orientations include information about financial aid and business procedures; campus safety; FERPA; registration procedures; housing; and campus resources. Three shared learning outcomes have been drafted for UNG for parent/family member programs:

1. Familiarize parents and families with the policies and procedures that govern their student’s college experience.
2. Provide an increased understanding of how to connect their student with University resources to promote student success.
3. Explain how to recognize the intellectual and developmental growth of your student and play an active supporting role throughout the college experience.

On the Dahlonega campus, Orientation Leaders are selected and trained annually to be able to guide new students and families along the transition to university life. Orientation Leaders are expected to be knowledgeable about University policies, procedures, and traditions and be able to communicate this information to students and families. New students and families give credence to the orientation leader’s own student experiences. Training for orientation leaders are designed according to the needs of the students at each campus. Weeks of Welcome is a series of education and social activities offered on the other campuses during the first weeks of classes designed to assist students in acclimating to University life. Unique activities and seminars are offered on the Dahlonega[6], Gainesville[7], and Oconee[8] campuses.

Career Services

Career Services exists to support and empower students and alumni in their career development as they make career decisions, develop job search strategies, pursue academic and experiential opportunities, and secure employment. Staff members assist students with the career development process, including self-assessment, career exploration and preparation, and career decision making. Programs and services are developed to promote the transition from the associate pathway to the baccalaureate pathway (primarily at the Oconee and Cumming campuses) as well as the transition from education to the world of work through instruction and guidance in the career decision-making and job search processes. The UNG job board allows students and alumni to find out about full-time and part-time jobs; employers to post jobs at the Dahlonega campus for free; and allows anyone the opportunity to view the calendar of upcoming programs and events. At the Dahlonega campus,
internships are available to students who have completed 60 hours of coursework and fit departmental criteria for GPA requirements. Career Services provides individualized assistance to find internships as well as prepare for internship experiences. Career Services will be developing and expanding internship opportunities to the Gainesville campus. Lastly, Career Services assists employers with a variety of services and events. Along with the opportunity to post jobs and internships free of charge, Career Services assists with on-campus recruiting. Staff members coordinate the recruiting calendar, publicize visits, and work closely with recruiters to achieve productive recruiting visits. Career Services also provides a resume drop service, information tables, and coordinates career fairs.

**Multicultural Student Affairs**

The Office of Multicultural Student Affairs (MSA) strengthens the climate of the university by fostering an inclusive environment for all constituents. This office provides leadership opportunities as well as encouraging student involvement. MSA advocates for the University of North Georgia (UNG) to strive toward a diverse campus community and serves as a resource for institutional diversity, multicultural education, and social justice awareness for all constituents. The office contributes to the mission of the university by providing the campus community with opportunities to learn about and discuss social issues that focus on diversity, inclusion, and internationalism. The Office of Multicultural Student Affairs also serves as resource/advisors for under-represented student organizations/clubs. MSA assists and supports in all efforts to recruit and retain under-represented students by providing special assistance with personal, social or academic concerns, as well as other guidance. MSA is also available to all students, staff, faculty, and community as a resource regarding social justice and diversity issues.

In order to accomplish its mission, MSA develops and plans a diversity calendar in which each campus conducts various programs and events surrounding multicultural awareness including Dr. Martin Luther King, Jr. Day, Black History Month, Women’s History Month, Hispanic Heritage Month, Asian Heritage Month, LGBTQQ History Month, and Native American History Month. Other MSA initiatives include:

**African American Male Initiative**[9] (AAMI)
In a collaborative partnership with the Office of Student Leadership (within Student Involvement) and Rho Kappa Lambda Chapter of Alpha Phi Alpha Fraternity, MSA administers AAMI in order to improve retention and/or graduation rates among UNG African-American male students. Along with intentionally providing a supportive environment, MSA has developed a systematic program, the North Star Leadership program, to ease the transition from high school to college and specifically address the issues of isolation which may come from attending a predominantly white institution. The three primary components of the North Star Leadership program are personal support, academic guidance, and leadership development. MSA and the AAMI has developed a comprehensive plan to specifically address each of these three objectives.

**Hispanic Outreach and Leadership Development**[10]
Hispanic/Latino students comprise about 8% of the UNG student population. UNG benefits from generous support from the Goizueta Foundation to provide a robust program for its Goizueta Scholars. Along with being enrolled at full-time status and maintaining a 2.5 GPA, Scholars must fulfill leadership program requirements that includes monthly meetings, working as peer tutors or participating in another defined service-learning activity for at least 30 hours per semester. Additionally, Scholars must participate in the Student Leader Common Reading Initiative and attend a minimum of two leadership conferences or workshops. The Hispanic Legacy Scholars Program also has similar requirements coinciding with participants scholarship award of $1,500 per semester. There are two student organizations designed specifically to promote the retention and enrichment of the student experience for Hispanic and Latino students. The Latino Students Association (LSA) hosts many events to promote and educate regarding the Hispanic/Latino culture. The Hispanic Red Cross Club is the first one in the state of Georgia. Its purpose is to provide outreach to the Hispanic community, educating and assisting those in need associated with disasters.

**Student Counseling**
The Office of Student Counseling complements the academic experience of the student body by facilitating healthy personal, social, and intellectual development of UNG students. Life circumstances, trauma, skills deficits, and/or mental health problems may at times interfere with a student’s ability to successfully achieve important academic and life goals. Counseling center staff help students to identify their problems, manage their emotions, learn new problem-solving skills, and successfully meet academic, social, and life challenges. Counseling staff provide exceptional direct services, training, and outreach programs, including diagnostic evaluation, counseling and psychotherapy, group therapy, referral, and advocacy; developmental, preventative, and restorative counseling; experiential workshops on essential life skills (i.e., assertiveness, stress management, study skills, relationships, sleep hygiene, etc.); and consultation, education, and training services to campus leaders, campus groups, and the University community.

The staff of Student Counseling seeks to promote human welfare. Consistent with this principle, Student Counseling believes that every person should be treated with dignity and respect. Staff members value acceptance and appreciation for all differences among people including those of race, gender, sexual orientation, ethnicity, national origin, functional ability, socio-economic status, age, religious or spiritual identification, and other characteristics that comprise identity. Student Counseling strives to provide respectful treatment to students of any background. Staff members believe that valuing cultural diversity facilitates human growth and development and enhances the quality of life on campus and in the community. Therefore, Student Counseling is committed to enhancing the awareness and understanding of cultural diversity, incorporating this philosophy into professional activities and services as reflected in the UNG Counseling Manual[11].

In addition to services provided through the Student Counseling Office, UNG has a Behavioral Intervention Team and Strategies (BIT). BIT is comprised of a key group of administrators on each campus convened to assess and recommend appropriate responses to UNG Administration regarding serious behavioral problems exhibited by students enrolled at UNG. This group recommends steps necessary to promote protection against threats and/or concerns of immediate harm to students from themselves or other members of the campus community and to promote a safe campus environment. BIT coordinates the collection and assessment of concerns raised by an enrolled student's behavior. In making recommendations to administration, BIT works to balance the individual needs of the student and the shared needs of the campus community for each individual case based on the circumstances presented. BIT has developed "Responding to At-Risk Behavior[12]" guidelines for UNG community members to determine appropriate action. Guidelines direct the University community members response at each campus. Forms have been developed, allowing University community members to submit an incident report or report a student concern online.

**Student Disability Services**

The University of North Georgia is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to, and the enjoyment of, academic programs and co-curricular activities, or otherwise subjected to discrimination in such programs and activities. The policies for access[13] by individuals with disabilities at UNG are designed to insure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and subsequent amendments. Student Disability Services is committed to providing an accessible academic, social, and physical environment for students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Disabilities Services Office coordinates the provision of reasonable accommodations and promotes disability awareness for students. Student Disability Services is committed to fostering student self-advocacy at the University of North Georgia and throughout the community.

To accomplish its mission, Student Disability Services offers accommodations[14] based on documented disabilities according to criteria outlined by the University System of Georgia and the
Regents Center for Learning Disabilities. Some examples of these accommodations for the \textit{classroom environment} include note taking assistance, sign language interpreter, assistive listening device, and C-Print captioning. Accommodations for the \textit{testing environment} include extended time, alternate testing rooms, and reader or proof reader. Accommodations for both the \textit{classroom and testing environments} include assistive technology/accessible media (e.g. screen reading software and speech-to-text technology), formula sheet or word bank, scheduled breaks, and physical access.

Student Disability Services also offers programs and activities for students with disabilities:

\textbf{First Year Foundation}

The First Year Foundation (FYF) is a program designed to increase academic success and improve retention and completion rates for students with disabilities. The program has two components; a two-day summer workshop for first-year students with disabilities, and a ten-month peer mentor program. During the summer workshop, new students learn about campus resources, receive assistive technology training, and engage in authentic practice of active learning strategies.

\textbf{Peer Mentor Program}

Mentors participate with first year students with disabilities during the First Year Foundation. The organize activities, participate in table discussions of learning strategies, and promote engagement for new students. During fall and spring semesters, peer mentors coordinate monthly activities to develop personal connections and promote a smooth transition to college life.

\textbf{Undergraduate Admissions}

The Office of Undergraduate Admissions, in accordance with the mission, vision, goals and ethical framework of the University of North Georgia, seeks to attract, admit, and enroll students based upon initiatives set by the UNG Cabinet. Students targeted for the residential campus in Dahlonega demonstrate academic excellence, intellectual curiosity and a desire to be challenged by rigorous coursework and collaborative research. Students recruited for the three non-residential campuses are aligned with the access mission.

In order to recruit and aid potential students toward applying and enrolling, the Office of Undergraduate Admissions provides admissions officers at the Dahlonega, Gainesville, and Oconee Campuses and an Assistant Director of Enrollment Services at the Cumming Campus. Students may apply for admission by submitting paper applications or by applying online at gacollege411.org. Test centers located on the Dahlonega, Gainesville, and Oconee campuses allow students to take the SAT or ACT tests on an almost weekly basis and provide scores to the Admissions Office quickly so that staff can evaluate files in a timely manner. This office accepts official transcripts both electronically and by U.S. mail. An array of recruitment activities targeted toward dual-enrolled students, freshmen, and transfer students occur throughout the year on each campus and in targeted markets. Recruitment materials include search pieces, paper and electronic viewbooks, newspaper and magazine ads, postcards and emails. In addition, the Office of Undergraduate Admissions offers scholarships to targeted in-coming students each year as an incentive to enroll at UNG.

In its vision to produce the best-prepared and highest quality lieutenants of an Army ROTC program in the nation, Cadet Admissions recruits the best scholar/athlete/leader candidates possible for the Corps of Cadets. To achieve this goal, Cadet Admissions focuses primarily on academic preparation and values criteria in their recruiting efforts.

\textbf{Registrar's Office}

The Registrar's Office dedicates its resources to support the University's mission for promoting student success through the provision of quality student and administrative support built on an infrastructure that employs respect, integrity, communication, and collegiality and seeks to use best practices available in our profession. In regards to programs and services, the Registrar's Office serves as the custodian of education records for UNG students in accordance with federal and state regulations. The
Registrar's Office coordinates course registration and the publication of the UNG Undergraduate and Graduate Catalogs, evaluates transfer courses for transfer students and provides enrollment verification letters and official academic transcripts for all students.

**Financial Aid**

The mission of the University of North Georgia Financial Aid Office is to provide financial aid information and services to students in a way that is understandable, responsive to student needs, and in compliance with federal and state regulations. The Office of Financial Aid supports UNG goals by assisting students and family members in identifying financial aid sources. Office staff also support the UNG mission by developing students into leaders for a diverse and global society by offering information regarding financial aid resources, educational financial planning, personal money management, and debt management. The primary responsibility of the Office is to help students secure the funds necessary to pursue their educational goals. Office staff are committed to providing students with the resources and information needed to become fiscally responsible and to understand the rights and responsibilities incurred when financial aid is received. Through the utilization of Banner, Financial Aid staff ensures streamlined processes are in place and that full compliance is met.

UNG participates and Financial Aid administers the following Title IV programs: Federal Work Study; Federal Pell Grant; Federal SEOG; Federal Perkins Loan; Federal Direct Loan; and Federal TEACH.

UNG participates and Financial Aid administers the following scholarships and grants through the Georgia Student Finance Commission: Accel; Georgia's HERO Scholarship Program; Georgia's HOPE GED Grant; Georgia's HOPE Scholarship Program; Georgia's HOPE Grant Program; Georgia's Zell Miller Scholarship Program; and Georgia's Student Access Loan Program.

The University of North Georgia Student Money Management Center is committed to providing opportunities for students to enhance their knowledge of effective money management through promoting financial literacy and empowering students to make responsible financial decisions. Center staff provide personal consultations aimed to educate and learn about budget development and other financial action plans as well as program events.

**Academic Advising**

The mission of academic advising is to assist students in constructing meaningful educational plans based on their interests and abilities and consistent with each student's academic, professional, and personal goals. Academic advising supports student achievement by fostering the development of students who are self-directed, responsible decision-makers and supports the successful completion of degree requirements.

In support of this, all students receive mandatory advising up to 42 earned credit hours. Prior to registration periods, a four week advising period will take place. After advisement, all students will receive ALTPIN's to allow self-registration. Professional advisors in specific programs of study advise students in the major and perform additional responsibilities as determined in collaboration with the school Dean. Campus Academic Advising Centers will advise the following populations: open option (undeclared) students, students who are not in good academic standing, dual enrollment students, and students requesting financial aid appeals.

**Residence Life**

The University of North Georgia embraces the philosophy that living in a campus residence hall is an important part of the university experience and offers residential opportunities on the Dahlonega campus. The learning that occurs through experiences in decision-making, critical thinking, and taking responsibility within the residence halls will be invaluable in achieving academic goals and throughout
one’s life. The beliefs and goals that form the philosophical foundation of the Residence Life Program include:

- Encourage and respect students as emerging adults.
- Provide a clean, safe, enjoyable residential environment.
- Promote an environment conducive to study and academic pursuit.
- Increase student appreciation of different cultures, races, values, and lifestyles.
- Promote the development of healthy and meaningful relationships among students.
- Teach life skills such as critical thinking, decision making, communication, and personal responsibility.
- Provide challenge and support for students as they explore developmental issues.
- Encourage and promote leadership, volunteering and community service as an important component of citizenship in any community.

Residence Life sponsors an annual survey, the Hall Climate Survey[18], in late Fall semester. This survey gathers feedback related to student perceptions of their residential experience.

Residence Halls
In order to accommodate a variety of student preference, North Georgia operates a variety of styles of residence halls including apartments, suite-style, and traditional residence halls. Residence hall contract terms, such as length of contract and costs, vary among residence halls. Residence Life sponsors themed-communities each year based on student interest and available space. Policies and services of Residence Life are listed in the Residence Life Handbook[19] which is given to each resident at check-in and posted on the website.

Resident Assistants
Resident Assistants (RAs) are trained student leaders who have the responsibility of supervising students living in a residence hall while having the opportunity to demonstrate the values of North Georgia within the campus setting.

RAs are the most direct liaisons between North Georgia’s administration and its residential student body. RAs spend significant time undergoing training in crisis management, student advocacy, programming, time-management, and peer counseling. Because of the skills developed through these positions, RAs are often prepared to make successful transitions from the college environment to the job market demonstrating strong leadership training, management skills, and community involvement as part of their collegiate experience.

Residence Life Programming
As part of the position responsibilities, RAs are required to offer educational programs for the residents on their respective halls. The Residence Life Programming model requires that each RA complete at least one program in each of 8 areas: alcohol/drug prevention, health/wellbeing, intellectual, educational, emotional/spiritual, interdependence/diversity, leadership, social, or spirit.

In addition to the programs offered by RAs, Residence Life sponsors additional programming targeting specific issues new freshmen face. This programming series is called the Naked Roommate Series[20], based on the book by Harlan Cohen. Residents receive incentive points for attending all programs with a higher value for those that are more educational. These points are used at the end of the academic year to bid on giveaway items in a final program offered annually by Residence Life.

Residence Hall Association
The Residence Hall Association (RHA) is a student-led organization, focused on advocacy, resource-building (through programming and networking), and leadership within the residence halls. RHA is an affiliate of the national organization, National Association of College and University
Residence Halls, Inc. (NACURH) and participates in the government, networking, and advocacy opportunities provided by NACURH through participation in the regional affiliate, South Atlantic Affiliate of College and University Residence Halls (SAACURH).

At North Georgia, RHA is a small but developing organization. All students living in the residence halls are members of the Residence Hall Association through payment of their Housing Activity Fee. Students may become actively involved in RHA through their Building Councils. Each residence hall elects a group of students to represent them to the larger RHA body and the university community. The building councils develop programming and involvement opportunities for the students living in their halls based on that community’s needs and ideas.

**Student Health Services**

Student Health Services provides basic health care services and teaches prevention and self-help skills to students. All currently enrolled students who pay the Student Health Fee are eligible for care at Student Health Services. Student Health Fees collected each semester cover services provided in the health clinic with the exception of specific immunizations (see immunization web page), laboratory test and medications provided in the Women’s & Men’s Health Clinic. All students must pay the Student Health Fee in order to take advantage of the services offered by Student Health Services. Students on the Dahlonega campus taking more than 6 hours pay the Student Health Fee as a part of their mandatory fees. All others may elect to pay the Student Health Fee in order to receive services.

The clinic is staffed by a Physician Assistant, Nurse Practitioners, Licensed Practical Nurses, as well as a Physician who is available by appointment. A health professional will assess, evaluate, and treat students for acute illness and injury as well as general health maintenance. If after evaluating the student a provider feels an additional evaluation or treatment is required, the student will be referred to a local physician, hospital, or their private physician.

The clinic provides many over-the-counter medications, first-aid supplies, and prescription medications at no additional cost to the student. Student Health Services has a full time Health Education staff position. The Health Educator, along with the Peer Health Educators, provides educational opportunities in the form of on-campus programming, events, and presentations. Examples of on-campus programming include Alcohol Awareness Week, Fitness Challenge, and Safe Spring Break Week. The Health Educator also is available for small group presentations in classrooms and to Greek chapters, athletic teams, Corps companies, and residence halls. Presentation topics may include Alcohol/Drug Education, Nutrition & Weight Management, Physical Fitness, Tobacco Education, Self-Care/ Hygiene, Healthy Relationships, and Sexuality Issues/STDs.

**Student Support Components of the Corps of Cadets**

The Commandant of Cadets, a retired Army Colonel, is the senior leader on the Dahlonega campus who is primarily responsible for the Corps of Cadets. Additionally, the Professor of Military Science, an Active Duty Army Colonel, provides extremely important training for all military students, both in and out of the classroom. Both colonels have small staffs that assist them in their missions to train, equip, house and support the Corps of Cadets. The mission of the Corps of Cadets is to produce highly educated leaders of character who are fully prepared to serve as officers in the U. S. Army or as civilian leaders in business, industry and government. As one of six Senior Military Colleges in America, UNG must provide a residential living and learning experience for cadets that replicates the environment of a federal service academy (like the U.S. Military Academy at West Point). Therefore, the Corps resides entirely on the Dahlonega campus and offers Army ROTC, only. The current UNG Corps Participation Policy[21] requires all cadets to fully participate in the Corps for at least six semesters (90 academic hours) following entry into the Corps. The mission essential task list (METL) for the Corps of Cadets includes actions that are expected of all cadets, around which all support programs are based.

Further, Cadets must abide by the basic provisions found in Title X of the U.S. Code and Army Regulation 145-1 that include the daily wearing of a uniform, leadership by a student-led Army
(Brigade) organization, a full time academic curriculum, full compliance with Army ROTC guidelines and a required emphasis on character development. Each military student must participate in a freshman orientation experience known as FROG Week in the first week of the first semester of the Corps experience. After completing FROG Week, cadets are welcomed into the Corps as freshmen who hold the rank of cadet recruit. Over the next four years, cadets compete for leadership positions and more rank. Those who are selected as leaders are placed in increasing positions of authority, beginning the first semester of the Sophomore Year, following the successful completion of a professional development course known as Non-commissioned Officer’s Academy (NCOA). Following NCOA, each of the new squad leaders take charge of 10 freshmen, whom they supervise for approximately one academic year. In the junior year, cadets may compete for platoon sergeant and first sergeant positions; in the senior year, cadets may compete for “command” positions that place them in charge of groups of 100 cadets. Two cadets (seniors) are selected to command 350-person battalions, assisted by a cadet staff. One cadet, a senior, is selected to command the entire 750-person Brigade, assisted by a very large cadet staff. Therefore, the system of command and control in the Boar’s Head Brigade replicates that of an active duty Army brigade of light infantry, and the military “chain of command” remains intact throughout the entire academic year.

**Regulatory Authority**

The Corps of Cadets is primarily governed by Army Regulation 145-1, a UNG book of cadet regulations called “The Blue Book[22]” and several Policy Letters that prescribe expected conduct for cadets. Policy Letters include: The Open Door Policy[23], Army ROTC Leadership Lab requirements[24], Military Co-Curricular Organization Policy[25], Quarters (Study Hall Procedures)[26], Hazing Policy[27], Sexual Misconduct/Harassment Policy[28], Standard Duty Day Procedures[29], Full Time Participation Policy[30] and Quality of Life Standards[31] for Military Residence Halls. The Office of the Commandant enforces the standards of these documents using a 10-person professional staff that observes the living, training and academic conditions experienced by the students. In addition to these regulatory documents, each cadet must also abide by all provisions found in the UNG Student Handbook[32]. The military regulations for Cadets and the policies found in the UNG Student Handbook are, in fact, complementary in nature. The lifestyle of a cadet is meant to be rigorous and involves daily physical training regimens and frequent room/uniform inspections. Although cadets live in new suite-style residence halls, the lifestyle of a cadet remains quite “Spartan” when compared to the lifestyle of a residential civilian student on the Dahlonega campus.

**Barracks Life**

The Corps of Cadets enjoys living in three new military residence halls that were completed in the Fall of 2012. All three residence halls feature suite-style living, and each cadet company occupies one entire floor of the building. The standard template of the cadet company includes 88 beds, suite-style accommodations, semi-private baths and a co-educational residential environment. In fact, women comprise approximately 12% of the Corps of Cadets, and they are fully integrated into all cadet training, beginning with FROG week. Company Commanders and First Sergeants serve as trained Resident Advisors (RAs); they are trained in the two-week period that precedes each Fall Semester. These military RAs are required to conduct weekly Cadet Professional Development Training Sessions that resemble Residence Life Programming. Educational programs include: Military Inspection Standards, Alcohol and Drug Awareness, Selected Tactical Field Skills, Wellness and Peer Health Education, Suicide Prevention, Sexual Awareness Training, Emergency Procedures (Fire & Safety), Diversity, How to Request Academic Assistance and more. In every company, special staff officers exist to assist the company commander with all aspects of barracks life. Each company has a chaplain, an academic Non-Commissioned officer (NCO), a communications NCO, a company clerk, and three platoon leaders, and in most cases, a school-trained medic. Each battalion and the Brigade headquarters has at least one academic officer, one peer health educator and one Equal Opportunity (Diversity) NCO. Commanders are responsible for everything the company does or fails to do; therefore, they are fully equipped with special assistants to help them accomplish all aspects of their supervisory responsibilities. Of particular importance is the fact that each cadet company participates in formal physical training a minimum of three times each week on the drill field from 0700-0800 hours. Thus, several hundred cadets leave and return to their residence halls at least six times weekly. Cadets who have signed a contract to become an Army officer are required to do additional physical training daily.
Military Education
Each cadet must successfully complete at least one Military Science course of instruction each fall and spring semester. All military science courses require at least two academic hours weekly in a classroom environment and a weekly ROTC leadership laboratory conducted collectively for all cadets on a Monday afternoon. Cadets who sign a contract to commission participate in an additional 3-hour weekly lab, in preparation for summer attendance at the Army’s Leadership Development and Evaluation Course held at Joint Base Washington-McChord (Seattle, Washington). Military co-curricular organizations also exist to provide advanced military training to cadets who qualify for participation through try-outs. Co-curricular instruction in mountaineering, light infantry tactics, precision drill, military music (bands and choral groups), military marksmanship and National Ranger Challenge Training is currently available and supervised by professional faculty advisors. Also, a national military honor society, the Scabbard & Blade, has been on the campus since 1929 and serves as the official honor society for the Department of Military Science. Finally, cadets frequently participate in Leadership Development Conferences and Symposia with cadets from the other Senior Military Colleges in America. Every six years, UNG hosts the annual meeting of Senior Military Colleges on the Dahlonega campus—an event entirely planned and executed by the student-led chain of command. The Corps of Cadets also conducts many ceremonial duties each academic year, including parades, reviews, ceremonial firing details, presentations of the national colors, memorial retreats, recognition of company sweethearts, formal staff calls, a military “dining-in,” and a formal military ball. Each of the ceremonial events is linked to the Mission Essential Task List (METL) and is designed to reinforce the long standing military presence on the Dahlonega campus. Many ceremonies have been sustained for several decades and have become traditions observed by faculty, staff, students and alumni.

Values
The Army values of Loyalty-Duty-Respect-Selfless Service-Honor-Integrity-Personal Courage are fully integrated into all instruction and training by both the Commandant and the Professor of Military Science. Cadets are encouraged to live out these values in everything they do, and the professional staff members demonstrate the values daily though participatory coaching, mentoring and teaching. Over time, most cadets develop a lifestyle that is honorable and service-oriented. The values of the Corps continue to affect the entire Dahlonega campus, especially since many military traditions are practiced and observed daily by all students. A military presence has been on the Dahlonega campus since the first year the institution opened its doors in 1873. The UNG student code of conduct is heavily influenced by long-standing military values. Similarly, many policies found in the Student Handbook have military tones. Of all the Senior Military Colleges (SMC), UNG features the best relationships between civilian students and cadets that can be found anywhere in the SMC community. The Corps of Cadets continues to provide a values-based education in a no-nonsense collegiate environment that produces leaders of character for our state and our nation.

Student Technology Support
Student technology support represents a vital component of student learning. UNG focuses substantial resources to ensure that students have access to appropriate technology both inside and outside the classroom. This includes wireless internet access, virtual access to all software applications and documents, and PC support.

Wireless
Wireless Internet access is available in classrooms, labs, offices, and most common areas of all campuses. In the Residence Halls students must use their UNG Campus login to access Internet through the residential network (ResNet). ResNet uses a NAC program (SafeConnect) to verify a student’s PC is properly secure before accessing the network. This program ensures that each student has a working, up to date anti-virus and automatic updates turned on before granting Internet access.

Virtual Lab
Virtual Lab is a service provided to make computing facilities available to all students, faculty, and staff
any time of the day or night across all four campuses. This gives them the ability to access applications, personal files and documents, and network resources remotely from their home or any place that has an Internet connection.

**Software Center**
Students can access their campus-provided software through the UNG software portal. The Microsoft Student Licensing Agreement allows all current students to have access to a free copy of the latest Windows operating system and Office productivity suite. The software portal also grants students with access to download the latest anti-virus software provided by IT. Students can also have Microsoft Office and windows installed at Student Software desks located on the Gainesville and Oconee campuses.

**Student Service Desk**
IT provides students with on-site PC support at our IT Service Desk on the Dahlonega Campus. The Service Desk will diagnose and repair common issues like virus infections and software problems as well as install any student-purchased hardware or software. Student PC problems are generally triaged during walk-in and either repaired while the student waits, or for more intensive repairs, the student will be required to leave their laptop. When repairs are completed the student will be contacted for pickup. The Service Desk also provides support for student logins, including Banner, wireless Internet diagnostics, Email and UNG Campus Login problems. Lab support is under the purview of the Service Desk as well; we will maintain printers and ensure student labs are stocked with adequate supplies of paper and toner. Student Service Desks are also available on the Oconee, Gainesville (three locations), and Cumming campuses.

**Evidence**

[2] UNG SGA Constitution
[5] INTRO Learning Outcomes
[6] 2012 Welcome Week Final Flyer
[8] WOW 2012 Calendar
[9] AAMI UNG Proposal
[10] Hispanic Student Resources
[12] UNG At-Risk Behavior Response Plan
[14] UNG Disability Services Accomodations
[17] UNG SAP Codes
[18] Hall Climate Survey
[20] Naked Roommate Calendar
[21] Corps participation policy
[22] CORP of Cadets Blue Book
[23] PL1
The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. (Student records).

**Narrative**

University of North Georgia is compliant with this comprehensive standard. There has been an ongoing process to assess the overall impact of consolidation on the security, confidentiality, integrity, availability of student records, and the maintenance of special security measures to protect and back up data and ensure compliance in these areas. Catalogs, handbooks, policies, plans, procedures, and guidelines are being completely restructured (evidence provided for this standard may be noted as "draft" and will exclude sensitive information). For example, the newly ratified Appropriate Usage Policy[1] and the Information Security Program Policy[2] are being implemented at all four campuses. Although some of the technologies by which we protect student data have changed and the scope of protection has grown to be consistent across all four campuses, the institution’s protection of the security has not been impacted. For instance, the Banner system is still located in the same area protected with the same technical, physical and administrative controls, the Registrar still uses FERPA privacy rules to protect student data and FERPA is unchanged, and since the Banner system’s location is unchanged, the backup of student records continues uninterrupted.

**Student Academic Records**

The definition of student academic records and the policies and procedures governing their confidentiality, access, release, and security are set forth by the Family Educational Rights and Privacy Act of 1974, as amended. Student academic records are those records which are directly related to a student and are maintained by UNG or a party acting for the UNG. The definition of student academic records and the policies and procedures governing the release of these records are published on the UNG public website[3] in the FERPA Annual Notification GSC[4] and FERPA Annual Notification NGCSU[5] statements. As the UNG website continues to be developed, a UNG FERPA Annual Notification will be added. Notification of students’ rights regarding the privacy and release of their student academic records is also made available in the UNG Undergraduate Catalog[6] and in the UNG Student Handbook[7]. The Registrar is the designated steward for students’ education records.

Students and others in the community are informed of policies and procedures governing student records through a variety of methods. At freshmen orientation, parents of new students are introduced verbally to their student’s FERPA rights concerning student academic records. Additional information regarding the privacy of student academic records is available to parents via the UNG website [3](GSC [8] and NGCSU[9]). UNG recognizes the confidential nature of the student information that is collected and maintained. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, students are notified annually of the types of records that are maintained and custodians for each type of record. Information concerning the types of records as well as policies concerning access, disclosure, and correction of records has been provided in the UNG 2013-2014 Student Handbook[6]; FERPA guidelines are available on the Registrar’s UNG[3] web page (GSC[10] and NGCSU[11] FERPA Rights). Section 10. 6 of the UNG Faculty Handbook[12] also states the University’s commitment to privacy of student records. The Registrar consults with the University System of Georgia Legal Affairs, the Family Policy Compliance Office with the U.S. Department of Education, the American Association of Collegiate Registrars and Admission Officers (AACRAO), and the Council on Law in Higher Education (CLHE) to ensure compliance with FERPA law and when translation or interpretation of the law is needed to clarify ambiguous FERPA issues.

**Policies and Procedures**

Access to both printed and electronic student academic records is restricted to those permitted by UNG policy to gain access and is granted only for the purposes of employment on a need-to-know basis. Each UNG student is assigned a unique identification number that requires a password to access individual records. Staff and student workers have their own IDs and passwords so that alterations to records can be tracked and monitored to ensure the integrity of the information contained in each student record. In addition to providing guidelines for choosing and maintaining secure passwords, Appropriate Usage Policy states in part that:

> Appropriate use should always be legal, ethical, reflect academic honesty, reflect community
standards, and show restraint in the consumption of shared resources demonstrating respect for intellectual property; ownership of data; system security mechanisms; and individuals’ rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance…. Computer accounts, passwords, and other types of authorization are assigned to individual Users and must not be shared with others.

Examples of policies and procedures used by UNG include the User Account Policy[13] (currently under revision), User Account Management Policy[14] (currently being ratified), and the BOR Policy Manual – Section 10.4 Records Retention and BOR Records Retention Schedule[15]. Beginning with Section 2.0 of the Appropriate Usage Policy[16], UNG stipulates that access to information requires specific authorization from the unit responsible for the information. The University has enacted policies for the purpose of restricting access to student academic records where appropriate. Access to the database containing student records is controlled by user ID and password.

**Best Practices**

The policies regarding student records in accordance with federal regulations and how they follow educational best practices are located within: UNG Catalog[6], UNG Counseling Consent Forms[17], UNG Disability Services Confidentiality Agreement[18], Student Privacy (FERPA) UNG[3] website (GSC[4] and NGCSU[5]), UNG Student Handbook[7] and the Disclosure and Authorization Forms (GSC[19] and NGCSU[20]). Faculty and staff, as well as student workers whose job duties involve viewing and/or maintaining student academic records, are required to complete the online FERPA tutorial located on the Registrar’s UNG web page[3] (GSC[21] and NGCSU[22] tutorials) before gaining access to the Banner Student Information System. New faculty and staff complete the FERPA tutorial as part of their new employee orientation through the Department of Human Resources. Upon completion of the tutorial, the employee submits an electronic confidentiality agreement, whereupon an electronic copy is forwarded to Human Resources and to the Registrar’s Office for permanent storage. The Department of Human Resources stores a printed copy in the employee’s personnel file, and the Registrar maintains an electronic spreadsheet of employees and their tutorial completion date. University employees who are rehired after a minimum one-year absence from the employ at the University must retake the online FERPA tutorial.

Student workers are not granted access to the Banner Student Information System. However, student workers whose duties require them to view and/or handle student academic records must complete the online FERPA tutorial upon their hire date, or they must attend a FERPA awareness training session presented by the Registrar’s Office. Each immediate supervisor maintains the student workers’ signed confidentiality agreement. The Registrar receives an electronic copy of the electronic confidentiality agreement and stores it permanently.

The Primary Designated School Official (Coordinator of International Admissions) in the Office of Admissions maintains confidential immigration files on each F-1 status international student, per federal immigration regulations, Title 8 of Code of Federal Regulations (8 CFR) § 8 CFR Part 214 -- Nonimmigrant Classes\(\text{§}\) Sec. 214.2(f) . These physical documents remain in a locked cabinet in a secure area of the Admissions Office and are accessible only to the Designated School Officials (Director of Admissions, Registrar, and Coordinator of International Services) when reporting to the Department of Homeland Security each semester. Access to students’ online immigration records in the Student and Exchange Visitor Information System (SEVIS) is restricted by Department of Homeland Security to only the approved Designated School Officials (Title 8 of Code of Federal Regulations (8 CFR) § 8 CFR Part 214 -- Nonimmigrant Classes\(\text{§}\) Sec. 214.2(f)).

**Securing Student Academic Records**

Student academic records consist of printed and/or electronic records. Both printed permanent record cards for pre-electronic students and eight years of printed student academic records for students who have a combination of printed and electronic records are maintained and stored within secured vaults located within the Registrar’s Offices. The Registrar’s Office, student workers and Financial Aid Office have key-card access to these vaults. Staff in Undergraduate Admissions, Graduate Studies, Core of Cadets, Financial Aid, Academic Affairs and Student Affairs may access the Registrar’s vault on a need-to-know basis. Student academic information are imaged through a module within the student
information system and are stored permanently as an electronic record. Most University employees have access to some form of the electronic student record, mainly through access to the student’s TRANGUID in Banner Web or access to students’ contact information: all faculty, the Physical Fitness Center or PE facilities, the President’s Office, University Affairs, Campus Police, Financial Aid, Admissions, Student Life, Counseling and Career Services, Dean of Students Office, Institutional Diversity, Institutional Effectiveness, Disability Services, Health Services, Housing Office, Card and Student ID office, Business Office, the Advising Centers, Game Room, Foundation and Student Scholarships, Library, Bookstores, and Parking Offices.

Each office within Student Affairs that maintains paper educational records maintains those records under lock and key. Individual offices construct guidelines that are appropriate for the type of record the office maintains. For example, Student Health Services and Student Counseling Services maintain student health records in accordance with HIPPA regulations and provide training to staff members regarding the confidentiality and security of records. These records are kept for three years in accordance with the law before being destroyed and are accessible only to the healthcare professional or administrative assistant. Student Health Services employees receive training on procedures relating to the privacy of student health records and sign a confidentiality statement. The UNG Student Health Services website[23] contain information on confidentiality[24] and privacy. The Student Counseling Services website[25] contains information about the importance of maintaining confidentiality. Staff members are engaged in discussions of maintaining records and information security. The form Informed Consent for Psychological and Counseling Services describes the management of confidentiality and paper records. The Office of Career Services requires all student assistants and staff working in the office sign an Acknowledgment of Understanding agreeing to maintain the confidentiality and security of records as a condition of employment. The University also requires its student workers to sign an acknowledgement of understanding.

In addition to the records maintained and stored by the Registrar and Information Technology, Career Services, Student Counseling, Residence Life, and other offices of Student Affairs also maintain student-oriented records. The Disability Services Offices secures student academic records in locked cabinets with limited key access. Electronic student records are maintained solely by disability services staff members. Faculty does not have access to student disability files. However, UNG officials who have been determined by Disability Services to have a legitimate educational need-to-know may be granted access to relevant records. Disability-related documents created by Disability Services will not be released to an outside third party without the written consent of the student. Disability-related documents obtained from a third party (i.e. medical records, diagnostic reports) will be released only to the student with the appropriate written authorization. Any information regarding a disability obtained from the student or other sources shall be considered confidential and will not be disclosed without prior written permission. Neither disability nor the use of accommodations is noted on students' academic transcripts. Disability Services stores printed copies of student academic records for seven years past the semester of last enrollment.

The Personal Counseling and Wellness Centers and Career Centers operate jointly and store all student records in locked file cabinets inside offices or closets that remain locked when unoccupied. In the Career Centers, electronic student records are maintained by the offices of Career Services in accordance with the Appropriate Usage Policy. The Counseling and Wellness Centers at Gainesville and Oconee have begun maintaining student records on a computerized client records system, Titanium Schedule, which stores the records on a dedicated MS SQL Server that is accessible to only Counseling and Wellness Center administrators and to the Division of Information Technology for server maintenance. The student records are securely stored and backed up according to Gainesville’s policy. Supplementary records for students (e.g., test results, letters, and e-mails) are scanned and entered directly into the Titanium system. Titanium Schedule has HIPAA compliant features such as required user names, passwords, internal security levels, login audit trails, and inactivity timeouts. The Personal Counseling and Wellness Centers abide by the ethical standards set by the American Psychological Association (APA). Printed records are maintained and stored for seven years after the last date of service delivery for adults or for ten years for minors. Electronic records are maintained and stored in accordance with the University System of Georgia Board of Regents document-retention schedule.
The Testing Centers are located in secure, locked offices. Records maintained by the Testing Centers include: COMPASS Placement and Exit tests, College Level Examination Program (CLEP), Dante’s Subject Standardized Test (DSST), the Residual ACT, the institutional TOEFL, and disability accommodation forms at the Oconee campus only. Disability accommodation forms are stored in a locked desk drawer to which only the Coordinator of Testing and Financial Aid/Testing Specialist have access. Electronic copies of these testing records are saved in electronic files that are password-protected and are subject to the Appropriate Usage Policy, and can only be accessed by the Office of Testing and Financial Aid. Printed copies of testing records are stored in a locked storage. Printed test records are maintained by the Testing Centers for ten years and then are shredded. Electronic test score records are stored indefinitely. To comply with FERPA, students who wish to have their scores submitted to another institution or third party must submit a signed form to the Testing Center.

Totally online and hybrid courses are supported by the institution’s course management platform, Desire 2 Learn, which is known as eLearning. UNG uses Kerberos authentication for eLearning access. Kerberos is a system that allows students to use the same UNG user name and password that is used to access their student records in order to access eLearning. All information is pulled from Banner, which requires that a student must first apply and be accepted before registering for an online course. eLearning is hosted on a secure (https) server by the University System of Georgia Information Technology Services. If changes are made to student enrollment, the change must be made verified through Banner first. Students may view their grades for an individual course within the course itself while logged into eLearning, but the use of their unique UNG user name and password to log in ensures that each student only has access to his or her individual record in the grade book feature.

**Physical Security**

UNG manages the physical security of record storage through the use of a number of security plans that are reviewed annually by the University System of Georgia, which are: Securing the Physical Infrastructure Plan [26] and the System Security Plan [27]. The purpose of the Securing the Physical Infrastructure Plan is to supplement the System Security Plan with documents that focus on the physical security needs of the IT infrastructure. These needs are the physical locking and safeguarding of the data closets and computer centers/server rooms. Also addressed are the identification and protection of the power systems that services the University after an event has taken place, and the network infrastructure that supports the communications across campus locations. The System Security Plan is the cornerstone document that supports all Gainesville’s Information Technology security-based plans, policies, procedures, standards, and configuration guides. Whereas in Dahlonega, the NGCSU Security Plan [28] serves as the de facto document governing security measures and controls (this is to be consolidated into one document). These are audited following the Audit and Vulnerability Scan Policy. The Audit and Vulnerability Scan Policy establishes Information Technology’s responsibility to conduct audits and vulnerability scans and the authority to conduct such activity, while understanding that such scans may have potential costs.

Other departments have established policies for record retention and confidentiality that are consistent with the Board of Regents record retention policies. The policy Safeguarding Confidential Information covers all state and federal compliant data sets including, but not limited to, FERPA and GLBA. To aid in protecting the confidentiality of student academic records, UNG does not use Social Security Number as the primary identifying key in the Banner Database. A unique student identification number is assigned to all students. Students may also elect to restrict access of their directory information by submitting a written request to the Registrar’s Office. Physical student records are maintained in locked filing cabinets in designated student affairs offices. Access to files is restricted to authorized personnel. All student housing records and/or other information regarding residential students housed in the traditional residence halls are maintained in two areas: in the Banner system and in hard copy files kept in the Residence Life Office. Student information contained in the Banner system can be accessed only through user identification and password and the Residence Life Office uses only student ID number access these records. Hard copy records are maintained in filing cabinets in the Residence Life Office. These cabinets are kept behind two locked doors and are only accessed by professional Residence Life Staff.
The Office of Student Affairs maintains judicial records, commuter affidavits, requests for medical withdrawal, and other confidential documents in a secure room within the suite of the Vice President for Student Affairs. Office personnel, including student assistants, are trained on the confidentiality and security of student records. Proper handling and disposal of the records are the responsibility of the Administrative Assistant to the Vice President of Student Affairs.

**Records Retrieval**

The Securing the Logical Infrastructure Plan[29] is the flag-ship document designed to secure Gainesville/Oconee systems, networks, and ancillary services through the use of best practices and checklists. UNG has detailed policies that are directly related to security of electronic records and data, including student academic records: Appropriate Usage Policy is the university-wide policy intended to allow for the proper use of all UNG IT resources, effective protection of individual users, equitable access, and proper management; Incident Response Plan details the steps taken to respond to incidents and follow-up afterwards. These documents focus on security threats and risk assessments, breach and hacking prevention, and the processes of response; and, the Disaster Recovery Plan's primary focus is to provide a programmed response to a disaster that destroys or severely cripples the University's central computing and networking systems operated by the Division of Information Technology.

The secondary focus is to describe a number of measures taken to mitigate or minimize the effects of a potential disaster; The Business Continuity Plan (BCP) establishes procedures to recover the IT infrastructure following a disruption. The following objectives that have been established for this plan are: maximize the effectiveness of continuity operations through an established plan that consists of the following phases; 1) Notification/Activation Phase to detect and assess damage and to activate the plan; 2) Recovery Phase to restore temporary IT operations and recover damage done to the original system based on Information Technology’s Disaster Recovery Plan; and 3) Reconstitution Phase to restore IT system processing capabilities to normal operations. The Incident Response, Disaster Recovery, and Business Continuity Plan documents are considered sensitive and are not available to the public; however, the documents may be obtained for review with permission from the Chief Information Officer. The procedures outlined in the Business Continuity Plan are reviewed annually and are referenced within the University's Emergency Operations Plan.

UNG has several policies related to the security of electronic student records. The Appropriate Usage Policy ensures that personal and confidential information is protected and that only certain authorized employees have access to student data. The Incident Response Plan and Disaster Recovery Plan outline steps to be followed in an external attack on the University's computer system. The Business Continuity Plan provides a contingency plan in the event of a major disruption to the computing system. For example, data are “automatically” backed up each night. In Gainesville, critical electronic student records are backed up every evening. This data is kept in two formats: an electronic format known as “disk-to-disk” and a tape format known as “disk to tape”. Furthermore, all electronic student files, including all students financial aid information, are backed up every week and stored in a remote location’s safe-deposit-box away from the University or may be stored within IT’s fire-rated safe. In Dahlonega, student academic data is stored on the Banner Database Server, which is backed up onto tape daily, with thirty daily tapes and one monthly tape. The manual for backup and recovery of data is stored in a fireproof safe in the server room. The University has specified procedures to ensure physical security of the server room and remote tape storage sites. Other student data is also stored on the Banner Database Server, which is backed up onto tape daily, with thirty daily tapes and one monthly tape. The manual for backup and recovery of data is stored in a fireproof safe in the server room. The University has specified procedures to ensure physical security of the server room and remote tape storage sites.

All Banner electronic files are backed up weekly and are either stored in a safe-deposit-box in a remote location or within the Division of Information Technology’s fire-rated safe. The Incident Response and Disaster Recovery Plans outline steps to be followed in an external attack on the University's computer system. The Information Technology’s Business Continuity Plan provides a contingency plan in the event of a major disruption to the computing system. Physical records are managed in accordance
with the University System of Georgia Records Management, and records retention guidelines are in compliance with federal and state law, including the Georgia Records Act [34] and The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

**Challenges and Expectations**
Throughout this narrative the duality of the documentation and web-site representation is unavoidable this early in the consolidation process. The consolidation of North Georgia College & State University and Gainesville State College into the University of North Georgia has posed challenges in providing current, ratified, and unified governance instruments, plans, guidelines, and informational communiqués. Examples of this challenge are the catalogs and handbooks once used now needing to be completely restructured to include information for multiple campuses and all levels of students.

**Evidence**

1. [UNG Appropriate Usage Policy](#)
2. [UNG SecurityPolicy](#)
3. [FERPA UNG](#)
4. [FERPA Annual Notice GSC](#)
5. [FERPA Annual_Notice NGCSU](#)
6. [2013-14_UndergradCatalogTOC_Linked_June6](#)
8. [FERPA for parents GSC](#)
9. [FERPA for parents NGCSU](#)
10. [FERPA Rights GSC](#)
11. [FERPA Rights NGCSU](#)
12. [Faculty Handbook_July13-updatedTOC](#)
13. [UNG AccountPasswordPolicy](#)
14. [UNG AccountMgmtPolicy](#)
15. [USG Records Management and Archives webpage](#)
16. [UNG Appropriate Usage Policy](#)
17. [UNG Counseling Content Forms Menu](#)
18. [UNG Disability Services Confidentiality and Records Security Agreement](#)
19. [FERPA Request to Prevent Disclosure GSC](#)
20. [FERPA NGCSU Open Disclosure Form](#)
21. [FERPA Tutorial GSC](#)
22. [FERPA_Tutorial NGCSU](#)
23. [UNG Student Health Services website](#)
24. [NGCSU Student Health Services Confidentiality](#)
25. [UNG Student Counseling website](#)
26. [SecuringPhysicalPlan_SACS](#)
27. [System Security Plan_SACS](#)
28. [NGCSU_SecurityPlan_SACS](#)
29. [SecuringLogicalPlan_SACS](#)
The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") (Student complaints)

**Narrative**

The University of North Georgia (UNG) is compliant with this federal requirement. The university has formal procedures for resolving student complaint and code of conduct violations. The processes for resolving a student grievance are published on the Dean of Students website [1] and will be made available in the online Student Handbook. The Code of Conduct procedures are published in the Student Code of Conduct section of the Student Handbook[2]. Collectively, these procedures not only outline the possible methods of resolving a general student complaint, but also refer students to institutional policies that govern student complaints not considered to be general in nature. This includes grade complaints, academic integrity violations, discipline complaints and appeals, discrimination and harassment, and sexual misconduct complaints. The Student Handbook also includes a section that addresses the UNG appeals process[3]. The Student Handbook is updated, published and distributed annually. In addition to the information in the Student Handbook, the Distance Education and Technology Integration department (DETI) maintains a Consumer Information webpage[4] with information for students and other individuals explaining how to file a complaint.

**Distribution of the student handbook**

- Cadets – Handbooks are distributed by the Commandant's Office to each cadet.
- Resident Students – Handbooks are delivered to each residence hall and are distributed by the Resident Assistants.
- Commuters – Several methods are used to distribute Handbooks to commuting students on all campuses:
  - Handbooks are available for pickup by commuters in the Student Center and/or Student Affairs Administrative Offices on each campus throughout the school year.
  - The Commuter Council assists with distribution by having Handbooks available at the Info Booth they sponsor on the first few days of fall semester, and by distributing Handbooks at their Fall Commuter Picnic.
- Off-campus Students – Handbooks are provided for distribution at the off-campus sites.
- Student Handbook is published in pdf format and is available for viewing on the institutional web site by the end of August. Students can access the handbook at their convenience.

UNG relies on a decentralized process for handling student complaints. Based on the nature of the grievance or complaint, Academic Administration or Student Affairs works with the student to follow the prescribed process. Each Dean keeps a record of grade complaints for his or her college. Academic complaints that are appealed ultimately reside with the Associate Provost for Academic Administration. The Associate Provost for Academic Administration also keeps all records from the Student Grade Appeal Committee. Other types of student complaints, including academic and non-academic Code of Conduct violations, are handled by the Dean of Students on the student's home campus. For students on the Cumming campus, these types of complaints are handled by the Dean of Students on the Dahlonega campus. Cadet students utilize the cadet chain of command or communicate directly with the Office of the Commandant to resolve complaints.

**Evidence**

[1] UNG Student grievance policy_website
[4] DETI_Consumer Information
II.H Financial and Physical Resources

CR 2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. (Financial Resources)

Narrative

University of North Georgia is compliant with this core requirement.

Both Gainesville State College (GSC) and North Georgia College & State University (NGCSU) maintained comprehensive networks of internal controls to ensure compliance with federal, state, and local requirements. Also, procedures are in place at the consolidated University of North Georgia (UNG) to assess risk, deter non-compliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the University System of Georgia Board of Regents and the University System of Georgia Internal Audit function, as well as internal auditors and fiscal officers and staff.

The Board of Regents’ comprehensive policy manual includes finance and business policies[1] covering topics such as budget, tuition and fees, fund management, and insurance. This policy manual is supplemented by a detailed Business Procedures Manual[2] enumerating detailed processes to implement the board’s fiscal policies.

Financial Resources

The consolidation has had no substantive impact on the total financial resources available to support the consolidated University of North Georgia. The Chancellor has indicated that administrative savings that should result from institutional consolidation will be available to reallocate within the institution to meet pressing needs and to expand educational programs in response to state needs.

University of North Georgia is the result of consolidating two institutions that individually had demonstrated adaptability and responsiveness in light of severe declines in State support. As a result of the decrease in Georgia revenues, state appropriations to both institutions have decreased 10.1% ($5.1 million) from a peak of $50,233,400 in FY2009 to $45,152,086 in the FY2014 original budget. Significant tuition increases authorized by the Board of Regents (BOR) and an institutional fee helped partially offset the loss in state appropriation. Although consolidation became effective January 8, 2013, the Board-approved FY2013 balanced budgets for each institution remained in effect until June 30, 2013. Beginning July 1, 2013 there is a single Board-approved balanced budget for the consolidated University of North Georgia. Recent annual financial reports for both institutions confirm the new university’s financial stability.

Full audits for both institutions are performed periodically by the State auditor. NGCSU’s last full audit was FY2010; GSC’s last full audit was FY2003. A "Full Disclosure Management Report" was conducted for both institutions for FY2012 and is being done for FY2013. There were no audit findings or significant deficiencies reported for NGCSU in FY2012 or the full audit in FY2010. The audit issues identified in FY2012 and the full audit in FY2003 for GSC were corrected immediately and do not present a risk to the consolidated University of North Georgia. The FY2012 audits for NGCSU[3] and GSC[4] are attached.
In addition to state appropriations, GSC and NGCSU have sought partners in their missions to provide quality education by seeking funds from other sources. The consolidated UNG currently relies on a diverse portfolio of financial resources, including auxiliary services, endowments and gifts, grants and contracts, capital funding, and student tuition and fees.

Auxiliary enterprises for UNG consists of bookstore operations, food services, student housing (Dahlonega campus), intercollegiate athletics, parking, transportation, copy services, and vending. All of these services are required to provide a full service to the university.

The University Advancement office seeks philanthropic support through fundraising events, annual or special solicitation mailings, and individual solicitations of major and planned gifts. NGCSU completed its first-ever capital campaign in 2012, successfully raising over $44 million in support for the institution.

**First-Year Budget**

The effective date of the consolidation in early January 2013 fell in the middle of Georgia’s fiscal year 2013, which ran from July 1, 2012 through June 30, 2013. Although many aspects of the consolidation went into effect at that time, GSC and NGCSU had to complete the FY 2013 budget years separately. Likewise, the Department of Education (DOE) would not stop its FY 2013 financial aid allocations mid-year. Consequently, the first half of the first year of consolidation was handled separately for GSC and NGCSU. There was budgetary adjustments made in both sets of expenditure accounts to accommodate the new administrative structure’s implementation in January 2013. Budget management is coordinated centrally under the UNG Senior Vice President for Business and Finance. Fiscal year 2014, which begins in the summer 2013, is the first year that the BOR and DOE have established annual budgets for the consolidated University of North Georgia. The UNG FY2014 budget [5] was approved by the Board of Regents at their April 2013 meeting[6].

Because the consolidation occurred when both institutions were midway through the 2013 fiscal year, a first-year budget has been computed from half of the FY2013 budget plus half of the FY2014 budget. The attached budget information[7] illustrates the combining of revenues, expenditures, and net cash flows approved for GSC and NGCSU for FY 2013 and for UNG for FY2014, as well as computed for calendar year 2013. As the table shows, the budgets are balanced as required by BOR policy.

The BOR has invested significant resources into ensuring the consolidated universities are successful. The FY 2014 budget assumes that the enrollment projections of 2% increase in headcount will be met. This anticipated growth in the student body will result in increased revenue from tuition and fees in FY 2014 and increased state appropriations for formula funding workload gains starting in FY2015. Should revenues not materialize as projected and unexpected state funding cuts occur mid-year, contingency plans will be pursued. Contingency resources include tuition reserve carry-forward balances, public service program reserve balances, and significant auxiliary enterprise reserves. Substantial assets reside with the institution's philanthropic foundations, and additional funds could be requested from them as needed. The consolidated revenue projections for the University of North Georgia represent conservative, attainable enrollment growth that will provide sufficient revenue to meet current and projected capacity. Continued trends in state and federal funding reductions could limit the growth capacity and service potential for the region.

The capital projects budget is submitted by the President after consultation with the chief facilities officer and is categorized as infrastructure and utility (MRR) repairs under $1 million, small capital projects over $1 million, major capital projects over $5 million, and public-private ventures. Projects recently approved by the Governor and the Legislature include a $1 million enhancement project for the wet lab at the Gainesville campus. In FY2013, the two institutions were awarded $850,804 in MRR funding (combined).

Both GSC and NGCSU have historically maintained balanced budgets in accordance with state mandates as demonstrated by their financial reports. The practice of maintaining a balanced budget, adequate cash reserves, and a positive net asset balance all indicate that the consolidated Univeristy
of North Georgia will be sound and that the institution has the financial resources to carry out its programs and services in accordance with strategic objectives.

As part of the University System of Georgia (USG), GSC and NGCSU employed similar budgeting and accounting systems and processes for complying with the state of Georgia’s accounting and procurement policies. Both GSC’s and NGCSU’s systems, as well as that of UNG, are hosted by the USG systems group. Both entities will continue to use the budget-checking functionality that precludes any expenditure being committed should sufficient budgeted funds not materialize.

Unrestricted net assets represent resources derived from student tuition and fees, state appropriations sales and services of educational departments, and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the university, and may be used to meet current expenses for those purposes, except for unexpended state appropriations (surplus). Unexpended state appropriations must be refunded to the Board of Regents of the University System of Georgia, University System Office, for remittance to the Office of the State Treasurer. Auxiliary enterprise funds receive no state appropriation and represent the re-sale operations of the university, including parking, housing, dining, the bookstore and other retail operations. The Athletic fee is also categorized in the auxiliary fund group.

Total unrestricted net assets for NGCSU were $11.6 million as of June 30, 2012, a figure which represents an increase of $2.6 million over the prior year. Gainesville State College had total unrestricted net assets of $12.3 million as of June 30, 2012, which is an increase of $1.7 million over the prior year. The FY2012 "Statement of Unrestricted Net Position, Exclusive of Plant" is attached for NGCSU[8] and GSC[9].

The Georgia State Financing and Investment Commission oversees the proper application of proceeds from general obligation debt and the issuance of all public debt by the State. The Dahlonega Campus recently completed a $20 million state-funded renovation program. This program supported renovations to the Student Success Center, historic Young Hall, historic Barnes Hall, and the Hoag Student Center. A total of 98,500 square feet of space was renovated and the campus implemented its first central cooling plant system through this effort.

The Gainesville Campus completed the State General Obligation Bond funded Martha T. Nesbitt academic building in August 2011. This significant new structure includes 135,000 square feet of teaching, lab, and office space. It was constructed with a $35 million budget.

NGCSU, through its related party organizations (NGCSU Real Estate Foundation and NGCSU Foundation), has ten bond-related debts from three separate public-private ventures (PPV). The first PPV project was issued in February 2007 for $46,485,000 to cover several projects and three distinct lease obligations. The PPV bond issue was used to refinance a 314-bed university student housing facility, construct a 586-space parking deck and a 58,000 square foot recreation center, acquire 100 acres of undeveloped land and build a road on it, and acquire a 31,000 square foot office building. NGCSU leases these facilities from the NGCSU Foundation. The lease payments are generated by the rental for room occupancy for the student housing, access and use fees for the parking deck and recreation center, and a mixture of 3rd party rental income and E&G funds for the office building. The debt will retire in 2037. In FY2012, the debt ratio on this PPV was 1.04 which exceeds the 1.00 debt ratio target set by the Board of Regents Facilities Office. This PPV also carries a couple of reserve balances. As of June 30, 2012, the reserves include a debt service reserve amount of $3,920,630 and a maintenance reserve of $427,407.

The second PPV project was issued in August 2009 for $80,660,000 to construct a 1000-space parking deck, two student housing facilities (352 bed and 596 bed), and a 1086-seat dining facility. There are four separate lease obligations. NGCSU leases these facilities from the NGCSU Real Estate Foundation. The lease payments are generated by the rental for room occupancy for student housing, access fees for the parking deck and meal plans for the dining hall. The debt will retire in 2040. The
The third PPV project was issued in November 2010 for $30,430,000 to construct a 264-bed student housing facility, renovate a 166 bed student housing facility, and construct a 47,000 square foot mixed use facility to accommodate student health services, campus bookstore, office space, and 3rd party retailers. There are three separate lease obligations related to this PPV. NGCSU leases these facilities from the NGCSU Real Estate Foundation. The lease payments are generated by the rental for room occupancy for student housing, rental of retail space to 3rd parties, mandatory student health fees, Auxiliary Services operation profits, and E&G funds for office space use. The debt will retire in 2040. The FY12 debt ratio on this PPV was 1.05 which exceeds the 1.00 debt ratio target set by the Board of Regents Facilities Office. This PPV also carries a couple reserve balances. As of June 30, 2012 the reserves include a debt service reserve amount of $1,963,986, and a maintenance reserve of $23,252. The total PPV debt burden for NGCSU was 7.72% for FY12.

In November 2011, NGCSU Real Estate Foundation secured financing to construct a 38,000 square foot academic building in the City of Cumming for the use of NGCSU and GSC. The building is master-leased to NGCSU for 11 years, with the lease obligation expiring in 2023. The lease payments are generated by tuition revenue generated by each campus.

GSC has two bond-related debts from two separate PPVs. The first project is a Georgia Higher Education Facilities Authority (GHEFA) project issued in August of 2009 for $5,367,608 to construct a Parking Deck that would accommodate 382 more parking spaces on campus. Debt Service payments are paid on December 1st and June 1st of each year to the USG Real Estate Foundation I, LLC. This debt will expire on June 30, 2040.

The second bond PPV is the Athens Center, or the Oconee Campus in Watkinsville, GA. The Oconee Campus was purchased for $7,660,088 by the Gainesville State College Real Estate Holding LLC and leased to Gainesville State College beginning January 2009. Payments to the Foundation are made monthly and the debt will expire December 2027.

**Contractual and Support Services**

Resources for out-sourced services in FY2013 are shown in the attached table[10].

**Operational, Management, and Physical Resources**

Business and financial functions for UNG have been centralized under the Senior Vice President for Business and Finance, who reports directly to the President. The Senior Vice President is responsible for all of the institution’s fiscal and physical assets, and for the development and administration of the budget. The Senior Vice President oversees a leadership team of professionals with vast experience in managing and planning university finances, including associate vice presidents, comptroller and budget/financial planning director.

For ongoing financial planning and oversight, sound educational planning goals and objectives are set as part of the university’s continuous improvement efforts, and appropriate resources are allocated to accomplish these objectives. The university’s strategic plan will provide the basic framework for the overall planning process; however, most of the educational planning is done at the unit level. The institution’s education and general budget is based on a combination of state appropriation and projected tuition and fee revenue.

As discussed in Core Requirement 2.11.2, UNG has adequate physical resources to support the mission of the institution and the scope of its programs and services.

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[1] BOR_PolicyManual_Section7
The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)

**Narrative**

The University of North Georgia is in compliance with this core requirement.

The University of North Georgia (UNG) consists of all the physical resources that were already in place at North Georgia College & State University (NGCSU) and Gainesville State College (GSC). The effect of consolidation on the use and allocation of facilities is negligible. The previous GSC and NGCSU had adequate facilities to meet their prescribed missions as evidenced by existing master plans for NGCSU[1] and GSC[2].

In accordance with its mission[3] to provide "a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity," UNG serves students across four campus locations in Dahlonega, Gainesville, Oconee, and Cumming. Previous plans and priorities for new and renovated facilities are being assessed as UNG campus master planning gets underway. Capacity studies have been conducted at all four UNG campuses by the University System of Georgia and will be integrated into the master plan development for UNG.

The two former institutions comprising UNG have a history of adequate maintenance, and no facilities are known to have physical deficiencies that inhibit the delivery of services required to meet needs of students, faculty or staff. Consequently, the continuation of most existing programs and services and at all four campuses post-consolidation has required only minimal substantive changes in facilities other than centralized coordination and unified campus master plan development and implementation. Both Facilities departments (North – Dahlonega and Cumming[4]; South – Gainesville and Oconee[5]) complete Building Condition Reports that detail the condition of the buildings and what maintenance, upgrades, and renovations have been performed. Administrative oversight of UNG’s physical resources resides with the Associate Vice President for Facilities who reports to the Senior Vice President for Business and Finance.

The University of North Georgia will continue capital planning processes that include representation from Facilities, Academic Affairs, Business and Finance, Student Affairs, and University Advancement. All capital plans containing new construction or major renovations are reviewed and approved by the President’s Cabinet, which includes all UNG Vice Presidents. As UNG expands academic offerings, this integrated planning and review process is utilized to assure that adequate facilities are available to support these offerings, and that physical resources are effectively utilized.

**Description of Facilities**

The University of North Georgia has four campuses:
- Dahlonega Campus, 82 College Circle, Dahlonega GA
- Gainesville Campus, 3820 Mundy Mill Rd, Oakwood, GA 30566 (approximately 30 miles southeast of Dahlonega Campus)
- Oconee Campus, 1201 Bishop Farms Pkwy, Watkinsville, GA 30677 (approximately 40 miles southeast of Gainesville Campus)
- Cumming Campus, 300 Aquatic Circle, Cumming, Georgia 30040 (approximately 25 miles south of Dahlonega Campus)

**a) Dahlonega Campus**

The Dahlonega Campus has a total of 64 buildings within its 212-acre core campus. The University also holds an additional 600 acres of undeveloped property in the Dahlonega area. Of these, 35 buildings are historic (or at least 40 years of age) and 17 are eligible for the National Historic Register. Price Memorial Hall and the Vickery House currently have earned the Register status. The Dahlonega Campus completed a $20 million state-funded renovation program in December 2012, which accomplished renovations to the Student Success Center, historic Young Hall, historic Barnes Hall, and
the Hoag Student. A total of 98,500 SF of space was renovated and the campus implemented its first central cooling plant system through this effort. Serving 6,500 students, the Dahlonega Campus provides parking for 4,000 vehicles, including 553,801 SF in parking decks, and bed space for 2,230 resident students.

**Summary of Available Space on Dahlonega Campus**

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>97,766</td>
</tr>
<tr>
<td>Laboratories</td>
<td>44,800</td>
</tr>
<tr>
<td>Offices</td>
<td>124,592</td>
</tr>
<tr>
<td>Student Life</td>
<td>247,009</td>
</tr>
<tr>
<td>Resident Life</td>
<td>345,489</td>
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<tr>
<td>Shops and Maintenance</td>
<td>25,288</td>
</tr>
<tr>
<td>TotalAssignableSpace</td>
<td>884,944</td>
</tr>
</tbody>
</table>

**Academic Room Count on Dahlonega Campus**

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms &lt; 50 seats</td>
<td>114</td>
</tr>
<tr>
<td>Classrooms &gt; 50 seats</td>
<td>16</td>
</tr>
<tr>
<td>Specialized Classrooms</td>
<td>39</td>
</tr>
<tr>
<td>Laboratory Classrooms</td>
<td>7</td>
</tr>
<tr>
<td>Research Laboratory</td>
<td>22</td>
</tr>
</tbody>
</table>

The following facilities serve as the major academic, student life and residential facilities for the Dahlonega campus:

**Academic**
- Young Hall
- Dunlap Hall
- Newton-Oakes Center
- West Main Hall
- Library and Technology Center
- Nix Fine Arts Center
- Choice Ave. Arts Complex

**Laboratory**
- Health and Natural Sciences Building
- Rogers Hall
- Field Biology Building
- Observatory

**Administrative**
- Price Memorial Hall
- Barnes Hall
- Alumni Center
- Downtown Office Building
- Physical Plant Office
- Public Safety Office

**Administrative – Military**
Military Leadership Center
Georgia Army National Guard

Student Life
- Dining Hall
- Memorial Hall (gymnasium)
- Recreation Center
- Hoag Student Center
- Stewart Student Success Center
- Chestatee Building

Residential Life
- Gaillard Hall
- Lewis Hall
- Lewis Annex
- Donovan Hall
- Liberty Hall
- Patriot Hall
- North Georgia Suites
- Owen Hall
- Walker Drive
- Barlow Apartments

Community / University Facilities
- Continuing Education Center
- Vickery House
- Woodward Infirmary
- Community Clinic (housed in Health and Natural Sciences Building)

In addition to these primary campus buildings, the University owns three buildings at Pine Valley, its off-campus recreational area.

b) Gainesville Campus
The Gainesville campus has a total of 17 buildings and 2,456 parking spaces on 147 acres, with an additional 84 acres of joining property, serving 6,500 students. The Gainesville Campus completed the State General Obligation Bond funded Martha T. Nesbitt academic building in August 2011. This significant new structure includes 135,000 SF of teaching, lab, and office space. It was constructed with a $37 million budget.

Summary of Space on Gainesville Campus

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>102,891</td>
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<tr>
<td>Laboratories</td>
<td>16,714</td>
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<td>Offices</td>
<td>54,583</td>
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<tr>
<td>Student Life</td>
<td>20,996</td>
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<tr>
<td>Resident Life</td>
<td>0</td>
</tr>
<tr>
<td>Shops and Maintenance</td>
<td>13,086</td>
</tr>
<tr>
<td>Total Assignable Space</td>
<td>208,270</td>
</tr>
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</table>

Academic Room Count on Gainesville Campus

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Number</th>
</tr>
</thead>
</table>

The following facilities serve as the major academic, student life and administrative facilities for the Gainesville campus. In addition to the facilities summarized below, the Board of Regents of the University System of Georgia has approved projects to create an additional 7,500 SF of laboratory space on the Gainesville Campus.

**Academic**
- Dunlap Mathis Building
- Lloyd Strickland Building
- Foster Watkins Building
- Hugh Mills, Building
- Martha T Nesbitt Academic Building
- Theater/ CE Building
- Music Building

**Laboratory**
- Science, Engineering & Technology Building

**Student Life & Support**
- Student Center Building
- John Harrison Hosch Library
- Hugh Mills Fitness Center

**Administration**
- Administration Building
- Testing Center/Offices
- Plant Operations & Facilities Buildings
- Public Safety Building

### c) Oconee Campus
The Oconee campus has a total of 5 buildings on 14 acres with 480 parking spaces serving 2400 students.

<table>
<thead>
<tr>
<th><strong>Summary of Space on Oconee Campus</strong></th>
<th><strong>Type of Space</strong></th>
<th><strong>Total ASF</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>16,466</td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td>546</td>
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<tr>
<td>Offices</td>
<td>12,469</td>
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<tr>
<td>Student Life</td>
<td>1,275</td>
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<tr>
<td>Resident Life</td>
<td>0</td>
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<tr>
<td>Shops and Maintenance</td>
<td>1,470</td>
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<tr>
<td><strong>Total Assignable Space</strong></td>
<td><strong>32,206</strong></td>
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<table>
<thead>
<tr>
<th><strong>Academic Room Count on Oconee Campus</strong></th>
<th><strong>Type of Room</strong></th>
<th><strong>Number</strong></th>
</tr>
</thead>
</table>
The following are the academic, student life and administrative facilities on the Oconee campus.

**Academic & Laboratory**
- Classroom Building
- Student Resource Center

**Administrative**
- Administrative Building
- Faculty Center/Wellness/Activities
- Plant Operations

**d) Cumming Campus**
The University owns 20 acres in the city of Cumming, and has recently built a single multipurpose building to begin offering classes in the area. Cumming Campus began operation in August 2012, with enrollment for approximately 400 students. It houses classrooms, offices, laboratories, and student support spaces.

**Summary of Available Space at Cumming Campus**

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>11,898</td>
</tr>
<tr>
<td>Laboratories</td>
<td>4,472</td>
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<tr>
<td>Offices</td>
<td>3,706</td>
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<tr>
<td>Student Life</td>
<td>4,352</td>
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<tr>
<td>Resident Life</td>
<td>0</td>
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<tr>
<td>Shops and Maintenance</td>
<td>928</td>
</tr>
<tr>
<td>Total Assignable Space</td>
<td>25,356</td>
</tr>
</tbody>
</table>

**Academic Room Count at Cumming Campus**

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms &lt; 50 seats</td>
<td>9</td>
</tr>
<tr>
<td>Classrooms &gt; 50 seats</td>
<td>2</td>
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<tr>
<td>Specialized Classrooms</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Classrooms</td>
<td>4</td>
</tr>
</tbody>
</table>

**Information Technology**

As a multi-campus institution, UNG uses a variety of technologies at each site and between sites to provide reliable and secure access to academic resources. Internally, each location uses a redundant fiber optic network infrastructure. Externally, the large Dahlonega and Gainesville Campuses have redundant Internet connections to ensure connectivity should circuit failure occur. All instructional buildings provide wireless network access. Many outside areas frequented by students also have wireless coverage.
Network infrastructure is supported with uninterruptible power supplies to provide an additional level of reliability. Primary datacenters are also equipped with generators to provide power in the event of an extended power outage. Additional service resiliency and disaster recovery options will be implemented between locations by mirroring storage and/or entire servers between locations. Data centers and network/telephone closets are secured with a combination of key control and electronic swipe card locks.

Conversion to VoIP for telephone services is well underway with conversion complete at Gainesville, Oconee, and Cumming Campuses. Dahlonega is in the process of converting from Centrex to VoIP. Currently, there are 857 VoIP lines and 968 Centrex lines across all locations.

Video conference capabilities are key to enabling seamless communication for meetings in a multi-campus environment. Video conference-enabled conference rooms follow broken down by campus:

- **Dahlonega Campus**
  - LibTech 162, LibTech 163, Price 218, Price mobile unit, Military Leadership Center 113, Military Leadership Center Mobile Unit, Hansford IT Conference Room, Hoag Student Center Mobile Unit, Stewart Conference Room, Downtown Office Building Conference Room
- **Gainesville Campus**
  - Administration 112, Administration 122, ContEd 108, ContEd 121, Dunlap/Mathis 137, Library 134, GC Mobile Cart #1, Nesbitt 2214, Nesbitt 5105, Oakwood Building Conference Room, Science 142, Strickland 183, Student Center 343, Watkins 191
- **Oconee Campus**
  - Conference Room 522, Conference Room 564, OC Mobile #1, OC Mobile #2
- **Cumming Campus**
  - Conference Room 262

Most degree programs use some level of technology; therefore, a wide variety of resources are dedicated to student, faculty, and staff usage. Overall, programs utilize 315 technology-enhanced classrooms featuring instructor workstations and integrated audiovisual systems with digital projectors. Of the 315 classrooms, 22 have lecture capture capabilities, and 8 are equipped for distance learning, which can also double as video conferencing sites. Among the multiple locations, students can access general purpose and program-specific computer labs, containing 1,853 workstations.

At the Dahlonega Campus, there are 20 open labs with 340 computers, 50 of which are in residence halls, and 24 special purpose/classroom labs with 305 computers. On the Gainesville Campus there are a total of 48 student-use computer labs with 1,202 workstations available. Out of these 48 labs, 11 are open to general use. There are 3 main, general-purpose open labs. The Oconee Campus has a total of 169 computer lab workstations in 11 labs, with 2 open to general use and remainder utilized for instruction.

The University of North Georgia Libraries maintains a laptop borrowing program at each campus library, which provides the opportunity for students, faculty and staff to check out a laptop, MacBook or iPad for 1 week. Borrowers sign an agreement that transfers responsibility for the equipment to them. The agreement defines the costs if a device is lost or stolen, and the late fee if the device is not returned by the prescribed date. In Dahlonega, the program has been in place for more than 5 years and their fleet consists of 65 laptops, 20 Macbooks and 50 iPads. Twenty laptops are available for checkout at Cumming Campus. Laptops and iPads are also available for checkout at the Gainesville and Oconee campus. Support for these devices is provided by the IT Division. Below are the circulation statistics for the Dahlonega campus technology borrowing program. All other campus are new to the program and do not yet have statistics to report.

**UNG Dahlonega Library Technology Center Technology Borrowing**
Additionally, the Distance Education and Technology Integration Office in Dahlonega has an iPad lab available for checkout to faculty to pilot mobile device learning and facilitate integration of mobile devices in the classrooms.

Virtual Lab is a service to make computing facilities available to all students, faculty, and staff any time of the day or night. This gives them the ability to access applications and network resources remotely from their home or any place that has an Internet connection. These virtual computers operate the same as physical computer labs on campus and include the same resources as on campus. There are 150 concurrent licenses available being shared between Dahlonega, Gainesville, Oconee, and Cumming. This infrastructure can be easily expanded to meet the future needs of the University of North Georgia.

Looking towards the future, the technology infrastructure at the various campuses is well positioned for growth. Both Dahlonega and Gainesville have multiple Internet connections allowing for redundancy and future growth of bandwidth. Efficiencies are being realized because both NGCSU and GSC had already standardized on common network and computer hardware. Compatible video conference and distance learning equipment were in place at the time of consolidation as a result of previous collaborative efforts. Both the former GSC and NGCSU had similar standards for classroom technology, so all locations are well prepared for faculty “floating” between campuses and the rollout of degree programs at new locations. From a technology perspective, the University of North Georgia is ready to move forward with meeting the educational needs of current and future students.

Evidence

[1] NGCSU_MasterPlan20091012
[2] GSC_MasterPlan20100112
[3] UNG Website Mission (2)
The institutions recent financial history demonstrates financial stability. (Financial stability)

**Narrative**

University of North Georgia is compliant with this comprehensive standard.

Gainesville State College (GSC) and North Georgia College & State University (NGCSU), the two institutions that were consolidated to form the University of North Georgia (UNG), have consistently maintained a sound and stable financial base. Both institutions were part of the University System of Georgia and were required by Section 7 of the Board of Regents Policy Manual[1] to operate within available resources and to maintain adequate operational balances to ensure financial stability. UNG is also part of the University System of Georgia, and falls under the same requirements.

Revenue sources include the State of Georgia, student tuition and fees, and federal, state, and local grants. FY2012 total revenues for GSC and NGCSU combined were $186,793,372, which included operating revenues of $81,965,856 consisting of tuition and fees, federal, state and local grants, and auxiliary enterprises. Total expenditures for the same period were $159,105,086 which included operating expenditures of $151,264,879 consisting of instruction, institutional support, public service, academic support, student services, operation and maintenance, scholarships, depreciation, and auxiliary enterprises.

The stability of the former GSC and NGCSU is well documented in their financial statements, which were audited by the Georgia Department of Audits and the University System of Georgia Board of Regents Auditing Office. The past 3 years of audit reports for both GSC and NGCSU are presented for review (GSC - FY 2012[2], GSC - FY2011[3], GSC - FY2010[4], NGCSU - FY 2012[5], NGCSU -FY2011[6], NGCSU - FY2010[7]). Because consolidation occurred in January 2013, which was in the middle of FY2013, data for the consolidated UNG are not yet available.

UNG, as well as the former GSC and NGCSU, follow the generally accepted principles of accounting as presented in *College and University Business Administration*[8], published by the National Association of College and University Business Officers (NACUBO). As part of the University System of Georgia, UNG is a component of the State of Georgia, operating under the guidelines of the Governmental Accounting Standards Board (GASB), and is required to submit annual financial information to the US Department of Education Office of Postsecondary Education and the Integrated Postsecondary Education Data System (IPEDS).

**Evidence**

[1] BoR_PolicyManual_7.1
[2] FY12_GSC_Audit
[3] FY11_GSC_Audit
[4] FY10_GSC_Audit
[5] FY12_NGCSU_Audit
[6] FY11_NGCSU_Audit
[7] FY10_NGCSU_Audit
[8] NACUBO_CUBA
The University of North Georgia is in compliance with this comprehensive standard.

As part of the University System of Georgia, University of North Georgia (UNG) maintains control of financial resources in compliance with Section 7 (Business and Finance) of the University System of Georgia Board of Regents Policy Manual and with their Business Procedures Manual.

Budgeting
The Senior Vice President for Business & Finance is responsible for sound budget and management practices. After budget requests have been reviewed by the members of the President’s Cabinet, the Senior VP for Business & Finance compiles the institutional budget based on available funds. The budget is then submitted for review and approval to the UNG President and then to the University System of Georgia Board of Regents.

Revenues
All income is receipted by UNG cashiers and is credited to the appropriate revenue accounts. Other mechanisms for protection include periodic unannounced review of cash handling procedures at various locations on campus and separation of duties when posting received amounts to the general ledger.

Expenditures
UNG procedures for expenditures conform to Section 6.1 of the USG Business Procedures Manual. All expenditures are controlled through a requisition/purchase order system, purchasing card program or check request process, which requires multiple approvals from appropriate supervisors, deans, directors and university administrators. All invoices are received by the Accounts Payable office and are paid after services are rendered, or after materials are received and documented via receiving report, and verified with approved purchase orders. As purchase orders are issued, the appropriate expenditure account is encumbered, invoices and verified, and documentation is attached. The invoice is posted to the appropriate expenditure account; therefore, current budget balances are available. Comptroller’s Office personnel monitor each disbursement made through a purchase order. A P-Card Coordinator reviews all expenditures made via the purchasing card program to ensure that the expenditure is appropriate and the expense will be posted to the correct account. Administrators and deans have primary responsibility for control of expenditures in their areas to ensure that expenditures do not exceed budget allocations. Appropriate personnel have access to track revenues, expenditures, encumbrances and budgets.

Audit
Records and activities of the institution are audited annually by the Georgia Department of Audits and Accounts. The past 3 years of audit reports for the former Gainesville State College (GSC) and North Georgia College & State University (NGCSU) are presented for review (GSC - FY 2012, GSC - FY2011, GSC - FY2010, NGCSU - FY 2012, NGCSU - FY2011, NGCSU - FY2010). Because consolidation occurred in January 2013, which was in the middle of FY2013, data for the consolidated UNG are not yet available. UNG has an Internal Auditor, whose responsibilities are delineated in Section 7.10 of the University System of Georgia Board of Regents Policy Manual.

Foundations
The University of North Georgia is supported by three charitable foundations: two foundations that are philanthropic in mission and one foundation that holds real estate assets for the institution.

The University of North Georgia Real Estate Foundation, Inc. serves as the institution’s facilitator and holder of public-private capital projects. The Foundation is responsible for providing the institution with reports of external audits of their income and disbursement. Foundation audits are attached to the institutions’ Annual Financial Report and submitted to the University System of Georgia. This foundation has an independent board.
The University of North Georgia Foundation – Dahlonega, Inc. and the University of North Georgia Foundation – Gainesville, Inc. are externally funded and each operate with an independent board. They are responsible to UNG and exist to support the institutional mission through obtaining and stewarding fundraised assets. The Foundations are responsible for providing the institution with reports of external audits of their income and disbursement. Foundation audits are attached to the institutions’ Annual Financial Report and submitted to the University System of Georgia. The two foundations have initiated a process of consolidation that is scheduled to be completed by July 1, 2014.

**Investments**
Investments include financial instruments with terms in excess of 13 months, certain other securities for the production of revenue, land, and other real estate held as investments by endowments. UNG accounts for its investments at fair value. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the Statement of Revenues, Expenses and Changes in Net Assets. The Board of Regents Legal Fund, the Board of Regents Balanced Income Fund, the Board of Regents Total Return Fund, the Board of Regents Diversified Fund, and the Georgia Extended Asset Pool are included under Investments.

**Cash Management**
UNG follows the procedures outlined in Georgia Board of Regents Business Procedures Manual. For cash management, the Bursar’s Office on each campus is the central location for cashiering of all institution funds. A computer-numbered receipt is generated for all transactions. Daily updates of receipt transactions are reconciled, and monthly bank reconciliations are performed. Internal controls are maintained for the receipt and disbursement of funds.

**Cash Control**
UNG exercises appropriate control over cash resources. All income is receipted by the institution’s cashiers and credited to the appropriate accounts. The administrative computing software has security procedures in place that only allow employees who are set up with a cashiering function to process receipts. Cashiers are required to close their cashiering sessions at the end of each business day. The BANNER Cashier report lists all transactions by date and amount for each cashier. This report provides the information necessary for performing reconciliations between the administrative computing software and the bank deposit. Upon reconciliation, the cashiers prepare the daily deposit for secure transport to the bank. The Comptroller’s Office reviews all daily payment registers and deposits on a daily basis in order to reconcile the institution’s cash balances to the banks.

**Student Organizations**
A number of UNG student organizations receive funding from Student Activity Fees. These funds are maintained by the university and are administered in accordance with Board of Regents and State guidelines. All expenditures from student activity fee accounts must be approved by a student affairs administrator on the campus involved. Any revenue generated by student organizations from programs or activities funded by Student Activity Fees must be deposited into the group’s university account. Groups receiving funding from Student Activity Fees are generally not allowed to maintain private bank accounts.

Student organizations that do not receive funding from Student Activity Fees and groups that receive some funding, but generate most of their budget independently, must request permission from the Office of Student Involvement on their campus to establish or maintain a private bank account. Groups would be required to establish their own Federal ID Number with the IRS. The University's Federal ID Number may not be used.

All fundraising activities for student organizations and clubs are coordinated through the Vice President for Student Affairs. All funds collected by an organization with a university account are receipted by the Bursar’s Office and credited to the appropriate revenue account.

**Evidence**
[1] BoR_PolicyManual_Section7.0_FinanceAndBusiness
[4] FY12_GSC_Audit
[5] FY11_GSC_Audit
[6] FY10_GSC_Audit
[7] FY12_NGCSU_Audit
[8] FY11_NGCSU_Audit
[9] FY10_NGCSU_Audit
The institution exercises appropriate control over all its physical resources. (Control of physical resources)

**Narrative**

University of North Georgia is compliant with this comprehensive standard.

The former Gainesville State College and North Georgia College & State University had established policies and procedures to ensure that they are exercising proper control over their physical resources. The consolidated University of North Georgia (UNG) continues with these practices in an effort to achieve its goals of sustainability, control, and efficient management of its physical resources.

In accordance with University System of Georgia (USG) Board of Regents Policy, equipment meeting a $5,000 threshold[1] is deemed depreciable and is input into the USG PeopleSoft Asset Management Module[2]. Depreciation is calculated for assets each month and the Capital Ledger is balanced to the Asset Management module each month and verified for accuracy. Equipment valued between $3,000 to $4,999 is considered Small Value Property (SVP) and is entered into the PeopleSoft Asset Management module, but is not depreciated. Both Small Value Property and items meeting the threshold are inventoried annually to ensure those assets are properly resourced and in place. These procedures are audited each year by the Department of Audit and Accounts to ensure that assets are balanced and verified, thresholds are being monitored properly, and physical inventories are accomplished as required.

The Facilities/Plant Operations departments complete a small tool inventory[3] on an annual basis and these tools, along with the larger equipment for grounds, when not in use, are locked in a storage facility encased by fencing. University police monitor the building and grounds to ensure that facilities and grounds are safe and secure.

Work orders are submitted to request maintenance for a campus building or grounds area. Administrators and supervisors from the Facilities/Plant Operations areas regularly walk around the buildings and campus to ensure that there are no hazards or maintenance issues that need to be addressed. Regular preventive maintenance is performed and records are maintained to record the work completed. A deferred maintenance plan is also maintained to ensure that these issues are addressed as funds are available to do so. Both Facilities departments (North – Dahlonega and Cumming[4]; South – Gainesville and Oconee[5]) complete Building Condition Reports that detail the condition of the buildings and what maintenance, upgrades, and renovations have been performed.

UNG employs a combination of hard-key and electronic access control strategies for securing campus physical resources. On the Dahlonega campus, all residential facilities have electronic card access devices on all exterior entry doors and all interior resident room doors. About 50% of academic buildings on the Dahlonega campus have electronic card access control on exterior entry doors only. The Gainesville, Oconee, and Cumming campuses have electronic card access control on 100% of all exterior entry doors. All newly constructed or renovated buildings throughout all four UNG campuses (since 2007) have had, and will have as funding allows, electronic card access installed on all exterior access door. All other doors, gates, and access points on the four campuses have a “patented” physical keying system tightly controlled by designated specialist locksmith technicians which inventory and control all issued keys with a computerized key management system. All UNG doors with electronic access control have a physical master key override issued only to, and strictly controlled by, the campus Public Safety department.

**Evidence**

[3] Small Tool Inventory
The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) (Title IV program responsibilities)

Narrative

The University of North Georgia is in compliance with this federal requirement.

The consolidation effective date of January, rather than July, 2013 was chosen primarily to avoid disruptive delays to federal financial aid to students. The July option would have likely led to federal financial aid not being available to students in August for fall 2013 registration. Such federal funding delays were less likely if the U.S. Department of Education and the consolidated University of North Georgia (UNG) had more time between January and August to process the paperwork required to shift accounts and allocate FY 2013-14 funds to UNG in a timely manner and ensure a smooth transition for students.

The Financial Aid office abides by by Federal Regulations Title 34: Education Part 668 – Student Assistance General Provisions Subpart L- Financial Responsibility and the Higher Education Act, Section 487. Proof of compliance includes the following:

State Audit

The state audit fulfills the Title IV requirement for Fiscal Management 34.CFR 668.23(a)(1) to (5). Federal Title IV financial aid for FY2012 were audited by the Georgia Department of Audits and Accounts for both North Georgia College & State University (NGCSU) and Gainesville State College (GSC). As reflected on the NGCSU audit and the GSC audit, neither institution had any matters to report under "Federal Award Findings and Questioned Costs."

Fiscal Operations Report and Application to Participate (FISAP)

The FISAP is required to be completed by Financial Aid offices each year to ensure compliance with Title IV Cash Management 34 CRF 668.162(b)-(e). The most recent FISAP for NGCSU and GSC are attached. Note that NGCSU participated in the Perkins program and must report their Perkins October balance by December 15 (see NGCSU FISAP page 5).

Program Participation Agreement

The Program Participation Agreement must be signed by the institution's president and an authorized representative of the Secretary of Education per 34 CFR 668.14. The Program Participation Agreement for GSC was approved on December 6, 2012. The Program Participation Agreement for NGCSU was approved on August 21, 2012. The University of North Georgia Electronic Application to Participate was submitted to the U.S. Department of Education in January 2013. The UNG Financial Aid Director has had regular meetings with the U.S. Department of Education throughout 2012 and 2013. The UNG application has been approved but has not been signed by the U.S. Department of Education. Due to the timing of the consolidation, the Program Participation Agreement for UNG will not be signed until August 5, 2013. Based on the U.S. Department of Education terminology, NGCSU is absorbing GSC. Because of this classification, GSC will not be able to award any additional Title IV funds to students once the UNG Program Participation Agreement is signed. The summer 2013 term, which ends July 30, is the last term as independent NGCSU and GSC financial aid offices. Attached is the copy of the approved UNG Program Participation Agreement signed by President Jacobs, but not yet signed by the U.S. Department of Education.

Consumer Information

The Higher Education Act directs the information that must be provided based on 34.CFR 668.41(b)(c). This information is provided on the UNG website.

Default Prevention & Management

The Higher Education Act for Title IV requires the University of North Georgia to develop a Default Prevention and Management plan if
the default rate is higher than 20% in any of the past three years. 34.CFR 668.182. As reflected in this default table[11], neither NGCSU nor GSC have been over 20% threshold and are not required to do a mandatory default plan.

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<th>Evidence</th>
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<td>[1] FY12_NGCSU_Audit</td>
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<td>[2] FY12_GSC_Audit</td>
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<td>[8] UNG_eapp_Jan2013</td>
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<td>[9] UNG_PPA_Summer2013</td>
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<tr>
<td>[10] Website_StudentConsumerInformation</td>
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