



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee
Sudakoff Conference Center
New College of Florida
Sarasota, Florida
September 12, 2013
10:30 a.m. to 11:30 a.m.

or

Upon Adjournment of Previous Meetings

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

1. Call to Order and Opening Remarks Governor Norman Tripp
2. Vice Chancellor's Report Dr. Jan Ignash,
Vice Chancellor &
Chief Academic Officer,
Board of Governors
3. Approval of Committee Meeting Minutes Governor Tripp
Minutes, June 20, 2013
4. Public Notice of Intent to Amend Board of Governors Regulations: Governor Tripp
 - a. Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen
 - b. Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students
 - c. Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

5. **Proposal for the Wolfsonian-FIU Downtown to be a Special Purpose Center at Florida International University** **Governor Tripp**
6. **Baccalaureate Degree Approval Process in the State University System and the Florida College System** **Dr. Ignash,**
Ms. Julie Alexander,
*Vice Chancellor for Academic and Student Affairs,
Florida College System,
Department of Education*
7. **Florida Institute of Oceanography Summer Cooperative Pilot Course, Field Studies in Marine Biology** **Dr. Courtney Hackney**
University of North Florida
8. **Student Affairs Updates**
 - a. Florida Student Association **Governor Carlo Fassi**
 - b. SUS Council for Student Affairs **Dr. Kevin Bailey**
Chair, Council for Student Affairs
9. **Closing Remarks and Adjournment** **Governor Tripp**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Vice Chancellor's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Vice Chancellor Jan Ignash will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included:	None
Facilitators/Presenters:	Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Approval of Minutes of June 20, 2013 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on June 20, 2013 at the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the summary minutes of the meeting held on June 20, 2013 at the University of South Florida.

Supporting Documentation Included:	Minutes, June 20, 2013
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Facilitators/Presenters:	Governor Tripp
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
JUNE 20, 2013

*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 11:24 a.m. Members present were Wendy Link; Matthew Carter; and H. Wayne Huizenga, Jr.

Governors Manoj Chopra, Carlo Fassi, and Patricia Frost joined the meeting after roll call but before the first vote.

1. Call to Order and Opening Remarks

Chair Tripp called the meeting to order.

2. Chief Academic Officer's Report

Chair Tripp recognized Dr. Jan Ignash, Vice Chancellor, to provide a report on Board staff activities supporting the Academic and Student Affairs Committee.

Dr. Ignash began her report discussing the General Education Core Program. She explained that in 2011 the Florida Legislature passed HB 7135, requiring all two- and four-year higher education institutions in Florida to offer a common core of general education courses. Dr. Ignash informed the Committee that a Steering Committee of faculty and staff from various Florida institutions, as well as five faculty panels in the disciplines represented in the common core courses, had been meeting over the course of the year to identify courses. This Steering Committee approved the faculty panels' recommendations for the common core on May 16th, and Board staff asked institutions to review the recommendations and identify any advanced courses that could be substituted for the common core courses. Dr. Ignash also explained the Board staff's involvement in SB 1720, which amended the original bill. SB 1720 restored the core curriculum to 36 hours instead of 30; required institutions to accept any of the core courses for transfer students (though they do not have to offer them all); provided a process for adding courses in the future; and extended the timeline for implementation of the common core courses to 2016 rather than 2014.

Dr. Ignash summarized Board staff activity between March and June, which included attending the inaugural SUS Graduate Student Symposium at the University of South Florida (USF) in April; attending a disaster preparedness exercise, along with State University System (SUS) medical school deans and representatives, at the University of Central Florida (UCF) on June 4th; and conducting an Academic Coordination Project meeting on April 12th.

Dr. Ignash discussed ongoing staff projects such as creating an online inventory for education sites data and implementing a statewide graduate follow-up study to track Florida graduates into their postgraduate life. She mentioned Board staff involvement in creating an action plan with Florida Agricultural and Mechanical University (FAMU) in response to the Southern Association of Colleges and Schools accreditation concerns as well as supporting the Florida State University (FSU) with the development of a teach-out program for its BFA in Animation and Digital Arts in West Palm Beach.

Dr. Ignash notified the Committee of an approaching Board follow-up on the National Collegiate Athletics Association Academic Progress Rate Report for SUS institutions.

3. Approval of Minutes from March 27, 2013

Dr. Chopra moved that the Committee approve the minutes of the meeting held March 27, 2013 as presented. Ms. Frost seconded the motion and members of the Committee concurred.

4. Academic Program Items

- a. Ph.D. in Cell and Molecular Biology, CIP 26.0406, University of South Florida
- b. Ph.D. in Integrative Biology, CIP 26.1399, and Termination of CIP 26.0101, University of South Florida

Due to their related nature, Chair Tripp grouped the votes for items a. and b. together.

Dr. Ralph Wilcox, USF Provost, explained the benefits of eliminating the general Ph.D. in Biology to create two new, more specified Ph.D. programs at no additional cost.

Dr. Carter moved that the Committee approve the creation of a Ph.D. in Cell and Molecular Biology and a Ph.D. in Integrative Biology, as well as a termination of the existing Ph.D. in Biology. Mr. Fassi seconded the motion and members of the Committee concurred.

- c. Termination of Ph.D. in Adult Education, CIP 13.1201, Florida State University

Dr. Carter moved that the Committee terminate the Ph.D. in Adult Education at FSU. Ms. Frost seconded the motion and the Committee concurred.

- d. Request for Exception to 120 Credit Hours to Degree, B.S. in Photonic Science and Engineering, CIP 14.1003, University of Central Florida

Mr. Fassi moved that the Committee approve the Request for Exception to 120 Credit Hours to Degree for a B.S. in Photonic Science and Engineering at UCF. Dr. Carter seconded the motion and members of the Committee concurred.

5. Academic and Student Affairs Committee 2013-2014 Work Plan

Chair Tripp outlined the proposed 2013-2014 Work Plan for the Committee and explained that the Work Plan will address the following issues:

- Coordination of Academic Affairs with the Florida College System (FCS) with regard to areas of mutual interest;
- Continued monitoring and regular updates of the Council of Academic Vice Presidents (CAVP) Academic Coordination Project, including consideration of programs proposed by Florida Polytechnic University and the new Online Institute of the University of Florida;
- Examination of research in the University System, including economic impacts, the role of the faculty, and best practices in research;
- Continued examination of student retention; and
- Regulatory activity related to new degree proposals, academic quality, and student life.

Dr. Ignash pointed out coordination with the FCS includes articulation and transfer and the development of baccalaureate degrees as well as the issue of the Articulation Coordinating Committee.

6. Overview of the State University System Research Function

Chair Tripp invited Dr. Ignash to provide an overview of research in the State University System.

Dr. Ignash directed the Committee's attention to the Research Information Brief in their packets. She explained distinctions in research activity between Florida's SUS institutions and outlined quick facts on SUS sponsored research, awards by federal agency, licenses and patents, growth in research expenditures, and a comparison of activity with similar university systems across the nation.

Dr. Ignash invited the Florida Institute for Oceanography (FIO) to present an overview of their function in order to give an example of collaborative SUS research.

Dr. Wilcox explained that USF hosted FIO, with 27 member institutions, on their campus. His presentation covered the mission of FIO, its economic importance, a breakdown of its budget and funding sources, and its collaborative involvement with other SUS institutions.

Dr. Wilcox introduced Dr. Wade Jeffrey, Professor at the University of West Florida and Chair of the FIO Executive Committee, and Dr. Bill Hogarth, Professor at USF and Director of FIO. Dr. Hogarth played a video of Captain Matt White on FIO's Weatherbird II, who explained the study of fish assessment taking place. Dr. Hogarth then introduced Dr. Steven Murawski via ship to shore audiovisual communication. Dr. Murawski reported to the Committee from on board the Weatherbird II and further explained the vessel's Gulf of Mexico Research Initiative.

7. Closing Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 12:28 p.m.

Norm Tripp, Chair

Melissa Giddings, Research Intern

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 6.002
Admission of Undergraduate First-Time-in-College, Degree-Seeking
Freshmen

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking, Freshmen.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Regulation 6.002 provides statewide minimum admission criteria for undergraduate first-time-in-college, degree-seeking freshmen. Amendments to this regulation include technical changes. The technical changes involve clarifying that starting fall 2014, consideration of ACT test scores in admission decisions must be based on the ACT Plus Writing exam. This provides for equitable treatment between students who have a 3.0 grade point average on a 4.0 scale and for those whose grade average is less than 3.0.

Additionally, a technical amendment was made to the foreign language admission credit hour requirement which would allow competency to be achieved with the successful completion of a second level foreign language course and, for these students, would remove the requirement for completion of the first level course.

Following input by the SUS Admission and Registrar's Committee, this regulation was reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Amended Regulation 6.002

Facilitators / Presenters: Governor Tripp

6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

(1) **FTIC Undergraduate Admission - General.** This regulation outlines minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in Board of Governors (~~BOG~~) regulations.

- (a) For the purposes of this regulation, FTIC freshmen are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.
- (b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.
- (c) Each university board of trustees shall develop regulations governing the admission of undergraduate FTIC students that comport with the requirements outlined in ~~BOG~~Board regulations. Such regulations may allow for exceptions to be made on an individual basis, as outlined in subparagraph 2(b) of this regulation, when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution to which admission is sought.
- (d) In all but the following specified cases, an FTIC student must have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, to be considered for admission to a state university. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, each university may require additional documentation to verify eligibility for these students. Students admitted under early admission in accordance with university policy are exempted from this requirement during the time they are still classified as early admission students. Early admission is a form of dual enrollment through which eligible secondary students are admitted to a postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the students' university degree program.
- (e) FTIC students applying for admission must submit SAT Reasoning Test scores from the College Board or ACT Plus Writing scores from ACT, Inc. Universities may reserve the right to require a student to take an updated version of a test.
- (f) Each university shall require FTIC applicants to submit a complete official academic transcript of all secondary work and from each postsecondary institution, as appropriate. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term,

all grades and credits awarded, and a statement explaining the grading policy of the institution.

- (g) Each transcript should also specify any college credits the student earned through accelerated mechanisms. University weighting of approved accelerated mechanisms in the recalculation of the student's grade point average for admission purposes must be conducted per Board Regulation 6.006(5) Acceleration Mechanisms.
- (h) Each FTIC student admitted to the SUS is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). ~~have earned two high school credits in one foreign language or American Sign Language.~~ A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by ~~successfully completing eight (8) or more semester~~ demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies, as adopted by the BOG and accessible at www.fldoe.org/articulation/; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
- (i) Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to BOG Regulation 6.018.

(2) **FTIC Undergraduate Admission.** Students shall be considered as meeting minimum SUS eligibility requirements in one of the following ways:

- (a) Standard Admission: FTIC students applying to the SUS may be considered for admission based on the following criteria:

- 1. An FTIC student may be admitted if he/she has a high school grade point average (GPA) of 3.00 or higher on a 4.00 scale as calculated by the university, and presents official SAT Reasoning Test and/or ACT Plus Writing scores. Beginning fall 2014, the student must include the Plus Writing section of the ACT if utilizing the ACT to meet this standard,
OR

An FTIC student may be admitted if he/she has a high school GPA of 2.5 - 2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each SAT Reasoning Test or ACT Plus Writing section as outlined below:

- SAT - Critical Reading ≥ 460 or ACT - Reading ≥ 19 ,
 - SAT - Mathematics ≥ 460 or ACT - Mathematics ≥ 19 , and
 - SAT - Writing ≥ 440 or ACT - Combined English/Writing ≥ 18 .
2. An FTIC applicant must have completed the secondary academic unit requirements as in Table One:

Table One

Students Entering High School Prior to July 1, 2007	Students Entering High School
4 credits - English/Language Arts (three of which must have included substantial writing requirements).	4 credits - English/Language Arts (three of which must have included substantial writing requirements).
3 credits - Mathematics (at or above the Algebra I level).	4 credits - Mathematics (at or above the Algebra I level).
3 credits - Natural Science (two of which must have included substantial laboratory requirements).	3 credits - Natural Science (two of which must have included substantial laboratory requirements).
3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).	3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).
2 credits - Foreign Language (Both credits must have been in the same language. For the purposes of this admission requirement, American Sign Language will be accepted in place of a foreign language.) <u>See subsection 1(h).</u>	2 credits - Foreign Language (Both credits must have been in the same language. For the purposes of this admission requirement, American Sign Language will be accepted in place of a foreign language.) <u>See subsection 1(h).</u>

<p>3 credits – Additional academic electives (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p> <p>1. Up to three credits in Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and postsecondary credits are granted; OR</p> <p>2. At least one credit from 1. above and up to two credits in courses grade nine or above in ROTC/Military Training, or at least one credit from 1. above and up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee and listed in the <i>Florida Counseling for Future Education Handbook</i>, accessible at www.fldoe.org/articulation/).</p>	<p>2 credits – Additional academic credits (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p> <p>1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education_credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; OR</p> <p>2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an</p>
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3. Home Education or Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation by the individual SUS institution to which the student is applying. A student whose high school educational program is not measured in Carnegie Units must present a test score of at least 1010 on the SAT I, a combined test score of at least 1010 on the SAT Reasoning Test Critical Reading and Mathematics portions, a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three portions).

Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT Plus Writing and/or SAT results. Each university shall determine equivalencies to university minimum standards.

- (b) Alternative Admission (Profile Assessment): Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other

factors in the review of the student's application for admission. These factors may include, but are not limited to, the following: a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution.

1. The number of first-time-in-college students admitted through profile assessment at each university shall be determined by the university board of trustees.
 2. Each university shall implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The board of trustees shall review the success of students admitted under the profile assessment process to ensure that their rates of retention and graduation remain near or above the institution's average.
- (c) Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT Reasoning Test scores from the College Board or ACT Plus Writing scores from ACT, Inc., prior to enrollment. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education.

(3) Any increase, change, or revision in standards of admission must be included in the undergraduate catalog and posted on the university Web site.

Authority: Section 7(d), Art. IX, Fla. Const., History - Formerly 6C-2.42, and 6C-6.02, 11-18-70, 5-27-74, 12-17-74, 6-25-80, 3-21-82, 4-16-84, 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-28-00, Amended and Renumbered as 6.002 9-27-07, 01-28-10, 11-08-12.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 6.004
Admission of Undergraduate, Degree-Seeking Transfer Students

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to amend Board of Governors
Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation
Development Procedure

BACKGROUND INFORMATION

Regulation 6.004 provides statewide minimum admission criteria for undergraduate degree-seeking transfer students. Amendments to this regulation include technical changes. A technical amendment was made to the foreign language admission credit hour requirement which would allow competency to be achieved with the successful completion of a second level foreign language course and, for these students, would remove the requirement for completion of the first level course.

Following input by the SUS Admission and Registrar's Committee, this regulation was reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Amended Regulation 6.004

Facilitators / Presenters: Governor Tripp

6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

(1) This regulation outlines minimum eligibility requirements for transfer students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements for students not admitted under paragraph three (3) of this regulation.

(2) All Undergraduate Transfer Students.

(a) For the purposes of this regulation, undergraduate transfer students are defined as students who have earned twelve (12) or more semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.

(b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.

(c) Each university board of trustees shall develop regulations governing the admission of undergraduate transfer students that comport with the requirements outlined in Board of Governors (BOG) Board regulations. Such regulations may allow for exceptions to be made on an individual basis when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution and program to which admission is sought.

(d) Each university shall require undergraduate transfer applicants to submit a complete official academic transcript from each postsecondary institution attended, as well as a complete official academic transcript of all secondary work, when applicable. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term, all grades and credits awarded, and a statement explaining the grading policy of the institution. Each transcript should also specify any college credits the student earned through accelerated mechanisms.

(e) Each undergraduate transfer student admitted to the SUS is expected to ~~have demonstrated~~ demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc). Students transferring to a state university without meeting the foreign language admissions requirement in high school may meet the requirement by successfully completing a postsecondary foreign language or American Sign Language elementary 2 course; - earned two high school credits in one foreign language or American Sign Language; successfully completed eight (8) or more semester credit hours in one foreign language or American Sign Language at an undergraduate institution; demonstrated demonstrating equivalent foreign language competence ~~competency~~ on the basis of scores determined by the *Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies*, as adopted by the Board

of Governors and accessible at www.fldoe.org/articulation/; or ~~demonstrated~~ demonstrating equivalent foreign language or American Sign Language ~~competence~~ competency through other means approved by the university. A limited number of undergraduate transfer students not meeting this foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree.

(f) Any undergraduate transfer student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to ~~BOG~~ Board Regulation 6.018.

(g) In addition to meeting university requirements, undergraduate transfer applicants must meet the following minimum requirements:

1. Be in good standing and eligible to return to the last postsecondary institution attended as a degree-seeking student, and
2. Have a grade point average of at least 2.00 on a 4.00 system on all college-level academic courses attempted.

(3) Associate in Arts (AA) Degree Graduates from Florida College System Institutions and SUS Universities.

(a) An AA graduate from a Florida public postsecondary institution shall receive priority for admission to a state university over out-of-state transfer students. Recruitment materials, catalogs, orientation programs, and student handbooks provided to freshman enrollees and transfer students at state universities shall include an explanation of this provision.

(b) Within curriculum, space, and fiscal limitations, admission to the upper division of one of the state universities shall be granted to an AA graduate of a Florida public postsecondary institution, provided the AA degree has been awarded based on the following:

1. Completion of sixty (60) semester hours of college credit courses in an established program of study, exclusive of courses not accepted in the state university system, and including a general education core curriculum of thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.
2. Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the associate and baccalaureate degrees in the same way as "D" grades obtained by native students. The 60 hours that comprise a completed AA degree shall be accepted in total upon transfer to an upper division program. Subsequent admission to a limited access degree program, as

defined in BOG Regulation 8.013, may require a higher overall grade point average than 2.0.

3. Completion of requirements for English and mathematics courses as adopted by the Board of Governors and the State Board of Education.
4. Achievement of the minimum standards for college level communication and computation skills as required by section 1007.25, Florida Statutes.

(c) The AA degree is the primary basis for admission of transfer students from Florida College System institutions to upper division study in a state university. Every AA graduate from the Florida College System shall be granted admission to an upper division program consistent with the Articulation Agreement between the Board of Governors and the State Board of Education.

(4) Other Transfer Students.

(a) In addition to meeting the general requirements described in subparagraph (1) above, undergraduate transfer students seeking admission to the lower division of a state university must satisfy the same admission requirements as first-time- in-college (FTIC) freshmen as specified in BOG Board Regulation 6.002. However, a university may admit lower-level transfer students not meeting FTIC freshman requirements on a limited basis, pursuant to university policy, if the student, in the judgment of an appropriate university committee, can reasonably be expected to complete satisfactory academic work in the institution and program to which admission is sought.

(b) Except for students in articulated Associate in Science and Associate in Applied Science to Bachelor in Science degree programs approved by the Board of Governors, transfer applicants for admission to the upper division of a university are expected to have completed at least 60 semester hours of transferable credit in college-level academic courses.

(5) A transfer student from a Florida postsecondary public institution who is admitted to a university pursuant to this regulation shall be entitled to pursue a degree in accordance with the degree requirements afforded native students as outlined in the university catalog that was in effect for the academic year in which the transfer student was initially enrolled as a freshman at his or her prior postsecondary institution, provided the student has maintained continuous enrollment as defined by the receiving university.

Authority: Section 7(d), Art. IX, Fla. Const., History-Formerly 6C-2.44, 6C-2.45, and 6C-6.04, 11-18-70, Amended 7-6-72, 12-17-74, 8-1-84, 8-11-85, 4-20-87, 1-6-88, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 11-9-92, 11-27-95, Amended and Renumbered as 6.004 01-28-10.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 6.008
Postsecondary College-Level Preparatory Testing, Placement, and
Instruction for State Universities

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Regulation 6.008 provides direction for state universities regarding the further assessment, placement, and instruction of students who fall below college level assessment standards. The proposed amendments provide similar standards as those required by the State Board of Education for Florida College System institutions, thereby providing smooth articulation between institutions.

Amendments reflect changes made to the State Board rule due to 2013 legislative changes to statute. Additionally, admission test cut-scores for placement purposes are modified to match the scores applied to the Florida College System (FCS) institutions. Most universities work with FCS institutions to provide developmental education options. Different scores cause confusion. This amendment does not lower admission standards as admission cut-scores remain the same in Board Regulation 6.002.

Following input by the SUS Admission and Registrar's Committee, this regulation was reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required

to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Amended Regulation 6.008

Facilitators / Presenters: Governor Tripp

6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

(1) For admissions, first-time-in-college degree seeking students who do not meet college level competency either through the completion of developmental education requirements at Florida Agricultural and Mechanical University or other Florida College System institution or state university, or college level coursework in the area of deficiency shall be tested for reading, writing, and mathematics proficiency prior to the completion of initial registration, using the Florida Postsecondary Education Readiness Test (P.E.R.T.) or other test listed in subsection (2) of this regulation. “Developmental education requirements” are the courses or other developmental education options required when a student does not meet the college ready cut score. ~~It is also referred to as remediation or preparatory instruction.~~ Students earning scores less than those listed below shall ~~enroll~~ participate in college preparatory communication and computation instruction in the area of the deficiency:

	Standard Score
(a) Reading	104 <u>106</u>
(b) Writing	99 <u>103</u>
(c) Mathematics	113 <u>114</u> (Intermediate Algebra) 123 (College Algebra or Equivalent)

(2) (a) Students who achieve scores on either the College Board’s Accuplacer or SAT or the American College Testing Program’s ACT® with the writing component that meet or exceed the scores shown below, and enroll in a university within 2 years from the test date of achieving such a score are exempted from taking the Florida Postsecondary Education Readiness Test:

	Standard Score
Accuplacer, The College Board	
<i>Reading Comprehension</i>	83
Writing Skills	83
Elementary Algebra	72
SAT, The College Board	
Writing	440
Mathematics	460 <u>440</u>
Critical Reading	460 <u>440</u>
ACT® Plus Writing, American College Testing Program	
Reading	19
English/Writing Combined	18 <u>17</u>
Mathematics	19

(b) For students seeking dual enrollment with a university, a score of 262 on Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading demonstrates readiness for college-level reading and writing and college-level coursework consistent with course placement policies established by the university. Students who achieve such a score and enroll in a university within two (2) years from the test date of achieving such a score are exempted from taking the reading and writing subtests of the Florida Postsecondary Education Readiness Test pursuant to subsection (1) above. FCAT 2.0 scores are only applicable for dual enrollment students. Dual enrollment students may qualify by meeting subsections (1), (2)(a) or (2)(b).

~~(3) Completion of alternative remediation in high school does not satisfy the requirement for demonstrating college readiness or completing college preparatory instruction. A student will be required to retest after alternative remediation and meet or exceed the scores established in subsection (1) or (2) of this Regulation to avoid required enrollment in college preparatory communication and computation instruction in accordance with subsection (1) of this Regulation.~~

(34) Nothing provided in subsection (1) of this Regulation shall be construed to prevent the enrollment of a student in college preparatory developmental education instruction.

(45) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(5) Student P.E.R. records and test scores are confidential education records under Section 1002.221, Florida Statutes. Universities are required to comply with Section 1002.221, Florida Statutes, in maintaining confidentiality of these records.

(6) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsections (1) and (2) of this regulation. Individual student scores shall be valid for two (2) years from the testing date unless there is further evidence of college success. Institutions shall accept P.E.R.T. scores on the public high school transcript as official record of scores.

(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them. ~~A degree-seeking student at a university has a maximum of two (2) attempts per university on the Florida Postsecondary Education Readiness Test or other test listed in subsection (2) of this rule. Requests for additional attempts must be approved by the university's designated administrator per written university policy. The two (2) attempts pertain to attempts made while being a first time in college degree-seeking applicant or currently enrolled student. Testing administered to students seeking dual enrollment or to meet some other state requirement of high school students does not apply.~~

(8) ~~Prior to administering a retest, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior attempt. Alternative remediation opportunities shall be identified and included in a written university policy.~~

(9) A university board of trustees may contract with a Florida College System board of trustees to provide college preparatory or developmental studies education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental ~~studies instruction~~ education equals or exceeds the average percentage of such students for the Florida College System may offer developmental ~~studies instruction~~ education without contracting with a Florida College System institution. Any state university offering such college preparatory instruction as of January 1, 1996, may continue to provide such services.

(10) During their first term, full-time students who are registered for at least twelve (12) credits, shall begin competency-based preparatory developmental education course or option instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(11) Students shall not enroll for more than three (3) attempts in each course to complete developmental education ~~college preparatory~~ instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a ~~college preparatory~~ developmental education option or course.

New: 11-08-12.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Proposal for the Wolfsonian-FIU Downtown Center to be a Special Purpose Center at Florida International University

PROPOSED COMMITTEE ACTION

Consider the request by Florida International University for the Wolfsonian-FIU Downtown Center at 100 East Flagler Street, Miami, Florida to be a Special Purpose Center in accordance with Board of Governors Regulation 8.009.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

BACKGROUND INFORMATION

Wolfsonian-FIU, located in Miami Beach, is a museum, library, and research center currently designated a Special Purpose Center of Florida International University. The museum supports scholarship and develops and disseminates critically acclaimed exhibitions, publications, and educational programs. The recently acquired Wolfsonian-FIU Downtown Center will provide approximately 20,000 square feet of additional space in a business condominium for museum administration and educational purposes and includes a planned gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period collected by Mr. Wolfson since his initial donation of the contents of the Wolfsonian museum to FIU in 1997. The new center will also permit the university to finalize a \$10 million grant agreement with Miami-Dade County under the County's Building Better Communities General Obligation Bond Program.

No full degree programs will be offered at the location and no additional facilities will be needed to support the site. Cost associated with maintaining the facility is projected to be approximately \$200,000 per year, part of which is expected to be from auxiliary funds. The FIU board of trustees approved the Wolfsonian-FIU Downtown Center as a Special Purpose Center on June 5, 2013.

Supporting Documentation Included: FIU Proposal

Facilitators/Presenters: Governor Tripp

BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA
PROPOSAL TO CREATE OR RELOCATE A TYPE I, II, OR III CAMPUS, OR
SPECIAL PURPOSE CENTER

Florida International University
 University Submitting Proposal

The Wolfsonian-FIU Downtown Center
 Proposed Name of Educational Site

Special Purpose Center

100 East Flagler Street, Miami, FL

Type of Educational Site
 (Type I, II, or III Campus, or Special Purpose Center)

Physical Location of Educational Site

Fall 2013

Fall 2013

Proposed Admissions Date
 (First day that students will be admitted at the site)

Proposed Opening Date
 (First term student instruction will be offered at the site)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing a new educational site have been met prior to the initiation of the first course offerings.

June 5, 2013
 Date Approved by the University Board of Trustees

[Signature] 8-9-13
 President Date

[Signature]
 Signature of Chair, Board of Trustees

Date

[Signature]
 Provost and Executive Vice President

9/11/13
 Date

Provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level for Years 1 through 3. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	0	0		198,255		20,000	218,255
Year 2	0	0					
Year 3	0	0					
Year 4	0	0					
Year 5	0	0		181,677		20,000	201,677

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

I. Introduction

Provide a short description of the project and narrative rationale for the request to create or relocate close the educational site.

Mr. Mitchell Wolfson, Jr., the founder of the Wolfsonian-Florida International University, has provided the University and FIU Foundation a generous donation of real property in downtown Miami to support and enhance Wolfsonian-FIU. Wolfsonian-FIU, located in Miami Beach, is currently designated a Special Purpose Center of FIU.

The Wolfsonian-FIU, is a museum, library, and research center that uses objects to illustrate the persuasive power of art and design, to explore what it means to be modern, and to tell the story of social, historical, and technological changes that have transformed our world. The collections comprise approximately 120,000 objects from the period of 1885 to 1945 – the height of the Industrial Revolution to the end of the Second World War – in a variety of media including furniture; industrial-design objects; works in glass, ceramics, and metal; rare books; periodicals; ephemera; works on paper; paintings; textiles; and medals.

Opened to the public in 1995, The Wolfsonian has received wide recognition among scholars, collectors, educators, the media, museum professionals, and visitors for its unrivaled collection of modern material culture and its multidisciplinary approach to looking at objects as both agents and expressions of change. While these objects can best be understood in the context in which they were created, they illuminate as much about our times as they reveal about their own. The museum supports scholarship and develops and disseminates critically acclaimed exhibitions, publications, and educational programs that highlight the impact of design in shaping the modern world.

II. Accountability

- 1. Provide a narrative assessment of how the creation or relocation of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.**

The Wolfsonian-FIU Downtown Center supports the mission of the university and the Wolfsonian-FIU by providing approximately 20,000 square feet of additional space for object study, research, teaching, exhibition, museum administration and other educational purposes. Additionally, the Museum's collection will be enhanced by the associated planned gift of approximately 25,000 objects consisting

of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period collected by Mr. Wolfson since his initial donation of the contents of the Wolfsonian museum to FIU in 1997. Finally, Wolfsonian-FIU Downtown Center will permit the university to finalize a \$10 million grant agreement with Miami-Dade County previously allocated to the Wolfsonian-FIU under the County's Building Better Communities General Obligation Bond Program.

2. **Provide a narrative assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site.**

No degrees programs will be offered at Wolfsonian-FIU Downtown Center.

3. **Provide a narrative description of the process and a timeline for ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation.**

FIU is accredited by the Southern Association of College and Schools Commission on Colleges and adheres to the guidelines and compliance principles for notification and approval of additional sites as required by SACS.

The Wolfsonian-FIU received accreditation in July 1999 and re-accreditation in 2006 (through 2019) by the American Association of Museums. Accreditation certifies that The Wolfsonian is operating according to standards set forth by the museum profession, manages its collections responsibly and provides quality service to the public. Of the 17,500 museums operating in the United States, approximately four percent are accredited.

III. Needs Assessment

1. **Provide a detailed assessment that describes unmet local student demand for the proposed educational site. Complete the enrollment projection table (to be developed) to describe projected student headcount and FTE by level.**

This special purpose site is not being added to address current student demand but rather to provide enhanced educational and research experiences for our existing students and faculty. Since 1997, when Wolfsonian-FIU became a department of Florida International University following Mitchell Wolfson Jr.'s landmark donation of his collection and its historic building to the state, the museum has not had the ability to expand. Over the past 16 years, Wolfsonian-FIU has become one of the

world's preeminent exhibitors of material culture, offering educational and research opportunities to a diverse community of cultural seekers and academics. The additional 20,000 square feet will allow for program expansion by creating expanded object study and research space downtown and freeing up administrative space at the Miami Beach location that can be used for expanded academic and exhibition space by relocating some staff members to the downtown location.

- 2. Provide a detailed assessment that describes unmet local and regional workforce demand for programs and services to be offered at the proposed educational site. In the appendix, provide letters of support from the local community and business interests.**

As mentioned above in Section 1, the programs and services to be offered at Wolfsonian-FIU Downtown Center are object study, research, museum administration, teaching and exhibition space. These are the same services and programs currently offered at the Wolfsonian-FIU in Miami Beach.

IV. Academic Programs

- 1. Provide a list of the degree programs by program level, using the six-digit CIP Code, to be offered at the proposed educational site by year three.**

No degree programs will be offered at Wolfsonian-FIU Downtown Center. The planned purposes are entirely consistent with the Wolfsonian-FIU museum's and the University's mission.

- 2. Provide an explanation as to how the degree programs will be affiliated with similar programs offered on the central campus and/or other educational sites of the university.**

No degree programs will be offered at Wolfsonian-FIU Downtown Center.

- 3. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the budget projection.**

Given the proposed use of the site, these services are not necessary. The existing museum collection along with the planned gift of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period will provide an extensive opportunity for students to study and research.

As previously mentioned, Wolfsonian-FIU is accredited by the American Association of Museums and has achieved a standard of excellence in its methodology for research, collecting, conserving, archiving, storing and interpreting its holdings.

V. Administration and Student Services

1. Describe the administrative structure of the proposed educational site and how it will relate to central administration of the university.

No additional employees are being hired. Some current Wolfsonian-FIU employees will be relocated to the Wolfsonian-FIU Downtown Center. The current Director of Wolfsonian-FIU will be responsible for the administrative oversight and day-to-day operation of the Wolfsonian-FIU Downtown Center. The Director reports to the University Provost and Chief Executive Officer. Other than the University's request for Plant Operations and Maintenance Funding that was included in Section 11 of the 2013 General Appropriations Act – provisional of general revenue funds for operations--, Wolfsonian-FIU Downtown Center will not require additional state expenditures. There are no mortgages or other encumbrances on the property.

2. Describe how the proposed site will provide student services, either onsite or online from the central university campus.

Given the proposed use of the site, these services are not necessary.

VI. Budget and Facilities

1. Provide a complete list of facilities that will be required to establish the proposed educational site, and the number of facilities that will be required once the site has reached its expected size and enrollments.

The Wolfsonian-FIU Downtown Center contains approximately 20,000 square feet of space. It consists of three floors within a nine story, 54,000 square feet condominium office building. It was constructed in 1975 and has been renovated by the donor. A comprehensive facilities assessment was completed and there are no significant problems or deficiencies. Some minor ADA corrections (bathroom access) are being addressed by the FIU Foundation. There are no mortgages or other encumbrances on the property.

No additional facilities will be needed to support the Wolfsonian-FIU Downtown Center.

- 2. Provide a complete projected budget using the budget table(s) (to be developed) that includes capital and operational costs out to year five, and then in three year increments out to year 15.**

FIU will be requesting Plant Operations and Maintenance funding associated with the 20,000 square feet of educational space. The approval to request funding was included in the 2013 General Appropriations Act and the funding is included in the 2014-15 Legislative Budget Request. It is anticipated that Plant Operations and Maintenance Funding will be approximately \$230,000. Miscellaneous income from events and fundraising is anticipated to be \$20,000. Projected expenses include the Condominium Association Fees that cover insurance, maintenance, and other expenses, security, telephone, and general repairs and maintenance.

The University had a previous request for Plant Operations and Maintenance Funding for the Miami Beach Women's Club that was previously donated to support Wolfsonian-FIU but this property was recently sold as the Wolfsonian-FIU Downtown Center provides the additional space needed for the museum. The request for Plant Operations and Maintenance Funding was approved in Section 11 of the 2011 General Appropriations Act.

- 3. Provide a list of anticipated faculty by discipline and rank using the faculty Table.**

No faculty are being recruited for Wolfsonian-FIU Downtown Center. Current FIU Faculty and students use the Downtown Center just as they use the Wolfsonian-FIU Miami Beach. Only occasionally will an existing course be offered at Wolfsonian-FIU Downtown Center.

VII. Monitoring of Implementation

1. Provide a timetable of critical benchmarks that must be met for full implementation, and which can be used to monitor progress.

June 11, 2013. Consultation with the Chancellor concerning the establishment of a special purpose center, as required under BOG Regulation 8.009 Educational Sites, (3) (b) *As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.*

June 7, 2013 – Florida International University Foundation Finance Committee considers and approves the Wolfsonian-FIU Downtown Center and associated gift agreement.

June 8, 2013-- Florida International University Foundation Board of Directors considers and approves the Wolfsonian-FIU Downtown Center and associated gift agreement.

June 5, 2013-- Florida International University Board of Trustees Academic Policy and Student Affairs Committee considers and approves the establishment of the Wolfsonian-FIU Downtown Center as an FIU Special Purpose Center.

June 5, 2013-- Florida International University Board of Trustees considers and approves the establishment of the Wolfsonian-FIU Downtown Center as an FIU Special Purpose Center.

July 1, 2013 – Florida International University Foundation completes donor's transfer of title to the Wolfsonian-FIU Downtown Center.

August 2013 – Submit Special Purpose Center proposal to Florida SUS Board of Governors for review and approval in September 2013.

Addendum for International Campuses and Special Purpose Centers

- 1. Describe the relationship of the proposed international program to the institution's mission and strategic plan.**

Not applicable.

- 2. Describe any known legal requirements of the host country that must be met to establish and operate a campus or special purpose center in that country and the legal jurisdiction that will be applicable to the university's operations; and provide a plan and timeline for meeting the requirements.**

Not applicable.

- 3. Provide a risk assessment of the university's responsibility for the safety of students, faculty, and staff; and describe plans to mitigate these risks.**

As a university facility, Wolfsonian-FIU Downtown center will be incorporated into the university's public safety and emergency management programs, including facility evaluations, safety procures, and safety assessments. In addition to the police services provided by the university, police services are provided by the City of Miami. The operating budget includes security personnel that will be coordinated with university police services as well as monitored security systems.

- 4. Describe how the university will exercise control over the academic program, faculty, and staff, if the programs are not operated exclusively by the university.**

The Wolfsonian-FIU Downtown Center will be operated exclusively by the university.

- 5. Provide details on any exit agreements with foreign partners or governments.**

Not applicable.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	198,255	0	0	20,000	\$218,255	181,677	0	0	0	20,000	\$201,677
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$198,255	\$0	\$0	\$20,000	\$218,255	\$181,677	\$0	\$0	\$0	\$20,000	\$201,677

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

	Year 1	Year 5
Total Positions		
Faculty (person-years)	0	0
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$198,255	\$181,677
Annual Student FTE	0	0
E&G Cost per FTE	#DIV/0!	#DIV/0!

Worksheet Table 2 Budget

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Baccalaureate Degree Approval Process in the State University System
and Florida College System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board and Florida College System staff will provide an overview of the academic program approval process used to create new baccalaureate programs. The new degree planning process and levels of authorization and review for each sector will be explained. Examples of coordination between the sectors will also be discussed.

Supporting Documentation Included: Overview of the new degree process for each sector.

Facilitators / Presenters: Jan Ignash, Vice Chancellor, State University
System
Julie Alexander, Vice Chancellor, Florida
College System

NEW ACADEMIC PROGRAM APPROVAL - TECHNICAL ASSISTANCE

February 22, 2012

Updated 07/31/13

PROGRAM APPROVAL AUTHORITY

- Board of Governors (Board) Regulation 8.011 establishes criteria for new degree approval that address the overarching goals of the State University System (SUS) relative to program quality, operational efficiency, accountability, degree production, and research. The regulation also establishes a broad policy addressing the process by which programs are approved for implementation at the university and system level, and requires each university to adopt program approval policies that are aligned with the Regulation.
- Authority to implement new programs is a collaborative two-step process that devolves primary responsibility for academic and readiness review to the University Board of Trustees (UBOT) for all degree levels. Implementation authority for bachelor's, master's, and specialist degrees is devolved to the UBOT, and implementation authorization of doctorates is retained at the Board level.

PROGRAM PLANNING

- Each university must have in place formal processes to identify new programs they plan to explore over the period covered by their strategic plan and work plans. A rolling three-year list of programs under consideration is provided to the Board Office as part of the annual work plan.
- Regulation 8.004 includes a provision for Board staff to work with the Council of Academic Vice Presidents to review the current array of degree programs and proposed programs to facilitate coordination of program offerings across the SUS and avoid unnecessary duplication.

PROGRAM APPROVAL PROCESS

- A standard new degree proposal format is used for **all** degree levels to ensure that each UBOT is addressing the same criteria and seeing the same scope of information when making a decision about implementation. This proposal format also includes Excel worksheets that have built-in functions for automatic calculations.
- Universities are expected to have in place a process for final staff review of all new degree proposals before they are considered by the UBOT.
- It is expected that UBOT agenda items for new academic programs will identify such critical information as cost, projected student FTE, duplication of existing SUS, FCS, and independent institution programs, and compliance with existing regulations and law.
- For doctoral-level programs, each university must have an independent consultant review the proposal before submitting the program for approval by the UBOT. This individual should be considered the UBOT's consultant, rather than the academic department's consultant.
- Board staff monitors compliance with regard to bachelor's, master's and specialist degrees through a post-approval process that occurs before adding the new program to the official State University System Academic Degree Program Inventory.
- Board staff provide technical assistance to university academic staff to ensure that baccalaureate programs meet the requirements for hours-to-degree, common prerequisites, general education, and A.S. to B.S. articulation, as appropriate.
- The Board considers new doctorate degree proposals twice each year so that there can be sufficient time for staff review. Typically, this occurs at the June and November Board meetings.
- In approving new doctoral degree programs for implementation authorization, the Board considers the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System Strategic Plan, and the extent to which the programs will contribute to the economic development of the local community and the state.
- The Board Office maintains the State University System Academic Degree Program Inventory and assigns Classification of Instructional Programs (CIP) Codes. This ensures data comparability across the system.

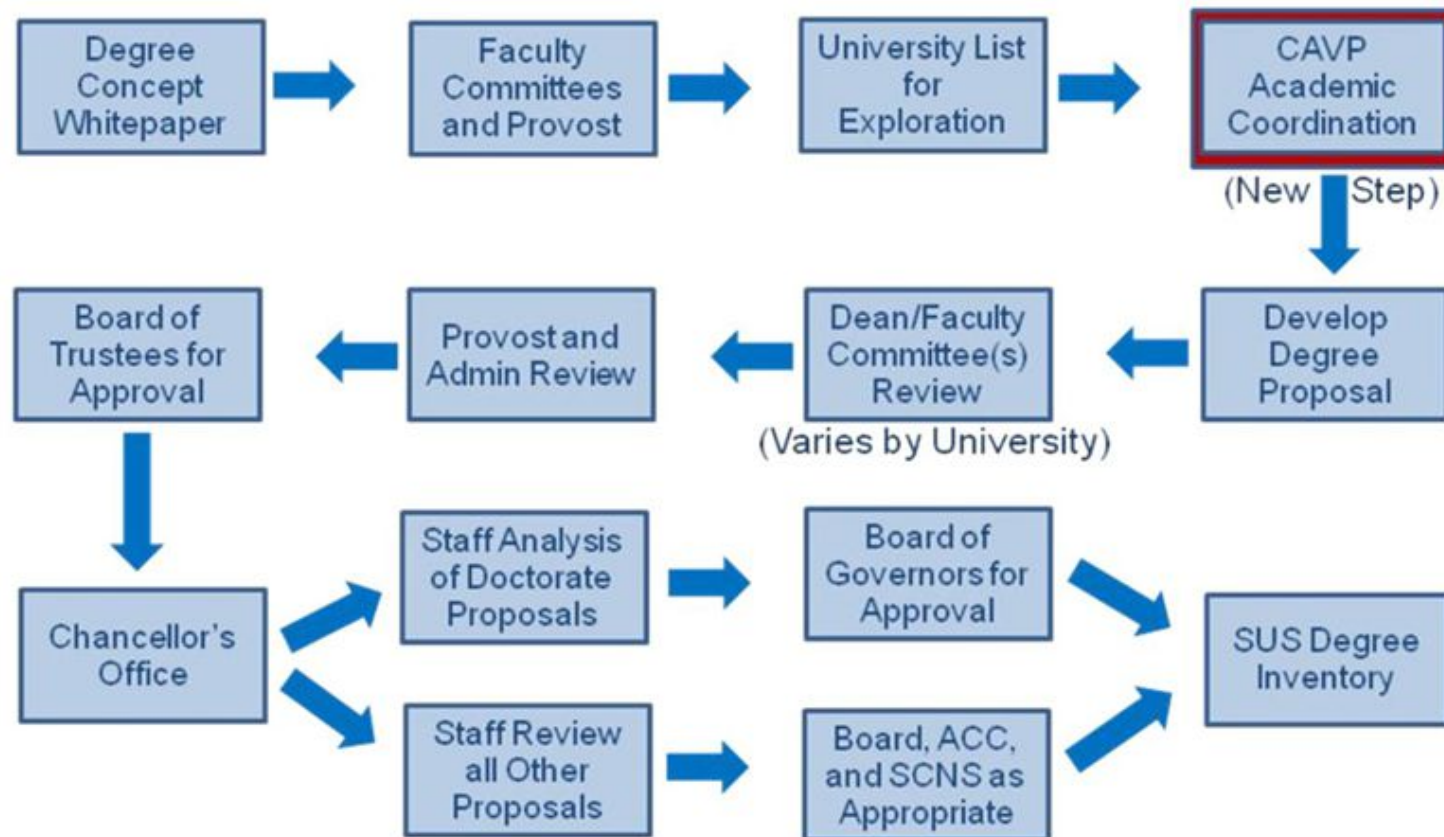
Academic Program Approval Process

ACTIVITY	UNIV STAFF	UBOT APPROVAL	BOARD STAFF	BOARD APPROVAL
UNDERGRADUATE PROGRAMS				
New Bachelor's Degree Program	Review Full Proposal	Implementation	Process for Inventory	(Established Criteria)
New Tracks, Majors, Minors, Concentrations, etc.	Review	Implementation per UBOT Policy	Process for Inventory	(Established Criteria)
Exception to 120 Credit Hours	Prepare Request	Approve & Submit to Board of Governors	Analyze Request	Approve Exception
Limited Access	Prepare Request	Approve & Submit to Board of Governors	Analyze Request	Approve Limited Access
Revise Common Prerequisites	Prepare Request	Informed	Process through ACC	(Articulation Agreement)
Revise Existing Program	Review	Implementation	Process for Inventory	(Established Criteria)
New College Credit Certificate	Review	Implementation per UBOT Policy	Informed	(None)
NON-DOCTORATE GRADUATE PROGRAMS				
New Master's Degree Program	Review Full Proposal	Implementation	Process for Inventory	(Established Criteria)
New Advanced Master's Degree	Review Full Proposal	Implementation	Process for Inventory	(Established Criteria)
New Specialist Degree Program	Review Full Proposal	Implementation	Process for Inventory	(Established Criteria)
New Tracks & Majors	Review	Implementation	Process for Inventory	(Established Criteria)
Revise Existing Program	Review	Implementation	Process for Inventory	(Established Criteria)
New College Credit Certificate	Review	Implementation per UBOT Policy	Informed	(None)
ALL DOCTORATE-LEVEL PROGRAMS				
New Doctorate Degree Program	Prepare Full Proposal	Approve & Submit to Board of Governors	Review Proposal	Implementation
New Tracks & Majors	Review	Implementation	Process for Inventory	(Established Criteria)
Revise Existing Program	Review	Approve & Submit to Board of Governors	Review	Implementation (If Appropriate)

NOTES:

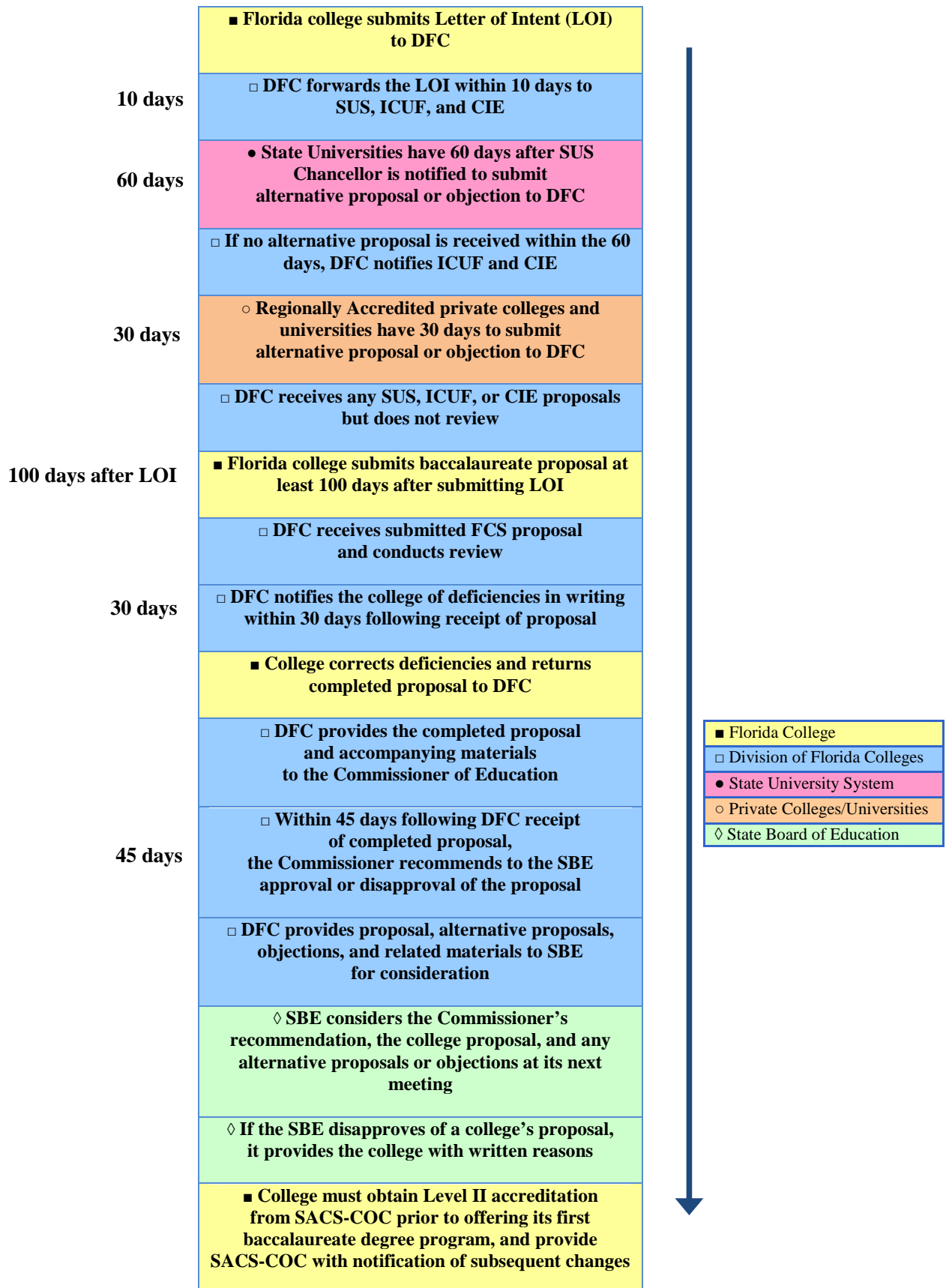
1. In all cases "Process for Inventory" includes staff review to ensure compliance with established regulations and procedures.
2. Program Terminations follow much the same approval process as new degree programs.
3. Not all revisions to an existing doctorate require Board of Governors approval, but any changes that result in a new CIP code would need to be approved.

Flowchart for the State University System New Degree Program Approval Process



This process is flexible enough to accommodate unique fiscal and programmatic factors.

Baccalaureate Proposal Approval Process The Florida College System



**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 2013**

SUBJECT: Florida Institute of Oceanography Summer Cooperative Pilot Course,
Field Studies in Marine Biology

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Florida Institute of Oceanography (FIO) is an Academic Infrastructure Support Organization (AISO) approved by the Board of Governors in 2009 with a state-wide mission to support education and research in fields related to marine science. Membership in FIO includes all state universities and selected Florida colleges, independent colleges, independent research labs, state and federal agencies, and corporate enterprises. The FIO maintains and operates the two primary research vessels of the State University System and, through its advisory board, serves as a state cooperative for marine science and oceanography.

As part of its cooperative mission, the FIO Education Committee began planning in 2012 for a cooperative summer course that would allow students to tap into the various areas of expertise that exists at FIO member institutions. Students would be able to enroll into the course at their home institution and then rotate each week through classes and field experiences offered by partnering institutions. The pilot course Field Studies in Marine Biology was offered for the first time in the 2013 Summer Semester by the University of North Florida, Florida Atlantic University, Florida Gulf Coast University, and the University of South Florida – St. Petersburg. The course clearly demonstrates that when universities cooperate, students will benefit.

Supporting Documentation Included: Flyer for Field Studies in Marine Biology

Facilitators / Presenters: Dr. Courtney Hackney, UNF



Florida Institute of Oceanography offers: Study Abroad in Florida

Field Studies in Marine Biology; BSC 4933/BSC 4930; 4 credits
Modified Summer Session A, 2013 May 28, 2013 – June 29, 2013



What type of course? A 5-week, **field intensive** course designed to expand student knowledge of the biodiversity, geochemistry and human impact of Florida's coastal and offshore ecosystems through a round-robin trip around Florida to explore marine ecosystems. This course will take students from the reefs of the Florida Keys to the open Gulf of Mexico aboard state of the art research vessels as well as the shallow tropical estuaries of the western Everglades and north to the temperate Estuarine and beach dunes of Northeast Florida. Students will be staying at universities and research stations.

Who? Any upper level student in Biology or related Science. Prerequisites: Chem. I, II and Bio. I, II

When and Where? May 28 - June 29, 2013. After an intense 4 day introduction at UNF, students will spend four weeks on tropical reefs in the Florida Keys, bays and mangrove forests of Southwest Florida, sea grass meadows in Tampa Bay, collecting oceanographic data aboard an FIO research vessel in the Gulf of Mexico, examining the salt water- Freshwater boundary of the St Johns River and exploring dunes, oyster reefs and salt marshes in Northeast Florida.

Registration? Students can register through Florida Atlantic University, Florida Gulf Coast University, the University of North Florida and the University of South Florida-St Petersburg. UNF students have priority registration at UNF until the end of online Pre-registration.

Cost? Tuition \$680.80 (in-state), \$2608.68 (out of state) for **4 credit hours** and \$1830 to cover course fees. A \$500.00 deposit is due by 4/5/13 to lock in your spot. See below. Class is limited to 20 UNF students.

What's Included? Meals- 5 days/week; housing at all sites.

What's Not Included? Transportation between institutions, some meals on weekends.

*******If interested, you must*****:**

1. Complete a **typed, 1 page statement of interest** as to how this course will benefit your studies.
Include: Complete name, email, home address, phone number, grade level, and Biology courses taken to date. Obtain an override permission form at the UNF Biology Office in Building 59:1300.
2. Turn both your Statement of Interest and Override form into the Biology Office.

Enroll online for BSC 4930, CRN51073, FIELD STUDIES/MARINE BIOLOGY.

3. Students will be contacted via email by **4/3/13** to confirm status of enrollment. A \$500.00 deposit will be due by **4/5/13** to lock in your spot.

QUESTIONS?? Contact Dr. Courtney Hackney, c.hackney@unf.edu or Dr. Kelly Smith, ksmith@unf.edu

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 12, 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 Carlo Fassi, 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 Fassi
Dr. Kevin Bailey, Chair, SUS Council for
Student Affairs