



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Academic and Student Affairs Committee
Grand Ballroom, Student Union
Florida A&M University
Tallahassee, Florida
March 27, 2013
2:00 p.m. - 2:45 p.m.

Chair: Mr. Norman Tripp; Vice-Chair: Ms. Wendy Link
Members: Bennett, Carter, Chopra, Frost, Huizenga, Webster, Whatley

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**
- 2. Approval of Committee Meeting Minutes** **Governor Tripp**
Minutes, November 7, 2012
- 3. Academic Program Approval Process** **Dr. Jan Ignash**
in the State University System *Vice Chancellor,*
Academic and Student Affairs
Board of Governors
- 4. Update on the Academic Program** **Dr. Tony Waldrup**
Coordination Workgroup *Provost,*
University of Central Florida
- 5. Limited Access Status for the Bachelor of Social Work** **Governor Tripp**
at the University of North Florida

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6. Student Affairs Updates

A. Florida Student Association

Governor Cortez Whatley

B. SUS Council for Student Affairs

Dr. Kevin Bailey
Vice President for Student Affairs
University of West Florida

7. Closing Remarks and Adjournment

Governor Tripp

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 27, 2013**

SUBJECT: Approval of Minutes of November 7, 2012 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on November 7, 2012, at the New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board committee members will review and approve the summary minutes of the meeting held on November 7, 2012, at the New College of Florida.

Supporting Documentation Included: Minutes, November 7, 2012

Facilitators/Presenters: Governor Norman Tripp

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
NOVEMBER 7, 2012

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 3:30 p.m. Members present were Matthew Carter, Patricia Frost, Manoj Chopra, Cortez Whatley, and Gus Stavros.

1. Call to Order and Opening Remarks

Chairman Tripp called the meeting to order.

2. Approval of Minutes from September 12, 2012

Governor Frost moved that the Committee approve the minutes of the meeting held September 12, 2012, as presented. The motion was seconded by Governor Whatley and members of the Committee concurred.

3. Strategies for Student Retention: Academic Tracking Systems

Chairman Tripp stated the intention of this agenda topic was to discuss student retention strategies in place across the State University System in order to improve graduation rates.

a. Academic Mapping Systems: Is Mapping Enough?

Dr. Karen Laughlin, Dean of Undergraduate Studies at the Florida State University (FSU), called mapping a critical piece of the overall retention strategy in place at FSU and emphasized the need to tailor any mapping system to the structure of a particular university. At FSU, every major has an academic map accessible from the Mapping Systems portal. Maps include a sample schedule by semester, milestones a student must meet each semester, and career and employment information by major and are adjusted by each department. Milestone identification helps manage course demand as well. Dr. Laughlin stressed the importance of strong student-advisor relationships and outlined FSU's Advising First program. Advising First structures the advising support system to include success coaches and notices to advisors when a student falls out of

alignment with his or her academic map. Dr. Laughlin explained the usefulness of FSU's Exploratory program, which redesigns the undecided major designation by including mandatory requirements a student must meet every semester. Exploratory students undergo self-exploration, major exploration, and career exploration. Ninety-two percent of students utilizing the Exploratory program select their major within three semesters. For transfer students, mapping coordinators review all transfer student credentials and provide guidance prior to a transfer student's arrival on campus. Dr. Laughlin mentioned FSU was still waiting on full graduation rate data because the Academic Mapping Systems plan was initiated in 2005. Dr. Laughlin summarized FSU's strategy, which includes a campus-wide advising group, student outreach, late-night and weekend advising at the library, attendance policy evaluation, Freshman Interest Groups and Learning Communities. FSU also evaluated the effects of on-campus residency, the impact of tutoring, and the success of coaching at-risk students.

Governor Tico Perez asked about the average number of advisors at the top 50 public universities and how FSU compares. Dr. Laughlin said the recommended ratio was 400 students to 1 advisor, and FSU's ratio is 520 students to 1 advisor. Governor Frost asked about the cost of the program. Dr. Laughlin said she did not have a number off the top of her head but that a program like FSU's was definitely an investment. Governor Mori Hosseini asked what Dr. Laughlin thought it would take to push FSU from its 42nd place ranking among national public universities to a higher ranking within the top 25. Dr. Laughlin answered that a larger budget would positively impact faculty hires, research and student engagement. Dr. Eric Barron, President of FSU, added that FSU improved in all grading metrics used in the rankings except for faculty resources. He also addressed biases inherent in reputational rankings, such as peer and high school counselor assessment, though reputational rankings heavily impact ranking against other national public universities. Governor Hosseini asked about student-faculty ratio. President Barron said while FSU was at 25:1, the top 30 universities are generally at 20:1. Governor Hosseini requested clarification on how underclassmen enrollment impacts these numbers and proposed that the focus be on transfer students, and President Barron replied that he felt the university would experience a negative impact if FSU made it any harder for freshmen to gain acceptance. Governor Hosseini questioned how an increase in national ranking would impact freshmen admissions. President Barron emphasized the importance of FSU's retention strategies to the quality of education. Dr. Chopra asked if mapping was only included for undecided students and if students were ever audited on progress. Dr. Laughlin clarified that every student is mapped until graduation, that advising is done at the departmental level, and that GPA expectations are provided.

b. A Universal Tracking System

Ms. Roxanne Barnett, Senior IT Expert at the University of Florida's (UF) Office of Undergraduate Affairs, began her presentation by explaining the precursor to the Universal Tracking System, MAP (Monitoring Academic Progress), which ran from 1992-1996. MAP had criteria established by departmental faculty and monitored students at 30, 45, and 60 credit hours. In 1996, UF had each department develop an 8-semester plan and identify essential courses. With the Universal Tracking System, UF monitors around 20,000 students each period. An average of 20% of those monitored at a given time are off-track. Faculty, advisors, and students use an online web program to view degree audit information for graduation requirements and employ a separate audit for critical benchmarks a student needs to meet in his or her first five semesters. UF implemented the Universal Tracking System with existing staff.

Governor Dean Colson asked for the number of advisors per student, and Ms. Barnett answered that in the College of Liberal Arts & Sciences, 10 to 12 advisors serve 2,000 students. Chairman Tripp asked if UF saw any other universities reaching out to them. Ms. Barnett answered that not many universities within Florida have approached UF for tracking system information and assistance.

c. Student Retention: A Campus-level Focus

Dr. Kevin Bailey, Vice President for Student Affairs at the University of West Florida (UWF), asked the Committee to shift its thinking to younger universities such as UWF. He explained UWF's efforts to provide a more traditional experience to its students, including on-campus housing and student services, and the university's plans to collect data on admitted students in order to better formulate graduation and retention strategies. UWF has not implemented mapping systems but it is observing patterns and emphasizing attention to retention strategies across the board. Governor Colson noted that professional advisors are important because it is cheaper to retain a student than to recruit a new one.

Chancellor Brogan brought up summer work plan discussions and their focus on retention rates, commending university efforts toward improving those rates. Chairman Tripp suggested a funding request to the legislature for UF to provide Universal Tracking System technology to the other SUS institutions. Dr. Judy Bense, President at UWF, mentioned that UWF takes pride in its attention to access, but that if the SUS wants the focus to be on graduation rates for performance indicators then access will experience a decline. Dr. Judy Genshaft, President at USF, added that the purpose of differential tuition was to allow for unique graduation and retention plans at each university, and President Barron concurred. Chancellor Brogan affirmed the Access and Attainment Committee was created to evaluate these best practices and statewide educational structure. He suggested the necessity of revisiting policies between state universities and state colleges regarding student readiness. State universities cannot be expected to provide the readiness function that state colleges

provide as well as continue to improve performance metrics. With proper organization, access to higher education, which is especially needed in state's experiencing population growth, can be met without sacrificing academic quality. Mr. Carter emphasized the usefulness of the 2+2 plan in Florida. Chairman Tripp said the system was a few years away from fully addressing this issue. Governor Hosseini asked President Bense to clarify UWF's graduation rate, and she responded that the rate was around 43-44%. She expressed agreement that attention needed to be given to matching students to the appropriate institution and level of academia if graduation rates were to improve.

d. A System Overview: Survey Results

Jon Rogers explained that the survey of all state universities on academic tracking systems revealed that all universities are allocating resources toward systemwide planning upgrades.

4. Student Affairs Updates

a. Florida Student Association

Governor Whatley outlined the recent meeting of the Florida Student Association, where it reviewed the Task Force on Higher Education report. The FSA set April 2-3 for the Rally in Tally dates and January 28-30 for the DC lobbying dates. The FSA is drafting packets focused on the Aim Higher Initiative and higher education support in the state.

The FSA is establishing a Board of Advisors to improve functionality, as student leadership frequently changes, and to find external funding, given they did not charge dues this year. Chairman Tripp asked Governor Whatley to reach out to every university again to affirm commitment to FSA participation and to ensure that no university fails to participate for any reason, political or otherwise. Governor Whatley assured Chairman Tripp of the positive, productive environment of this year's FSA. President Barron clarified that FSU students were the only ones who chose not to participate due to objections concerning the requirement that FSA dues must be collected in order to for an institution's students' to have the opportunity of representation on the Board of Governors. If dues were not required, the issue would disappear. He then commended that move toward progress by the FSA.

Governor Ava Parker asked why FSU's students chose to hire their own lobbyist outside of the FSA, and President Barron pointed out that UF students have their own lobbyist for student needs as well, and that FSU students see this as an issue of civic duty. President Barron then added that, although he does think FSU students have a point in standing against the idea of charging dues for the possibility of representation

on the BOG, that either way it was the students' decision, and not his, to make. Governor Whatley informed Governor Parker that UCF's students also had a lobbying firm on retainer to deal with institution-specific issues.

b. SUS Council for Student Affairs

Dr. Bailey, Chair for the SUS Council for Student Affairs, asked committee members to refer to reports on the anti-hazing summits held in September within their materials. Between the summit hosted at UF and the summit hosted by Florida Atlantic University and Florida International University at FIU, a total of 155 persons participated, including students, faculty, and staff within Student Affairs departments, General Counsels, and attendees from other states. Summit recommendations included moving the summit outside of Anti-Hazing Week and creating an interdisciplinary anti-hazing team on campus. Dr. Bailey reminded the Committee of the annually updated Anti-Hazing Matrix provided to the BOG. Chairman Tripp said the Committee was currently learning the damaging effects hazing can have on a university's leadership.

5. Update: FSU's Bachelor of Fine Arts in Animation and Digital Arts

Before beginning the presentation Chairman Tripp let the Committee know that President Barron had given him assurance that, should anything progress in regards to this issue, FSU would report back to the BOG for consideration.

Dr. Frank Patterson, Dean of FSU's College of Motion Picture Arts, stated that FSU was in a holding pattern with the degree program so long as court proceedings with Digital Domain are ongoing. Dr. Patterson has been working on an internal assessment process with Provost Garnett Stokes and President Barron to determine the best path forward, with a report back in January.

Governor Colson asked if new students would be admitted before the assessment process was complete. Dr. Patterson clarified that the admissions process for the College of Motion Picture Arts began in February so they were planning accordingly. President Barron added that FSU is working hard to operate in the best interests of the students, including attention to elements involved with the Digital Domain Institute. Governor Frost requested clarification as to why FSU began a program so close to FAU and what would happen to the students currently in the program now that Digital Domain is bankrupt. President Barron answered that the requirements behind a BA and a BFA were very different, and the programs at FSU and FAU were very different. He went on to explain that FSU had to be legally silent in regards to Digital Domain, but that with accreditation coming from SACS a minimum of a two-year teach-out was to be implemented. He assured Governor Frost that the students' needs would be met before they graduate and that FSU would provide the BOG with its assessment of the situation during the January meeting. Chairman Tripp reflected on the inherent issues

in a private-public partnership, but stated that he was satisfied with the information FSU had thus far provided.

6. Adjournment

Having no further business, Chairman Tripp adjourned the meeting at 5:00 p.m.

Norm Tripp, Chair

Melissa Giddings,
Student Intern

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 27, 2013**

SUBJECT: Academic Program Approval Process in the State University System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board staff will provide an overview of the academic program approval process established pursuant to Board Regulations 8.011, 8.012, 8.013, and 8.014. Information will also be provided regarding the academic program coordination process established in Regulation 8.004(1).

Supporting Documentation Included: Regulations 8.004, 8.011, 8.012, 8.013, and 8.014

Facilitators / Presenters: Jan Ignash

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8.004 Academic Program Coordination

(1) To facilitate collaboration, articulation, and coordination of academic program delivery across the State University System, the Office of the Board of Governors shall coordinate with the Council of Academic Vice Presidents to conduct an annual review of all current academic degree program offerings, as well as university plans regarding the addition or termination of any degree programs. The review shall be designed to inform both institutional and System-level strategic planning and shall assess:

- (a) Whether appropriate levels of postsecondary access are provided for students across the State of Florida to enable citizens to pursue degrees in selected fields;
- (b) Opportunities for the collaborative design and delivery of degree programs utilizing shared resources across multiple State University System institutions;
- (c) Whether academic program duplications are warranted; and
- (d) Potential impacts of any proposed academic program closure.

(2) When a state university desires to offer a college-credit degree or certificate program, or substantial parts of a program, that requires a substantial physical presence, at a location in Florida other than an existing Main Campus, Type I Campus, Type II Campus, or Type III Campus, the university shall provide to the Chancellor and the Chair of the Board of Governors a letter of intent to expand program offerings as soon as practicable. Prior to providing a letter of intent, the university may engage in planning activities designed to assess whether the proposed program furthers an educational or workforce need; whether sufficient student demand exists for the proposed program; and whether the proposed program can be implemented within existing university resources or, if not, an assessment of the anticipated cost of the new program and its impact on the university's existing resources.

- (a) The Chancellor, in consultation with the Chair and affected institutions within the System, will have twenty business days to consider a university's letter of intent to determine whether the proposed program is market-driven, mission-justified, and would not constitute an unnecessary duplication of academic programs or a waste of state resources. If the Chancellor determines that the proposed program meets these criteria, then the program may be implemented.
- (b) The Board of Governors Office shall maintain a list of programs developed in conjunction with the Council of Academic Vice Presidents which shall be used to expedite the approval process.
- (c) If the Chancellor, in consultation with the Chair and affected institutions, determines that the proposed program does not meet the criteria specified in subparagraph (2)(a), the Chancellor shall notify the

university and, within five business days from such notification, the university may request reconsideration of its program proposal by the Board's Appeals Committee, which shall consist of the Chair and the Chair of each Board committee. The Board of Governors Appeals Committee will review a university's request for reconsideration and issue a decision within twenty business days.

- (d) For the purpose of this regulation, substantial physical presence means maintaining continuously beyond the length of a single course, for any purpose related to offering a degree or certificate program, a physical location away from the main or additional campuses, to include classrooms, teaching laboratories, or other facilities for student instruction. Externships, internships, residencies, clinical rotations, student fieldwork, and other similar educational experiences do not constitute a substantial physical presence. The convening of students for orientation, testing, practica, and group seminars or projects does not constitute a physical presence if no more than twenty percent of the course in which they are enrolled is delivered face-to-face at that location.
- (e) The activities of Florida land grant cooperative extension services that do not include college credit degree or certificate programs will continue to be the responsibility of the Institute of the Food and Agricultural Sciences of the University of Florida and the College of Engineering Sciences, Technology and Agriculture of Florida Agriculture and Mechanical University and are not subject to the requirements of this regulation. Also not subject to the requirements of this regulation is any graduate degree program that directly supports research being conducted at an approved research and education center in which the program is proposed to be offered.

Authority: Section 7(d), Art IX, Fla. Const.; History: New 11-10-11

8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:

(a) Degree Program - An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.

(b) Program Major - An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3) (a) 6c.

(3) Criteria for New Degree Program Approval - A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:

(a) Institutional and State-Level Accountability

1. *The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan.* - The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university's mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the

program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. *There is a Demonstrated Need for Program Graduates, Research, and/or Service.* – The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. *The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs.* - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university's ability to achieve or maintain student diversity in its existing program.

4. *Financial Planning and Resources are Sufficient for Implementation.* - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. *There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State.* - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. *Access and Articulation are Maintained for All Programs.*

a. In a proposal for a baccalaureate program, all prerequisite courses shall be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a

designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. *The Institution Demonstrates an Ability to Implement a High-Quality Program.* - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. *The Curriculum is Appropriate for the Discipline and Program Level.* - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006 .

3. *Sufficient Qualified Faculty is Available.* - The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. *Sufficient Institutional Resources are Available.* - The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether

appropriate fellowships, scholarships, and graduate assistantships are in place, or if the university has made sufficient plans for their existence when student support is the norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process -

(a) *Professional and Research Doctoral Degree Programs* - Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in section (3) of this regulation. In approving a new doctoral degree program, the Board of Governors shall consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System and university strategic plans, and the extent to which the program will contribute to the economic development of the local community and the state as demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet all criteria for new program authorization shall be considered by the Board of Governors for approval and, subsequent to a program's approval, an institution may offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master's or specialist program and a doctoral program in the same discipline simultaneously, a single proposal for both degree levels should be developed, differentiating elements within the proposal as necessary. Both degree levels shall be approved by the university board of trustees prior to submitting the doctoral program proposal to the Board of Governors for consideration.

3. New doctoral programs shall be considered by the Board of Governors only at the June and November meetings, unless extenuating circumstances justify the need for Board consideration during a different timeframe. The Chancellor shall establish deadlines for university submission of new degree proposals for consideration.

(b) *Bachelor's, Master's, Advanced Master's, Specialist and other Non-Doctoral Degree Programs* - Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of this regulation.

(c) *University Policies for New Degree Program Authorization* - Each university board of trustees shall ensure that university policies for new degree program planning and approval are consistent with this regulation and provide a copy of the policies to the Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;

2. A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university;

3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;

4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and

5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(d) *State University System Academic Degree Program Inventory -*

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor's, master's, specialist, or advanced master's degree by the university board of trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors' new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus, including degree programs offered through continuing

education or outreach, degree programs offered under contract as sponsored credit for an external public or private entity, degree programs offered in other states, and degree programs offered in foreign countries.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university's policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate - An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: 3-27-07, Amended 3-24-11.

8.012 Academic Program Termination

(1) To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:

- (a) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.
- (b) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
- (c) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.

(2) Each University Board of Trustees must adopt policies and procedures for degree program termination, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The policies will include at a minimum:

- (a) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and
- (b) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; and
- (c) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

(3) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision.

(4) Each University Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). In its request for termination of a program the university will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07.

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8.013 Limited Access

(1) The Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees. University degree programs may be approved as limited access programs for the following reasons:

- (a) The number of students who have met all the requirements for admission to the university and to the program in excess of available resources (examples are: space, equipment or other instructional facilities; clinical facilities; adequate faculty to meet acceptable student-faculty ratios; fiscal or other resource limitations). In the case of such programs, selection for admissions shall be competitive. The selection criteria may vary from term to term depending on the number of student spaces available and the quality of the applicant pool. The selection criteria shall be published in the university catalogue along with the standards used for admissions decisions at the time the catalogue is published.
- (b) The program is of such nature (normally in the fine or performing arts) that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.
- (c) The program is of such nature that in order to demonstrate potential for success in the program, applicants must attain a grade point average (GPA) and/or other standards e.g. standardized test scores) that are above those required for admission to the university offering the program. [Note: Teacher preparation programs are mandated by Section 1004.04 (4) (b), F.S., to maintain certain admission requirements, and, therefore, will be classified and reported as limited access programs only if enrollment is limited for reasons (e.g. limited resources) that exceed statutory requirements. Teacher preparation programs will be monitored for compliance with requirements of Subsection 1004.04 (4) (b), F.S., through a report which is separate from the limited access reports.
- (d) When an institution has exceeded its upper-level FTE enrollment limit as assigned by the Legislature by more than five percent, programs which have not normally been designated as limited access programs may need to limit enrollment. If the institution's actual student credit hour productivity exceeds the institution's funded enrollment to this extent, the institution may take corrective actions in subsequent terms such as limiting admission of new students into upper level programs, limiting course loads of enrolled students and/or other measures as may be necessary to stay within funded enrollment levels.

(e) In the case of programs for which prerequisite courses are required for admission, the prerequisites, and grades for the prerequisite courses determined acceptable by the program, by themselves, will not cause a program to be declared limited access. That is, if all the applicants completing prerequisite courses, with any specified grade requirement, are admitted to the program, the program need not be designated a limited access program. Associate in Arts graduates from Florida public community colleges and universities who have not completed prerequisite courses for a given major shall be admitted to a university in order to complete those prerequisite courses, after which program admission can be determined.

(2) Programs assigned limited access status will be reviewed by the university in the course of its cyclical program review process to determine if there is a need for the program to remain limited access. The university will report to the Board of Governors by October 1 each year with a list of all limited access programs, the minimum admissions standards for each program, the reasons the program is designated as limited access, and a copy of the most recent review demonstrating the need for retention of limited access status.

(3) Selection criteria for admission into limited access programs shall be appropriate indicators of academic ability, creativity, or talent to perform required work within the program and of the potential for success.

- (a) Such criteria shall not discriminate against community college transfers with Associate in Arts degrees from Florida public community colleges in favor of SUS students who are applying for admission or plan to continue enrollment after completion of 60 semester credits at the lower division level.
- (b) Selection criteria for limited access programs shall be publicized in catalogues, counseling manuals, and other appropriate publications with sufficient time for prospective students to adjust programs to meet criteria.
- (c) Where necessary to achieve established equal access enrollment goals, up to ten percent of the students may be admitted to a limited access program with different criteria.
- (d) Each university shall advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to limited access programs, of the availability of similar programs at other State University System institutions and the admission requirements of such programs.

- (e) Florida community colleges Associate in Arts graduates and university students who have successfully completed 60 semester credit hours of course work, including the 36 credit hour General Education Requirement, and met the requirements of Section 1008.29, F.S., shall receive priority for admission to such limited access programs over out-of-state and transfer students from private institutions.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07

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8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

(1) In accordance with the requirements of Section 1007.25, F.S., the Board of Governors may approve a request by a university board of trustees for a bachelor's degree program to exceed 120 credit hours to degree. Programs may be approved for the following reasons:

- (a) Additional courses are required to meet specialized accreditation standards for program content and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared (e.g. Engineering, Architecture); or
- (b) Additional courses are required to meet state or federal mandated criteria for professional licensing (e.g., Teacher Education).
- (c) The degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non-traditional approaches to education.

Authority: Section 7(d), Art. IX, Fla. Const., 1007.25, F.S.; History: New 3-29-07.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 27, 2013**

SUBJECT: Update on the Academic Program Coordination Workgroup

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An update will be provided on the efforts of the Council of Academic Vice Presidents (CAVP) to implement the provisions of Board Regulation 8.004 (1), Academic Program Coordination. To facilitate coordination of academic program delivery across the State University System and guard against unnecessary duplication, the CAVP appointed an Academic Program Coordination Workgroup. The Workgroup has been reviewing degree programs listed in the university annual work plans for implementation in the next three years and making recommendations back to the individual universities.

Supporting Documentation Included: Regulation 8.004 provided with previous agenda item.

Facilitators / Presenters: Dr. Tony Waldrup, Provost, UCF

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 27, 2013**

SUBJECT: Limited Access Status for the Bachelor of Social Work at the University of North Florida

PROPOSED COMMITTEE ACTION

Consider Limited Access Status for the Bachelor of Social Work at University of North Florida, CIP Code 44.0701.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of North Florida requests Limited Access status for the new Bachelor of Social Work (CIP 44.0701). The rationale for Limited Access status is that the program's accrediting body, the Council for Social Work Education, requires the faculty to student ratio to not exceed 1:25. Additionally, high student demand, limited number of supervised internship experiences, limited resources, and the desire to deliver a high quality program for the students, are also reasons for requesting Limited Access status for the Bachelor of Social Work.

New admission requirements would be a GPA of 2.5 or better, the completion of common prerequisite courses with a C or better, and the submission of a personal essay describing the applicant's interest in the field of social work.

These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space. If approved, Limited Access status will be implemented in the fall term of 2013.

Supporting Documentation Included: University Request

Facilitators/Presenters: Governor Norman Tripp

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Board of Governors, State University System of Florida

Limited Access Program Request

Reference: BOG Regulation 6.001, Admissions

University:	University of North Florida	Degree(s) offered:	Bachelor of Social Work
Program:	Social Work	Six digit CIP code:	44.0701

1. Will the entire program be limited access or only a specific track?
__Entire Program_____
2. If only a track is limited access, please specify the name of the track

3. How many students will the program plan to accommodate?
Fall_40_____ Spring_0_____ Academic Year Total _40_____
4. When do you propose to initiate limited access?
__Fall 2013 (first semester program will be offered)_____
5. What is the justification for limiting access?

We anticipate a high demand for the BSW program and must retain the 1:25 faculty-to student ratio requirements of Council for Social Work Education, the program's accrediting body

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

Admission to the UNF BSW program will depend upon students' academic records and their demonstration of suitability for the profession of social work, commitment to the program, and level of preparation.

Students who wish to be admitted to the UNF BSW program must meet the following admission requirements:

- Acceptance to UNF;
- An AA from a public Florida college or university or successful completion of UNF general education requirements;
- A minimum cumulative GPA of 2.5;
- Completion of 15 hours of common pre-requisites with a C or better; and

- Submission of a personal essay describing the applicant’s interest in the field of social work and experiences working with or for persons who are different from one’s self.

All applications to the UNF BSW Program will first be screened by the Program Director for the minimum qualifications. Applicants who do not meet the minimum requirements will not be considered further. Applications reflecting the minimum qualifications will be further reviewed by a committee chaired by the Program Director and including two other Social Work faculty and/or faculty from the Department’s sociology program. The committee will review and score the personal essays from qualified applicants based on suitability to the profession of social work, commitment to the program, and level of preparation. Based on the personal essay scores and the student’s academic record, applicants will be ranked and then notified via email that they are either accepted to the program, wait listed (students will be told their place on the wait list and notified via email if and when an admitted applicant declines his or her place), or not accepted. Students who are waitlisted or not accepted will be invited to apply the following year, and will be advised regarding other BSW programs in the SUS and of the admission criteria for these programs.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Our current Social Welfare programs serve a diverse student population. Relative to UNF as a whole, these programs include more minority students and more women.¹

Race/Ethnicity and Gender of Social Welfare Program and UNF Students

	Percent Non-White	Percent Female
Social Welfare Concentration	41.4	89.2
Social Welfare Minor	34.9	86.0
University of North Florida	26.4	56.0

We also collected demographic information from students who responded to a survey conducted by the Department of Sociology & Anthropology as part of our efforts to assess program demand. Survey respondents were also majority female (87%), and 61% reported their race as white.² We anticipate that the Bachelor of Social Work degree will attract students with a similar demographic. In addition, UNF’s Disability Resource Center provides assistive services and technologies that will allow students with disabilities to participate in the program.

1 Sources: Banner SIS Reports retrieved October 26, 2011; UNF 2010 Fast Facts “University Profile” http://www.unf.edu/ia/pr/marketing_publications/factsheet/2010/University_Profile.aspx

2 Department of Sociology & Anthropology Student Survey, November 21, 2011.

The GPA requirement should not impede admission of a diverse cohort of students. At present, 82% of white lower division students in our social welfare programs exceed this GPA, and 100% of minority students. For upper division students in the social welfare programs, 74% of upper division minority students exceed the minimum GPA and 91% of white students.³ Sixty-nine percent of respondents to our survey of Social Welfare students reported transferring from another school,⁴ and we anticipate that the BSW will also appeal to transfer students. In addition, we anticipate that the personal essay will emphasize to students the program's commitment to diversity and the important role that respect for all persons plays in social work practice.

As part of our accreditation process through the Council for Social Work Education (CSWE), we will need to maintain a learning environment that honors many forms of diversity ("age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation"⁵). Our accreditation application demands compliance with the following standards:

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.⁶

3 Data reported by UNF Office of Institutional Research, September 2011.

4 Department of Sociology & Anthropology Student Survey, November 21, 2011.

5 Council on Social Work Education 2008 Educational and Policy Accreditation Standards, Educational Policy 3.1, Diversity.

6 Ibid.

We are strongly committed to these efforts, as well as to the University's mission, goals and policies regarding diversity and equal opportunity.

Finally, a respect for diversity and capacity to work with diverse populations are among the core competencies required of CSWE for all accredited social work program graduates. We anticipate that by foregrounding these issues in the curriculum, our program will attract and retain students from differing backgrounds and who harbor respect for all persons regardless of background or status.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The justification for a limited access despite high student demand is threefold. First, faculty-student ratios must be kept low per the accrediting body and the demands of the program curriculum, which requires a supervised internship experience. To meet this requirement, we have already reallocated substantially within the College of Arts and Sciences. This has not generated sufficient resources to make new lines available. Instead, our reallocations have allowed us to continue to meet student demands in existing programs, and we are not able to stretch these resources to fund this new program in a way that could accommodate unlimited growth. Second, developing the capacity for high-quality internship placements for BSW students will take some time. UNF's Social welfare program currently has agreements with 42 local human services agencies, but some of these may not meet the requirements specified by the BSW program's accrediting body (CSWE). The program's Field Education Director will spend substantial time during Year 1 evaluating and renegotiating existing agency agreements and recruiting additional placement agencies, particularly those that provide opportunities that are otherwise not available to our students. Finally, it is also likely that as a new program there will be merit in constricting its growth to be certain that high quality is maintained at every step of its expansion.

Request Initiated by:	Krista Paulsen, Chair, Department of Sociology & Anthropology
EEO Officer's Signature:	
Provost's Signature:	

Send the completed form to:

Dr. Dorothy J. Minear
Sr. Associate Vice Chancellor, Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 27, 2013**

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Cortez Whatley, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2013-14.

In addition, Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Cortez Whatley
Dr. Kevin Bailey, Chair, SUS Council for
Student Affairs

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