

Clayton State University Senate Minutes

Faculty Senate Meeting Minutes

Date: February 23, 2026

Time Called to Order: 11:17 AM

Location: UC 216

Presiding Officer: Dr. Michael Lindsay, Chair

Senator Attendance

Present:

Arts & Sciences: Antoinette Miller, Michael Lindsay (Chair), Erica Gannon, Eugene Ngezem, David Peña

Business: Stacey Reynolds (Vice-Chair), Anthony Hannah, Christie Burton

Health: Hae Ryong "Harry" Chung, Kendolyn Smith

STEM: Ken Nguyen, David Williams, Caroline Sheppard, Stephen Burnett

Library: Adam Kubik, Erin Nagel

Absent:

Business: Kate Cotter-Reilly

Health: Crystal Marchant, Kimberly Campbell

STEM: Vivian Padin-Irizarry

General Attendance

Teams: Tuni Acosta, Arianne Adams, Andrea Allen, Shuju Bai, Jennie Bergen, Stephen Burnett, Lindsay Chandler, Andre Clanton, Elicia Collins, Shirnelle Council, Mesa Davis, Deborah Deckner, Chris Edwards, Martha Fairley, Antoinette France-Harris, Michelle Furlong, Joie Hain, Nayab Hakim, Feechi Hall, Anthony Hannah, Jonathan Harris, Laura Herndon, Dwayne Hooks, Brian Hunt, Jeff Jacobs, Kimberly Johnson, Ebrahim Khosravi, Christopher Kodani, Elliot Krop, Mary Lamb, Marcia Laurer, Michael Lindsay, Paul Melvin, John Meyers, Antoinette Miller, Keith Miller, Jada Mitchell, David Murray-Stoker, Erin Nagel, Michelle Nelson, Ken Nguyen, Fireflies.ai Notetaker, David Pena, Leah Pieper, Mya

Richardson-Echols, Shakyra Rivers, Jermaine Rolle, Board Room, Hae Ryong, Matthew Sansbury, Caroline Sheppard, Kendolyn Smith, Randall Snell, Sheryne Southard, Erica Taylor, Shontelle Thrash, Carol White, David Williams, Karen Young

Note: Names of those in Teams and attending in-person are provided in both areas. In person attendance sheet attached.

Agenda

1. Introduction of Senators

- a. Roll call of Senators; attendance noted

2. Approval of Minutes

- a. 1/26 minutes to be approved
 - i. Miller moves; Gannon seconds
 - ii. Minutes approved

3. Remarks and Q&A – Dr. Georj Lewis, President

- a. Campus/Divisional Updates
 - i. Up in every category with students; new, continuing, graduate
 - ii. Headcount and credit hours are up (6% and 5% respectively)
 - iii. Homecoming week - encourage participation
- b. Advancement and External Affairs
 - i. Into discussions in Senate and House
 - ii. Tracking 300 bills as a system and only touching on the high-level bills of particular interest
 - iii. Cuts from Senate shrinking proposed items from the House and Governor (presentation has details) DREAM scholarship, supplement
- c. Good News
 - i. Dr. Takeem L. Dean is new Vice President of Student Affairs
 1. Dr. Dean - Looks forward to meeting everyone and talking soon

4. Remarks and Q&A – Dr. Jill Drake, Provost

- a. Academic Affairs
 - i. ASPIRE - CSU annual meeting this morning
 1. 5 parts - first was 5 top priorities
 2. Continuing focusing on DFW and retention rates
 3. Spoke about increasing enrollment in “low producing programs”
 4. New programs that we want to propose; several received from Deans
 - a. More than one time in the meeting we were cautioned that we do not need to chase what is in

- vogue; instead look at overall picture and where the course fits
 - b. Same advice given to UGA etc. Make sure you have the bandwidth to provide the program
 - c. Asked about why we are still keeping “low producing programs”
 - i. Promised additional details at follow up meeting where this will be discussed
 - 5. Will be accepting the Classic Learning Test for admission
 - a. Effective Feb. 10; all the language on the exam have been added to standardized test scores and admissions section
 - b. CLT may be submitted in place of ACT/SAT
- ii. USG AI Policy audit
 - 1. Policy from CSU submitted; feedback sent 02/13/26
 - 2. Our policy was very well received; documentation standards clearly defined with examples for most of the 8 points of feedback
 - 3. Kudos to AI advisory committee
 - 4. Areas of opportunity are in IT and AA
 - a. Coded AI course and assignment policy - policy should require faculty to indicate what AI usage will or will not be allowed and to what degree
 - b. Code of conduct policy should reference the use of AI when not permitted
 - c. Reza and team - Thank you for the development of the document, it was very well received
 - d. The policy must be incorporated by the end of the month
 - i. Being sent to APC and FAC
 - ii. Feedback expected Friday 2/28
- iii. Calendar -
 - 1. There are genuine and legitimate concerns about the calendar. Becky and Walley-Jean began working on it and the issue with Mondays was resolved. Still have outstanding concerns, working to address those
 - 2. Student Affairs - Will get code of conduct rules as well
 - a. Violating testing rules and procedures; highlighted part in Provost’s Report needs to be addressed
 - b. “...; or otherwise commit an infraction of the established rules and procedures governing the administration of tests or exams, including for national or local testing programs”

- c. Multiple examples of violations of testing but no evidence of engaging in dishonesty
 - i. Examples - Getting hair braided when nobody should be in the room; can't look away from the camera for 30 seconds - are these evidence of dishonesty?
 - ii. Courts are siding with students in cases where these issues are brought up
 - iii. Would like alternative language as this is a weak spot
 - iv. Lots to celebrate and hope to get AA involved in Homecoming more
- b. Questions -
 - i. Senator Miller - is there a way to develop a common or standardized baseline for testing procedures and to whom would this go?
 - 1. It lessens the cognitive load when we are consistent in policy and especially helps our first-gen students
 - 2. Senator Miller - we have questions every year about updating policies to address online classes; it can go beyond netiquette. Along with testing policies, can we look at course specific policies for online courses? We have so many online and hybrid (half-online) courses it would be helpful. The faculty handbook gives us a guide; would this be something we could do for students?
 - 3. Dr. Drake - We can look at this and getting student affairs involved. It's a good recommendation and will be discussing further.
 - ii. Senator Williams - Wanted to make a comment similar to Sen. Miller. Setting expectations online is very important. Colleague in math has extremely specific requirements and has them watch a video and follow instructions before releasing an exam. It is intensive but helps generally lower the number of problems. I worry about policies that require so much evidence that the issue becomes beyond a reasonable doubt vs preponderance of evidence.
 - 1. Where is this AI policy you are talking about that was created by Reza et al. and does it address all issues experienced by faculty and what is the role of the Senate or faculty
 - a. Dr. Drake - President can accept or reject proposals presented by the Senate, so he can approve it by Friday. The policy has been drafted with plenty of eyes on it. FAC and SAC are looking at it to double check that there are no issues. The policy can be accepted wholesale. It is, in my opinion, very well written and covers the possible issues that may crop

members are now invited to participate as Early Adopters and begin testing the new environment. Google Workspace for Education introduces approved, advanced AI tools such as Gemini and NotebookLM, in addition, to the Google typical productivity tools. To access your account, please visit google.clayton.edu and use your 'FirstNameLastName@clayton.edu' credentials. Multi-factor authentication (MFA) is required for login. Should you encounter any issues during this Early Adopters testing phase, please contact systems-engineers@clayton.edu for assistance - Please do not contact the Hub.

- ii. Notes:
- iii. -All accounts are assigned 10GB of Google Drive space. There is just 100TB of shared space for the greater CSU Google instance. Microsoft OneDrive remains the official CSU data storage location.
-ITS has not yet activated any student accounts.
 - 1. Not released to students
 - 2. If encounters issues will be given a contact; do not use IT HELP
 - 3. Sen. Miller - is this out of box or can we build
 - a. Will be able to build; Sen. Miller danced with joy
- d. Dr. Lewis - Discussed graduation venues for commencement

5. Standing Committee Reports

- a. University Curriculum Committee
 - i. Items will be voted on at the next meeting.
- b. Academic Policy Committee
 - i. Finalized draft of student academic complaint policy, being reviewed by FAC
 - ii. Will be looking at color coding for classes
 - iii. Open to additional business if it becomes needed
- c. Faculty Affairs Committee
 - i. Met Monday; feedback given on intellectual property
 - ii. Responding to APC inquiry and will send out more information as complete
- d. Student Affairs Committee
 - i. Fleshed out student conduct advisor and are working to finalize. Will start recruit students to serve in that capacity to help. Once we get through recruitment, will look at other areas that may need further attention. Will meet next on 3/23 at 11:30 a.m.

6. Discussion of Summer/Fall 2026 Academic Calendar

- a. Sen. Miller - Glad the minutes issue was resolved. I am still concerned with the shrinking break between Summer and Fall for faculty. If the correct assumptions are made; the changes on dates and submission times makes it so we have no break between summer and fall, or around one to two days. I'm not clear on why this is occurring. And there is discussion of Monday/Wednesday/Saturday starts. Need appropriate number of minutes and weeks. How many eyes are on it.
 - i. Sen. Lindsay - Lots of stakeholders when it comes to the calendar. When it comes to the summer teaching schedule, it becomes unavoidable in that it is necessary and voluntary. The faculty can see the schedule and can mitigate the issues. The start date on Wednesday was addressed and it will not happen.
 - ii. Reza - one of the reasons it starts on Saturday is that we have long weekends in Fall and Spring (Labor Day, MLK Day). We need to start Saturday to account for that. We have a certain number of days students have for drop/add (they require at least a week of classes). The financial aspect also has to be incorporated and given certain time periods.
 - iii. Sen. Miller - I understand what you said, but we have 20 years of history that shows this wasn't a problem until this year. One issue is that faculty need to know this and be notified so faculty can "adjust their thinking."
 - iv. Sen. Ngezem - I was very surprised on the teaching minutes. We should have policies that do not penalize faculty who teach in summer. I have been here for 18 years and this is something new, and it is important to hear.
 - v. Sen. Lindsay - I mean that it is necessary/voluntary in that we have to
 - vi. Dr. Drake - I have the same question about why this is so hard. I remember coming in and the calendar was something that needed looking at. (Reza - we might not have reading days given thanksgiving). We started messing with it and changes have created a domino effect so we may need to reconsider some changes
 - vii. Dr. Miller - There is still the issue with the break before starting welcome week. Is there a way to change the welcome week to give at least 48 hours.
 - viii. Sen. Gannon - what is the rational for why we finish so early in fall?
 - ix. Dr. Drake - there are a lot of rules with regards to financial aid and the registrar.
 - x. Sen. Lindsay - there was a meeting this morning and we will continue looking at it to revise as needed.

- xi. Dr. Drake - I want to remind everyone the system has released us from 15 weeks of instruction and a separate week of exam. We don't want to compromise student success but we can go to a 15-week, including exam week.
- xii. Sen. Williams - Would oppose the week of final exams into the last week of classes. In STEM many courses use every minute of class time. If that conversation comes up, we will have a lot to say.
- xiii. Faculty comment - has there ever been a consideration of shortening summer from 9 to 8 weeks?
 - 1. Lindsay - We have discussed that and had the 8 weeks before. That is definitely something to consider

7. Bridgette McDonald from Career Services

- a. Job Fair is going to be coming to CSU. Will have many partners, including government partners. Everyone coming is looking to recruit students for summer, fall, and even next spring. Have been told we do the best career fairs but it takes a lot of work. Thursday after Spring Break.
 - i. Sen. Miller - do you have anything I can send out on job searching etiquette
 - ii. This is absolutely also for alumni. Introductory to experienced positions available
 - iii. Thursday 03/19/26 12:00 - 3:00 p.m.
 - iv. Will provide free headshots for students
- b. Dr. Lewis - A few of us will be in India singing MOU's so I will not be there nor will Dr. Drake
 - i. Always have President or admin to show support and how seriously we take this

8. Wrap-up

- a. Thank you again Dr. Dean
- b. AI policy will be sent to FAC SAC and feedback will be
- c. Sen. Pena - feedback for new accrediting agency to submit as a Senate as opposed to individual
 - i. Sen. Miller - it provides institutional support and univocal feedback
- d. Dr. Drake - I appreciate you doing this as we will have to live with these policies

9. Adjournment

Time Adjourned: 12:40 PM

Minutes Prepared by: David Peña - Secretary

Senate Meeting Sign-in Sheet 2/23/26

	Name	Senator	Y or N
1)	Michael Lindsay		Y
2)	Stacey Reynolds		Y
3)	Reza Kheirandish		N
4)	Christie Burton		Y
5)	Cephres Archie		N
6)	Martha Fairley, CELT		N
7)	Nickelle Gaupe, SAC Chair		N
8)	Adam Kubik		Y
9)	ERIN Nagel		Y
10)	David Penz		Y
turnit opto → 11)	Antoinette Miller		Y
12)	Erica Gannon		Y
13)	Takeem L. Dean		N
14)	Eric Bridges		N
15)	Eugene Algezem		Y
16)	James Pate		N
17)	Lindsay Chandler		N
18)	Jill Drake		N
19)	Geon Lewis		N
20)	Bridgette McDonald		N

Gonline

President's Report

Faculty Senate
February 23, 2026

CAMPUS/DIVISIONAL UPDATES

- Spring 2026 headcount – 6,226 (up 6%) and up 5% in Credit Hour/FTE
 - 2nd session registration - open now – March 17th
- **Have concern about a student's well-being or academic engagement? Submit a CARE Referral at clayton.edu/care**
 - **EARLY referrals help ensure students receive timely outreach and support!**
- **Homecoming Week—Feb. 23 - March 1**
clayton.edu/homecoming

ADVANCEMENT & EXTERNAL AFFAIRS

- Government Relations
 - Senate and House working out notable differences in Amended FY26 budget
 - \$100m in funding for the DREAMS scholarship program, instead of the \$300m provided in the House version and \$325m in the Governor's proposal.
 - \$1,250 in one-time salary supplement, instead of the \$2,000 provided in the House and Governor's proposals.
 - SB 432, the strategic reserves bill, was passed unanimously out of the Senate on Wednesday

GOOD NEWS

We are excited to welcome Dr. Takeem L. Dean as our new Vice President of Student Affairs!



Provost's Report

Faculty Senate
February 23, 2026

ACADEMIC AFFAIRS

- ASPIRE
 - The CSU ASPIRE was held this morning.
 - Generally, our presentation was well received.
 - Repeatedly, emphasized that no USG institution should be chasing in vogue programs. A sober examination of the health of the institution and its capacity for growth must be done before proposing new programs.
 - Continued strong interest is the actions we are going to take with regards to programs that have been identified as low-producing for more than two cycles.
- Classic Learning Test (Fully Adopted) Board Policy 4.2.1

ACADEMIC AFFAIRS

- USG AI Policy Audit
 - Feedback given on February 13, 2026
 - AI course and assignment sub-policy must be adopted by the end of the month (February 28, 2026)
 - APC and Faculty Affairs to provide feedback by the end of the week
- Student Affairs
 - (Code of Conduct - Clayton State University)
 - F. Violating Testing Rules and Procedures
 - No student will give or receive, or attempt to give or receive assistance; take, steal or otherwise procure any unauthorized materials; or otherwise commit an infraction of the established rules and procedures governing the administration of tests or exams, including for national or local testing programs.

CLAYTON
STATE
UNIVERSITY



THANK YOU!

Color-Coded AI Course and Assignment Policy¹

(Revised: February 10, 2026)

Each professor may adapt this policy to suit the specific needs of their courses or assignments.

1) AI Usage Guidelines for Courses

Each professor may apply this policy to an individual course, as appropriate.

● Green: AI Use Permitted

Students **may use approved AI tools** in this course. However, the instructor reserves the right to restrict AI use for specific assignments.

Note: AI tools may support the creative and ideation process, but students are expected to produce **original work**. Reliance solely on AI to complete assignments is not permitted. Students must disclose the usage of AI in any assignment where the AI usage is permitted, and as instructed by the instructor(s) of the course and provide proper reference as instructed in section 4.5 of the CSU AI Policy.

● Yellow: AI Use Restricted

Students **may not use AI tools** in this course **unless** the instructor provides **explicit permission** for a particular assignment.

Note: When permitted, AI tools may assist with creativity and brainstorming. However, students must ensure their submissions reflect **independent thought and originality**. Students must disclose the usage of AI in any assignment where the AI usage is permitted, and as instructed by the instructor(s) of the course and provide proper reference as instructed in section 4.5 of the CSU AI Policy.

● Red: AI Use Prohibited

Students **may not use any AI tools** for any work in this course.

Note: All coursework must be completed **without the assistance of AI tools**, ensuring full academic integrity and personal accountability.

¹ AI is used to improve an earlier draft of this document: Tool: Copilot, Vendor: Microsoft, Version: GPT-5, Type: Generative text AI. Status: University-approved; used under university issued account.

2) AI Usage Guidelines for Assignments

Each professor may apply this policy to an individual assignment, as appropriate.

● **Green: AI Use Permitted**

Students **may use approved AI tools** for this assignment.

However, they are expected to produce **original work** and must not rely solely on AI to complete the assignment. Students must disclose the usage of AI in any assignment where the AI usage is permitted, and as instructed by the instructor(s) of the course and provide proper reference as instructed in section 4.5 of the CSU AI Policy.

● **Yellow: AI Use Restricted**

Students **may use AI tools only for specific parts** of the assignment where the instructor has given **explicit permission**, for example, grammar checking or formatting assistance.

Note: Even when permitted, students must ensure their work reflects **independent thinking and originality**. Students must disclose the usage of AI in any assignment where the AI usage is permitted, and as instructed by the instructor(s) of the course and provide proper reference as instructed in section 4.5 of the CSU AI Policy.

● **Red: AI Use Prohibited**

Students **may not use any AI tools** for any part of this assignment.

Note: All work must be completed **independently**, without assistance from AI tools, to uphold academic integrity.

Exhibit
BOARD OF REGENTS POLICY MANUAL
Revised Policies with Markup
Meeting of February 10, 2026

I. Revisions to Board of Regents Policy Manual, Section 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

Background:

The Board approved the following resolution in the meeting held on Jan 13, 2026.

The Board of Regents directs the USO Division of Academic Affairs to develop a policy on the use of the Classic Learning Test (CLT) for admissions purposes, in addition to the SAT/ACT. The policy should be presented to the Board at its February 2026 meeting and apply to students seeking admission beginning Fall 2027. The policy should be designed for all test-optional USG institutions and test-mandatory USG institutions, with the only exceptions being University of Georgia and Georgia Institute of Technology. For these two institutions, only SAT/ACT will be used for admissions purposes at this time. However, it is the goal of the Board to pursue a data-driven approach and after adequate CLT-related admissions and student success data are available, the Board will make further considerations related to the use of CLT across all institutions within the USG.

Following the above resolution, this policy revision adds language regarding CLT to the policy on admissions requirements for programs leading to an Associate or Baccalaureate degree. This revision also makes additional modifications, such as referencing the current titles for sections of the SAT, and streamlining this policy's paragraphs to clarify how standardized tests are considered in the current year, and will be considered moving forward. Please note that strikethrough text represents a deletion from the current version, and highlighted text represents an addition.

Questions regarding these revisions should be directed to Dr. Ashwani Monga, Executive Vice Chancellor and Chief Academic Officer. Dr. Monga may be reached at ashwani.monga@usg.edu.

Effective Date:

The effective date of this policy revision is February 10, 2026.

Former Policy Language:

Excerpt of 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

4.2.1.1 Freshman Requirements

At its April 16, 2024 meeting, the Board of Regents voted to continue a waiver of Policy 4.2.1.1, Freshman Requirements, for the 2024-25 and 2025-26 academic years. For those academic years, first-year undergraduate admissions will be test optional for 23 of the 26 University System of Georgia institutions. Standardized test scores (SAT or ACT) will be

required at Georgia College & State University, the Georgia Institute of Technology, and the University of Georgia.

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the [Academic & Student Affairs Handbook](#).

Academic Record

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG’s Required High School Curriculum (RHSC). Consult the [Academic & Student Affairs Handbook](#) for additional information about the RHSC.

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the Academic & Student Affairs Handbook and approved by the Chief Academic Officer.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA).

SAT/ACT Scores

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Scores
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SAT Administered March 2016 or Later	480 on the Evidence-Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section, and 400 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of state colleges may elect whether to establish minimum SAT and ACT score requirements.

Freshman Index The Freshman Index (FI) is calculated using a combination of an applicant's SAT or ACT scores and HSGPA as set forth below:

SAT Administered March 2016 or Later

$$FI = 500 \times (\text{HSGPA}) + 1.06 \times (\text{SAT Evidence-Based Reading and Writing section score} + \text{SAT Math section score}) - 74$$

SAT Administered Prior to March 2016

$$FI = 500 \times (\text{HSGPA}) + \text{SAT Critical Reading section score} + \text{SAT Math section score}$$

ACT

$$FI = 500 \times (\text{HSGPA}) + (42 \times \text{ACT Composite}) + 88$$

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

For admission for Fall 2026 and later, SAT or ACT scores are required for all Research 1 and Research 2 institutions, and the USG designated liberal arts institution. All other institutions may require test scores based on the applicant high school grade point average. Minimum test scores

and required grade point averages for admission are outlined in the [Academic & Student Affairs Handbook](#).

For applicants requiring test scores, institutions will calculate the Freshman Index (FI) and adhere to the minimum sector FI as outlined above.

4.2.1.2 International Freshman Requirements

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.3 Exceptions to Freshman Requirements

USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall establish minimum criteria for Limited Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the [Academic & Student Affairs Handbook](#).

Presidential Exceptions

Each institution President or his or her designee may grant exceptions to the Limited Admission requirements if the applicant shows promise for academic success and has at least a high school diploma or a state-issued high school equivalency diploma or certificate.

Presidential Exceptions are included as part of the institution's maximum percentage for Limited Admission.

Applicants with Outstanding Scores

Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT or Composite ACT score in the upper five percent of national college-bound seniors for the most recent test year and who show other evidence of college readiness.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the

RHSC in these areas. Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

Revised Policy Language in Change Tracker

Excerpt of Section 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

4.2.1.1 Freshman Requirements

~~At its April 16, 2024 meeting, the Board of Regents voted to continue a waiver of Policy 4.2.1.1, Freshman Requirements, for the 2024-25 and 2025-26 academic years. For those academic years, first-year undergraduate admissions will be test optional for 23 of the 26 University System of Georgia institutions. Standardized test scores (SAT or ACT) will be required at Georgia College & State University, the Georgia Institute of Technology, and the University of Georgia.~~

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the [Academic & Student Affairs Handbook](#).

~~Academic Record~~ **Academic Record**

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC). Consult the [Academic & Student Affairs Handbook](#) for additional information about the RHSC.

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the [Academic & Student Affairs Handbook](#) and approved by the Chief Academic Officer.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA).

SAT/ACT Scores Standardized Test Scores

For the 2024-25 and 2025-26 academic years, standardized test scores (SAT or ACT) are required at Georgia College & State University, the Georgia Institute of Technology, and the University of Georgia. All other institutions may require test scores based on the applicant high school grade point average.

For Fall 2026 admission and beyond, standardized test scores are required for all Research 1 and Research 2 institutions, and the USG designated liberal arts institution. All other institutions may require test scores based on the applicant high school grade point average. Minimum test scores and required grade point averages for admission are outlined in the [Academic & Student Affairs Handbook](#).

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following: minimums provided below. Beginning Fall 2027, CLT scores may be substituted for the SAT scores based on the CLT-SAT concordance tables at all test-optional and test-mandatory institutions, with the only exceptions being the Georgia Institute of Technology and the University of Georgia.

Test	Scores
SAT Administered March 2016 or Later	480 on the Evidence-Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section, and 400 on the Math section

ACT	17 on the English test or Reading test, and 17 on the Math test
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Presidents of state colleges may elect whether to establish minimum SAT and ACT standardized test score requirements.

Freshman Index

~~Freshman Index~~ The Freshman Index (FI) is calculated using a combination of an applicant's SAT, ~~or ACT, or CLT~~ scores and HSGPA as set forth below:

~~SAT Administered March 2016 or Later~~

~~FI = 500 x (HSGPA) + 1.06 x (SAT Evidence-Based Reading and Writing section score + SAT Math section score) - 74~~

~~SAT Administered Prior to March 2016~~

~~FI = 500 x (HSGPA) + SAT Critical Reading section score + SAT Math section score~~

ACT

FI = 500 x (HSGPA) + (42 x ACT Composite) + 88

CLT (effective for Fall 2027 admissions)

CLT scores are converted to SAT scores based on the CLT-SAT concordance tables and the SAT FI formula is used to calculate the FI.

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

~~For admission for Fall 2026 and later, SAT or ACT scores are required for all Research 1 and Research 2 institutions, and the USG designated liberal arts institution. All other institutions may require test scores based on the applicant high school grade point average. Minimum test scores and required grade point averages for admission are outlined in the [Academic & Student Affairs Handbook](#).~~

For applicants requiring test scores, institutions will calculate the Freshman Index (FI) and adhere to the minimum sector FI as outlined above.

4.2.1.2 International Freshman Requirements

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.3 Exceptions to Freshman Requirements

USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall establish minimum criteria for Limited Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT standardized test scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the [Academic & Student Affairs Handbook](#).

Presidential Exceptions

Each institution President or his or her designee may grant exceptions to the Limited Admission requirements if the applicant shows promise for academic success and has at least a high school diploma or a state-issued high school equivalency diploma or certificate.

Presidential Exceptions are included as part of the institution's maximum percentage for Limited Admission.

Applicants with Outstanding Scores

Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT or Composite ACT score in the upper five percent of national college-bound seniors for the most recent test year and who show other evidence of college readiness. Effective for admission beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, applicants may be considered for admission under this provision by achieving a Total CLT score that converts to a Total SAT within the upper five percent of national college-bound seniors for the most recent test year, and they show other evidence of college readiness.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the RHSC in these areas. Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the applicable sector's minimum SAT or ACT standardized test score requirements, but should request the appropriate testing accommodations from the testing agencies administering the SAT or ACT.

New Policy

Excerpt of Section 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

4.2.1.1 Freshman Requirements

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the [Academic & Student Affairs Handbook](#).

Academic Record

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC). Consult the [Academic & Student Affairs Handbook](#) for additional information about the RHSC.

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the [Academic & Student Affairs Handbook](#) and approved by the Chief Academic Officer.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4

Subject	Units
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA).

Standardized Test Scores

For the 2024-25 and 2025-26 academic years, standardized test scores (SAT or ACT) are required at Georgia College & State University, the Georgia Institute of Technology, and the University of Georgia. All other institutions may require test scores based on the applicant high school grade point average.

For Fall 2026 admission and beyond, standardized test scores are required for all Research 1 and Research 2 institutions, and the USG designated liberal arts institution. All other institutions may require test scores based on the applicant high school grade point average. Minimum test scores and required grade point averages for admission are outlined in the [Academic & Student Affairs Handbook](#).

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the minimums provided below. Beginning Fall 2027, CLT scores may be substituted for the SAT scores based on the CLT-SAT concordance tables at all test-optional and test-mandatory institutions, with the only exceptions being the Georgia Institute of Technology and the University of Georgia.

Test	Scores
SAT	480 on the Reading and Writing section, and 440 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of state colleges may elect whether to establish minimum standardized test score requirements.

Freshman Index

The Freshman Index (FI) is calculated using a combination of an applicant’s SAT, ACT, or CLT scores and HSGPA as set forth below:

SAT

$$FI = 500 \times (\text{HSGPA}) + 1.06 \times (\text{SAT Reading and Writing section score} + \text{SAT Math section score}) - 74$$

ACT

$$FI = 500 \times (\text{HSGPA}) + (42 \times \text{ACT Composite}) + 88$$

CLT (effective for Fall 2027 admissions)

CLT scores are converted to SAT scores based on the CLT-SAT concordance tables and the SAT FI formula is used to calculate the FI.

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

For applicants requiring test scores, institutions will calculate the Freshman Index (FI) and adhere to the minimum sector FI as outlined above.

4.2.1.2 International Freshman Requirements

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.3 Exceptions to Freshman Requirements

USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall establish minimum criteria for Limited

Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum standardized test scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the [Academic & Student Affairs Handbook](#).

Presidential Exceptions

Each institution President or his or her designee may grant exceptions to the Limited Admission requirements if the applicant shows promise for academic success and has at least a high school diploma or a state-issued high school equivalency diploma or certificate.

Presidential Exceptions are included as part of the institution's maximum percentage for Limited Admission.

Applicants with Outstanding Scores

Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT or Composite ACT score in the upper five percent of national college-bound seniors for the most recent test year and who show other evidence of college readiness. Effective for admission beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, applicants may be considered for admission under this provision by achieving a Total CLT score that converts to a Total SAT within the upper five percent of national college-bound seniors for the most recent test year, and they show other evidence of college readiness.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the RHSC in these areas. Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the applicable sector's minimum standardized test score requirements, but should request the appropriate accommodations from the testing agencies.

DATE: 02/09/2026

IMPACTED ACADEMIC & STUDENT AFFAIRS HANDBOOK SECTION: 03.01.01 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

SUMMARY: In the January 2026 meeting of the Board of Regents, a resolution was approved requiring the USO Division of Academic Affairs to draft a policy allowing the Classic Learning Test (CLT) to be used for admission at all institutions except the Georgia Institute of Technology and the University of Georgia beginning with Fall 2027 admission. This document provides the Academic & Student Affairs Handbook updates needed to reflect acceptance of the CLT and the following:

- Clarifying the K-12 accrediting bodies that are approved.
- Removing references to the SAT Subject tests since they are no longer offered.
- Adding language to indicate the Georgia MATCH Unverified HOPE GPA may be used in admission decisions.
- Adding the test-optional high school GPAs by sector and clarifying that institutions may waive the test score and FI requirements for students meeting the test optional GPA.
- Adding the minimum test scores provided in BoR policy so institutions have all of the test score information in one location.
- Clarifying that the Presidents of the universities with a state college secondary section/function or with an access pathway approved by the Chief Academic Officer may elect whether to establish test score and FI minimums for admission to their state college/access pathway.
- Providing the list of institutions authorized to use test-optional admission through summer 2026 and fall 2026 & beyond.
- Adding the minimum Freshman Indexes provided in BoR policy so institutions don't have to refer back to policy for that information.
- Updating references to the SAT "Evidence-Based Reading and Writing" section to SAT "Reading & Writing" section to reflect the change made by the College Board.
- Clarifying that students meeting regular requirements for admission to a university's state college/access pathway do not count against the institution's limited admission cap. Students not meeting the regular requirements for admission to a state college/access pathway may be considered for limited admission using the state college limited admission guidelines in the Academic & Student Affairs Handbook and do count against their limited admission cap.
- Removing references to the SAT offered prior to March 2016.
- Cleaning up language in the Limited Admission section for clarity.
- Adding provision to the non-traditional admission section to allow institutions to consider applicants for non-traditional admission if their high school class graduated at least five years ago but the student returned to high school as an adult in the last five years. Currently

guidance says that the student must have been out of high school at least five years and their class must have graduated at least five years ago.

- Removing references to the GED, HiSET, and TASC so that institutions can admit non-traditional students with a state-issued HSE certificate or diploma regardless of the test(s) their state used to award that certificate or diploma.
- Updating the TOEFL score requirements to reflect changes in the way TOEFL scores the test.

CURRENT ASAH GUIDANCE

03.01.01 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

SOURCES:

[BoR POLICY 04.02, UNDERGRADUATE ADMISSION](#)

The following section provides the standards, procedures, and guidelines related to the admission of undergraduate applicants. Institutions have the authority, unless explicitly prohibited by policy, to require additional or higher requirements for general admission to the institution or to special programs at the undergraduate level.

Institutions seeking exceptions to policy or these standards, procedures, and guidelines must receive written approval from the USG's Chief Academic Officer and must maintain record of the approval.

The USG Office of Enrollment Management & Student Affairs provides the following documents to provide prospective students, parents, and high school counselors with easy access to the admission requirements for the system institutions:

- [Freshman Admission Requirements](#)
- [Dual Enrollment Admission Requirements](#)

Institutions must promptly notify the USG Office of Enrollment Management & Student Affairs when admission requirements are revised so these documents may be appropriately updated.

03.01.01.01 Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.01, FRESHMAN REQUIREMENTS](#)

These criteria apply to freshman applicants and applicants who have not earned the equivalent of 30 semester hours of transferable credit. Applicants who are not of the traditional college-going age may be eligible for consideration under the requirements for non-traditional student admission.

Academic Record

Institutions shall require completion of the USG's Required High School Curriculum (RHSC) and graduation from a public school regulated by a school system and state department of education or graduation from a high school or homeschool program accredited by or holding provisional accreditation from one of the following approved accrediting bodies:

- A regional accrediting association such as the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI). Accredited schools can be found on the [Cognia \(formerly AdvancED\) website](#).
- [Association of Christian Schools International](#)
- [Georgia Accrediting Commission](#)
- [Georgia Association of Christian Schools](#)
- [Georgia Independent School Association](#)
- [Georgia Private School Accrediting Council](#)
- [Southern Association of Independent Schools](#)

The RHSC is comprised of the following 17 units:

- Four units of mathematics to include:
 - One unit of Coordinate Algebra or Algebra I or the equivalent;
 - One unit of Analytic Geometry or Geometry or the equivalent;
 - One unit of Advanced Algebra or Algebra II or the equivalent; and,
 - One additional approved fourth mathematics unit.
- Four units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
- Four units of science with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. The four units shall include the following for Georgia Public high school graduates:
 - One unit of Biology I or the equivalent;
 - One unit of Physical Science or Physics or the equivalent;
 - One unit of Chemistry, Earth Systems, Environmental Science, or an Advanced Placement or International Baccalaureate science course or the equivalent; and,
 - One additional approved science unit.
- Three units of social science, with at least one unit focusing on United States studies and one unit focusing on world studies.
- Two units of the same foreign language emphasizing speaking, listening and writing, or 2 units of American Sign Language, or 2 units of computer science emphasizing coding and programming.

The Office of Enrollment Management & Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC requirements on the [Staying on Course](#) document.

Applicants graduating from non-accredited homeschools or high schools shall document their graduation and completion of the 17 units of the RHSC through the submission of a curriculum packet.

The curriculum packet must include the following information for each RHSC course:

- Course title;
- Course description;
- List of course learning materials, including textbooks and software;
- Course credit;
- Year completed;
- Grade earned; and,

- Source (public school, private school, correspondence program, or home generated curriculum)

Institutions shall evaluate the information provided in the packet to verify completion of the RHSC units and may require additional documentation to further evaluate course content.

An applicant may also demonstrate competency in a subject area and satisfy all or part of an RHSC unit by:

- Successfully completing a USG-approved RHSC course through an accredited high school or homeschool program;
- Completing a transferable collegiate course with a grade of “C” or better in the RHSC subject area; or,
- Achieving designated scores on one or more of the following approved standardized exams:
 1. An applicant presenting an SAT or ACT score that is at or above the average score for the previous year’s fall semester first-time freshmen admitted to the institution may be considered as having demonstrated competency in the RHSC subject area.
 2. An applicant may submit one or more of the following SAT Subject Tests to demonstrate competency in an RHSC subject area:
 - Literature
 - Math Level 1 or Math Level 2
 - Biology E/M
 - Chemistry
 - Physics
 - U.S. History
 - World History
 - Foreign Languages

Institutions accepting SAT Subject Tests to validate RHSC completion shall establish minimum scores required to demonstrate subject matter competency.

3. An applicant may submit CLEP and/or DSST subject examination scores to demonstrate competency in an RHSC subject area. Institutions utilizing CLEP and/or DSST to validate RHSC completion shall establish the minimum scores required to demonstrate subject matter competency. Institutions should refer to the credit recommendations of the American Council on Education Guide.
4. An applicant who meets the requirements to exempt or exit Learning Support English shall be considered as having demonstrated proficiency in the RHSC English area. An applicant who meets the requirements to exempt or exit Learning Support mathematics shall be considered as having demonstrated proficiency in RHSC mathematics area. See [Section 2.9.1, Administrative Procedures for Learning Support Programs](#), for more information on Learning Support exemption and placement.
5. Institutions may request to utilize comparable examinations to assess proficiency in an RHSC subject area. Written requests to use other examinations should be submitted to the Executive Vice Chancellor and Chief Academic Officer of the USG.

An applicant graduating from a non-accredited homeschool program or high school must meet all other admission requirements required by the institution, including High School Grade Point Average, SAT/ACT and Freshman Index requirements.

An applicant graduating from a non-accredited homeschool or high school with partial completion of the RHSC may be admitted on the same basis and with the same conditions as other applicants with RHSC deficiencies.

High School Grade Point Average (HSGPA)

A minimum 2.0 High School Grade Point Average (HSGPA) is required. The HSGPA is calculated on a 4.0 scale using the 17 units of the RHSC. Numerical grades indicated on transcripts should be converted to letter grades based on the conversion table provided by the high school. Institutions must obtain these tables. The letter grades should be converted to quality points as follows:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

The HSGPA may be calculated using the best grade or grades when the high school transcript indicates more than the required number of courses were taken in an RHSC area. When the transcript indicates two foreign languages were completed in high school, the two units with the best grades may be included in the HSGPA provided those units are comprised of the same foreign language. Institutions are required to use a standard procedure to calculate the HSGPA for reporting to the BoR, which includes not adding weights. Institutions may use other methods of HSGPA calculation for determining admission eligibility.

SAT/ACT Scores

Institutions may consider the highest scores from the same test type when scores from more than one test date are submitted. A combination of SAT and ACT scores cannot be considered.

Freshman Index

Institutions may utilize the highest SAT ERW and Math scores when scores from more than one test date are submitted.

03.01.01.02 International Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.02, INTERNATIONAL FRESHMAN REQUIREMENTS](#)

Freshman international applicants may be considered for admission in any category or in this category. International applicants may also be admitted as Presidential Exceptions.

Applicants whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency as described below:

- **Foreign Credentials**
Academic performance described by a certificate, diploma, or other document deemed

generally equivalent to a U.S.-required high school curriculum by a reputable credential evaluator (internal or external to the institution) is acceptable.

- **English Language Proficiency Requirements**

Applicants whose native language is not English must provide proof of academic English language proficiency. English language proficiency can be met by utilizing one of the approved methods listed below. All USG institutions must accept all methods of English language proficiency listed, however, institutions may set higher required scores than those listed.

The minimum and recommended scores acceptable for admission:

	Minimum Score for Admission	Recommended Score for Admission
TOEFL iBT (includes Computer Based, Home Edition, My Best, & Paper Edition)	69	79
IELTS Academic (including IELTS Online and One Skill Retake)	6	6.5
SAT Evidence-Based Reading and Writing Section Score	480	
ACT English	17	
EIKEN	Pre-1	
MET (Michigan English Test)	55	59
Cambridge English Scale Score - which can be demonstrated in B2 First (First Certificate in English - FCE), C1 Advanced (Certificate in Advanced English - CAE) or C2 Proficiency (Certificate of Proficiency in English - CPE)	169	177
Cambridge International Examinations (CIE) IGCSE and "O" Level "English" exams	"D" or Better	
UK GCSE "English" exam	"C" or Better	
UK GCE A-Level "English" exam	"C" or Better	
EdExcel International A-Levels and IGCSE English exams	"D" or Better	

Pearson (PTE) Academic (conventional and online)	53	58
Completion of an approved USG campus-based ESL program of study.	Per USG approval.	
A waiver of the English proficiency requirement can be applied to students who have successfully completed academic instruction in English. Successful completion can be demonstrated by one of the following methods: 1) Proof of degree at the secondary or collegiate level either outside or inside the U.S. where English is the official language of academic instruction. 2) Proof of completion of the equivalent of English 1101 and/or 1102 with a grade of C or better in one or both courses, at an accredited U.S. institution.	Per USG campus review.	
Students who are placed directly into college-level English with no required corequisite based on testing (i.e., Accuplacer, WritePlacer, SAT, or ACT).	Per USG campus review.	

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or ESL courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful completion of a USG campus-based ESL program of study meets the English proficiency requirement for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

U.S. Immigration Regulations

Federal regulations place significant responsibilities on students and universities in the administration of the U.S. laws pertaining to F-1 or J-1 non-immigrant students. Institutions are required to follow certain record-keeping and reporting requirements of the U.S. government.

Institutions enrolling international students are required to determine the English proficiency, academic admissibility, and the financial resources of applicants prior to the issuance of the immigration document I-20 or DS-2019.

Only a Designated School Official appointed by the institution’s president and registered with the Student Exchange Visitor Program (SEVP) may sign form I-20 and other F-1 student immigration-related documents. Only a Responsible Officer or Alternate Responsible Officer approved by the U.S. Department of State and SEVP may sign form DS-2019. For more information, see <http://www.ice.gov/sevis/>.

03.01.01.03 Exceptions to Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.03, EXCEPTIONS TO FRESHMAN REQUIREMENTS](#)

The following are modified or additional requirements for specific groups of applicants.

Limited Admission

In recognition of the fact that a limited number of applicants do not meet established standards but demonstrate special potential for success, institutions may admit a limited number of applicants under the Limited Admission category.

The Limited Admission category of admission is comprised of a general Limited Admission provision and a Presidential Exception provision. Institutions are restricted by sector to a maximum number of applicants who may be admitted in this category. The number of traditional freshmen who can be granted Limited Admission for the entire academic year will be no more than the following percentages of the institution’s annual first-time freshman headcount enrollment.

Research Universities	Up to 7 percent
Comprehensive Universities	Up to 15 percent
State Universities	Up to 20 percent
State Colleges	Up to 33 percent

Non-traditional freshmen are not included in the Limited Admissions percentage nor are they included in determining the base.

Limited Admission Provision

Institutions may consider applicants meeting all of the following for admission under this provision:

Research Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1
- 480 on the Evidence-Based Reading and Writing section and 440 on the Math section of an SAT administered March 2016 or later;
430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or,
17 on the ACT English test or Reading test, and 17 on the ACT Math test
- 2020 Freshman Index

Comprehensive Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1.
- 480 on the Evidence-Based Reading and Writing section and 440 on the Math section of an SAT administered March 2016 or later;
430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or,
17 on the ACT English test or Reading test, and 17 on the ACT Math test
- 1830 Freshman Index

State Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1
- 480 on the Evidence-Based Reading and Writing section and 440 on the Math section of an SAT administered March 2016 or later;
430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or,
17 on the ACT English test or Reading test, and 17 on the ACT Math test
- 1790 Freshman Index

State Colleges

- Graduation from high school as outlined in Section 3.1.1.1; or,
- A state-issued high school equivalency diploma or certificate earned through the successful completion of the GED, TASC or HiSet test. An applicant who presents a state-issued high school diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Presidential Exception Provision

Each institution President or his or her designee may, under special and rare circumstances, grant exceptions to the above general Limited Admission provision if the applicant shows promise for academic success. Institutions shall use multiple measures, such as interviews, portfolios, and records of experiential achievements whenever possible.

At least one of the following must be held for consideration under the Presidential Exception provision:

- A high school diploma from an accredited or approved high school as specified in Section 3.1.1.1 (certificate of attendance or special education diplomas are not acceptable)
- A state-issued high school equivalency certificate or diploma earned through the successful completion of the GED, TASC, or HiSet test. An applicant who presents a state-issued diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Applicants admitted under the Presidential Exception provision are included in the number allowed for an institution under the Limited Admission category.

Applicants admitted with RHSC deficiencies shall be required to satisfy those deficiencies as outlined in the “Addressing RHSC Deficiencies” section below.

Summary of Minimum Freshman Admission Requirements

Sector	Regular Admission	Limited Admission Provision	Presidential Exception Provision
Research Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2500 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2020 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	High school diploma or approved state-issued high school equivalency certificate or diploma
Comprehensive Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2040 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1830 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	High school diploma or approved state-issued high school equivalency certificate or diploma

State Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1940 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1790 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	High school diploma or approved state-issued high school equivalency certificate or diploma
State Colleges	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units 	High school diploma or approved state-issued high school equivalency certificate or diploma	

Addressing RHSC Deficiencies

Applicants with RHSC deficiencies shall be required to satisfy deficiencies using one of the following methods:

Address Deficiency Prior to Enrollment

Applicants, including those coming from other states, who have Required High School Curriculum (RHSC) deficiencies but can demonstrate competency in the deficient area(s) will be deemed as meeting the RHSC requirements. Provided these applicants meet all other requirements for regular admission for the sector of institution to which he/she is applying, the institution will not be required to admit them under the Limited Admissions category.

An applicant can satisfy an RHSC deficiency by demonstrating competency in the subject matter area(s) considered deficient or by addressing the deficiency through an appropriate course successfully completed prior to enrollment at a USG institution. Institutions may set additional and/or higher requirements for demonstrating subject matter proficiency than those listed below.

Option 1: Demonstrate Subject Matter Proficiency Through Approved Standardized Tests

An applicant may demonstrate competency through standardized examinations such as the SAT, ACT, CLEP, DSST or other comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Please note that applicants must complete four Board of Regents-approved science units, including two units with a laboratory component, as outlined in the [Staying on Course document](#). Additionally, Georgia public high school students are required to complete coursework in four areas: 1) one unit of biology; 2) one unit of physical science or physics; 3) one unit of chemistry,

earth systems, environmental science or an advanced placement science course; and 4) one unit of any other Board of Regents-approved science course listed on the Staying on Course document. Applicants with a science deficiency may address the deficiency prior to enrollment through a standardized examination provided the examination demonstrates competency in an area not already reflected in their high school coursework.

1. An applicant whose SAT or ACT score in the deficient area is at or above the average SAT or ACT score of the previous year's fall semester first-time freshmen admitted to the USG institution shall be considered as having demonstrated competency in the area.
2. An applicant may use the following SAT Subject Tests to demonstrate competency in a deficient area: English, Writing, Literature, Foreign Languages, Math Level 1 or Math Level 2, American History & Social Studies, World History, Biology, Chemistry and Physics. Students may use SAT Subject Tests to demonstrate exposure and competencies for areas not reflected in their course work. Institutions using SAT Subject Tests to validate a student's high school curriculum requirements are expected to establish required scores needed to demonstrate subject matter proficiency.
3. An applicant may use the CLEP and DSST subject examination to demonstrate competency in a deficient area. Institutions using CLEP or DSST to validate a student's high school curriculum requirements are expected to establish required scores needed to demonstrate subject matter proficiency. When possible institutions should refer to the credit recommendations of the American Council on Education Guide.
4. Applicants with a RHSC English deficiency and meeting the requirements to exempt or exit Learning Support English shall be considered as having satisfied the RHSC deficiency in that area. Applicants with a RHSC mathematics deficiency and meeting the requirements to exempt or exit Learning Support mathematics shall be considered as having satisfied the RHSC deficiency in that area. See [Section 2.9.1](#) of the Academic and Student Affairs Handbook for more information on Learning Support exemption and placement.
5. Comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Option 2: Demonstrate Subject Matter Proficiency Through Approved Coursework.

An applicant may address the deficiency prior to enrollment by taking a USG-approved high school course in the deficiency area(s) or a three credit collegiate course (with a course grade of "C" or better) in the appropriate subject area(s). An applicant who has taken a terminal course in a subject area (for example, a student who has completed calculus in the 11th grade) will be deemed as meeting the RHSC requirement in that subject area.

Address Deficiency After Enrollment

Students who have RHSC deficiencies, which are addressed after enrollment, can be admitted under the Limited Admissions category. Students who have RHSC deficiencies and who successfully complete collegiate courses addressing all of their deficiencies within their first 30 credit hours will be considered as having satisfied the deficiency or deficiencies. These students

will receive collegiate credit that can count towards the student's degree program. If a student does not address the deficiencies within the first 30 credit hours, then the student may not register for other courses, unless they also register for the appropriate deficiency course or courses. Successful completion ("C" or better) of a three credit collegiate course in the appropriate subject area demonstrates collegiate-level preparedness and is sufficient for satisfying an RHSC deficiency in that subject area.

Admission of Applicants with Outstanding Scores

[BoR Policy 4.2.1.3](#) permits institutions to consider those applicants who, through test scores and personal achievement, have demonstrated their potential for success in college. However, institutions are advised to assess the applicant's readiness to do college work. Factors that should be considered include academic experience, historical attendance patterns, and level of maturity. Students under the age of 18 are at greater risk for failure, and institutions are advised to admit only those students who show the greatest potential for success. Institutions seeking to enroll students under the age of 16 should consult federal guidelines for compliance rules before offering letters of acceptance.

Applicants admitted under the Admission of Applicants with Outstanding Scores provision are not counted against the institution's Limited Admission Exceptions.

Admission of Students with Learning Disorders

Applicants who meet regular admission requirements should be admitted without regard to disabilities. Applicants with documented disabilities seeking admission to a USG institution are required to meet the RHSC requirements and achieve the institution's SAT or ACT score requirements with testing accommodations. Applicants who are unable to meet the foreign language requirement due to a documented disability may petition for a course substitution following the procedures described in [Section 3.3.3](#).

03.01.01.04 Dual Enrollment Requirements

SOURCES:

[BoR POLICY 04.02.01.04, DUAL ENROLLMENT REQUIREMENTS](#)

The following criteria apply to high school students seeking to enroll prior to their high school graduation. Institutions may have more restrictive requirements by high school grade level; however, establishing such higher requirements may not preclude the participation of high school juniors. The current dual enrollment admission requirements for each USG institution can be found on the [USG Dual Enrollment Admission Requirements](#) document.

Early College Programs

Each Early College program represents a relationship between a local school system and a USG institution. Early College program participants are eligible for enrollment in college courses while they are enrolled in an Early College program. The admission requirements for participation in an Early College program are established by each USG institution with an Early College partnership and may differ from those provided in this section.

Academic Record

Institutions shall require evidence that the applicant is on-track to complete the USG's Required High School Curriculum (RHSC). Section 3.1.1.1 and the [USG Staying on Course](#) document provide additional information on the RHSC.

Institutions shall also require evidence that the applicant is on-track to graduate from a public school regulated by a school system and state department of education or a school accredited by one of the following approved accrediting bodies:

- A regional accrediting association:
 - [Cognia](#) (includes the Cognia legacy accrediting bodies: the North Central Association Commission on Accreditation & School Improvement (NCA-CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges & Schools Council on Accreditation & School Improvement (SACS CASI))
 - [Middle States Association Commissions on Elementary & Secondary Schools \(MSA-CESS\)](#)
 - [New England Association of Schools & Colleges \(NEASC\)](#)
 - [Accrediting Commission for Schools Western Association of Schools & Colleges \(ACS WASC\)](#)
- [Association of Christian Schools International](#)
- [Georgia Accrediting Commission](#)
- [Georgia Association of Christian Schools](#)
- [Georgia Independent School Association](#)
- [Georgia Private School Accrediting Council](#)
- [Southern Association of Independent Schools](#)

Students attending non-accredited homeschool programs or non-accredited high schools may also be eligible to participate if they have validated they are on-track for completing the USG's RHSC through the submission of a curriculum packet. Additional information on the curriculum packet can be found in Section 3.1.1.1.

Institutions are encouraged to include information about their dual enrollment requirements for students from non-accredited homeschool programs or non-accredited high schools in their catalog and on their websites.

High School Grade Point Average

Institutions shall require at least a minimum 3.0 high school Grade Point Average as calculated by the institution for admission purposes.

Test Scores

Institutions may establish minimum SAT, ACT, PSAT, PreACT, and/or Accuplacer score requirements.

Parent/Guardian Consent

Written consent of the applicant's parent or guardian is required if the student is a minor.

Additional Requirements

Institutions have the authority, unless explicitly prohibited in Board Policy or this Handbook, to utilize additional and/or higher requirements for the admission of dual enrollment applicants.

Exceptions to Dual Enrollment Admission Requirements

In special and rare circumstances, institutions may grant exceptions and admit dual enrollment applicants not meeting the 3.0 high school GPA requirement but showing promise for academic success. Institutions shall use multiple measures, such as interviews, high school counselor and teacher recommendations, and/or test scores to assess a student's potential for academic success in dual enrollment courses. When a student is admitted as a dual enrollment exception, the basis for the exception must be maintained as part of the student record.

Dual Enrollment Course Placement

All course prerequisite and corequisite requirements apply to dual enrollment students.

Students wishing to enroll in a dual enrollment English course must exempt placement in Learning Support English.

Students wishing to enroll in a dual enrollment mathematics course must exempt placement in Learning Support mathematics. No student shall be eligible to participate in dual enrollment mathematics without having first successfully completed Advanced Algebra/Algebra II or an equivalent high school course.

Institutions shall set minimums of at least the following for dual enrollment students to exempt Learning Support placement. The following only apply to students participating in dual enrollment. The placement guidance provided in [Section 2.9](#) applies to all other students, including former dual enrollment students.

ENGL 1101

- A high school Grade Point Average of 3.0 or higher with at least two RHSC English units successfully completed prior to enrollment; or
- A score of 480 or higher on the SAT or PSAT Evidence-Based Reading & Writing (EBRW) section; or
- A score of 17 or higher on the ACT or PreACT English section; or
- A score of 17 or higher on the ACT or PreACT Reading section; or
- A score of 237 or higher on the Next-Generation Accuplacer Reading Comprehension test AND a score of 4 or higher on the Accuplacer WritePlacer test; or

- Transferable credit for a Core IMPACTS Writing Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher)

MATH 1001, MATH 1101, MATH/STAT 1401

- A high school Grade Point Average of 3.0 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 440 or higher on the SAT or PSAT Math section; or
- A score of 17 or higher on the ACT or PreACT Math section; or
- A score 258 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or,
- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

MATH 1111

- A high school Grade Point Average of 3.2 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 510 or higher on the SAT or PSAT Math section; or
- A score of 20 or higher on the ACT or PreACT Math section; or
- A score of 266 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or
- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

The above minimum placement requirements for dual enrollment students are also provided on page 2 of the [USG Dual Enrollment Admission Requirements](#) document.

Dual Enrollment Student Coding

Institutions should refer to the GeorgiaBEST Dual Enrollment Business Practice for information on dual enrollment student coding and reporting for the Academic Data Collection (ADC).

03.01.01.05 Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.05, TRANSFER REQUIREMENTS](#)

A transfer applicant is any applicant seeking admission as a degree-seeking student and who has completed transferable coursework. Students with 30 or more transferable hours must meet transfer admission requirements. Students with fewer than 30 transferable semester credit hours are required to meet freshman admission requirements. Students who have completed 30 or more transferable hours, regardless of the date of high school graduation, may be admitted under

transfer admission requirements. This includes students who have earned college credit through dual enrollment, early college, or examination (AP or IB).

Institutions must give priority consideration to students transferring from another USG institution who meet transfer standards higher than the USG policy standards. Transfer students must receive the same consideration as native students in determining program admissibility.

To receive priority consideration for transfer admission, students should meet the following criteria:

Sending Institution	Credit Hours	Criteria
All institutions except research universities	Students with 15-19 semester credits	Meet regular freshman admissions requirements Minimum GPA of 2.0 in core curriculum at the sending institution
Research universities	Associate Degree or 60 semester credits in core curriculum	Minimum GPA of 3.0

Students who have earned a career associate degree may apply for admission to a program leading to the baccalaureate degree according to the institution’s criteria for admission for the program. Students with an earned career associate degree will not be held to RHSC requirements.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

03.01.01.06 International Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.06, INTERNATIONAL TRANSFER REQUIREMENTS](#)

Students who are non-native speakers of English, who transfer from an institution of higher education outside the U.S. where English was not the language of instruction, are required to submit academic English language proficiency proof from one of the approved methods listed in Section 3.1.1.2, along with their foreign credentials.

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or English-as-a-Second Language (ESL) courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful

completion of a USG campus-based ESL program of study meets the English proficiency requirements for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

03.01.01.07 Exceptions to Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.07, EXCEPTIONS TO TRANSFER REQUIREMENTS](#)

Transfer applicants who do not meet USG requirements may be considered for admission under the Limited Admission provision. Institutions may admit up to 10% of all transfer students under this provision. The base of this percent is the number of unduplicated headcount new transfer students admitted over the previous fiscal year. This Limited Transfer Admission category is separate from the Freshman Limited Admissions category.

Transfer students admitted as Limited Admissions students, including Presidential Exceptions who have RHSC deficiencies documented from another USG institution, shall be required to satisfy those deficiencies by subject area in the same manner as defined for Limited Admission Freshmen.

03.01.01.08 Non-Traditional Requirements

SOURCES:

[BoR POLICY 04.02.01.08, NON TRADITIONAL REQUIREMENTS](#)

In order to make the University System of Georgia more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institution mission, academic programs, and success in retaining and graduating non-traditional students.

Applicants who have been out of high school for at least five years are not required to submit SAT/ACT scores. In order to possibly avoid additional testing and/or placement in Learning Support, applicants are encouraged to submit SAT/ACT scores if they are available.

Non-Traditional Freshmen

The number of non-traditional freshmen an institution enrolls are not counted against the percent of Freshman Limited Admissions allowed each institution.

Non-traditional freshmen must hold a high school diploma from an accredited or approved high school as outlined in Section 3.1.1.1 or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the Board of Regents. The following high school equivalency tests are approved:

- GED
- HiSET
- TASC

Students admitted as non-traditional are not subject to the RHSC requirements.

Non-Traditional Transfers

The number of non-traditional transfers an institution enrolls will not be counted against the percent of Transfer Limited Admissions allowed each institution.

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector.

03.01.01.09 Persons Aged 62 or Over

SOURCES:

[BoR POLICY 04.02.01.09, PERSONS AGED 62 OR OVER](#)

For information about eligibility rules for enrollment of persons 62 years of age or older in units of the USG, see [BoR Policy 4.2.1.9, Persons Aged 62 or Over](#).

PROPOSED ASAH GUIDANCE EDITS

03.01.01 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

SOURCES:

[BoR POLICY 04.02, UNDERGRADUATE ADMISSION](#)

The following section provides the standards, procedures, and guidelines related to the admission of undergraduate applicants. Institutions have the authority, unless explicitly prohibited by policy, to require additional or higher requirements for general admission to the institution or to special programs at the undergraduate level.

Institutions seeking exceptions to policy or these standards, procedures, and guidelines must receive written approval from the USG's Chief Academic Officer and must maintain record of the approval.

The USG Office of Enrollment Management & Student Affairs provides the following documents to provide prospective students, parents, and high school counselors with easy access to the admission requirements for the system institutions:

- [Freshman Admission Requirements](#)
- [Dual Enrollment Admission Requirements](#)

Institutions must promptly notify the USG Office of Enrollment Management & Student Affairs when admission requirements are revised so these documents may be appropriately updated.

03.01.01.01 Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.01, FRESHMAN REQUIREMENTS](#)

These criteria apply to freshman applicants and applicants who have not earned the equivalent of 30 semester hours of transferable credit. Applicants who are not of the traditional college-going

age may be eligible for consideration under the requirements for non-traditional student admission.

Academic Record

Institutions shall require completion of the USG's Required High School Curriculum (RHSC) and graduation from a public school regulated by a school system and state department of education or graduation from a high school or homeschool program accredited by or holding provisional accreditation from one of the following approved accrediting bodies:

- A regional accrediting association:
 - [Cognia](#) (includes the Cognia legacy accrediting bodies: North Central Association Commission on Accreditation & School Improvement (NCA-CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges & Schools Council on Accreditation & School Improvement (SACS CASI))
 - [Middle States Association Commissions on Elementary & Secondary Schools \(MSA-CESS\)](#)
 - [New England Association of Schools & Colleges \(NEASC\)](#)
 - [Accrediting Commission for Schools Western Association of Schools & Colleges](#)

~~such as the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI). Accredited schools can be found on the [Cognia \(formerly AdvancED\) website](#).~~

- [Association of Christian Schools International](#)
- [Georgia Accrediting Commission](#)
- [Georgia Association of Christian Schools](#)
- [Georgia Independent School Association](#)
- [Georgia Private School Accrediting Council](#)
- [Southern Association of Independent Schools](#)

The RHSC is comprised of the following 17 units:

- Four units of mathematics to include:
 - One unit of Coordinate Algebra or Algebra I or the equivalent;
 - One unit of Analytic Geometry or Geometry or the equivalent;
 - One unit of Advanced Algebra or Algebra II or the equivalent; and,
 - One additional approved fourth mathematics unit.
- Four units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
- Four units of science with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. The four units shall include the following for Georgia Public high school graduates:
 - One unit of Biology I or the equivalent;
 - One unit of Physical Science or Physics or the equivalent;
 - One unit of Chemistry, Earth Systems, Environmental Science, or an Advanced Placement or International Baccalaureate science course or the equivalent; and,
 - One additional approved science unit.
- Three units of social science, with at least one unit focusing on United States studies and one unit focusing on world studies.

- Two units of the same foreign language emphasizing speaking, listening and writing, or 2 units of American Sign Language, or 2 units of computer science emphasizing coding and programming.

The Office of Enrollment Management & Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC requirements on the [Staying on Course](#) document.

Applicants graduating from non-accredited homeschools or high schools shall document their graduation and completion of the 17 units of the RHSC through the submission of a curriculum packet.

The curriculum packet must include the following information for each RHSC course:

- Course title;
- Course description;
- List of course learning materials, including textbooks and software;
- Course credit;
- Year completed;
- Grade earned; and,
- Source (public school, private school, correspondence program, or home generated curriculum)

Institutions shall evaluate the information provided in the packet to verify completion of the RHSC units and may require additional documentation, such as Student Learning Outcomes, to further evaluate course content.

An applicant may also demonstrate competency in a subject area and satisfy all or part of an RHSC unit by:

- Successfully completing a USG-approved RHSC course through an accredited high school or homeschool program;
- Completing a transferable collegiate course with a grade of “C” or better in the RHSC subject area; or,
- Achieving designated scores on one or more of the following approved standardized exams:
 1. An applicant presenting an SAT or ACT score that is at or above the average score for the previous year’s fall semester first-time freshmen admitted to the institution may be considered as having demonstrated competency in the RHSC subject area. Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in the CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

~~2.—An applicant may submit one or more of the following SAT Subject Tests to demonstrate competency in an RHSC subject area:~~

- ~~○—Literature~~
- ~~○—Math Level 1 or Math Level 2~~
- ~~○—Biology E/M~~
- ~~○—Chemistry~~
- ~~○—Physics~~
- ~~○—U.S. History~~

- ~~World History~~
- ~~Foreign Languages~~

~~Institutions accepting SAT Subject Tests to validate RHSC completion shall establish minimum scores required to demonstrate subject matter competency.~~

3. An applicant may submit CLEP and/or DSST subject examination scores to demonstrate competency in an RHSC subject area. Institutions utilizing CLEP and/or DSST to validate RHSC completion shall establish the minimum scores required to demonstrate subject matter competency. Institutions should refer to the credit recommendations of the American Council on Education Guide.
4. An applicant who meets the requirements to exempt or exit Learning Support English shall be considered as having demonstrated proficiency in the RHSC English area. An applicant who meets the requirements to exempt or exit Learning Support mathematics shall be considered as having demonstrated proficiency in RHSC mathematics area. See [Section 2.9.1, Administrative Procedures for Learning Support Programs](#), for more information on Learning Support exemption and placement.
5. Institutions may request to utilize comparable examinations to assess proficiency in an RHSC subject area. Written requests to use other examinations should be submitted to the Executive Vice Chancellor and Chief Academic Officer of the USG.

An applicant graduating from a non-accredited homeschool program or high school must meet all other admission requirements required by the institution, including High School Grade Point Average, ~~SAT/ACT~~ **standardized test score** and Freshman Index requirements.

An applicant graduating from a non-accredited homeschool or high school with partial completion of the RHSC may be admitted on the same basis and with the same conditions as other applicants with RHSC deficiencies.

High School Grade Point Average (HSGPA)

A minimum 2.0 High School Grade Point Average (HSGPA) is required.

The HSGPA is calculated on a 4.0 scale using the 17 units of the RHSC. Numerical grades indicated on transcripts should be converted to letter grades based on the conversion table provided by the high school. Institutions must obtain these tables. The letter grades should be converted to quality points as follows:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

The HSGPA may be calculated using the best grade or grades when the high school transcript indicates more than the required number of courses were taken in an RHSC area. When the transcript indicates two foreign languages were completed in high school, the two units with the best grades may be included in the HSGPA provided those units are comprised of the same foreign language. Institutions are required to use a standard procedure to calculate the HSGPA for reporting to the BoR, which includes not adding weights.

Institutions may use other methods of HSGPA calculation for determining admission eligibility, including utilizing the Georgia MATCH Unverified HOPE GPA calculated by the Georgia Student Finance Commission (GSFC).

Institutions authorized to offer test-optional admission may also establish a test-optional HSGPA of at least the following:

Institution Sector	Minimum Test Optional GPA
Research Universities	3.4
Comprehensive Universities	3.2
State Universities	3.0

SAT/ACT Standardized Test Scores

The research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Minimum Scores
SAT	480 Evidence-Based Reading and Writing section 440 Math
ACT	17 English or Reading 17 Math

Beginning with Fall 2027 admission, at all universities except the Georgia Institute of Technology and the University of Georgia, minimum CLT score requirements of at least the following shall be established:

Test	Minimum Scores
CLT	36 Verbal Reasoning + Grammar/Writing 13 Quantitative Reasoning

Presidents of the following may elect whether to establish standardized test score requirements:

- State colleges
- Universities with a state college secondary section/function or an access pathway approved by the USG’s Chief Academic Officer

Those establishing test score requirements shall accept CLT scores and shall utilize the CLT-SAT concordance tables provided in CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

Institutions may consider the highest scores from the same test type when scores from more than one test date are submitted. A combination of **SAT and ACT** scores from different test types cannot be considered.

The universities authorized to offer test-optional admission may waive the test score requirement for students meeting the test-optional HSGPA.

The following universities are authorized to utilize test-optional admission through Summer 2026 admission:

- Albany State University
- Augusta University
- Clayton State University
- Columbus State University
- Fort Valley State University
- Georgia Southern University
- Georgia Southwestern State University
- Georgia State University
- Kennesaw State University
- Middle Georgia State University
- Savannah State University
- University of North Georgia
- University of West Georgia
- Valdosta State University

The following universities are authorized to offer test-optional admission for Fall 2026 and beyond:

- Albany State University
- Clayton State University
- Columbus State University
- Fort Valley State University
- Georgia Southwestern State University
- Middle Georgia State University
- Savannah State University
- University of North Georgia
- University of West Georgia
- Valdosta State University

Freshman Index

The Freshman Index (FI) is calculated using a combination of an applicant’s standardized test scores and HSGPA as set forth in [BoR Policy 04.02.01.01](#).

The universities shall establish a minimum Freshman Index (FI) of at least the following:

Institution Sector	Minimum Freshman Index
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum Freshman Index requirement. Presidents of universities with a state college secondary section/function or an

access pathway approved by the USG's Chief Academic Officer may also elect whether to establish a minimum Freshman Index for admission to the state college/access pathway.

Institutions authorized to offer test-optional admission may waive the FI requirement for applicants meeting the test-optional HSGPA.

Excluding the Georgia Institute of Technology and the University of Georgia, when calculating a Freshman Index for applicants submitting CLT scores, the CLT scores shall be converted to SAT scores based on the CLT-SAT concordance tables provided in CLT's [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report and the SAT FI Formula shall be used.

Institutions may utilize the highest ~~SAT ERW and Math~~ scores from the same test type when scores from more than one test date are submitted.

03.01.01.02 International Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.02, INTERNATIONAL FRESHMAN REQUIREMENTS](#)

Freshman international applicants may be considered for admission in any category or in this category. International applicants may also be admitted as Presidential Exceptions.

Applicants whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency as described below:

- **Foreign Credentials**
Academic performance described by a certificate, diploma, or other document deemed generally equivalent to a U.S.-required high school curriculum by a reputable credential evaluator (internal or external to the institution) is acceptable.
- **English Language Proficiency Requirements**
Applicants whose native language is not English must provide proof of academic English language proficiency. English language proficiency can be met by utilizing one of the approved methods listed below. All USG institutions must accept all methods of English language proficiency listed, however, institutions may set higher required scores than those listed.

The minimum and recommended scores acceptable for admission:

	Minimum Score for Admission	Recommended Score for Admission
TOEFL iBT (includes Computer Based, Home Edition, & My Best, & Paper Edition)	3.5 (69 if taken prior to 2026)	4.0 (79 if taken prior to 2026)

IELTS Academic (including IELTS Online and One Skill Retake)	6	6.5
SAT Evidence-Based Reading and Writing Section Score	480	
ACT English	17	
EIKEN	Pre-1	
MET (Michigan English Test)	55	59
Cambridge English Scale Score - which can be demonstrated in B2 First (First Certificate in English - FCE), C1 Advanced (Certificate in Advanced English - CAE) or C2 Proficiency (Certificate of Proficiency in English - CPE)	169	177
Cambridge International Examinations (CIE) IGCSE and “O” Level “English” exams	“D” or Better	
UK GCSE “English” exam	“C” or Better	
UK GCE A-Level “English” exam	“C” or Better	
EdExcel International A-Levels and IGCSE English exams	“D” or Better	
Pearson (PTE) Academic (conventional and online)	53	58
Completion of an approved USG campus-based ESL program of study.	Per USG approval.	
A waiver of the English proficiency requirement can be applied to students who have successfully completed academic instruction in English. Successful completion can be demonstrated by one of the following methods: 1) Proof of degree at the secondary or collegiate level either outside or inside the U.S. where English is the official language of academic instruction. 2) Proof of completion of the equivalent of English 1101 and/or 1102	Per USG campus review.	

with a grade of C or better in one or both courses, at an accredited U.S. institution.		
Students who are placed directly into college-level English with no required corequisite based on testing (i.e., Accuplacer, WritePlacer, SAT, or ACT).	Per USG campus review.	

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or ESL courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful completion of a USG campus-based ESL program of study meets the English proficiency requirement for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

U.S. Immigration Regulations

Federal regulations place significant responsibilities on students and universities in the administration of the U.S. laws pertaining to F-1 or J-1 non-immigrant students. Institutions are required to follow certain record-keeping and reporting requirements of the U.S. government.

Institutions enrolling international students are required to determine the English proficiency, academic admissibility, and the financial resources of applicants prior to the issuance of the immigration document I-20 or DS-2019.

Only a Designated School Official appointed by the institution's president and registered with the Student Exchange Visitor Program (SEVP) may sign form I-20 and other F-1 student immigration-related documents. Only a Responsible Officer or Alternate Responsible Officer approved by the U.S. Department of State and SEVP may sign form DS-2019. For more information, see <http://www.ice.gov/sevis/>.

03.01.01.03 Exceptions to Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.03, EXCEPTIONS TO FRESHMAN REQUIREMENTS](#)

The following are modified or additional requirements for specific groups of applicants.

Limited Admission

In recognition of the fact that a limited number of applicants do not meet established standards but demonstrate special potential for success, institutions may admit a limited number of applicants under the Limited Admission category.

The Limited Admission category of admission is comprised of a general Limited Admission provision and a Presidential Exception provision. Institutions are restricted by sector to a maximum number of applicants who may be admitted in this category. The number of traditional freshmen who can be granted Limited Admission for the entire academic year will be no more than the following percentages of the institution’s annual first-time freshman headcount enrollment.

Research Universities	Up to 7 percent
Comprehensive Universities	Up to 15 percent
State Universities	Up to 20 percent
State Colleges	Up to 33 percent

Non-traditional freshmen are not included in the Limited Admissions percentage nor are they included in determining the base.

Applicants meeting the regular freshman requirements for admission to a university with a state college section/function or an access pathway approved by the USG’s Chief Academic Officer are not included in the institution’s Limited Admissions percentage. Such universities may admit applicants not meeting the regular pathway admission requirements on a case-by-case basis using the state college criteria for Limited Admission provided in this section. Such applicants are included in the percentage for the Limited Admission category.

Limited Admission Provision

Institutions may consider applicants meeting all of the following for admission under this provision:

Research Universities

- Graduation from high school and completion of the Required High School Curriculum (RHSC) as outlined in Section 3.1.1.1;
- 2.0 high school grade point average (HSGPA) as outlined in Section 3.1.1.1;
- 480 on the SAT Evidence-Based Reading and Writing section and 440 on the SAT Math section of an SAT administered March 2016 or later; 430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test.

Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.

- 2020 Freshman Index (FI).

Comprehensive Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 2.0 HSGPA as outlined in Section 3.1.1.1;

- 480 on the SAT Evidence-Based Reading and Writing section and 440 on the SAT Math section of an SAT administered March 2016 or later; 430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test. Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.
- 1830 Freshman Index (FI).

State Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 480 on the SAT Evidence-Based Reading and Writing section and 440 on the SAT Math section of an SAT administered March 2016 or later; 430 on the Critical Reading section and 400 on the Math section of an SAT administered prior to March 2016; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test. Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.
- 1790 Freshman Index (FI).

State Colleges

- Graduation from high school as outlined in Section 3.1.1.1; or,
- A state-issued high school equivalency diploma or certificate earned through the successful completion of the GED, TASC, or HiSet test. An applicant who presents a state-issued high school diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Presidential Exception Provision

Each institution President or his or her designee may, under special and rare circumstances, grant exceptions to the above general Limited Admission provision if the applicant shows promise for academic success. Institutions shall use multiple measures, such as interviews, portfolios, and records of experiential achievements whenever possible.

At least one of the following must be held for consideration under the Presidential Exception provision:

- A high school diploma from an accredited or approved high school as specified in Section 3.1.1.1. (Certificates of attendance or special education diplomas are not acceptable).
- A state-issued high school equivalency certificate or diploma earned through the successful completion of the GED, TASC, or HiSet test. An applicant who presents a state-issued diploma or certificate is expected to be at least 18 years of age and for his or her high

school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Applicants admitted under the Presidential Exception provision are included in the number allowed for an institution under the Limited Admission category.

Applicants admitted with RHSC deficiencies shall be required to satisfy those deficiencies as outlined in the “Addressing RHSC Deficiencies” section below.

Summary of Minimum Freshman Admission Requirements

Sector	Regular Admission	Limited Admission Provision	Presidential Exception Provision
Research Universities	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 2500 FI SATSAT: Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACTACTACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 2020 FI SATSAT: Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACTACTACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	High school diploma or approved state-issued high school equivalency certificate or diploma
Comprehensive Universities	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 2040 FI SATSAT: Administered March 2016 or Later: 480 Evidence-Based 	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1830 FI SATSAT: Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 	High school diploma or approved state-issued high school equivalency certificate or diploma

	<p>Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning*</p>	<p>Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning*</p>	
State Universities	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1940 FI SAT SAT: Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing sections and 13 Quantitative Reasoning* 	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1790 FI SAT SAT: Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	High school diploma or approved state-issued high school equivalency certificate or diploma
State Colleges	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 	High school diploma or approved state-issued high school equivalency certificate or diploma	

*Beginning with Fall 2027 admission and excluding the Georgia Institute of Technology and the University of Georgia.

Addressing RHSC Deficiencies

Applicants with RHSC deficiencies shall be required to satisfy deficiencies using one of the following methods:

Address Deficiency Prior to Enrollment

Applicants, including those coming from other states, who have Required High School Curriculum (RHSC) deficiencies but can demonstrate competency in the deficient area(s) will be deemed as meeting the RHSC requirements. Provided these applicants meet all other requirements for regular admission for the sector of institution to which he/she is applying, the institution will not be required to admit them under the Limited Admissions category.

An applicant can satisfy an RHSC deficiency by demonstrating competency in the subject matter area(s) considered deficient or by addressing the deficiency through an appropriate course successfully completed prior to enrollment at a USG institution. Institutions may set additional and/or higher requirements for demonstrating subject matter proficiency than those listed below.

Option 1: Demonstrate Subject Matter Proficiency Through Approved Standardized Tests

An applicant may demonstrate competency through standardized examinations such as the SAT, ACT, CLEP, DSST or other comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Please note that applicants must complete four Board of Regents-approved science units, including two units with a laboratory component, as outlined in the [Staying on Course document](#). Additionally, Georgia public high school students are required to complete coursework in four areas: 1) one unit of biology; 2) one unit of physical science or physics; 3) one unit of chemistry, earth systems, environmental science or an advanced placement science course; and 4) one unit of any other Board of Regents-approved science course listed on the Staying on Course document. Applicants with a science deficiency may address the deficiency prior to enrollment through a standardized examination provided the examination demonstrates competency in an area not already reflected in their high school coursework.

1. An applicant whose SAT or ACT score in the deficient area is at or above the average SAT or ACT score of the previous year's fall semester first-time freshmen admitted to the USG institution shall be considered as having demonstrated competency in the area. [Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in \[The Concordance Relationship Between the Classic Learning Aptitude Test \\(CLT\\) and the Scholastic Aptitude Test \\(SAT\\) report\]\(#\).](#)

- 2.—An applicant may use the following SAT Subject Tests to demonstrate competency in a deficient area: English, Writing, Literature, Foreign Languages, Math Level 1 or Math Level 2, American History & Social Studies, World History, Biology, Chemistry and Physics. Students may use SAT Subject Tests to demonstrate exposure and competencies for areas not

~~reflected in their course work. Institutions using SAT Subject Tests to validate a student's high school curriculum requirements are expected to establish required scores needed to demonstrate subject matter proficiency.~~

~~3.2.~~ An applicant may use the CLEP and DSST subject examination to demonstrate competency in a deficient area. Institutions using CLEP or DSST to validate a student's high school curriculum requirements are expected to establish required scores needed to demonstrate subject matter proficiency. When possible institutions should refer to the credit recommendations of the American Council on Education Guide.

~~4.3.~~ Applicants with a RHSC English deficiency and meeting the requirements to exempt or exit Learning Support English shall be considered as having satisfied the RHSC deficiency in that area. Applicants with a RHSC mathematics deficiency and meeting the requirements to exempt or exit Learning Support mathematics shall be considered as having satisfied the RHSC deficiency in that area. See Section 2.9.1, [Administrative Procedures for Learning Support Programs](#), ~~of the Academic and Student Affairs Handbook~~ for more information on Learning Support exemption and placement.

~~5.4.~~ Comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Option 2: Demonstrate Subject Matter Proficiency Through Approved Coursework.

An applicant may address the deficiency prior to enrollment by taking a USG-approved high school course in the deficiency area(s) or a three-credit collegiate course (with a course grade of "C" or better) in the appropriate subject area(s). An applicant who has taken a terminal course in a subject area (for example, a student who has completed calculus in the 11th grade) will be deemed as meeting the RHSC requirement in that subject area.

Address Deficiency After Enrollment

~~Students who have RHSC deficiencies, which are addressed after enrollment, can be admitted under the Limited Admissions category.~~ [Students with RHSC deficiencies who are admitted in the Limited Admission category must make up their deficiencies once enrolled.](#) Students who have RHSC deficiencies and who successfully complete collegiate courses addressing all of their deficiencies within their first 30 credit hours will be considered as having satisfied the deficiency or deficiencies. These students will receive collegiate credit that can count towards the student's degree program. If a student does not address the deficiencies within the first 30 credit hours, then the student may not register for other courses, unless they also register for the appropriate deficiency course or courses. Successful completion ("C" or better) of a three-credit collegiate course in the appropriate subject area demonstrates collegiate-level preparedness and is sufficient for satisfying an RHSC deficiency in that subject area.

Admission of Applicants with Outstanding Scores

~~BoR Policy 4.2.1.3~~ [BoR Policy 04.02.01.03](#) permits institutions to consider those applicants who, through test scores and personal achievement, have demonstrated their potential for success in college. However, institutions are advised to assess the applicant's readiness to do college work. Factors that should be considered include academic experience, historical attendance patterns,

and level of maturity. Students under the age of 18 are at greater risk for failure, and institutions are advised to admit only those students who show the greatest potential for success. Institutions seeking to enroll students under the age of 16 should consult federal guidelines for compliance rules before offering letters of acceptance.

Applicants admitted under the Admission of Applicants with Outstanding Scores provision are not counted against the institution's Limited Admission Exceptions.

Admission of Students with Learning Disorders

Applicants who meet regular admission requirements should be admitted without regard to disabilities. Applicants with documented disabilities seeking admission to a USG institution are required to meet the RHSC requirements and **achieve meet** the institution's **SAT or ACT standardized test** score requirements, **if required**, with testing accommodations. Applicants who are unable to meet the foreign language requirement due to a documented disability may petition for a course substitution following the procedures described in [Section 3.3.3](#).

03.01.01.04 Dual Enrollment Requirements

SOURCES:

[BoR POLICY 04.02.01.04, DUAL ENROLLMENT REQUIREMENTS](#)

The following criteria apply to high school students seeking to enroll prior to their high school graduation. Institutions may have more restrictive requirements by high school grade level; however, establishing such higher requirements may not preclude the participation of high school juniors. The current dual enrollment admission requirements for each USG institution can be found on the [USG Dual Enrollment Admission Requirements](#) document.

Early College Programs

Each Early College program represents a relationship between a local school system and a USG institution. Early College program participants are eligible for enrollment in college courses while they are enrolled in an Early College program. The admission requirements for participation in an Early College program are established by each USG institution with an Early College partnership and may differ from those provided in this section.

Academic Record

Institutions shall require evidence that the applicant is on-track to complete the USG's Required High School Curriculum (RHSC). Section 3.1.1.1 and the [USG Staying on Course](#) document provide additional information on the RHSC.

Institutions shall also require evidence that the applicant is on-track to graduate from a public school regulated by a school system and state department of education or a school accredited by one of the following approved accrediting bodies:

- A regional accrediting association:
 - [Cognia](#) (includes the Cognia legacy accrediting bodies: the North Central Association Commission on Accreditation & School Improvement (NCA-CASI),

Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges & Schools Council on Accreditation & School Improvement (SACS CASI))

- Middle States Association Commissions on Elementary & Secondary Schools (MSA-CESS)
- New England Association of Schools & Colleges (NEASC)
- Accrediting Commission for Schools Western Association of Schools & Colleges (ACS WASC)
- Association of Christian Schools International
- Georgia Accrediting Commission
- Georgia Association of Christian Schools
- Georgia Independent School Association
- Georgia Private School Accrediting Council
- Southern Association of Independent Schools

Students attending non-accredited homeschool programs or non-accredited high schools may also be eligible to participate if they have validated they are on-track for completing the USG's RHSC through the submission of a curriculum packet. Additional information on the curriculum packet can be found in Section 3.1.1.1, [Freshman Requirements](#).

Institutions are encouraged to include information about their dual enrollment requirements for students from non-accredited homeschool programs or non-accredited high schools in their catalog and on their websites.

High School Grade Point Average

Institutions shall require at least a minimum 3.0 high school Grade Point Average as calculated by the institution for admission purposes.

Test Scores

Institutions may establish minimum SAT, ACT, PSAT, PreACT, and/or Accuplacer score requirements. [Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in CLT's The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\) report.](#)

Parent/Guardian Consent

Written consent of the applicant's parent or guardian is required if the student is a minor.

Additional Requirements

Institutions have the authority, unless explicitly prohibited in Board Policy or this Handbook, to utilize additional and/or higher requirements for the admission of dual enrollment applicants.

Exceptions to Dual Enrollment Admission Requirements

In special and rare circumstances, institutions may grant exceptions and admit dual enrollment

applicants not meeting the 3.0 high school GPA requirement but showing promise for academic success. Institutions shall use multiple measures, such as interviews, high school counselor and teacher recommendations, and/or test scores to assess a student's potential for academic success in dual enrollment courses. When a student is admitted as a dual enrollment exception, the basis for the exception must be maintained as part of the student record.

Dual Enrollment Course Placement

All course prerequisite and corequisite requirements apply to dual enrollment students.

Students wishing to enroll in a dual enrollment English course must exempt placement in Learning Support English.

Students wishing to enroll in a dual enrollment mathematics course must exempt placement in Learning Support mathematics. No student shall be eligible to participate in dual enrollment mathematics without having first successfully completed Advanced Algebra/Algebra II or an equivalent high school course.

Institutions shall set minimums of at least the following for dual enrollment students to exempt Learning Support placement. The following only apply to students participating in dual enrollment. The placement guidance provided in [Section 2.9](#) applies to all other students, including former dual enrollment students.

ENGL 1101

- A high school Grade Point Average of 3.0 or higher with at least two RHSC English units successfully completed prior to enrollment; or
- A score of 480 or higher on the SAT or PSAT Evidence-Based Reading & Writing (EBRW) section; or
- A score of 17 or higher on the ACT or PreACT English section; or
- A score of 17 or higher on the ACT or PreACT Reading section; or
- A score of 237 or higher on the Next-Generation Accuplacer Reading Comprehension test AND a score of 4 or higher on the Accuplacer WritePlacer test; or
- Transferable credit for a Core IMPACTS Writing Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher)

MATH 1001, MATH 1101, MATH/STAT 1401

- A high school Grade Point Average of 3.0 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 440 or higher on the SAT or PSAT Math section; or
- A score of 17 or higher on the ACT or PreACT Math section; or
- A score 258 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or,

- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

MATH 1111

- A high school Grade Point Average of 3.2 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 510 or higher on the SAT or PSAT Math section; or
- A score of 20 or higher on the ACT or PreACT Math section; or
- A score of 266 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or
- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in the CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

The above minimum placement requirements for dual enrollment students are also provided on page 2 of the [USG Dual Enrollment Admission Requirements](#) document.

Dual Enrollment Student Coding

Institutions should refer to the GeorgiaBEST Dual Enrollment Business Practice for information on dual enrollment student coding and reporting for the Academic Data Collection (ADC).

03.01.01.05 Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.05, TRANSFER REQUIREMENTS](#)

A transfer applicant is any applicant seeking admission as a degree-seeking student and who has completed transferable coursework. Students with 30 or more transferable hours must meet transfer admission requirements. Students with fewer than 30 transferable semester credit hours are required to meet freshman admission requirements. Students who have completed 30 or more transferable hours, regardless of the date of high school graduation, may be admitted under transfer admission requirements. This includes students who have earned college credit through dual enrollment, early college, or examination (AP or IB).

Institutions must give priority consideration to students transferring from another USG institution who meet transfer standards higher than the USG policy standards. Transfer students must receive the same consideration as native students in determining program admissibility.

To receive priority consideration for transfer admission, students should meet the following criteria:

Sending Institution	Credit Hours	Criteria
All institutions except research universities	Students with 15-19 semester credits	Meet regular freshman admissions requirements Minimum GPA of 2.0 in core curriculum at the sending institution
Research universities	Associate Degree or 60 semester credits in core curriculum	Minimum GPA of 3.0

Students who have earned a career associate degree may apply for admission to a program leading to the baccalaureate degree according to the institution’s criteria for admission for the program. Students with an earned career associate degree will not be held to RHSC requirements.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

03.01.01.06 International Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.06, INTERNATIONAL TRANSFER REQUIREMENTS](#)

Students who are non-native speakers of English, who transfer from an institution of higher education outside the U.S. where English was not the language of instruction, are required to submit academic English language proficiency proof from one of the approved methods listed in Section 3.1.1.2, along with their foreign credentials.

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or English-as-a-Second Language (ESL) courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful completion of a USG campus-based ESL program of study meets the English proficiency requirements for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

03.01.01.07 Exceptions to Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.07, EXCEPTIONS TO TRANSFER REQUIREMENTS](#)

Transfer applicants who do not meet USG requirements may be considered for admission under the Limited Admission provision. Institutions may admit up to 10% of all transfer students under this provision. The base of this percent is the number of unduplicated headcount new transfer students admitted over the previous fiscal year. This Limited Transfer Admission category is separate from the Freshman Limited Admissions category.

Transfer students admitted as Limited Admissions students, including Presidential Exceptions who have RHSC deficiencies documented from another USG institution, shall be required to satisfy those deficiencies by subject area in the same manner as defined for Limited Admission Freshmen. See Section 3.1.1.3, Exceptions to Freshman Requirements, for additional information.

03.01.01.08 Non-Traditional Requirements

SOURCES:

[BoR POLICY 04.02.01.08, NON TRADITIONAL REQUIREMENTS](#)

In order to make the University System of Georgia more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institution mission, academic programs, and success in retaining and graduating non-traditional students.

Applicants who have been out of high school for at least five years are not required to submit **SAT/ACT standardized test** scores. In order to possibly avoid additional testing and/or placement in Learning Support, applicants are encouraged to submit **SAT/ACT** scores if they are available.

Non-Traditional Freshmen

An applicant who has been out of high school at least five years, whose high school class graduated at least five years ago, and who has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman.

The number of non-traditional freshmen an institution enrolls are not counted against the percent of Freshman Limited Admissions allowed each institution.

Non-traditional freshmen must hold a high school diploma from an accredited or approved high school as outlined in Section 3.1.1.1 or have a state-issued high school equivalency certificate or diploma, ~~earned through the successful completion of a high school equivalency test approved by the Board of Regents. The following high school equivalency tests are approved:~~

- ~~GED~~
- ~~HiSET~~
- ~~TASC~~

Students admitted as non-traditional are not subject to the RHSC requirements.

Institutions may consider students whose high school class graduated at least five years ago but who have been reenrolled in high school in the last five years on a case-by-case basis.

Non-Traditional Transfers

An applicant who has been out of high school at least five years or whose high school class graduated at least five years ago, and who has earned 30 or more transferable semester credit hours may be evaluated as a non-traditional transfer.

The number of non-traditional transfers an institution enrolls will not be counted against the percent of Transfer Limited Admissions allowed each institution.

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector.

03.01.01.09 Persons Aged 62 or Over

SOURCES:

[BoR POLICY 04.02.01.09, PERSONS AGED 62 OR OVER](#)

For information about eligibility rules for enrollment of persons 62 years of age or older in units of the USG, see [BoR Policy 4.2.1.9, Persons Aged 62 or Over](#) [BoR Policy 04.02.01.09, Persons Aged 62 or Over](#).

PROPOSED CLEAN ASAH GUIDANCE

03.01.01 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

SOURCES:

[BoR POLICY 04.02, UNDERGRADUATE ADMISSION](#)

The following section provides the standards, procedures, and guidelines related to the admission of undergraduate applicants. Institutions have the authority, unless explicitly prohibited by policy, to require additional or higher requirements for general admission to the institution or to special programs at the undergraduate level.

Institutions seeking exceptions to policy or these standards, procedures, and guidelines must receive written approval from the USG's Chief Academic Officer and must maintain record of the approval.

The USG Office of Enrollment Management & Student Affairs provides the following documents to provide prospective students, parents, and high school counselors with easy access to the admission requirements for the system institutions:

- [Freshman Admission Requirements](#)
- [Dual Enrollment Admission Requirements](#)

Institutions must promptly notify the USG Office of Enrollment Management & Student Affairs when admission requirements are revised so these documents may be appropriately updated.

03.01.01.01 Freshman Requirements

SOURCES:[BoR POLICY 04.02.01.01, FRESHMAN REQUIREMENTS](#)

These criteria apply to freshman applicants and applicants who have not earned the equivalent of 30 semester hours of transferable credit. Applicants who are not of the traditional college-going age may be eligible for consideration under the requirements for non-traditional student admission.

Academic Record

Institutions shall require completion of the USG's Required High School Curriculum (RHSC) and graduation from a public school regulated by a school system and state department of education or graduation from a high school or homeschool program accredited by or holding provisional accreditation from one of the following approved accrediting bodies:

- A regional accrediting association:
 - [Cognia](#) (includes the Cognia legacy accrediting bodies: North Central Association Commission on Accreditation & School Improvement (NCA-CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges & Schools Council on Accreditation & School Improvement (SACS CASI))
 - [Middle States Association Commissions on Elementary & Secondary Schools \(MSA-CESS\)](#)
 - [New England Association of Schools & Colleges \(NEASC\)](#)
 - [Accrediting Commission for Schools Western Association of Schools & Colleges](#)
- [Association of Christian Schools International](#)
- [Georgia Accrediting Commission](#)
- [Georgia Association of Christian Schools](#)
- [Georgia Independent School Association](#)
- [Georgia Private School Accrediting Council](#)
- [Southern Association of Independent Schools](#)

The RHSC is comprised of the following 17 units:

- Four units of mathematics to include:
 - One unit of Coordinate Algebra or Algebra I or the equivalent;
 - One unit of Analytic Geometry or Geometry or the equivalent;
 - One unit of Advanced Algebra or Algebra II or the equivalent; and,
 - One additional approved fourth mathematics unit.
- Four units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
- Four units of science with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. The four units shall include the following for Georgia Public high school graduates:
 - One unit of Biology I or the equivalent;
 - One unit of Physical Science or Physics or the equivalent;
 - One unit of Chemistry, Earth Systems, Environmental Science, or an Advanced Placement or International Baccalaureate science course or the equivalent; and,
 - One additional approved science unit.
- Three units of social science, with at least one unit focusing on United States studies and one unit focusing on world studies.

- Two units of the same foreign language emphasizing speaking, listening and writing, or 2 units of American Sign Language, or 2 units of computer science emphasizing coding and programming.

The Office of Enrollment Management & Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC on the [Staying on Course](#) document.

Applicants graduating from non-accredited homeschools or high schools shall document their graduation and completion of the 17 units of the RHSC through the submission of a curriculum packet.

The curriculum packet must include the following information for each RHSC course:

- Course title;
- Course description;
- List of course learning materials, including textbooks and software;
- Course credit;
- Year completed;
- Grade earned; and,
- Source (public school, private school, correspondence program, or home generated curriculum)

Institutions shall evaluate the information provided in the packet to verify completion of the RHSC units and may require additional documentation, such as Student Learning Outcomes, to further evaluate course content.

An applicant may also demonstrate competency in a subject area and satisfy all or part of an RHSC unit by:

- Successfully completing a USG-approved RHSC course through an accredited high school or homeschool program;
- Completing a transferable collegiate course with a grade of “C” or better in the RHSC subject area; or,
- Achieving designated scores on one or more of the following approved standardized exams:
 1. An applicant presenting an SAT or ACT score that is at or above the average score for the previous year’s fall semester first-time freshmen admitted to the institution may be considered as having demonstrated competency in the RHSC subject area. Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in the CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.
 2. An applicant may submit CLEP and/or DSST subject examination scores to demonstrate competency in an RHSC subject area. Institutions utilizing CLEP and/or DSST to validate RHSC completion shall establish the minimum scores required to demonstrate subject matter competency. Institutions should refer to the credit recommendations of the American Council on Education Guide.
 3. An applicant who meets the requirements to exempt or exit Learning Support English shall be considered as having demonstrated proficiency in the RHSC English area. An applicant who meets the requirements to exempt or exit Learning

Support mathematics shall be considered as having demonstrated proficiency in RHSC mathematics area. See [Section 2.9.1, Administrative Procedures for Learning Support Programs](#), for more information on Learning Support exemption and placement.

4. Institutions may request to utilize comparable examinations to assess proficiency in an RHSC subject area. Written requests to use other examinations should be submitted to the Executive Vice Chancellor and Chief Academic Officer of the USG.

An applicant graduating from a non-accredited homeschool program or high school must meet all other admission requirements required by the institution, including High School Grade Point Average, standardized test score and Freshman Index requirements.

An applicant graduating from a non-accredited homeschool or high school with partial completion of the RHSC may be admitted on the same basis and with the same conditions as other applicants with RHSC deficiencies.

High School Grade Point Average (HSGPA)

A minimum 2.0 High School Grade Point Average (HSGPA) is required.

The HSGPA is calculated on a 4.0 scale using the 17 units of the RHSC. Numerical grades indicated on transcripts should be converted to letter grades based on the conversion table provided by the high school. Institutions must obtain these tables. The letter grades should be converted to quality points as follows:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

The HSGPA may be calculated using the best grade or grades when the high school transcript indicates more than the required number of courses were taken in an RHSC area. When the transcript indicates two foreign languages were completed in high school, the two units with the best grades may be included in the HSGPA provided those units are comprised of the same foreign language. Institutions are required to use a standard procedure to calculate the HSGPA for reporting to the BoR, which includes not adding weights.

Institutions may use other methods of HSGPA calculation for determining admission eligibility, including utilizing the Georgia MATCH Unverified HOPE GPA calculated by the Georgia Student Finance Commission (GSFC).

Institutions authorized to offer test-optional admission may also establish a test-optional HSGPA of at least the following:

Institution Sector	Minimum Test Optional GPA
Research Universities	3.4
Comprehensive Universities	3.2
State Universities	3.0

Standardized Test Scores

The research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Minimum Scores
SAT	480 Evidence-Based Reading and Writing section 440 Math
ACT	17 English or Reading 17 Math

Beginning with Fall 2027 admission, at all universities except the Georgia Institute of Technology and the University of Georgia, minimum CLT score requirements of at least the following shall be established:

Test	Minimum Scores
CLT	36 Verbal Reasoning + Grammar/Writing 13 Quantitative Reasoning

Presidents of the following may elect whether to establish standardized test score requirements:

- State colleges
- Universities with a state college secondary section/function or an access pathway approved by the USG’s Chief Academic Officer

Those establishing test score requirements shall accept CLT scores and shall utilize the CLT-SAT concordance tables provided in CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

Institutions may consider the highest scores from the same test type when scores from more than one test date are submitted. A combination of scores from different test types cannot be considered.

The universities authorized to offer test-optional admission may waive the test score requirement for students meeting the test-optional HSGPA.

The following universities are authorized to utilize test-optional admission through Summer 2026 admission:

Albany State University
Augusta University
Clayton State University
Columbus State University
Fort Valley State University
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Kennesaw State University

Middle Georgia State University
 Savannah State University
 University of North Georgia
 University of West Georgia
 Valdosta State University

The following universities are authorized to offer test-optional admission for Fall 2026 and beyond:

Albany State University
 Clayton State University
 Columbus State University
 Fort Valley State University
 Georgia Southwestern State University
 Middle Georgia State University
 Savannah State University
 University of North Georgia
 University of West Georgia
 Valdosta State University

Freshman Index

The Freshman Index (FI) is calculated using a combination of an applicant’s standardized test scores and HSGPA as set forth in [BoR Policy 04.02.01.01](#).

The universities shall establish a minimum Freshman Index (FI) of at least the following:

Institution Sector	Minimum Freshman Index
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum Freshman Index requirement. Presidents of universities with a state college secondary section/function or an access pathway approved by the USG’s Chief Academic Officer may also elect whether to establish a minimum Freshman Index for admission to the state college/access pathway.

Institutions authorized to offer test-optional admission may waive the FI requirement for applicants meeting the test-optional HSGPA.

Excluding the Georgia Institute of Technology and the University of Georgia, when calculating a Freshman Index for applicants submitting CLT scores, the CLT scores shall be converted to SAT scores based on the CLT-SAT concordance tables provided in CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report and the SAT FI Formula shall be used.

Institutions may utilize the highest scores from the same test type when scores from more than one test date are submitted.

03.01.01.02 International Freshman Requirements

SOURCES:[BoR POLICY 04.02.01.02, INTERNATIONAL FRESHMAN REQUIREMENTS](#)

Freshman international applicants may be considered for admission in any category or in this category. International applicants may also be admitted as Presidential Exceptions.

Applicants whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency as described below:

- Foreign Credentials**
 Academic performance described by a certificate, diploma, or other document deemed generally equivalent to a U.S.-required high school curriculum by a reputable credential evaluator (internal or external to the institution) is acceptable.
- English Language Proficiency Requirements**
 Applicants whose native language is not English must provide proof of academic English language proficiency. English language proficiency can be met by utilizing one of the approved methods listed below. All USG institutions must accept all methods of English language proficiency listed, however, institutions may set higher required scores than those listed.

The minimum and recommended scores acceptable for admission:

	Minimum Score for Admission	Recommended Score for Admission
TOEFL iBT (includes Computer Based, Home Edition, & My Best)	3.5 (69 if taken prior to 2026)	4.0 (79 if taken prior to 2026)
IELTS Academic (including IELTS Online and One Skill Retake)	6	6.5
SAT Reading & Writing Section Score	480	
ACT English	17	
EIKEN	Pre-1	
MET (Michigan English Test)	55	59
Cambridge English Scale Score - which can be demonstrated in B2 First (First Certificate in English -FCE), C1 Advanced (Certificate in	169	177

Advanced English - CAE) or C2 Proficiency (Certificate of Proficiency in English - CPE)		
Cambridge International Examinations (CIE) IGCSE and “O” Level “English” exams	“D” or Better	
UK GCSE “English” exam	“C” or Better	
UK GCE A-Level “English” exam	“C” or Better	
EdExcel International A-Levels and IGCSE English exams	“D” or Better	
Pearson (PTE) Academic (conventional and online)	53	58
Completion of an approved USG campus-based ESL program of study.	Per USG approval.	
A waiver of the English proficiency requirement can be applied to students who have successfully completed academic instruction in English. Successful completion can be demonstrated by one of the following methods: 1) Proof of degree at the secondary or collegiate level either outside or inside the U.S. where English is the official language of academic instruction. 2) Proof of completion of the equivalent of English 1101 and/or 1102 with a grade of C or better in one or both courses, at an accredited U.S. institution.	Per USG campus review.	
Students who are placed directly into college-level English with no required corequisite based on testing (i.e., Accuplacer, WritePlacer, SAT, or ACT).	Per USG campus review.	

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or ESL courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful completion of a USG campus-based ESL

program of study meets the English proficiency requirement for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

U.S. Immigration Regulations

Federal regulations place significant responsibilities on students and universities in the administration of the U.S. laws pertaining to F-1 or J-1 non-immigrant students. Institutions are required to follow certain record-keeping and reporting requirements of the U.S. government.

Institutions enrolling international students are required to determine the English proficiency, academic admissibility, and the financial resources of applicants prior to the issuance of the immigration document I-20 or DS-2019.

Only a Designated School Official appointed by the institution's president and registered with the Student Exchange Visitor Program (SEVP) may sign form I-20 and other F-1 student immigration-related documents. Only a Responsible Officer or Alternate Responsible Officer approved by the U.S. Department of State and SEVP may sign form DS-2019. For more information, see <http://www.ice.gov/sevis/>.

03.01.01.03 Exceptions to Freshman Requirements

SOURCES:

[BoR POLICY 04.02.01.03, EXCEPTIONS TO FRESHMAN REQUIREMENTS](#)

The following are modified or additional requirements for specific groups of applicants.

Limited Admission

In recognition of the fact that a limited number of applicants do not meet established standards but demonstrate special potential for success, institutions may admit a limited number of applicants under the Limited Admission category.

The Limited Admission category of admission is comprised of a general Limited Admission provision and a Presidential Exception provision. Institutions are restricted by sector to a maximum number of applicants who may be admitted in this category. The number of traditional freshmen who can be granted Limited Admission for the entire academic year will be no more than the following percentages of the institution's annual first-time freshman headcount enrollment.

Research Universities	Up to 7 percent
Comprehensive Universities	Up to 15 percent
State Universities	Up to 20 percent
State Colleges	Up to 33 percent

Non-traditional freshmen are not included in the Limited Admissions percentage nor are they included in determining the base.

Applicants meeting the regular freshman requirements for admission to a university with a state college section/function or an access pathway approved by the USG's Chief Academic Officer are not included in the institution's Limited Admissions percentage. Such universities may admit applicants not meeting the regular pathway admission requirements on a case-by-case basis using the state college criteria for Limited Admission provided in this section. Such applicants are included in the percentage for the Limited Admission category.

Limited Admission Provision

Institutions may consider applicants meeting all of the following for admission under this provision:

Research Universities

- Graduation from high school and completion of the Required High School Curriculum (RHSC) as outlined in Section 3.1.1.1;
- 2.0 high school grade point average (HSGPA) as outlined in Section 3.1.1.1;
- 480 on the SAT Reading & Writing section and 440 on the SAT Math section; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test.

Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.

- 2020 Freshman Index (FI).

Comprehensive Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 2.0 HSGPA as outlined in Section 3.1.1.1;
- 480 on the SAT Reading & Writing section and 440 on the SAT Math section; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test.

Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.

- 1830 Freshman Index (FI).

State Universities

- Graduation from high school and completion of the RHSC as outlined in Section 3.1.1.1;
- 480 on the SAT Reading & Writing section and 440 on the SAT Math; or, 17 on the ACT English test or Reading test, and 17 on the ACT Math test.

Beginning with Fall 2027 admission, excluding the Georgia Institute of Technology and the University of Georgia, 36 on the CLT Verbal Reasoning + Grammar/Writing sections and 13 on the CLT Quantitative Reasoning section.

- 1790 Freshman Index (FI).

State Colleges

- Graduation from high school as outlined in Section 3.1.1.1; or,

- A state-issued high school equivalency diploma or certificate. An applicant who presents a state-issued high school diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Presidential Exception Provision

Each institution President or his or her designee may, under special and rare circumstances, grant exceptions to the above general Limited Admission provision if the applicant shows promise for academic success. Institutions shall use multiple measures, such as interviews, portfolios, and records of experiential achievements whenever possible.

At least one of the following must be held for consideration under the Presidential Exception provision:

- A high school diploma from an accredited or approved high school as specified in Section 3.1.1.1. Certificates of attendance or special education diplomas are not acceptable).
- A state-issued high school equivalency certificate or diploma. An applicant who presents a state-issued diploma or certificate is expected to be at least 18 years of age and for his or her high school class to have graduated; however, institutions may make exceptions on a case-by-case basis. Certificates of attendance or special education diplomas are not acceptable.

Applicants admitted under the Presidential Exception provision are included in the number allowed for an institution under the Limited Admission category.

Applicants admitted with RHSC deficiencies shall be required to satisfy those deficiencies as outlined in the “Addressing RHSC Deficiencies” section below.

Summary of Minimum Freshman Admission Requirements

Sector	Regular Admission	Limited Admission Provision	Presidential Exception Provision
Research Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2500 FI • SAT: 480 Reading & Writing and 440 Math • ACT: 17 English or 17 Reading, and 17 Math • CLT: 36 Verbal Reasoning + Grammar/Writing and 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2020 FI • SAT: 480 Reading & Writing and 440 Math • ACT: 17 English or 17 Reading, and 17 Math • CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	High school diploma or state-issued high school equivalency certificate or diploma

	13 Quantitative Reasoning*		
Comprehensive Universities	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 2040 FI SAT: 480 Reading & Writing and 440 Math ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1830 FI SAT: 480 Reading & Writing and 440 Math ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	High school diploma or state-issued high school equivalency certificate or diploma
State Universities	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1940 FI SAT: 480 Reading & Writing and 440 Math ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing sections and 13 Quantitative Reasoning* 	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 1790 FI SAT: 480 Reading & Writing and 440 Math ACT: 17 English or 17 Reading, and 17 Math CLT: 36 Verbal Reasoning + Grammar/Writing and 13 Quantitative Reasoning* 	High school diploma or state-issued high school equivalency certificate or diploma
State Colleges	<ul style="list-style-type: none"> High school diploma 17 RHSC units 2.0 HSGPA 	High school diploma or state-issued high school equivalency certificate or diploma	

*Beginning with Fall 2027 admission and excluding the Georgia Institute of Technology and the University of Georgia.

Addressing RHSC Deficiencies

Applicants with RHSC deficiencies shall be required to satisfy deficiencies using one of the following methods:

Address Deficiency Prior to Enrollment

Applicants, including those coming from other states, who have Required High School Curriculum (RHSC) deficiencies but can demonstrate competency in the deficient area(s) will be deemed as

meeting the RHSC requirements. Provided these applicants meet all other requirements for regular admission for the sector of institution to which he/she is applying, the institution will not be required to admit them under the Limited Admissions category.

An applicant can satisfy an RHSC deficiency by demonstrating competency in the subject matter area(s) considered deficient or by addressing the deficiency through an appropriate course successfully completed prior to enrollment at a USG institution. Institutions may set additional and/or higher requirements for demonstrating subject matter proficiency than those listed below.

Option 1: Demonstrate Subject Matter Proficiency Through Approved Standardized Tests

An applicant may demonstrate competency through standardized examinations such as the SAT, ACT, CLEP, DSST or other comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Please note that applicants must complete four Board of Regents-approved science units, including two units with a laboratory component, as outlined in the [Staying on Course document](#). Additionally, Georgia public high school students are required to complete coursework in four areas: 1) one unit of biology; 2) one unit of physical science or physics; 3) one unit of chemistry, earth systems, environmental science or an advanced placement science course; and 4) one unit of any other Board of Regents-approved science course listed on the Staying on Course document. Applicants with a science deficiency may address the deficiency prior to enrollment through a standardized examination provided the examination demonstrates competency in an area not already reflected in their high school coursework.

1. An applicant whose SAT or ACT score in the deficient area is at or above the average SAT or ACT score of the previous year's fall semester first-time freshmen admitted to the USG institution shall be considered as having demonstrated competency in the area. Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.
2. An applicant may use the CLEP and DSST subject examination to demonstrate competency in a deficient area. Institutions using CLEP or DSST to validate a student's high school curriculum requirements are expected to establish required scores needed to demonstrate subject matter proficiency. When possible institutions should refer to the credit recommendations of the American Council on Education Guide.
3. Applicants with a RHSC English deficiency and meeting the requirements to exempt or exit Learning Support English shall be considered as having satisfied the RHSC deficiency in that area. Applicants with a RHSC mathematics deficiency and meeting the requirements to exempt or exit Learning Support mathematics shall be considered as having satisfied the RHSC deficiency in that area. See Section 2.9.1, [Administrative Procedures for Learning Support Programs](#), for more information on Learning Support exemption and placement.

4. Comparable examinations approved by the BoR. Written requests to use other examinations should be submitted to Executive Vice Chancellor and Chief Academic Officer of the USG.

Option 2: Demonstrate Subject Matter Proficiency Through Approved Coursework.

An applicant may address the deficiency prior to enrollment by taking a USG-approved high school course in the deficiency area(s) or a three-credit collegiate course (with a course grade of “C” or better) in the appropriate subject area(s). An applicant who has taken a terminal course in a subject area (for example, a student who has completed calculus in the 11th grade) will be deemed as meeting the RHSC requirement in that subject area.

Address Deficiency After Enrollment

Students with RHSC deficiencies who are admitted in the Limited Admission category must make up their deficiencies once enrolled. Students who have RHSC deficiencies and who successfully complete collegiate courses addressing all of their deficiencies within their first 30 credit hours will be considered as having satisfied the deficiency or deficiencies. These students will receive collegiate credit that can count towards the student’s degree program. If a student does not address the deficiencies within the first 30 credit hours, then the student may not register for other courses, unless they also register for the appropriate deficiency course or courses. Successful completion (“C” or better) of a three-credit collegiate course in the appropriate subject area demonstrates collegiate-level preparedness and is sufficient for satisfying an RHSC deficiency in that subject area.

Admission of Applicants with Outstanding Scores

[BoR Policy 04.02.01.03](#) permits institutions to consider those applicants who, through test scores and personal achievement, have demonstrated their potential for success in college. However, institutions are advised to assess the applicant’s readiness to do college work. Factors that should be considered include academic experience, historical attendance patterns, and level of maturity. Students under the age of 18 are at greater risk for failure, and institutions are advised to admit only those students who show the greatest potential for success. Institutions seeking to enroll students under the age of 16 should consult federal guidelines for compliance rules before offering letters of acceptance.

Applicants admitted under the Admission of Applicants with Outstanding Scores provision are not counted against the institution’s Limited Admission Exceptions.

Admission of Students with Learning Disorders

Applicants who meet regular admission requirements should be admitted without regard to disabilities. Applicants with documented disabilities seeking admission to a USG institution are required to meet the RHSC requirements and meet the institution’s standardized test score requirements, if required, with testing accommodations. Applicants who are unable to meet the foreign language requirement due to a documented disability may petition for a course substitution following the procedures described in [Section 3.3.3](#).

03.01.01.04 Dual Enrollment Requirements

SOURCES:[BoR POLICY 04.02.01.04, DUAL ENROLLMENT REQUIREMENTS](#)

The following criteria apply to high school students seeking to enroll prior to their high school graduation. Institutions may have more restrictive requirements by high school grade level; however, establishing such higher requirements may not preclude the participation of high school juniors. The current dual enrollment admission requirements for each USG institution can be found on the [USG Dual Enrollment Admission Requirements](#) document.

Early College Programs

Each Early College program represents a relationship between a local school system and a USG institution. Early College program participants are eligible for enrollment in college courses while they are enrolled in an Early College program. The admission requirements for participation in an Early College program are established by each USG institution with an Early College partnership and may differ from those provided in this section.

Academic Record

Institutions shall require evidence that the applicant is on-track to complete the USG's Required High School Curriculum (RHSC). Section 3.1.1.1 and the [USG Staying on Course](#) document provide additional information on the RHSC.

Institutions shall also require evidence that the applicant is on-track to graduate from a public school regulated by a school system and state department of education or a school accredited by one of the following approved accrediting bodies:

- A regional accrediting association:
 - [Cognia](#) (includes the Cognia legacy accrediting bodies: the North Central Association Commission on Accreditation & School Improvement (NCA-CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges & Schools Council on Accreditation & School Improvement (SACS CASI))
 - [Middle States Association Commissions on Elementary & Secondary Schools \(MSA-CESS\)](#)
 - [New England Association of Schools & Colleges \(NEASC\)](#)
 - [Accrediting Commission for Schools Western Association of Schools & Colleges \(ACS WASC\)](#)
- [Association of Christian Schools International](#)
- [Georgia Accrediting Commission](#)
- [Georgia Association of Christian Schools](#)
- [Georgia Independent School Association](#)
- [Georgia Private School Accrediting Council](#)
- [Southern Association of Independent Schools](#)

Students attending non-accredited homeschool programs or non-accredited high schools may also be eligible to participate if they have validated they are on-track for completing the USG's RHSC through the submission of a curriculum packet. Additional information on the curriculum packet can be found in Section 3.1.1.1, Freshman Requirements.

Institutions are encouraged to include information about their dual enrollment requirements for students from non-accredited homeschool programs or non-accredited high schools in their catalog and on their websites.

High School Grade Point Average

Institutions shall require at least a minimum 3.0 high school Grade Point Average as calculated by the institution for admission purposes.

Test Scores

Institutions may establish minimum SAT, ACT, PSAT, PreACT, and/or Accuplacer score requirements. Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance tables provided in CLT's [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

Parent/Guardian Consent

Written consent of the applicant's parent or guardian is required if the student is a minor.

Additional Requirements

Institutions have the authority, unless explicitly prohibited in Board Policy or this Handbook, to utilize additional and/or higher requirements for the admission of dual enrollment applicants.

Exceptions to Dual Enrollment Admission Requirements

In special and rare circumstances, institutions may grant exceptions and admit dual enrollment applicants not meeting the 3.0 high school GPA requirement but showing promise for academic success. Institutions shall use multiple measures, such as interviews, high school counselor and teacher recommendations, and/or test scores to assess a student's potential for academic success in dual enrollment courses. When a student is admitted as a dual enrollment exception, the basis for the exception must be maintained as part of the student record.

Dual Enrollment Course Placement

All course prerequisite and corequisite requirements apply to dual enrollment students.

Students wishing to enroll in a dual enrollment English course must exempt placement in Learning Support English.

Students wishing to enroll in a dual enrollment mathematics course must exempt placement in Learning Support mathematics. No student shall be eligible to participate in dual enrollment mathematics without having first successfully completed Advanced Algebra/Algebra II or an equivalent high school course.

Institutions shall set minimums of at least the following for dual enrollment students to exempt Learning Support placement. The following only apply to students participating in dual enrollment.

The placement guidance provided in [Section 2.9](#) applies to all other students, including former dual enrollment students.

ENGL 1101

- A high school Grade Point Average of 3.0 or higher with at least two RHSC English units successfully completed prior to enrollment; or
- A score of 480 or higher on the SAT or PSAT Evidence-Based Reading & Writing (EBRW) section; or
- A score of 17 or higher on the ACT or PreACT English section; or
- A score of 17 or higher on the ACT or PreACT Reading section; or
- A score of 237 or higher on the Next-Generation Accuplacer Reading Comprehension test AND a score of 4 or higher on the Accuplacer WritePlacer test; or
- Transferable credit for a Core IMPACTS Writing Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher)

MATH 1001, MATH 1101, MATH/STAT 1401

- A high school Grade Point Average of 3.0 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 440 or higher on the SAT or PSAT Math section; or
- A score of 17 or higher on the ACT or PreACT Math section; or
- A score 258 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or,
- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

MATH 1111

- A high school Grade Point Average of 3.2 or higher with Advanced Algebra/Algebra II (or an equivalent high school course) successfully completed prior to enrollment; or
- A score of 510 or higher on the SAT or PSAT Math section; or
- A score of 20 or higher on the ACT or PreACT Math section; or
- A score of 266 or higher on the Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics test; or
- Transferable credit for a Core IMPACTS Mathematics Domain course (must meet the minimum grade requirement for the institution – which may be a “C” or higher).

Beginning Fall 2027, at all institutions except the Georgia Institute of Technology and the University of Georgia, CLT scores may be substituted for SAT scores based on the CLT-SAT concordance

tables provided in the CLT’s [The Concordance Relationship Between the Classic Learning Aptitude Test \(CLT\) and the Scholastic Aptitude Test \(SAT\)](#) report.

The above minimum placement requirements for dual enrollment students are also provided on page 2 of the [USG Dual Enrollment Admission Requirements](#) document.

Dual Enrollment Student Coding

Institutions should refer to the GeorgiaBEST Dual Enrollment Business Practice for information on dual enrollment student coding and reporting for the Academic Data Collection (ADC).

03.01.01.05 Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.05, TRANSFER REQUIREMENTS](#)

A transfer applicant is any applicant seeking admission as a degree-seeking student and who has completed transferable coursework. Students with 30 or more transferable hours must meet transfer admission requirements. Students with fewer than 30 transferable semester credit hours are required to meet freshman admission requirements. Students who have completed 30 or more transferable hours, regardless of the date of high school graduation, may be admitted under transfer admission requirements. This includes students who have earned college credit through dual enrollment, early college, or examination (AP or IB).

Institutions must give priority consideration to students transferring from another USG institution who meet transfer standards higher than the USG policy standards. Transfer students must receive the same consideration as native students in determining program admissibility.

To receive priority consideration for transfer admission, students should meet the following criteria:

Sending Institution	Credit Hours	Criteria
All institutions except research universities	Students with 15-19 semester credits	Meet regular freshman admissions requirements Minimum GPA of 2.0 in core curriculum at the sending institution
Research universities	Associate Degree or 60 semester credits in core curriculum	Minimum GPA of 3.0

Students who have earned a career associate degree may apply for admission to a program leading to the baccalaureate degree according to the institution’s criteria for admission for the program. Students with an earned career associate degree will not be held to RHSC requirements.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

03.01.01.06 International Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.06, INTERNATIONAL TRANSFER REQUIREMENTS](#)

Students who are non-native speakers of English, who transfer from an institution of higher education outside the U.S. where English was not the language of instruction, are required to submit academic English language proficiency proof from one of the approved methods listed in Section 3.1.1.2, along with their foreign credentials.

All admissions and placement criteria apply to international applicants.

Institutions should develop procedures to determine whether there is a need for placement in Learning Support English and/or English-as-a-Second Language (ESL) courses for admitted students who meet the minimum English proficiency test scores. Academically admissible non-native English-speaking applicants who do not meet any of the English proficiency methods cannot be granted regular admission. If an institution has an approved USG campus-based ESL program of study, then the student should be directed to and admitted into that program. Successful completion of a USG campus-based ESL program of study meets the English proficiency requirements for all institutions. USG campus-based ESL programs of study used under this provision must first receive approval from the USG Programs Stakeholder Committee for designation as outlined in Section 2.3.6.3.

03.01.01.07 Exceptions to Transfer Requirements

SOURCES:

[BoR POLICY 04.02.01.07, EXCEPTIONS TO TRANSFER REQUIREMENTS](#)

Transfer applicants who do not meet USG requirements may be considered for admission under the Limited Admission provision. Institutions may admit up to 10% of all transfer students under this provision. The base of this percent is the number of unduplicated headcount new transfer students admitted over the previous fiscal year. This Limited Transfer Admission category is separate from the Freshman Limited Admissions category.

Transfer students admitted as Limited Admissions students, including Presidential Exceptions who have RHSC deficiencies documented from another USG institution, shall be required to satisfy those deficiencies by subject area in the same manner as defined for Limited Admission Freshmen. See Section 3.1.1.3, Exceptions to Freshman Requirements, for additional information.

03.01.01.08 Non-Traditional Requirements

SOURCES:

[BoR POLICY 04.02.01.08, NON TRADITIONAL REQUIREMENTS](#)

In order to make the University System of Georgia more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on

institution mission, academic programs, and success in retaining and graduating non-traditional students.

Applicants who have been out of high school for at least five years are not required to submit standardized test scores. In order to possibly avoid additional testing and/or placement in Learning Support, applicants are encouraged to submit scores if they are available.

Non-Traditional Freshmen

An applicant who has been out of high school at least five years, whose high school class graduated at least five years ago, and who has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman.

The number of non-traditional freshmen an institution enrolls are not counted against the percent of Freshman Limited Admissions allowed each institution.

Non-traditional freshmen must hold a high school diploma from an accredited or approved high school as outlined in Section 3.1.1.1 or have a state-issued high school equivalency certificate or diploma.

Students admitted as non-traditional are not subject to the RHSC requirements.

Institutions may consider students whose high school class graduated at least five years ago but who have been reenrolled in high school in the last five years on a case-by-case basis.

Non-Traditional Transfers

An applicant who has been out of high school at least five years or whose high school class graduated at least five years ago, and who has earned 30 or more transferable semester credit hours may be evaluated as a non-traditional transfer.

The number of non-traditional transfers an institution enrolls will not be counted against the percent of Transfer Limited Admissions allowed each institution.

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector.

03.01.01.09 Persons Aged 62 or Over

SOURCES:

[BoR POLICY 04.02.01.09, PERSONS AGED 62 OR OVER](#)

For information about eligibility rules for enrollment of persons 62 years of age or older in units of the USG, see [BoR Policy 04.02.01.09, Persons Aged 62 or Over](#).



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

February 10, 2026

Presidents
University System of Georgia
Sent via email

Dear Presidents:

The Board of Regents (BOR) of the University System of Georgia (USG) convened for its scheduled meeting on February 10, 2026. During this meeting, the following BOR policy was revised.

Student Affairs

➤ **Board Policy 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree**

The attached Exhibit provides background information on the policy revision, the effective date, and the language added or removed from the policy section.

Sincerely,

Sonny Perdue
Chancellor

Enclosure

cc: Tracey Cook, Chief Fiscal Officer
Teresa MacCartney, Chief Operating Officer
Dr. Ashwani Monga, Executive Vice Chancellor & Chief Academic Officer
Ashley Jones May, Chief of Staff and Vice Chancellor for External Affairs
Dr. Costas Spirou, Chief Innovation and Entrepreneurial Strategies Officer
Dr. Angela Bell, Vice Chancellor for Research and Policy Analysis
Dr. Timothy Chester, Chief Information Officer
Jeff Davis, Vice Chancellor for Fiscal Affairs
Karin Elliott, Vice Chancellor for Human Resources
Tracy Ireland, Interim Vice Chancellor for Enrollment Management and Student Affairs
Dr. Dana Nichols, Vice Chancellor for Academic Affairs and Student Success
Chris McGraw, Vice Chancellor for Legal Affairs and Secretary to the Board
J. Frank Smith, Vice Chancellor for Real Estate and Facilities
Jenna Wiese, Vice Chancellor for Internal Audit, Chief Audit Officer
Dr. Laura Lynch, Associate Vice Chancellor, Academic Programs and Policy

Wesley Horne, AVC Compliance, Chief Ethics Officer
Institutional Chief Business Officers
Institutional Provosts
Institutional Dean of Students
Institutional Chief Student Affairs Officers
Institutional Chief Human Resource Officers
Institutional Chief Enrollment Officers
Institutional Legal Officers
Institutional Audit Directors



UNIVERSITY SYSTEM OF GEORGIA

Internal Audit, Compliance, Ethics & Risk Management

OFFICE OF INTERNAL AUDIT, COMPLIANCE, ETHICS & RISK MANAGEMENT
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

(404) 962-3068 - PHONE
JENNA.WIESE@USG.EDU
WWW.USG.EDU/AUDIT/

February 13, 2026

Dear AI Policy Stakeholders:

This memo has been prepared to communicate the results of our advisory special project conducted at all 25 USG institutions. This project was a collaborative effort between the USG Office of Internal Audit, Compliance, Ethics, and Risk Management (OACERM), USG Office of Academic Affairs, and your institution's internal audit department and was designed to review the Artificial Intelligence (AI) policy developed by your institution in response to **BOR Policy 6.28 Artificial Intelligence in Academic Contexts** (BOR AI Policy) effective April 2025 and the corresponding USO AI Policy Guidance issued by the OACERM.

Project Objective and Scope

Our review focused on your institutional policy and included a detailed review by each of the three groups mentioned above. The objective of our review was to determine that your institution's AI Policy addressed all required elements contained in the BOR AI Policy and to provide feedback on policy compliance, best practices, and opportunities for enhancements. Where applicable, we believe these recommendations will allow your institution to comply and/or more closely align with the BOR AI Policy designed to ensure the ethical and responsible use of AI in academic contexts at your institution.

The following information conveys the results of our review.

Observations on Compliance and Best Practices

We reviewed Clayton State University Artificial Intelligence (AI) Policy and determined the following topics reflect compliance and best practices that support alignment with **BOR Policy 6.28**:

- 1) AI Tool Inventory and Classification
 - The inventory of all AI tools is clearly defined with review procedures.

- 2) Ethical Use Policy
 - The University's AI Policy includes a dedicated section on Ethical Use of AI Tools (Section 2). Ethical principles are defined and operationalized through:
 - Fairness and Mitigation of Bias
 - Accountability
 - Reliability and Factual Accuracy
 - Human Oversight
 - Accessibility
 - Risk Mitigation
 - Implementation is further supported through procurement requirements and Vendor and Tool evaluation.

- 3) User Guidance & Documentation
 - Documentation standards are clearly defined with examples.

- 4) Training Program
 - Training objectives and requirements are clearly defined.

- 5) Awareness Campaign
 - Awareness campaign strategies are clearly defined.

- 6) Legal & Regulatory Compliance
 - AI vendor and tool evaluation sections are clearly defined.
 - Responsible personnel are clearly defined.

- 7) Regulatory Monitoring
 - Per Policy section 5.4, policy oversight is assigned: the Provost serves as Institutional Lead, with support and accountability distributed among Academic Affairs, Legal Affairs, CIO/CISO, Institutional Research, HR, Departmental, and Data Governance committees.

- 8) Designated Point of Contact
 - Per Policy section 6.2, points of contact are defined.

Opportunities for Improvement

We determined the following required elements of **BOR Policy 6.28** are either not addressed in the current institutional policy or the required element needs to be revised to include additional information:

- 1) Ethical Use Policy
 - The policy should include the requirement that the AI tool procurement process should include a review by the institution's Legal team and adhere to BPM 3.4.4 "Supplier Contracts". This should include a requirement for procurement, legal, and IT review and approval for any AI tool, regardless of cost, that processes sensitive, confidential, or protected data. Additionally, these AI tools should be subject to yearly cybersecurity reviews.
 - The policy should define the responsible personnel for oversight functions (Implementation Measures section).
- 2) User Guidance & Documentation
 - The policy should require faculty to disclose within each syllabus how AI will be allowed/not allowed within their respective courses and to what degree.
 - Academic Integrity Policies and the Student Code of Conduct should specifically reference the use of Artificial Intelligence when not permitted by the instructor.
- 3) Training Program
 - The policy should define the responsible personnel for performing policy awareness and communication.
- 4) Legal & Regulatory Compliance
 - The policy should define the responsible personnel for overseeing and completing the Data Protection Impact Assessment (DPIA) for each vendor.
- 5) Compliance Recordkeeping
 - The policy should require compliance with recordkeeping standards.

We have shared this information with your institution's points of contact who have agreed that based upon the recommendations made, updates will be made to the policy by <Insert Date>. Once updates are made and approved by the institution, the revised policy should be submitted to USG's Office of Academic Affairs for final review and approval with a goal to have the institution's policy in place and effective by the start of the summer semester.

Thank you for your time and please let us know if you have any questions or if you would like additional information.

Sincerely,

Jenna Wiese

Vice Chancellor for Internal Audit, Compliance, Ethics, & Risk Management
Chief Audit Officer

cc: Ashwani Monga, Chief Academic Officer, USG
Jill Lane, Associate Vice Chancellor for Academic Innovation, USG
Dr. Jill Drake, Provost and Executive Vice President for Academic Affairs, Clayton State University
Ashlee Spearman, Vice President of Enrollment, Marketing, and Student Success, Clayton State
University
Corlis Cummings, General Counsel & Chief Legal Officer, Clayton State University
Jim Pete, Vice President of Information and Technology Services, Clayton State University
Roger Boyd, Associate Vice Chancellor for IT Internal Audit and ERM, USG