STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Academic and Student Affairs Committee
Ballroom, Graham Center
Florida International University
Miami, Florida
November 20, 2013
12:15: p.m. to 1:15 p.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. **Interim Chancellor and Chief Academic Officer's Report**   **Dr. Jan Ignash,**
    Interim Chancellor and
    Chief Academic Officer,
    Board of Governors

3. **Approval of Committee Meeting Minutes**   **Governor Tripp**
    Minutes, September 12, 2013

4. **Academic Program Items**   **Governor Tripp**

    a. Ph.D. in Criminal Justice, CIP 43.0104   **University Staff**
        University of Central Florida

    b. Termination of Ph.D. in Physical Education, CIP 13.1314   **Governor Tripp**
        Florida State University

    c. Request for Limited Access Status, B.S. in Radiography,   **Governor Tripp**
        CIP Code 51.0911, University of North Florida

5. **Approval of Southern Regional Education Board** *Electronic Campus* **Regional Reciprocity Agreement**

    Ms. Vikki Shirley,
    General Counsel
    Board of Governors

6. **Baccalaureate Degree Approval Process in the State University System and the Florida College System**

    Dr. Ignash,
    Mr. Randall W. Hanna,
    Chancellor,
    Florida College System,
    Department of Education

7. **Student Affairs Updates**

    a. Council of Academic Vice Presidents (CAVP)

    Dr. Ronald Toll
    Provost and Vice President for Academic Affairs,
    Florida Gulf Coast University
    and Chair, CAVP

    b. Florida Student Association

    Governor Carlo Fassi

    c. SUS Council for Student Affairs

    Dr. Kevin Bailey
    Chair, Council
    for Student Affairs

8. **Closing Remarks and Adjournment**

    Governor Tripp

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013

SUBJECT: Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Interim Chancellor and Chief Academic Officer, 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
November 20, 2013

SUBJECT: Approval of Minutes of September 12, 2013 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on September 12, 2013 at New College of 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 September 12, 2013 at the New College of Florida.

Supporting Documentation Included: Minutes, September 12, 2013

Facilitators/Presenters: Governor Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 12, 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 10:40 a.m. Members present were Wendy Link; Matthew Carter;
Manoj Chopra; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; and Elizabeth
Webster.

1.   Call to Order and Opening Remarks

Chair Tripp called the meeting to order.

2.   Vice Chancellor'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.

Vice Chancellor Ignash summarized Board staff activity since the June meeting,
including progress on an online database of educational sites; the development of data
on existing programs and their productivity sent to the Academic Program
Coordination Work Group; the creation of performance-based funding metrics; and the
finalization of general education core course recommendations, as mandated by HB
1736, which were sent to campuses for faculty review. She introduced Dr. Christopher
Mullen, the Board's new Assistant Vice Chancellor for Policy & Research. Vice
Chancellor Ignash also mentioned the array of meetings that staff attended and
participated in over the course of the summer in order to stay current on state and
national education issues.

3.   Approval of Minutes from June 20, 2013

Dr. Carter moved that the Committee approve the minutes of the meeting held March
27, 2013 as presented. Mr. Fassi seconded the motion and members of the Committee
concurred.

1

4.   Public Notice of Intent to Amend Board of Governors Regulations

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

Chair Tripp explained that Board Regulation 6.002 provides statewide minimum criteria for undergraduate first-time-in-college, degree-seeking freshmen, and that noticed amendments to this regulation involve clarifying that starting Fall Semester 2014, consideration of ACT test scores in admission decisions must be based on the ACT Plus Writing exam, as well as a technical amendment allowing for foreign language competency to be achieved with the successful completion of a second level foreign language course, removing the requirement for completion of the first level course.

Ms. Link moved that the Committee approve the public notice of intent to amend BOG Regulation 6.002. Dr. Carter seconded the motion and members of the Committee concurred.

   b.   6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

Chair Tripp explained that noticed amendments to Board Regulation 6.004 would allow the foreign language admission credit hour requirement to be achieved with the successful completion of a second level foreign language course, removing the requirement for completion of the first level course.

Ms. Webster moved that the Committee approve the public notice of intent to amend BOG Regulation 6.004. Dr. Chopra seconded the motion and members of the Committee concurred.

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

Chair Tripp explained that noticed amendments to Board Regulation 6.008 provide similar standards to those required by the State Board of Education for Florida College System institutions, providing for smooth articulation between institutions without lowering admissions standards.

Dr. Carter moved that the Committee approve the public notice of intent to amend BOG Regulation 6.008. Ms. Webster seconded the motion and members of the Committee concurred.

2

5.   FIU Request for Wolfsonian-FIU Downtown to be a Special Purpose Center

Chair Tripp reported that Item 5 had been withdrawn with the intent of presenting the request at the November Board meeting.

6.   Overview of the New Degree Approval Process in the Florida College System and the State University System

Chair Tripp invited Vice Chancellor Ignash to provide an overview of the academic approval process used to create new baccalaureate programs in the SUS and the Florida College System (FCS), including the different levels of authorization and review.

Vice Chancellor Ignash introduced Julie Alexander, the Vice Chancellor for Academic and Student Affairs for the Florida College System.

Ms. Alexander explained the baccalaureate program approval process which begins with a letter of intent to the FCS; notice to the Board of Governors as well as the presidents of SUS institutions of the proposed program; a period of time to allow for SUS response; a formal proposal submission from the state college; and finally, a proposal to the State Board of Education from the FCS.

Ms. Link asked Ms. Alexander if she felt system coordination was improving. Ms. Alexander responded that with better data and more open communication, facilitated by initiatives such as the Access and Attainment Commission, coordination is becoming smoother.

Vice Chancellor Ignash reported on quarterly meetings between the twelve SUS university provosts to examine both new and existing programs. She endorsed an increase in informal conversation between institutions before the formal process starts in order to better facilitate productivity and coordination.

Dr. Chopra asked Ms. Alexander if the FCS considered emerging majors, such as new STEM majors, when planning degree programs. Ms. Alexander explained that the most common FCS major was Applied Science and that associate degree programs are built more quickly than baccalaureate programs.

7.   Florida Institute of Oceanography Update: Summer Cooperative Pilot Field Studies in Marine Biology

Chair Tripp informed the Committee of a cooperative summer course offered by the University of North Florida, Florida Atlantic University, Florida Gulf Coast University, and the University of South Florida – St. Petersburg under the umbrella of the Florida

3

Institute of Oceanography (FIO). He invited Dr. Courtney Hackney from UNF to recap the 2013 Field Studies in Marine Biology, offered for the first time in the 2013 Summer Semester.

Dr. Hackney provided a summary of the events of the summer 2013 pilot study, including a breakdown of the schedule and curriculum over five weeks. He mentioned logistical and administrative issues, as well as positive faculty and student feedback from all participants. He indicated that FIO plans to add the University of West Florida to the Summer 2014 Semester, and that FIO is exploring options for a winter course and a teachers course.

8.   Student Affairs Updates

        a.   Florida Student Association

Chair Tripp recognized Mr. Fassi, Chair of the Florida Student Association (FSA), to provide an update on the FSA and SUS students.

Mr. Fassi mentioned the FSA's involvement with promoting the Aim Higher campaign across all campuses and that the FSA's legislative budget request will build on the full Board's emphasis as well as give consideration to facilities funding efforts.

        b.   SUS Council for Student Affairs

Chair Tripp recognized Dr. Kevin Bailey, Chair of the SUS Council for Student Affairs, to update the Committee on activities and interests of the Council as it plans for the 2013-14 academic year.

Dr. Bailey outlined the Annual Statewide Anti-Hazing Summit to be held in October. He also mentioned a joint matrix being developed with the Council of Academic Vice Presidents (CAVP) that concerns retention strategies.

9.   Closing Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 11:32 a.m.

_____

Norm Tripp, Chair

_____

Melissa Giddings, Educational Policy Analyst

4

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013

SUBJECT: Ph.D. in Criminal Justice (CIP 43.0104) at the University of Central Florida

PROPOSED COMMITTEE ACTION

Approval of the Doctor of Philosophy (Ph.D.) in Criminal Justice at the University of Central Florida, CIP 43.0104.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing to offer a Ph.D. degree program in Criminal Justice. The program will be offered at its main campus. According to the proposal, this program will produce individuals with the necessary credentials for teaching and research ready to enter careers in universities, think tanks, policy institutions, and university-based policy centers where they will work to translate academic research into effective policy.

The total number of credit hours required for completion of the proposed program is 57. The curriculum includes 15 credit hours of core courses, 12 credit hours of restricted methodological electives, 9 credit hours of concentration area restricted electives, 6 credit hours of unrestricted electives, and 15 credit hours of dissertation. Letters of support have been provided by the University of Florida, Florida State University and the University of South Florida because each has a somewhat similar program.

The UCF Board of Trustees approved the program on September 26, 2013. If approved by the Board of Governors, UCF will implement the program in fall 2015.

Supporting Documentation Included: 1. Staff Analysis
                                           2. Program Proposal

Facilitators/Presenters: UCF Representatives

BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS

Program: Ph.D. in Criminal Justice   **CIP Code: 43.0104**
Institution: UCF   **Proposed Implementation Date:** Fall 2015
Staffed By: D. Barbu; K. Padgett, PhD; T. Bujak; R. Stevens   **Initial Review Date:** 3/26/ 13   **Last Update:** 9/24/13

Projected program costs:

	Total	% & $ Current Reallocated	% & $ New Recurring	% & $ New Non-Recurring	% & $ C&G	Auxiliary Funds	E&G Cost per FTE	SUS 11-12 Average Cost per FTE
Year 1	$190,121	58.5% $111,121	39.5% $75,000	2% $4,000	0% $0	$0	$50,699	$13,593 43 CIP
Year 5	$478,194	42.1% $201,325	31.9% $152,290	0% $0	26% $124,579	$0	$38,704	

Projected FTE and Headcount are:

	Student Headcount	**Student FTE**
First Year	5	3.75
Second Year	10	7.03
Third Year	15	8.91
Fourth Year	15	8.91
Fifth Year	15	8.91

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	SUS Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	13	39	48	58	61	80	90

Template Revised January 2012

A.   Program Description:

The University of Central Florida (UCF) is proposing to offer a PhD in Criminal Justice with three applied concentration areas: policing, corrections, and juvenile justice. The program will be offered at UCF's main campus.

The proposed UCF PhD in Criminal Justice program will be a research doctoral program specifically focused on research and teaching related to the study of criminal justice, its agencies, and its policies and practices. The program will recruit from the population of students with master's degrees in criminal justice or closely related areas and offer coursework and research opportunities related to policing, corrections, and juvenile justice. Also, the proposal includes and emphasizes courses in criminal justice theory, advanced research methods, and quantitative methods in criminal justice. In addition to coursework, the program will include requirements to pass qualifying and written comprehensive examinations and to successfully defend a written dissertation proposal. The degree will culminate in the successful defense of a dissertation that is grounded in criminal justice theory and contributes original research to the body of criminal justice knowledge.

The UCF proposal explains that the graduates will be ready for employment in both academic and applied settings. University of Central Florida graduates "will be able to enter careers in universities, think tanks, policy institutions, and university based policy centers where they will work to translate academic research into effective policy."

The proposed UCF doctoral program in Criminal Justice would be the second such program to be offered by a public university in the state of Florida. The other doctoral program in Criminal Justice is offered by Florida State University. The proposed doctoral program will require the completion of 57 credit hours (15 credits – core courses; 12 credits – restricted methodological electives; 9 credits – concentration; 6 credits – unrestricted electives; and 15 credits – dissertation). The program will only accept students with a master's degree in Criminal Justice or a closely related discipline.

B.   System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal references the previous State University System (SUS) Strategic Planning Goals for 2005-2013. However, for the most part, the references are still valid in demonstrating alignment with state-level priorities. The proposal notes that the new program supports the following four goals from the 2005-2013 plan:
- Access to and production of degrees;
- Meeting statewide professional and workforce needs;

2

- Building world class academic programs and research capacity;
- Defining and approving university missions that meet community needs and fulfill unique institutional responsibilities.

These goal alignments are further explained in the following paragraphs excerpted in large part from the proposal.

Access and Degree Production
According to the proposal, the University of Central Florida is servicing nearly 4 million Florida residents in the Central Florida area. Staff research shows that during the Academic Year 2011-12, UCF awarded 437 Bachelor degrees and 97 Master's degrees in the area of Criminal Justice/Safety Services (CIP 43.0104). The proposed program would offer Master's graduates an option to continue their graduate education in Criminal Justice in the Central Florida area.

Statewide Professional and Workforce Needs
According to the proposal, the U.S. federal, state and local governments spend approximately $191 billion for police, court, and correction services. Florida ranks third in the nation for justice related expenditures, at nearly $13 billion spent annually.

The proposed doctoral program would produce social scientists with expertise in criminal justice that are capable of gathering, analyzing, and reporting high-quality data and findings to critically assess the status of practice and will educate the future workforce. Moreover, the program would help meet professional workforce needs by expanding the supply of academics available to local and state agencies.

Building Academic Programs and Research Capacity
The proposal notes that the doctoral program in Criminal Justice is committed to contributing to UCF's success in building world-class academic programs and research capacity. Specifically, the quantity and type of research productivity is significantly different at universities offering doctoral programs as compared with universities without such programs. Grants and contracts from local agencies, counties and the state, and from the federal government will fund PhD students and help UCF become a leader in criminal justice research.

Supporting University Mission, Meeting Community Needs and Institutional Responsibilities
According to the proposal, the program supports and enhances the university by providing high quality undergraduate education, helping UCF achieve international prominence, enhancing diversity, and promoting partnerships and collaboration between UCF and local law enforcement agencies.

3

A doctoral program in Criminal Justice would provide a concentrated pool of talented scholars and graduates to examine local criminal justice issues. In this manner local agencies would gain a reliable pool of capable graduate students to help them address issues such as internal operations, community reputation, and resource management. Graduates from the proposed program could help cities and counties save money by translating research into practice.

The UCF proposal points to four mission components common to both the SUS Strategic Plan's mission statement for the university and UCF's strategic plan. Each of these four, the proposal notes, center on "a commitment to service for the surrounding Central Florida community." This point is emphasized throughout a discussion of how the PhD program in criminal justice fits with the University's mission, as is the point that much of this mission has to do with practical, applicable teaching, research, and outreach that will have an impact on the community served by UCF. In support of their argument that the proposed program fits with this service mission, UCF's proposal indicates that the students recruited to the PhD program will largely consist of their own current Master's degree students and that the research these students will be involved in will be "responsive to questions developed in interaction with local community research partners." The proposal also states an expectation that graduates of the program will constitute an "enriched capacity" for the scientific understanding of criminal justice-related issues that will primarily benefit Florida, in general, and the central Florida region in particular.

Need Analysis

The UCF proposal explains that the graduates will be ready for employment in both academic and applied settings. The proposal includes the presentation of data related to 1) the need for faculty in the field of criminal justice to accommodate the growing number of professionals seeking higher education credentials, 2) the need to fill faculty positions at community colleges and technical schools that are currently being filled by part-time, adjunct, and other non-tenure track faculty, and 3) the need for research that is applicable and readily-available to criminal justice agencies looking for ways to improve efficiency and implement best practices. Along with data to support these claims, UCF's proposal includes testimonials and letters from many of the criminal justice agencies operating in central Florida, voicing their support for the implementation of this program at UCF. A total of thirteen letters of support from local agencies with whom the Department of Criminal Justice collaborates are included in the proposal.

According to the Bureau of Labor Statistics, none of the occupations listed in the area of Protective Services requires the completion of a postsecondary credential. The occupations listed under this area are: correctional officers, fire inspectors and investigators, police and detectives, firefighters, police and detectives, private detectives and investigators, and security guards, and gaming surveillance officers. However, the

4

postsecondary teacher occupation is listed among the top 20 positions with the highest projected growth from 2010 to 2020. Bureau of Labor Statistics lists an estimated 305,700 new jobs for postsecondary teachers in the United States (17% growth rate), with a median pay of $62,050.

The American Society of Criminology, the field's leading professional organization, lists more than 114 faculty or research positions, including multiple positions at FSU, two positions at FAU, and one position at FGCU (as of September 24, 2013).

A search for open academic positions in Criminal Justice conducted on September 24, 2013, by the Board staff revealed that more than 44 positions, such as Criminal Justice Faculty, Instructor, and Dean, were advertised through the Chronicle of Higher Education, the majority of them requiring the completion of a PhD in Criminal Justice. A search of the website www.HigherEdJobs.com revealed more than 75 positions advertised for Criminal Justice Faculty, Instructor, and Dean the majority requiring a PhD degree.

According to the SUS Degrees Inventory, seven (7) SUS institutions offer Bachelor's and Master's degrees in Criminal Justice and related fields (see Table 1). The proposal notes and Board's staff research confirms that graduates of the PhD in Criminal Justice program could teach in any of the areas included in table 1, at all levels (baccalaureate, master, and doctorate).

5

Table 1. Criminal Justice and related programs currently offered in the State University System.

CIP Code	CIP Title	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF T	USF SM	USF SP	UWF
'45	**SOCIAL SCIENCES**												
'45.0101	Social Sciences, General	M	B	-	-	BM	B	-	-	B	B	B	B
'45.0401	Criminology	-	-	-	-	-	-	BMR	-	BMR	B	B	-
'45.1001	Political Science and Government, General	B	BM	B	BMR	BMR	BMR	BMR	B	BM	-	B	BM
'45.9999	Social Sciences, Other	-	-	-	-	-	-	-	-	-	-	-	B
43	**HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES**												
'43.0103	Criminal Justice/Law Enforcement Administration	-	M	-	-	-	-	-	-	M	M	-	-
'43.0104	Criminal Justice/Safety Studies	B	B	BM	BM	BMR	BM	-	BM	-	-	-	BM
'43.0107	Criminal Justice/Police Science	-	-	-	-	B	-	-	-	-	-	-	-
'43.0116	Cyber/Computer Forensics and Counterterrorism	-	-	-	-	B	-	-	-	-	-	-	-
'43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	-	B	-	-	-	-	-	-	-	-	-	-

Source: State University System Degrees Inventory (B- bachelor, M- Master, R- Research Doctorate).

Demand Analysis

With regard to student demand, the proposal presents data from a 2009 survey of students in UCF's Criminal Justice Bachelor and Master's degree programs, asking their preference for attending a doctoral degree program in Criminal Justice should the university offer one. The answer was positive, with more than 30% percent of the students showing interest in a doctoral program in Criminal Justice at UCF.

In terms of enrollment projections, the proposal indicates that five (5) students are expected to enroll in the proposed program in the first year, increasing to 15

6

students by the third year, and then remaining stable at 15 after that. The university plans to recruit 40 percent of its CJ PhD students from among UCF graduates, 40 percent from other State University System institutions, and 20 percent from other accredited institutions, both nationally and internationally.

The existing baccalaureate and master's programs in Criminal Justice at UCF have sufficient enrollments to become immediate feeders into the proposed doctorate program, and, as Table 1 shows, there are numerous other baccalaureate and master's degree level programs graduating students in Criminal Justice and related fields across the state.

University of Central Florida – Enrollments

Criminal Justice (43.0104)	2011	2012
Bachelors level	1,410	1,425
Masters level	238	236

Source: Board of Governors database

Substantially Similar Programs

Currently, three doctoral programs in criminal justice or criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies (CIP 43.0104); UF, a PhD in Criminology and Law (CIP 45.0401); and USF, a PhD in Criminology (CIP 45.0401). What will distinguish UCF's doctoral program from its peers in the state university system will be its targeted focus on criminal justice rather than criminology. While criminology encompasses the etiology, psychology, and sociology of crime and society's responses to crime, the science of criminal justice focuses on the institutions in place to control crime and carry out the functions of the criminal justice system. The UCF doctoral program will seek to contribute to the latter and to provide practical, applicable scientific findings to practitioners in the field. In fact, a major component of the program will be its collaboration with those practitioners in the Central Florida region, many of which have expressed support for its implementation.

According to the proposal, the proposed PhD in Criminal Justice program at UCF will be dedicated to the science of criminal justice and the institutions and practitioners in the criminal justice system. The PhD in Criminal Justice at UCF would be filling a particular need that, as stated in the proposal, UCF "feels is not currently being met by the other programs." The proposal notes that FIU offers a PhD in Public Affairs with a criminal justice track, but the program is offered under a different CIP code (45.0401) and, according to the UCF proposal, "displays no substantive overlap with the proposed UCF CJ PhD program" (p. 27). Board staff found no overlap between the track offered by FIU and the program proposed by UCF.

7

The response to the proposed degree program from the similar SUS programs was positive. Letters from the provost of USF and the interim chair of the university's department of criminology express support for the proposed program at UCF and suggest interest in collaboration. The letter from the chair of UF's Department of Sociology and Criminology and Law suggests no "serious direct conflict" with the program at UF, as the programs serve "two different 'student populations' and produce a very different 'final product'." However, he expresses concern about the need for "yet another PhD program in Criminology or Criminal Justice." According to the proposal, FSU's Provost provided a letter of support for the proposed program noting that even though there is some overlap between UCF's new program and FSU's program, this overlap is not expected to negatively impact enrollments in FSU's program.

Additionally, according to details described in the proposal, UCF is offering majors or concentrations in Criminal Justice underneath other PhD programs. Specifically, the PhD in Public Affairs offers a track in Criminal Justice; the PhD in Sociology offers two concentrations, one in Crime and Deviance and another one in Domestic Violence; and a newly established PhD in Security Studies, which was implemented in the fall of 2013. The department chairs or deans from all these programs provided letters of support for the proposed PhD in Criminal Justice.

Summary

The proposed Ph.D. in Criminal Justice will enhance UCF's competitiveness for students and research funding. Evidence exists that the number of criminal justice and related academic programs is increasing state and nation wide, so there should be a growing demand for graduates of the proposed program to fill up faculty positions. It is less clear that the industry itself will require many individuals trained at the doctorate level, but governments and other organizations may provide additional opportunities for employment outside of academia as researchers and policy analysts.

External consultant reviews were conducted by David Duffee, PhD, Emeritus Professor and former Dean of the School of Criminal Justice at the University at Albany, State University of New York, as well as Edward Latessa, PhD, Professor, Director of the School of Criminal Justice, University of Cincinnati. Each of the consultants' reports expressed a need for such a program, with Dr. Latessa recommending implementation (Dr. Duffee speaks highly of the proposed program but does not write explicitly in the report that he recommends implementation). Additionally, both consultants point to the fact that there is high demand on the job market for Criminal Justice PhD graduates and that the proposed program should face no barriers in meeting its enrollment targets.

C.   Assessment of the University Review Process in accordance with BOG Regulation 8.011:

8

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY
Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES   NO

☒   ☐   **The proposal has been approved by the university board of trustees and includes all required signatures.**

University of Central Florida Board of Trustees approved the program on September 26, 2013.

☒   ☐   **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree proposal format is used, as expressed in the Board's Regulation 8.011.

☒   ☐   **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

Three doctoral programs in Criminal Justice or Criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies, UF offers a PhD in Criminology and Law, and USF offers a PhD in Criminology. All these institutions provided letters in support of the program. See Appendices 2-4.

☒   ☐   **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

9

The university provides adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4).

☒　　☐　**The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the UCF Equity Officer on March 13, 2013.

☒　　☐　**The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate any program offered at FAMU or FIU.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES　NO

☒　　☐　**The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the UCF Board of Trustees on September 26, 2013.

☐　　☒　**The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The average SUS expenditure per student credit hour for doctoral level CIP 43 is $424 for a total of $13,593 per student FTE. The University of Central Florida is proposing that in the first year of operation the cost per FTE will be $ 50,699 and by the fifth year of operation the total cost per student FTE will be $39,704. Hence the proposed program seems to be quite expensive.

According to Table 2, in the first year of operation, the majority of the projected cost of $111,121 will be used for faculty salaries and benefits for the 18 existing faculty. Additionally, the proposal shows in Table 2 that funding amounting to $75,000 in year

10

one and $152,290 in year five will be available for graduate assistantships and fellowships for the doctoral students in the program from E&G Funds.

☒   ☐   **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The university identified and addressed the impact of the implementation of the new program on the existing undergraduate and graduate programs. As the proposal notes, the undergraduate program will not be negatively impacted and once the new program is fully implemented 37 percent of the undergraduate sections (70 out of 190) will be taught by tenured and/or tenure-earning faculty with terminal degrees.

    <u>**READINESS**</u>
Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

    3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES   NO

☒   ☐   **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

☒   ☐   **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

External consultant reviews were conducted by David Duffee, PhD, Emeritus Professor and former Dean of the School of Criminal Justice at the University at Albany, State University of New York, as well as Edward Latessa, PhD, Professor, Director of the School of Criminal Justice, University of Cincinnati. Both consultants point to the fact that there is high demand on the job market for Criminal Justice PhD graduates and that the proposed program should face no barriers in meeting its enrollment targets.

☒   ☐   **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

According to the proposal, the Department of Criminal Justice programs were

11

reviewed in 2003-2004 and 2010-2011.

☐ ☒ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposal notes that the program will be delivered through face-to-face interactions at UCF's main campus.

4. Curriculum - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES   NO

☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to train and develop highly skilled faculty and researchers at the college/university level, as well as leaders for governmental agencies. The curriculum includes 57 credit hours (15 credits – core courses; 12 credits – restricted methodological electives; 6 credits – concentration; 6 credits – unrestricted electives; and 15 credits – dissertation).

☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the proposal and as verified by Board staff, there are no accrediting agencies for the Criminal Justice discipline.

5. Faculty – *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES   NO

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

12

The proposal notes that there are 19 full-time faculty members in the Department of Criminal Justice; however, only 10 of them will be directly involved in the new program in year one with 15 faculty being involved in the new program by year five, having active roles in instruction, advising, and supervising dissertation hours (Table 4).

☒   ☐   **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposal explains in table 4 that 17 of the current professors hold terminal degrees in their fields, with one holding an EdD. Six faculty hold tenure-earning positions, 12 hold tenure, and one new faculty is expected to be hired, on a tenure earning position, before the implementation of the program.

☒   ☐   **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity. In between 2007-2010, 109 academic papers were published by the Department of Criminal Justice faculty with an average of 6.41 papers per faculty. Additionally, a total of 75 books and 353 refereed articles have been published by the faculty. The number of publications for the faculty in the Criminal Justice Department is high, with many of them publishing in top journals in the field. Moreover, one of the consultants for the proposed program, Dr. Duffee, noted that due to the quality of publishing for the faculty in the department, the failure to approve the program could lead to faculty members being lured away by other postsecondary institutions.

Finally, faculty secured more than $1.2 million in contracts and grants in 2010 and more than $2.2 million between 2006 and 2010.

☒   ☐   **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal mentions the need for hiring an additional faculty member before the implementation of the program.

6. Resources – The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate

13

assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.

YES   NO

☒   ☐   **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The UCF Library Director attests that the library volumes and serials available are sufficient to initiate the program. In addition, to support the program additional library resources will be acquired from the first through the third year of the program, at an annual cost of $4,000. The funds will be made available to the Department from the Department overhead account.

☒   ☐   **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

☒   ☐   **The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, all the necessary equipment is available.

☒   ☐   **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that full-time assistantship appointments will be provided to the doctoral students, for teaching and/or research.

☒   ☐   **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal notes that this section is not applicable.

14

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013

SUBJECT: Ph.D. in Physical Education (CIP 13.1314) at Florida State University

PROPOSED COMMITTEE ACTION

Termination of the Doctor of Philosophy (Ph.D.) in Physical Education at Florida State University, CIP Code 13.1314.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida State University (FSU) is requesting to terminate a Ph.D. degree program in Physical Education. Demand for the existing Ph.D. program decreased significantly and new enrollments in the program were suspended in fall 2009. No students are currently enrolled in the program.

The FSU Board of Trustees approved the termination of the program on June 7, 2013. If approved by the Board of Governors, the effective date of program terminated will be Fall Term 2013.

Supporting Documentation Included: Termination Form

Facilitators/Presenters: Governor Tripp

FLORIDA STATE
UNIVERSITY | OFFICE *of the* PROVOST

OF 11228

MEMORANDUM

Date: August 30, 2013

To: Jan Ignash
                Vice Chancellor

From: Garnett S. Stokes
                Provost and Executive Vice President for Academic Affairs

Re: Termination of Programs

At its June 7, 2013 meeting, the Florida State University Board of Trustees approved the termination of the Physical Education degree at the Bachelor's, Master's, Specialist's, and Doctoral levels (CIP 13.1314), the Health Education degree at the Bachelor's and Master's levels (CIP 13.1307), and the Rehabilitation Counseling degree at the Bachelor's level (CIP 51.2310) as requested by the College of Education. These degrees were only offered on the main campus, and had been suspended since 2008-2009. No students remained in the programs. SACS has been notified of these program closures.

I have attached the final action memorandum along with the program termination forms. Thank you for making these changes to the SUS degree inventory. Please let me know if you need additional information.

cc: Chairman Allan Bense
        President Eric J. Barron
        Vice President Sally McRorie
        Dean Nancy Marcus
        Dean Marcy Driscoll
        Ms. Ruth Feiock
        Dr. Rick Burnette
        Dr. Kim Barber
        Dr. Bruce Janasiewicz
        Ms. Janice Finney
        Ms. Jennifer Specht
        Mr. Michael Barrett
        Dr. Andrea Novak
        Ms. Melissa Crawford
        Ms. Kayce Morton
        Mr. Keith Bernstein
        Ms. Freya Rudder
        Ms. Joy Ira

enclosures

212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone 850.644.1816, Fax 850.644.0172 • http://provost.fsu.edu/

FLORIDA STATE
UNIVERSITY | OFFICE *of the* PROVOST

TO: President Eric J. Barron

FROM: Garnett S. Stokes

DATE: May 17, 2013

SUBJECT: Termination of Degree Program
           Request for Approval

The College of Education has requested that the following degree program be terminated at the Bachelor's, Master's, Specialist, and Doctoral levels effective Fall Term, 2013:

13.1314   Physical Education

The Physical Education program was suspended at all degree levels in 2008-2009 due to a lack of interest and resources. There are currently no students enrolled in the program.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has been notified of the University's intention to terminate the program at all levels.

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: __Florida State University__

PROGRAM NAME: __Physical Education__

DEGREE LEVEL(S): __B,M,S,D__   CIP CODE: ___131314___
(Ph.D., Ed.D., etc)   (Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: ___Fall 2013___
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: ___No students in degree program___
(Last date that data will be submitted for this program)

> *This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.*

1. **Provide a narrative rationale for the request to terminate the program.**

The Physical Education program was suspended at all degree levels in 2008/2009 due to lack of interest and resources.

2. **Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The Physical Education program was only offered on the main FSU campus. The degree program has been suspended since 2008/2009, so no enrollment impacts will be incurred. One remaining faculty member was relocated to the College's School of Teacher Education department and is currently teaching prerequisite education courses.

PROGRAM TERMINATION FORM   (PAGE 2)

3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?
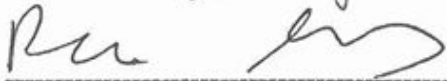
There are currently no students enrolled in or faculty associated with the degree program.

4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.
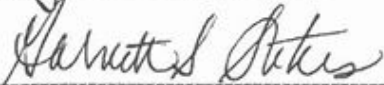
There are currently no students enrolled in or faculty associated with the degree program.

5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There are currently no students enrolled in or faculty associated with the degree program.

PROGRAM TERMINATION FORM (PAGE 3)

(signature)   2-20-13
Signature of Requestor/Initiator   Date

(signature)   3-8-13
Signature of Campus EO Officer   Date

(signature)   2/21/13
Signature of College Dean   Date

(signature)   4/12/2013
Signature of Vice President for   Date
Academic Affairs

(signature)   4-4-13
Signature of SACS Liaison   Date

REVISED 11/2009

I:\ASA\Working\01 - Ensuring Quality\Academic Program Approval\Addresses, Forms, Logs, Misc\Forms\2009_11_30 Program Termination Form.doc

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013

SUBJECT: Limited Access Status for the Bachelor of Science in Radiography (CIP 51.0911) at the University of North Florida

---

PROPOSED COMMITTEE ACTION

Consider Limited Access Status for the Bachelor of Science in Radiography at the University of North Florida, CIP Code 51.0911.

AUTHORITY FOR STATE BOARD 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 Science in Radiography. This action is requested because of limited clinical instructional facilities for the clinical experience required for completion of the program and a limited number of qualified faculty. Proposed minimum admission standards into the program are the completion of a minimum 60 semester hours of courses, completion of all prerequisite courses at a regionally accredited institution, a minimum cumulative 3.0 GPA, minimum common prerequisite GPA of 3.0 with at least a minimum C grade in each prerequisite course, letters of recommendation, and an interview. These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

The limited access status will apply to the whole program - Bachelor of Science in Radiography.

The UNF Board of Trustees approved the Limited Access Status of the program on June 11, 2013. If approved, UNF plans to implement Limited Access Status, effective fall 2014.

Supporting Documentation Included: University Request

Facilitators/Presenters: Governor Norman Tripp

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:	B.S.
Program:	Radiography	Six digit CIP code:	51.0911

1.   **Will the entire program be limited access or only a specific track?**

The entire program will be limited access.

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__8___   Spring__8_____   Academic Year Total ___16_____

4.   **When do you propose to initiate limited access? (please specify the effective term and year)**

Fall 2014

5.   **What is the justification for limiting access?**

The program requires limited access status because of limitations of clinical placements and qualified faculty. The program will only be able to accommodate 16 students per year.

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.**

Every effort will be made to present a welcoming educational environment to UNF students and AA transfer students from a Florida public community/state college. Because grades are a predictor of success in the degree program as well as on the national licensing examination, they will play an important role in the selection process. Both overall GPA, as well as GPA in the common prerequisite courses, will be considered. The criteria will be converted to ordinal values and applicants ranked accordingly. Admission into the program will be offered to the top 8 students after the ranking.

The admission criteria for the limited access program are as follows:

- Completion of a minimum of sixty (60) semester hours of courses
- General education requirements met
- Completion of all common prerequisite courses at a regionally accredited institution
- Minimum cumulative GPA of at least 3.0 on a 4.0 scale
- Minimum common prerequisite GPA of at least 3.0 on a 4.0 scale with at least a "C" in each prerequisite course
- Letters of recommendation. One from each category:
  o   Work Reference,
  o   Educational Reference, and

Limited Access Form Updated November 2012

    o Personal Reference.
- Interview with Program Director and selected faculty
- Additional requirements obtained prior to starting the Radiography program, but not needed for admission:
  - Completed immunizations
  - physical exam indicating there is no health condition present that would prohibit providing patient care
  - FDLE background check
  - Drug screening
  - HIPPA training

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?**

Because this is a new degree program, no data on current race and gender profiles exist. The following statement is included in the degree program proposal and has been reviewed and approved by our Equal Opportunity Officer.

UNF is a community that consists of students, faculty and staff from a variety of cultures, backgrounds, and life experiences that are devoted to learning in a climate that is inclusive for all who interact here. The University is committed to attracting students of diverse backgrounds and experiences and is similarly committed to recruit, hire and retain employees who bring a diversity of viewpoints, cultures and a broad range of human experiences to the University. Such efforts enrich the quality and texture of our community and provide an environment where individuals and groups learn with and from each other.

Mayo Clinic defines diversity as all the characteristics which distinguish individuals or groups from one another. It includes distinctions based on race, color, creed, religion, gender, age, national origin, marital status, sexual orientation, veteran's status, disability, or status with regard to public assistance. Mayo Clinic's goal is to create a caring service environment where individual differences are valued allowing all staff to achieve and contribute to their fullest potential. Mayo Clinic's goal is to serve patients, families and one another with respect, concern, courtesy and responsiveness. A climate that nurtures and supports the fullest contributions of everyone is essential to Mayo Clinic's success in patient care, education, and research. Creating and sustaining this climate are the responsibilities of all who provide service and learn at Mayo Clinic.

Specific initiatives to increase diversity in the radiology program include:
- Expanding faculty to include more members from under-represented populations, including Black/African American and Hispanic individuals;
- Directly recruiting students of cultural minority groups; and
- Identifying potential grants and scholarships targeting members of diverse backgrounds.

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 graduates of this program will be in high demand. This particular program is a collaborative academic arrangement with the Mayo Clinic of Jacksonville. The majority of

Limited Access Form Updated November 2012

faculty teaching in the program will be Mayo faculty and the clinical placements are limited by the Mayo Clinics' capacity. As the program continues to grow, other area hospitals may join the collaborative academic arrangement and thus enable UNF to increase the number of students admitted to the program.

Request Initiated by:	_Pamela Chally_
EEO Officer's Signature:	_Cheryl Gonzalez_
Provost's Signature:	_Earle C. Traynham_
University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form)	John A. Delaney, President _____ R. Bruce Taylor, Chair BOT _____

Send the completed form to: Dr. Jan M. Ignash
Vice-Chancellor of 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
November 20, 2013

SUBJECT: Approval of Southern Regional Education Board *Electronic Campus*
Regional Reciprocity Agreement

PROPOSED COMMITTEE ACTION

Consider approval of the Southern Regional Education Board *Electronic Campus* Regional Reciprocity Agreement.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1000.32, Florida Statutes

BACKGROUND INFORMATION

The Southern Regional Education Board (SREB) is a non-profit organization that was created in 1948 by fourteen southeastern states (now sixteen with the inclusion of Delaware and West Virginia) as the nation's first regional interstate educational compact for the purpose of improving public education from kindergarten through the doctoral level. The Regional Compact is codified in Florida law at section 1000.32, Florida Statutes, and a copy of SREB's June 2013 report detailing its sixty-five year history is included for your information.

In 1998, SREB established the *Electronic Campus* as a means of providing non-profit, regionally accredited colleges and universities within the region with a mechanism to deliver online programs and courses to students across the region without the need to obtain additional state authorization from each of the member states. At that time, the Board of Regents adopted the original Principles of Good Practice for the *Electronic Campus* established by SREB and state universities have been submitting selected programs or courses to the *Electronic Campus* in compliance with those principles.

Following heightened state and federal interest in state authorization for institutions offering programs to residents of other states, SREB updated the Principles of Good Practice and is requesting each member state's higher education governing board to ratify the state's participation in the revised Agreement. States that agree to participate

in the Agreement are to signify their participation by notifying SREB in writing. In order to allow SUS institutions to continue to fully participate in the *Electronic Campus*, staff recommends that the Board approve the Agreement and delegate authority to the Interim Chancellor to submit written notification of the Board's approval to SREB, together with authority to renew the Agreement at the expiration of its three-year term.

Supporting Documentation Included: 1. Memorandum of Agreement
2. SREB's "*65 Years* – Helping States Improve Education"

Facilitators/Presenters: Vikki Shirley

MEMORANDUM OF AGREEMENT

SOUTHERN REGIONAL EDUCATION BOARD
ELECTRONIC CAMPUS REGIONAL RECIPROCITY AGREEMENT

PREAMBLE

Since its inception in 1998, SREB's *Electronic Campus* (*EC)* has provided colleges and universities in the 16 state region with an opportunity to participate in an 'electronic marketplace' of courses, programs and services. The *EC* has accelerated the growth and development of online courses and programs and provided expanded access to citizens of the region, the nation and globally. It has become a model for states and other educational entities developing collaborative online programming. Moreover, its database structures for both courses and programs has been widely adopted or used as a building block for the crucial information prospective students need to make academic decisions.

A central and fundamental aspect of the original guiding principles of the *EC*, established and adopted by all SREB member states (15 in 1998) was establishing procedures, which would allow colleges and universities to operate freely without additional state approval/authorization in other member states. This process was adopted and included in the original *EC* guidelines for participation. The reciprocal process allowed institutions offering courses and programs that were reviewed and approved by the institution's home state and listed in the *EC* to be exempted or otherwise recognized to deliver online offerings in other SREB states. There were restrictions, including the institution had to be a not-for-profit, regionally accredited and chartered in one of the SREB states.

This new agreement reinforces and confirms that past arrangement in light of increasing federal and state interest about online programming. It provides all member states with the opportunity to opt in to the SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA) by agreeing to the procedures outlined in this Memorandum of Agreement.

Mission of the *Electronic Campus*

SREB's *Electronic Campus* sought to create an 'electronic marketplace' of courses, programs and services to respond to student and institutional interests. The *EC* provides an umbrella for overcoming state barriers and facilitating cooperation among states, colleges, and universities with a mission to:
- expand educational access;
- improve the quality of education; and
- encourage economic and human development.

Purpose of SECRRA

The purpose of SECRRA is to promote the delivery of online programs and courses across the region. The Agreement defines and formalizes the reciprocity agreement among participating SREB states that will permit the delivery of approved online courses and programs offered by regionally accredited colleges and universities from the home participating SREB state to another SREB participating state. Institutions meeting all of the requirements outlined in SECRRA would be permitted to offer such online courses and programs in another participating state without the requirement to seek authorization or exemption from the non-home state. **This arrangement is limited to those courses and programs listed in the *Electronic Campus* and only after the institution and home state SHEEO (or other approval agency) have reviewed and affirmed that the course and program information conforms to all requirements and standards for listing in the *EC* inventory.**

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Exclusions

Excluded from participation in SECRRA are:
- Institutions from states not signing on to the Agreement (although these institutions may list courses and programs in the *EC* with a notation indicating from which states student may enroll.)
- Institutions not chartered in an SREB state, including branch campuses
- Institutions from non-SREB states
- Institutions offering programs only in states not participating in SECRRA, including those states outside the SREB region
- Institutions that have established a physical presence in another SREB state (based upon the non-home state's definition)
- Institutions that fail to provide periodical updates for courses and programs listed in the *Electronic Campus* database

State Actions

States will determine, based upon their current state authorization laws, regulations and procedures, what actions are necessary to become a signatory to SECRRA. SREB does not require any specific or particular action by a state to participate. However, states that otherwise waive or exempt certain online programming efforts from out-of-state institutions operating in their state, must agree to SECRRA to secure the benefits outlined below.

Reciprocity

SECRRA is a **reciprocal** agreement—states signing on to the Agreement consent to recognize courses and programs from other participating states that are listed in the *EC*. Institutions from participating states will receive the benefits outlined in this agreement upon sign-off by all parties as outlined below. Institutions from SREB states that do not become signatories to SECRRA will not be accorded this benefit.

Roles and Responsibilities

Participating States in SECRRA will:
1. Designate an administrator, or administrators, responsible for the coordination of the *Electronic Campus* in the state.
2. Develop and manage processes within the state to work with other agencies, systems and independent institutions, as necessary, the review of approval of submissions to the *Electronic Campus*.
3. Invite authorized institutions from the state to nominate and submit courses and programs for review.
4. Periodically transmit to SREB lists of online courses and programs that institutions from the state wish to make available in the *Electronic Campus*.
5. Review and certify that all courses and programs submitted to SREB for inclusion in the *Electronic Campus* meet SREB's Principles of Good Practice and the Common Standards.
6. Certify that institutions have reviewed and shall offer online programs and courses in accordance with the Principles of Good Practice.
7. Periodically supply data about participation in the *Electronic Campus* to SREB.
8. Describe or otherwise reference the *Electronic Campus* on SHEEO or other appropriate state agency websites.
9. Adopt such policies or procedures, as necessary, to accept and recognize, in the spirit of reciprocity, all programs and courses listed in the *Electronic Campus* without further authorization, licensure or approval processes.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Participating Institutions in the *Electronic Campus* will:

1. Designate an administrator, or administrators, responsible for the coordination of the activities in the *Electronic Campus.*
2. Periodically transmit to the appropriate state agency lists of courses and programs it wishes to list in the *Electronic Campus.*
3. Certify that all such courses and programs have been reviewed against SREB's Principles of Good Practice and Common Standards.
4. Disclose all course and program information required by SREB and to keep such information updated on the *Electronic Campus* website via the *EC* database web-interface or file transfer process.
5. Only list courses and programs that have capacity to enroll students.
6. Periodically supply information about enrollment and other program information to their state coordinator.
7. Describe on the institutional and/or program website(s) the institution's *Electronic Campus* offerings; this can be done by providing an appropriate transition page from the *Electronic Campus* to the institution.
8. Provide information to students with policies and procedures to address and resolve student complaints.

SREB will:

1. Establish procedures and guidelines, approved by participating states, for the collection and display of specific course and program information.
2. Verify that all information required has been fully presented and is correct before making the courses and programs available through the *Electronic Campus.*
3. Maintain the *Electronic Campus* website, including information about states agreeing to and participating in SECRRA.
4. Promote the *Electronic Campus* courses, programs and services.
5. Call an annual meeting of the state coordinators to review policies and procedures in the *Electronic Campus* and SECRRA and to consider changes recommended by the states.
6. Provide support for training and operational aspects of the *Electronic Campus.*
7. Establish procedures for coordinating/assisting states and institutions in dealing with student complaints.

Ratification

States agreeing to participate in SECRRA may do so by informing SREB staff, in writing, of their participation in the reciprocal agreement. At least eight states must agree to participate to make SECRRA effective. The agreement will be in effect for three years and state participation must be renewed during year three, for another three-year period.

Rescinding Participation

States may rescind their participation in SECRRA at any time and for any reason by informing SREB staff, in writing, of their intention to discontinue involvement. All SREB states will be informed of the decision to rescind participation and all institutions from that state will be informed of the state's action. The reciprocal agreement will be extended until the end of the current academic term and institutions will cease to have reciprocal rights in other participating states and may, based on state requirements, be required to secure authorization.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Authority

This Agreement is drawn up under the general framework of SREB, a regional compact of 16 states that is

> "devoted to the task of assisting states and institutions and agencies concerned with higher education in their efforts to advance knowledge and to improve the social and economic level of the Southern region. In aiding such states, institutions and agencies, the Board shall explore fully, recommend, where desirable, and develop, where needed, interstate collaboration in the support, expand, or establishment of regional services or schools of undergraduate, graduate, professional and technical education.
>
> The Board, in carrying out its general purposes, shall serve as an administrative device for carrying out interstate arrangements for regional educational services and institutions.[1]

---

[1] From Article 1, By-Laws, Southern Regional Education Board, 1951.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Appendix A – Principles of Good Practice (Updated and revised original 1998 document to include current terms as of June 2012.)

Principles of Good Practice —
The Foundation for Quality of
Southern Regional Education Board's *Electronic Campus*

Southern Regional Education Board's *Electronic Campus* (www.electroniccampus.org) has been designed as a gateway to e-learning opportunities and online services designed to meet the unique needs of adult learners wishing to start, continue, or complete their education. Students are able to complete coursework and degree programs online. By using the *Electronic Campus* website, students obtain information about each course and program and know the standards that the colleges and universities have pledged to meet for these distance learning programs and courses. Students interested in enrolling in a program or course will link easily with the college or university offering it.

The *Principles of Good Practice*$_2$, the cornerstone of this online marketplace, were developed to assure students about the quality of courses and programs at the *Electronic Campus*. The principles draw upon the work of the Western Interstate Commission for Higher Education and other organizations. All courses and programs to be listed in the *Electronic Campus* have been reviewed against the *Principles of Good Practice* by the offering colleges or universities and have been coordinated through the state higher education agency. These principles serve as guidelines for colleges and universities participating in the *Electronic Campus*.

The goal of the *Electronic Campus* is to provide students with a central point of reference, giving them easier access to quality programs and courses. A first step was to conduct a survey. The report, *SREB State Regulations as They Apply to Distance Learning*, found that "… there appear to be no significant regulatory considerations that would halt the development of such a regional approach." Thus, in January 1998, the *Electronic Campus* was launched. With the 2004 expanded *Electronic Campus,* the website became a comprehensive source for information about higher education opportunities in the South. It provides a simpler, friendlier one-stop place for adults to learn about and understand educational opportunities, to select campuses and/or e-learning opportunities that best match their needs, and to apply online and enroll in courses or programs. With the reaffirmation by states in 2012 to SECRRA, the reciprocal agreement continues.

Scope of the *Electronic Campus*

The scope of the *Electronic Campus* includes higher education academic degree and certificate programs and credit courses offered, either completely online or in a blended format.

Use of Principles

The purpose of the *Principles of Good Practice* is to identify the expectations and requirements for participation in the *Electronic Campus*. Each institution that seeks to offer an online or blended program or course will be asked to ensure that it complies with these principles. The offering institution and the state's designated higher education agency are responsible for quality control.

---

2 Portions are from the statement *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*, Western Cooperative for Educational Telecommunications, Denver, Colo., 1996.

6/2012   5

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

The principles will be used to:

- guide the development of online programs and courses to ensure that characteristics of good teaching and learning are addressed;
- ensure at the institutional level the quality of the program or course that is seeking acceptance by the *Electronic Campus*; and
- review the quality of the program or course before it is sent by a state higher education agency for listing by the *Electronic Campus*.

Basic Assumptions

Several assumptions are central to these principles:

1. The program or course offered online is provided by or through an institution that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation and is authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered in an online or blended format.
3. The institution may be a single institution or a consortium of institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides in an online or blended format and to ensure continued compliance with these principles.
6. The appropriate state agencies or organizations in the state where courses or programs are offered will coordinate participation in the *Electronic Campus*.
7. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.
8. Participating states agree to accept the listing on the *Electronic Campus* as assurance that courses and programs meet the *Principles of Good Practice*.
9. Institutions should give priority for enrolling in *Electronic Campus* courses and programs to qualified residents of the SREB region.

Curriculum and Instruction

- Each program or course of study results in learning appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree, certificate program, or course offered online or blended, is coherent and complete.
- The course or program provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate supervision of the program or course.
- Academic standards for all programs or courses offered online are the same as those for other courses delivered at the institution where the programs originate.
- Student learning in online programs or courses should be comparable to student learning in programs or courses offered at the campus where the programs originate.

Institutional Context and Commitment

Role and Mission
- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet program or course objectives.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Students and Student Services
- The program or course provides students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to student services and resources appropriate to support their learning.
- The institution has admission/acceptance criteria to assess whether the student has the background, knowledge and technical skills required for undertaking the course or program.
- Advertising, recruiting and admissions materials clearly and accurately represent the program and the services available.

Faculty Support
- The program or course provides faculty support services specifically related to teaching online.
- The institution ensures appropriate training for faculty who teach using technology.
- The program or course provides faculty with adequate equipment, software and communications for interaction with students, institutions and other faculty.

Resources for Learning
- The program or course ensures that appropriate learning resources are available to students.
- The program or course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of online resources.

Commitment to Support
- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to online programs or courses.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

Evaluation and Assessment

- The institution evaluates program and course effectiveness, including assessments of student learning, student retention and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course and degree completion where applicable.
- Program or course announcements and *Electronic Campus website* entries provide appropriate information.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Appendix B – SREB's *Electronic Campus* Common Standards (Updated to include current terms as of June 2012 from the original 1998 document.)

Southern Regional Education Board's *Electronic Campus* Common Standards

Southern Regional Education Board's *Electronic Campus* Common Standards are a set of guidelines for states and colleges and universities participating in the regional reciprocity program. The Common Standards are based upon and support the *Principles of Good Practice*. The Common Standards are designed to assist colleges, universities, and state agencies in undertaking review of programs and courses being proposed for inclusion in SREB's *Electronic Campus* (*EC*). Further, this review process will provide participating states, the SREB and ultimately the students in the region an assurance that programs and courses listed in the *Electronic Campus* meet a set of commonly accepted standards. Although many of these standards normally apply to courses and programs offered by colleges and universities, it is the intent of the *EC* to emphasize that these standards are essential to online and blended delivery format.

The Common Standards were developed from a review and analysis of SREB member states' approval criteria. The standards are presented as a "threshold" for program and course integrity, quality and the commitment of the offering colleges and universities to these objectives.

A college and university submitting a program or course proposal for inclusion in the *Electronic Campus* to its state higher education agency should use the Common Standards as a guideline in preparing its proposal. The institution will be required to provide course or program information electronically to SREB for inclusion in the *EC.* It will also be required to provide course/program and related student services information on an institution's *EC* Transitional page located on the institution's website.

Requirements for Participation in Southern Regional Education Board's *Electronic Campus*

1. The online program or course is provided by or through a college or university that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation and authorized to operate in the state where the program or course originates.
2. Institutions offering for-credit courses, programs or certificates meet their own home state approval requirements before listing on the Electronic *Campus.*
3. The institution's programs and courses holding specialized accreditation meet the same requirements when offered online.
4. The "institution" may be a single institution or a formal consortium of such institutions. All participating institutions must meet these requirements.
5. These requirements are generally applicable to courses, degree, or certificate programs offered for academic credit.
6. It is the institution's responsibility to review all courses and programs it provides online or in a blended format on a regular basis and to maintain continued compliance with these requirements.
7. The appropriate state agency in the state where courses and programs originate will coordinate participation in the *Electronic Campus.*
8. In lieu of other state regulations or policies, participating states agree to accept the decision of the state where the offering institution is located and that the institution meets the *Principles of Good Practice.*

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

9. The institution will provide specified course or program information by the web-interface or electronically to SREB that will be published on SREB's *Electronic Campus*.

10. The institution will provide other course or program and related information on an institution's website or suitable "user friendly" alternative format each semester.

Each course or program proposal shall meet the following standards:

CURRICULUM AND INSTRUCTION

Learning Results
- Program and/or course outcomes are clearly defined and are appropriate for the level of the educational activity.
- Learning results are assessable and consistent with programs and/or courses delivered in traditional learning arrangements.
- Learning results are consistent with the method of program and/or course delivery and learning arrangements.

Programs and Courses
- Program and/or course activities are part of the institution's approved degree and program curricula.
- Courses are a part of the offering institution's inventory of courses.
- The content, sequence and schedule of courses making up a complete degree program are clearly delineated.

Faculty
- Instructional faculty are certified by the institution as being faculty with appropriate academic credentials for the level of the instructional activity.
- Adjunct faculty, if utilized, have been reviewed and approved by the institution to ensure they possess a combination of appropriate credentials and experience in the discipline in which instruction is offered.
- The role of teaching assistants, instructional support staff or others in support of faculty in the instructional activity is clearly defined.

Quality
- A plan to assess the quality and effectiveness of the program and/or course activities on a continuing basis is clearly defined, including:
    - evaluation of faculty,
    - achievement of program/course objectives,
    - the appropriateness of the technology(ies) used,
    - the effectiveness of support services for distance learners, and
    - effective interaction among faculty and students.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission
- The program or course is consistent with the institution's role and mission.
- The institution ensures the appropriateness of the technology being used to meet the program or course objectives.
- The institution demonstrates commitment to distance learning.
- The institution has policies and procedures that support the course and/or program activity.

Students
- The institution has appropriate administrative and academic policies for students who enroll in the program or course activity, including:
    - admissions policies,
    - tuition and fee policies,
    - transfer of credit to other institutions,
    - refund policies,
    - financial aid policies,
    - grading policies,
    - academic records management, and
    - any other academic policies affecting the course/program activity and academic integrity.

Student Services
- The institution clearly defines the nature and scope of services provided for students in the program/course activity, including:
    - admission,
    - registration,
    - tuition and fee payments, and any other course or program costs, including technology expenses,
    - textbook/support materials,
    - computing and network access,
    - placement,
    - academic advising,
    - listing of all essential course or program information and requirements,
    - testing/grading/assessment, and
    - collection/distribution of course materials.

Faculty Support
- The institutional commitment to support faculty engaged in program/course activities is clearly defined, including:
    - access to necessary technologies and communications materials,
    - training in the use of instructional technology to serve students at a distance, and
    - adequate support for serving the number of students participating in the program/course activity.

Resources for Learning
- The institutional strategy for providing an appropriate level of learning resources for students in the program/course activities is clearly stated, including:
    - student access to library and learning resources necessary for the program/course activity (including where the materials are, how they can be accessed or acquired and how the institution will support student access),

6/2012   10

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

- instruction or training in how to access and utilize library resources and services, and
- student access to and skills to operate the necessary institutional technology.

Commitment to Support
- The institution clearly states its commitment to support the instructional program/activity to its conclusion.
- The institution has the financial resources necessary to support the program and/or course activity.

EVALUATION AND ASSESSMENT

Assessment Plan
- The institution has a plan for the assessment of academic courses and programs and student learning.

Evaluation
- The institution uses appropriate evaluation measures consistent with its assessment plan.
- Evaluation activities will include means to assess effective student learning for online and blended courses and programs.

Consumer Information
- The institution will provide all prospective students full information on the program or course activity in a document or documents published or otherwise made available to the public.
- Program, and/or course announcements and promotional information, are clear and complete in describing the instructional activity and delivery method.

SREB

65 Years

HELPING STATES IMPROVE EDUCATION

Southern
Regional
Education
Board

SREB.org

65 Years

HELPING STATES IMPROVE EDUCATION

This is the story of a national pioneer. Founded in 1948 as America's first interstate compact for education, the Southern Regional Education Board was created as a nonprofit, nonpartisan organization by Southern governors and legislators who recognized that — working together — states could improve public education and increase the social and economic vitality of the region.

SREB has expanded its innovative services over the decades to help make that happen. Today, SREB partners with its 16 member states to improve public education **at every level**, from pre-K through Ph.D., by conducting research, developing policy recommendations and providing school improvement programs that raise student achievement across the region — and beyond. Several key SREB efforts have influenced national reform, and SREB states now **lead the nation** in many measures of educational progress.

The SREB Board includes the governors and their appointees (legislators, educators and other leaders) from the member states — Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. Financial support comes from the states, with supplementary funding from private foundations, grants and contracts.

SREB Milestones

1940s and 1950s

Originally focused on higher education alone, SREB developed a way to enable member states to share specialized graduate-level and professional education programs to **combat shortages** of trained professionals in those areas in the region.

> **TODAY:** More than 25,000 doctors, dentists, optometrists, veterinarians and other health professionals have received their professional education through SREB's Regional Contract Program since it began in 1949. More than 700 students participate each year.

SREB initiated a major research program to study the region's higher education needs and how to meet them.

> **TODAY:** SREB is a leading **information resource**, with decades of national, regional and state data on finance, participation, student progress and completion, affordability, faculty salaries, and key demographic and economic factors affecting higher education. In 2007, SREB published the 50th anniversary edition of the *SREB Fact Book on Higher Education*, which is published every two years and updated continually online.

At the request of the Southern Governors' Conference, SREB established a program to expand training and research in mental health professions.

> **TODAY:** The SREB program has refocused on **nursing education**. For decades, the SREB Council on Collegiate Education for Nursing has led activities that strengthen nursing education in the region's colleges and universities. It works to reduce the critical shortage of registered nurses and the nurse educators to teach them.

1960s

Creating a special Goals Commission of distinguished citizens, SREB **advanced long-term goals** for higher education in the region, stressing that colleges and universities in SREB states must measure themselves against nationwide standards of excellence.

2

TODAY: Through continual goal-setting with state leaders, SREB has helped the region move beyond its early emphasis on accommodating vast numbers of new students. SREB works with states not only to increase access to education — but to create policies and implement programs that increase student achievement and improve education quality in the region at every level, in the classroom and on the Web.

Expanding its consultation and reports to state leaders, SREB became an advocate for effective statewide **planning and coordination** among higher education agencies.

TODAY: SREB provides information and assistance to states in establishing, restructuring or strengthening state higher education coordination and governance and linking it to workforce development whenever possible.

In 1969-1970, SREB founded the SREB-State Data Exchange to share key **higher education data** among member states.

TODAY: The Data Exchange is widely used by state leaders and is one of the nation's oldest, most comprehensive sources of comparative data on public higher education. It collects, compiles and publishes the most up-to-date statistics on postsecondary education in the 16 SREB states each year — including unique comparisons on the extent of e-learning and college credits taken by high school students, as well as time- and credits-to-degree. It is the backbone of the *SREB Fact Book on Higher Education*.

SREB launched a comprehensive program to expand and improve postsecondary educational opportunities for black students in historically black and other institutions.

TODAY: SREB works with states to improve the academic success of students in **all minority groups** at every education level. In addition to creating an SREB program specifically to encourage and support minority doctoral scholars, SREB monitors and reports regularly on states' progress in closing achievement gaps among all groups of students and makes specific recommendations to state leaders based on national, regional and state-level research.

3

1970s

SREB initiated the SREB-Kenan Trust program, funded by the William R. Kenan Jr. Charitable Trust, to help **historically black colleges** strengthen their instructional programs. Through this work, many students gained the skills to succeed in professional fields and graduate study.

SREB established the Academic Common Market to expand interstate and inter-institutional sharing of specialized academic degree programs such as meteorology and medical illustration, reducing tuition costs for students and **saving each state** the cost of creating all of these programs.

> **TODAY:** The Academic Common Market continues to enable students to enroll in specialized graduate and undergraduate programs in out-of-state institutions while paying in-state tuition rates. More than 2,500 students are certified to participate each year, at more than 140 colleges and universities.

SREB released *Priorities for Postsecondary Education in the South*, outlining how states and institutions could sustain higher education as enrollment stabilized and resources became more scarce.

> **TODAY:** SREB's State Services office provides lawmakers and others with critical information and reports on state budgets, legislative actions and issues at every level of education. Created in the 1970s, the office holds the annual SREB Legislative Work Conference for the region's legislative leaders and fields numerous requests from state officials each year for information on pre-K-12 and higher education issues.

1980s

SREB **added K-12 education** to its scope of work — becoming the nation's only educational compact to address both pre-K-12 and higher education issues. With this wider focus, SREB's work and the leadership of key governors, legislators and others in the region moved member states to the cutting edge of national education reform and improvement. Priorities included setting statewide academic standards and tests, and later, holding schools accountable for improvement.

In 1981, SREB advanced **the nation's first proposals for education reform** through statewide academic standards and closer ties between schools and colleges.

SREB and the National Assessment of Educational Progress developed **the nation's first program to test student achievement** so that results could be compared nationally, regionally and state-to-state.

4

This three-year pilot program became the model for the nationwide student assessment program known today as NAEP, the Nation's Report Card.

In 1987, SREB created the *High Schools That Work* school improvement program, stemming from a 1985 report of the Board. *HSTW* began as a partnership with 28 school sites in 13 states to improve career/technical education.

> **TODAY:** *HSTW* and its related initiatives in the middle grades and career/technical education form **the nation's largest and most recognized school improvement network**. *HSTW* now encompasses school principal training, urban education, small learning communities and other efforts. Extensive SREB reports focus on K-12 issues and share the best school and classroom practices to prepare students for college and careers.

In 1988, the SREB Commission for Educational Quality adopted the 12 Goals for Education: Challenge 2000, which became **the basis for the national education goals** adopted by the nation's governors. SREB's recommendations urged states to improve teaching, undergraduate education and secondary vocational education programs. SREB's goals work with the states has continued strong, including creating a new set of goals in 2002 for every education level.

> **TODAY:** SREB has updated the goals through 2020 to reflect state progress, higher expectations and changing conditions in the states.

SREB brought colleges and high schools together to develop model programs that encourage and **prepare disadvantaged minority students** to go to college.

> **TODAY:** The SREB Go *Alliance* is an interstate cooperative that works to boost enrollment and completion rates of students who would be the first in their families to enroll in post-secondary education. It focuses on improving college access policy, helping students prepare for and apply to college, and developing communications strategies that inform and motivate them to attend.

The SREB-State Vocational Education Consortium became **the nation's first multi-state effort** to raise the competencies of high school vocational students through model programs that use applied, or hands-on, instruction.

> **TODAY:** Efforts focus on strong career/technical programs that embed rigorous academic standards into projects and classroom study to build students' college and career readiness.

5

1990s

SREB reported each year in depth on **state progress** in meeting the educational goals that members set in the previous decade. SREB also began to urge states to create or expand state-funded prekindergarten programs to boost school readiness — an area in which the region leads the nation today.

SREB initiated one of the nation's **first 24/7 online comparative data archives** for state leaders, their staffs, education officials and their staffs, and the media. It was the first ever developed by a regional education compact.

In 1993, SREB created the SREB-State Doctoral Scholars Program to increase the number of minority faculty members at colleges and universities. Its mission is to encourage more **minority doctoral scholars** to complete their studies and join the professoriate.

> **TODAY:** The program has helped more than 650 minority scholars earn their Ph.D.s. Participants have a graduation rate of nearly 90 percent — nearly double the national average for minority graduate students. Eighty percent of program graduates are employed in education — 92 percent of them on campuses as faculty, administrators or postdoctoral researchers.

SREB took the lead in recognizing the impact of computers and other **technology** on education.

> **TODAY:** The SREB Educational Technology Cooperative of state higher education and K-12 coordinating and governing boards represents more than 800 colleges and universities and 3,100 school districts in SREB's 16 member states. It guides SREB states in increasing technology resources for students and teachers and developing high-quality online classes. SREB is a national leader in supporting state work in the use of digital content, expanding professional development for educators, and establishing quality standards for online teaching and courses. The SREB region led the nation in the creation of state virtual (or online) schools.

Begun in 1998, the SREB *Electronic Campus* became one of the nation's leading distance learning programs, greatly **increasing student access** to education anytime, anywhere.

> **TODAY:** The *Electronic Campus* partners with colleges and universities to give students access to more than 30,000 online courses and 1,800 online degrees in all 16 SREB states. All member states have the opportunity to opt into the SREB Electronic Campus Regional Reciprocity Agreement (SECRRA).

6

With a grant from the Edna McConnell Clark Foundation, SREB launched *Making Middle Grades Work* — **the nation's first large-scale effort** to engage state, district and school leaders in partnerships with teachers, students, parents and the community to raise student achievement in the critical middle grades.

TODAY: *MMGW* provides research, assessments and other services to more than 500 middle grades schools in 23 states — including 11 SREB states — to better prepare students to succeed in high school.

2000s

Recognizing that public schools need strong leaders, SREB created a program in 2000 to prepare **school principals** to lead school improvement aggressively in curriculum, instruction and student achievement.

TODAY: The SREB Learning-Centered Leadership Program works with universities, state agencies and schools to improve leadership preparation and certification programs. It has helped prepare more than 2,600 aspiring school leaders in 35 states and has large training programs in both Tennessee and Florida. It provides face-to-face and online training, research, benchmark reports on leadership reform, technical assistance and other services. SREB also formed a partnership with the National Board for Professional Teaching Standards (NBPTS) to field-test and pilot a new national assessment for the certification of highly accomplished principals.

In 2000, SREB began providing direct **support to low-performing schools** across the region and country.

TODAY: SREB has supported improvement efforts at more than 1,000 middle grades and high schools through on-site school improvement coaching, content-specific professional development, job-embedded content coaching and leadership professional development. Schools use the support to jump-start efforts and transition into state networks.

SREB created the Distance Learning Policy Laboratory to overcome policy barriers facing distance learners. It also developed the Adult Learning Campaign to improve adult education and launched a special website to assist educators.

TODAY: SREB continues to encourage state policies and actions that widen **access to education**. In addition to its distance learning work with specific states, SREB has made numerous recommendations to help state education leaders and policy-makers assist adults in returning to their studies.

7

In an ambitious move, in 2002 the SREB Commission on Education Goals (including state leaders from all 16 member states) created the *Challenge to Lead* Goals for Education, a landmark set of 12 goals that called for SREB states not just to reach national averages in education but "to lead the nation in educational progress" at every level, from pre-K to college and beyond.

> **TODAY:** The SREB Education Policies team monitors the region's education progress regularly and in great detail. SREB tracked and reported each SREB state's progress on each of the 12 goals from 2002 to 2012. In 10 years, the region took the **lead nationally** in state-funded public prekindergarten for 4-year-olds and in raising student achievement in several subjects and grade levels.

High Schools That Work continued to expand and facilitate school improvement. In 2007, it launched *Technology Centers That Work*, which helps the centers work closely with their local high schools to improve academic instruction and prepare more students for college and career training.

> **TODAY:** *HSTW* has earned national recognition for effectiveness in helping schools raise student achievement. About 1,200 high schools in 30 states now use the program. *HSTW* also provides thousands of school assessments in SREB states and others each year, and it conducts workshops and training for nearly 10,000 educators. *TCTW* has grown to nearly 200 sites in 19 states.

SREB formed special commissions to focus state leaders' attention on two critical education issues in the region related to the *Challenge to Lead* goals:

- In 2007-2008, the SREB Committee to Improve High School Graduation Rates and Achievement, led by Governor Sonny Perdue of Georgia (and SREB chair), tackled the need to improve high school **graduation rates** while also raising student achievement. It developed a major report with 10 key recommendations states can follow to ensure more students earn a diploma and are ready for college and careers.

- In 2008-2009, Governor Tim Kaine of Virginia (and SREB chair) led a committee to determine the policies needed to make **adolescent literacy** a major priority in every state. The SREB Committee to Improve Reading and Writing in Middle and High Schools report provides specific solutions to guide SREB state leaders in the years ahead so students are better prepared for further study.

Recognizing that the 21st-century workplace requires most Americans to have some form of education beyond high school, SREB accelerated its work to assist states in increasing high school students' **college and career readiness**. With support from the Bill & Melinda Gates Foundation, SREB launched an initia-

8

tive in 2008 with six member states to establish statewide readiness standards and help students meet them. SREB created and implemented a model action agenda that identifies the key steps all SREB states should take to improve students' readiness.

TODAY: With additional support from the Gates Foundation, SREB works closely with states to implement statewide college- and career-readiness initiatives that strengthen students' transition to postsecondary education through practices that promote greater disciplinary literacy and deeper learning.

Among its efforts, SREB is working with educators in a number of states to develop transitional courses to prepare academically unprepared high school juniors and seniors for success in college and/or career training after graduation. This is a key action strategy to **reduce remediation** and get more students ready to complete postsecondary study.

As a national recession ensued, SREB worked to boost **college completion** rates to support states' economic and workforce needs. The Board chairmanship of Governor Joe Manchin of West Virginia in 2009-2010 focused on completion.

TODAY: SREB brings together statewide education agency leaders, legislators and other policy-makers to define the statewide policies needed to increase the percentage of a state's population with postsecondary credentials. These convenings have generated targeted reports that outline the essential elements of state policy for college completion in several areas, such as outcomes-based funding, transfer and dual enrollment. The work is supported by the Bill & Melinda Gates Foundation and Lumina Foundation.

2010s

In 2011, the *SREB Fact Book on Higher Education* expanded to include data for all 50 states.

TODAY: The historic archive of information is updated regularly and available online 24/7, and SREB continues to publish the *Fact Book* every other year.

Recognizing that students' academic success often derails in the first year of high school, SREB carried the need for deeper learning into **the critical middle grades**. The SREB Middle Grades Commission, led by Governor Beverly Perdue of North Carolina (and SREB chair), issued a major 2011 report with

9

a comprehensive roadmap for change. It calls for SREB states to improve student achievement in the middle grades through hands-on projects, STEM learning and other efforts, so that students are better prepared for rigorous high school courses and high school dropout rates will fall.

SREB created the innovative *Preparation for Tomorrow* initiative to deepen learning in **career/technical education** and boost students' success after high school. SREB teamed with states to build course sequences that form a career pathway in real-world, high-demand areas (such as clean energy technology and informatics). The goal is to combine a rigorous academic core with job-ready technical skills so that all students graduate from high school prepared for as many options as possible — both in postsecondary education and the workplace.

> **TODAY:** After field-testing and other launch steps, plans call for these four-course sequences to be available to schools across the country.

In addition to SREB's many programs and initiatives, a multifaceted grant from the Bill & Melinda Gates Foundation includes these efforts and others:

Benchmarking State Implementation of the **Common Core State Standards** (CCSS) — Today, SREB is tracking indicators of how and to what extent more than a dozen states are implementing the Common Core State Standards. The multi-year study includes a series of meetings plus regional and state-level reports to help states learn from one another.

Educator Effectiveness — SREB is working with states to create systems of feedback, evaluation and support in which **teachers continue to improve** their instruction so students learn at the higher levels demanded by the CCSS.

Literacy Design Collaborative and Math Design Collaborative — SREB is helping implement these two **revolutionary frameworks** to help teachers teach the more rigorous standards of the CCSS. SREB is helping Arkansas implement the frameworks statewide. SREB created a first-of-its-kind event, the Common Core State Standards Networking Conference, to help educators from many states learn how to use these tools to advance students' mastery of deeper literacy and math skills across all subjects.

SREB updated the region's education goals for changing times. The long economic downturn, shifts in national policy, swings in population, better data and a critical need for attention to emerging issues demanded a refocusing of states' efforts in the years ahead. In 2012, SREB reframed the education goals from 2002 into the *Challenge to Lead 2020* Goals for Education — organized concisely by a student's age or point in the education pipeline.

10

TODAY: These six goals focus state leaders' attention on key areas that have been central to SREB's work since the mid-1980s: improving the full educational career, from pre-K through college and beyond; helping students make the critical transitions from one education level to the next; and closing achievement gaps among groups of students.

The goals set outcome measures, or targets, for student achievement at each level. And they lay out the essential policies that will bring results. SREB is monitoring and will report to all 16 member states regularly on their progress on these goals.

_____

Through these and many other initiatives, SREB continues to assist states as they develop the standards, goals, policies and programs that improve the quality of public education across the region. SREB's commitment remains strong to provide state leaders with the information and services that assist them in making informed decisions for educational progress and leadership in the years ahead.

Southern Regional Education Board Chairs

Louisiana Governor Bobby Jindal, 2012-2013

Virginia Governor Robert F. McDonnell, 2011-2012

North Carolina Governor Beverly Perdue, 2010-2011

West Virginia Governor Joe Manchin III, 2009-2010

Virginia Governor Timothy M. Kaine, 2008-2009

Georgia Governor Sonny Perdue, 2006-2008

Louisiana Governor Kathleen Babineaux Blanco, 2004-2006

Arkansas Governor Mike Huckabee, 2004

Mississippi Governor Ronnie Musgrove, 2002-2004

Georgia Governor Roy E. Barnes, 2000-2002

West Virginia Governor Cecil H. Underwood, 1998-2000, 1958-1960

Kentucky Governor Paul E. Patton, 1997-1998

Maryland Governor Parris N. Glendening, 1995-1997

Florida Governor Lawton Chiles, 1993-1995

Georgia Governor Zell Miller, 1992-1993

West Virginia Governor Gaston Caperton, 1991-1992

Tennessee Governor Ned McWherter, 1990-1992

Oklahoma Governor Henry Bellmon, 1989-1990

Mississippi Governor Ray Mabus, 1988-1989

North Carolina Governor James G. Martin, 1987-1988

Georgia Governor Joe Frank Harris, 1986-1987

Kentucky Governor Martha Layne Collins, 1985-1986

South Carolina Governor Richard W. Riley, 1984-1985

Tennessee Governor Lamar Alexander, 1983-1984

Mississippi Governor William F. Winter, 1982-1983

Maryland Governor Harry Hughes, 1981-1982

Florida Governor D. Robert Graham, 1979-1981

West Virginia Governor John D. Rockefeller IV, 1978-1979

North Carolina Governor James B. Hunt Jr., 1977-1978

Virginia Governor Mills E. Godwin Jr., 1976-1977, 1968-1969

Arkansas Governor David Pryor, 1975-1976

North Carolina Governor James E. Holshouser Jr., 1974-1975

South Carolina Governor John C. West, 1973-1974

Virginia Governor Linwood Holton, 1972-1973

Georgia Governor Jimmy Carter, 1971-1972

North Carolina Governor Robert W. Scott, 1970-1971

Tennessee Governor Buford Ellington, 1969-1970, 1960-1961

South Carolina Governor Robert E. McNair, 1967-1968

West Virginia Governor Hulett C. Smith, 1966-1967

Georgia Governor Carl E. Sanders, 1965-1966

Virginia Governor Albertis S. Harrison Jr., 1963-1965

North Carolina Governor Terry Sanford, 1961-1963

North Carolina Governor Luther H. Hodges, 1957-1958

Florida Governor LeRoy Collins, 1955-1957

Tennessee Governor Frank G. Clement, 1954-1955

Kentucky Governor Lawrence W. Wetherby, 1952-1954

Tennessee Governor Gordon Browning, 1951-1952

Florida Governor Millard F. Caldwell, 1949-1951

SREB

Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318-5776
(404) 875-9211

SREB.org

(13E04)

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 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

Building on information provided at the September 2013 committee meeting, the Chancellor of the Florida College System will provide additional information about the academic program approval process used to create new baccalaureate programs.

Supporting Documentation Included: None

Facilitators / Presenters: Randall W. Hanna, Chancellor,
                                          Florida College System

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 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