



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Academic and Student Affairs Committee  
Ballroom, Graham Center  
Florida International University  
Miami, Florida  
September 15, 2011  
8:30 a.m. – 9:30 a.m.

Chair: Ann Duncan; Vice-Chair: Michael Long  
Members: Frost, Marshall, Martin, Robinson, Stavros, Yost

1. Call to Order and Opening Remarks Governor Ann Duncan
  
2. [Committee Minutes from June 23, 2011](#) Governor Duncan
  
3. Academic Program Items Governor Duncan
  - a. [Remove Limited Access for the Bachelor of Science in Geomatics, University of Florida](#) Dr. Jon Rogers  
*Director,  
Academic and Student Affairs*
  
  - b. The University of Florida Bachelor of Science in Biomedical Engineering
    - i. [Request to Exceed 120 Credit Hours](#)
    - ii. [Request for Limited Access Status](#)
  
4. [Notice of the Amendment of Regulation 6.018](#) Dr. Jon Rogers  
Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

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5. **Adult Degree Completion Initiative**

**Dr. Kathleen Moore**  
*Associate Vice President, USF*

6. **Student Affairs Updates**

a. **Council of Student Affairs**

**Dr. Maribeth Ehasz**  
*Chair, SUS Council for Student Affairs*

b. **Florida Student Association**

**Governor Michael Long**

7. **Closing Remarks**

**Governor Duncan**

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 15, 2011**

**SUBJECT:** Minutes of Meeting held June 23, 2011

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the meeting held on June 23, 2011, at the University of South Florida.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not Applicable

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the meeting held on June 23, 2011, at the University of South Florida.

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**Supporting Documentation Included:** Minutes: June 23, 2011

**Facilitators/Presenters:** Governor Ann Duncan

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**MINUTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
TRADITIONS HALL, GIBBONS ALUMNI CENTER  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
JUNE 23, 2011**

Chairperson Ann Duncan convened the Board of Governors Academic and Student Affairs Committee meeting at 8:30 a.m., June 23, 2011, in the Gibbons Alumni Center on the University of South Florida campus. The following committee members were present: Michael Long (Vice-Chair), Patricia Frost, Dr. Stanley Marshall, Gus Stavros, and Dr. Rick Yost. Frank Martin and Commissioner John Winn were absent.

**1. Minutes of Prior Meeting**

Chair Duncan presented the minutes from the January 20, 2011 meeting. There were no changes to the minutes. Chair Duncan asked for a motion to approve the minutes as presented. The motion was seconded, and members of the Committee concurred.

**2. Academic Items from the June 9, 2011 Conference Call**

**a) Ph.D. in Materials Science and Engineering CIP 40.1001, Florida State University**

Chair Duncan introduced the proposal from Florida State University. FSU had requested the committee waive the two-meeting program approval process so that the proposal may be considered for final approval by the full Board that afternoon. Chair Duncan confirmed that the state has invested a lot in the science department at FSU and called approval of the program a great opportunity to utilize such an investment. Chair Duncan asked FSU to provide further clarification of the program and Dean Nancy Marcus from FSU's Graduate School responded to her request.

Dean Marcus explained that this Ph.D. program brings together nine departments from two different schools to support this interdisciplinary program under the Graduate School. Chair Duncan asked for clarification on the resources already in place for the program due to budget concerns. Dean Marcus explained that the expertise already exist in the different departments that will coordinate to offer this degree program and called the investment "modest."

Chair Duncan asked if there are any questions. Governor Frost asked what kind of students are coming into the program, be they from Bachelors or Masters Degrees, in-state or out-of-state programs, etc. Dean Marcus said students can enter the program from various backgrounds (Physics, Mathematics, Chemistry, Computing, etc.). Governor Frost asked about the number of students the Dean is anticipating being involved in this program and Dean Marcus replied that the initial goal is bringing in classes of ten students each year. Governor Frost cited an analysis of graduation rates from similar programs which showed that very few students are matriculating from these programs given the budget required. Chair Duncan reminded the committee to consider not just graduation rates but research productivity generated by the program.

Chair Duncan asked if there were any other questions. Seeing none, she asked for a motion. Governor Frost made a motion for approval which was seconded. The motion carried unanimously.

**b) Ph.D. in Security Studies, CIP 45.0902, University of Central Florida**

Chair Duncan explained that this program is the first of its kind in Florida at this level and that there are currently only three other programs of this kind in the nation. Chair Duncan reminded the committee that this proposed programs falls into the category of Security and Emergency Services adopted in the State University System's Strategic Planning Areas of Programmatic Strategic Emphasis as a State Critical Need. Chair Duncan asked for an overview from UCF.

Dean Patricia Bishop from the College of Graduate Studies reaffirmed the limited number of existing programs in the United States offering this level of expertise (schools offering this program are Georgetown, George Washington, and Tufts). Dean Bishop explained that UCF has checked with the University of Florida's Political Science program, the University of South Florida's Government program, Florida State University's Political Science program, and Florida International University's International Studies and Political Science programs, all of which have offered support of this program's addition to the SUS Degree Inventory. Dean Bishop explained that the faculty at UCF has impressive credentials for such a program and that UCF has hired three new faculty members who have expertise in security matters to support existing faculty. This program has an Advisory Board that includes Siemens Corporation, Georgetown University, the US Naval War College, the National Defense University, and the Central Intelligence Agency.

Chair Duncan asked if there were any questions. Governor Frost pointed out the fact that UCF had already hired three new faculty members in this area before having Board approval for the program and asked how many students Dean Bishop expected to be in the entering class. Dean Bishop said she anticipates five students initially with



stabilization at 20. Governor Frost praised the Advisory Board and Dean Bishop elaborated, stating the majority of the graduates from this program will enter professional careers outside the realm of academia. Governor Frost praised UCF for contacting other universities within the State University System for support.

Governor Duncan asked if there were any other questions. Seeing none, Governor Duncan asked Dean Bishop to clarify if Central Command in Tampa has agreed to collaborate and encouraged ongoing dialogue and coordination between UCF and USF to which Dean Bishop agreed.

Governor Duncan asked for a motion of approval which was made and seconded. The motion carried unanimously.

Governor Duncan pointed out that no motion was made to waive the second meeting requirement for FSU's Material Science and Engineering degree approval. This motion was then made and seconded. The motion carried. Governor Duncan asked UCF if the timeline is sufficient for their Ph.D. program with the second meeting requirement since no one had said otherwise. Richard Stevens explained that UCF was fine with the current timeline and this degree will come back for final approval at the September Board meeting.

**c) Public Notice of Intent to Amend Regulation 6.010, Student Affairs Administration**

Chair Duncan explained that Regulation 6.010 had been recommended for amendment to ensure alignment with a new Federal regulation related to Financial Aid. Effective July 1, 2011 institutions of higher education need to provide students or prospective students with contact information for filing complaints with the university's Accrediting Agency and with the Board of Governors. The proposed amendment ensured compliance.

Chair Duncan asked if there were any questions or discussion about this regulation amendment. Seeing none, Chair Duncan asked for a motion for approval which was made and seconded. The motion carried unanimously.

**d) Public Notice of Intent to Amend Regulation 6.017, Criteria for Awarding the Baccalaureate Degree**

Chair Duncan explained that this proposed amendment would align with key action taken by the 2011 Florida Legislature in section 8 of CS/HB7151 which deleted the requirement for undergraduate students to achieve a certain minimum score on a nationally standardized examination or grade point average and specified postsecondary coursework prior to graduation. The elimination of this particular

requirement would not remove the expectation that there will be certain college level communication and mathematics skills associated with the successful student performance throughout the baccalaureate level.

Chair Duncan asked if anybody needs further briefing on this amendment. Seeing none, Chair Duncan asked for a motion of approval which was made and seconded. The motion carried unanimously.

### **3. CAVP Academic Coordination Project**

Chair Duncan asked Provost Wilcox to come forward to speak on the Academic Coordination Project the College Academic Vice Presidents have been working on for the past year. Chair Duncan first explained that the intent was to look at effective resource usage, low enrollment, and duplication issues. Due to the complexity of the issue there would be no solution applicable to all universities within the system. Rather than implementing policies and procedures that would not apply to every university the Academic and Student Affairs Committee reached out to the Academic Vice Presidents at each institution to look at the possibility of coming up with a rational way to look at coursework as a system and making sure appropriate decisions are being made. Chair Duncan stated that the CAVP had made great progress in formulating a way in which the system could coordinate.

Dr. Wilcox explained that the CAVP had drafted a white paper titled "Accountability in the Academy: Framing the Future of the State University System." Though this paper was not yet complete it did present an optimistic outlook for the SUS focused on the recruitment and retention of student and faculty talent, enhanced student success, the development and support of world class academic and research programs, along with a generation of new knowledge and a highly skilled competitive workforce leading to sustained economic growth and new job creation for Florida. The white paper was guided by the SUS' four strategic goals and explored strategies such as spending reduction without diminishing access and equality, opportunities to generate new revenues in lieu of diminishing public investment, and focused on the need for an appropriate and predictable source of funding to strengthen the system. The paper also addressed the provosts' major initiative which was Articulation Coordination and coherence in the delivery of Academic Programs across the State University System.

The CAVP wanted to develop an annual review process for the SUS. This annual review had been detailed in part in Draft Regulation 8.004: Academic Program Coordination. The possible outcomes of the annual review would be termination of programs, placement of programs in inactive status, continuation based upon specific rationale, or corrective action which includes joint delivery across multiple institutions. The provosts met last month, as they will annually, to discuss all Degree Programs. This white paper also investigated geographic access, statewide collaborative initiatives to

greater coordinate distance learning, high performance computing, and joint degree programs. The white paper will conclude with several recommendations for the Board of Governors to consider: identifying peer state and/or national systems of higher education against which the SUS of Florida will benchmark performance on input, throughput, output, and outcomes; establishing differential yet appropriate and predictable levels of funding based upon institutional mission and classification; carefully assessing the cost to universities of unfunded mandates; rewarding collaboration between universities; enhancing student success and graduation rates; accelerating the national mean by institutional mission and classification through a high-tuition, high-aid funding model; continuing to evaluate low-producing programs and units; supporting the managed expansion of the market-based tuition model beyond state subsidized enrollment; considering elimination of the state-wide 10% cap on non-subsidized, non-resident students; and continuing with strong advocacy for the restoration of private fundraising incentives. Dr. Wilcox concluded by pointing out that statewide from 2007-2010 state funding for higher education fell 17%, enrollment grew 7%, degrees awarded increased 14%, and research funding climbed 20%. Dr. Wilcox claimed the provosts think nothing is more important than the selection of system peers to which our SUS could compare itself.

Chair Duncan said that though much of what was presented was not applicable to the Academic and Student Affairs Committee a strong argument has been made for this review process. Chair Duncan stated this Committee would benefit from the summary of how to accomplish the goals of the white paper with a suggested timeline to see the results of this effort. Chair Duncan asked if there are any questions for Dr. Wilcox or the other attending provosts and thanked the provosts for their time and effort on this project. No questions were presented.

#### **4. Additional Information**

Chair Duncan asked Dr. Maribeth Ehasz from UCF for a quick update from the Vice Presidents for Student Affairs who met yesterday. Dr. Ehasz made mention of the successful completion of the work of the Health Insurance Consortium and thanked Dr. Mike Rollo from Florida Gulf Coast University for leading that project. There were five institutions involved in the consortium and they aimed to add more. There was a summary in the Academic and Student Affairs Committee packet on this Consortium. Dr. Ehasz also thanked USF for pursuing the background administrative work on this project. Dr. Ehasz pointed out the successful Threat Assessment Conference held at UF several weeks ago at which a review of threat responsiveness and anticipation took place. Dr. Ehasz said the Vice Presidents for Student Affairs looked forward to the opportunity to participate in the Strategic Planning process and that the group had been preparing some briefs to share with the Strategic Planning Committee. Dr. Ehasz closed her presentation by mentioning that the University of West Florida won the Division II

National Baseball Championship and thanked Chair Duncan for the opportunity to speak to the Committee.

Chair Duncan requested the Vice Presidents for Student Affairs provide the Committee with feedback on campus safety practices and enhanced facilitation of those practices system-wide. Dr. Ehasz assured the Committee that this group puts great emphasis on this subject and they will continue to do so and provide a report to the Committee.

Chair Duncan asked if there were any other questions for Dr. Ehasz.

## **5. Adjournment**

Chair Duncan asked if there are any suggestions from Committee members, provosts, or presidents as to how the Committee would proceed. Chair Duncan thanked the Committee for their work and having no further business adjourned the meeting at 9:10 a.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 15, 2011**

**SUBJECT:** Removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida

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**PROPOSED COMMITTEE ACTION**

Consider Removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida, CIP Code 15.1102

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. There is currently no provision in the regulation for a university to discontinue that status once granted. Consequently, if a program has been approved for Limited Access status, the Board of Governors must approve the removal of limited access.

The University of Florida wishes to remove the limited access status for the Bachelor of Science in Geomatics and is now seeking Board of Governors approval. This action is requested in order to correct the limited access designation assigned to the program in the early 1990s when it was housed in the College of Engineering. When the program was moved into the College of Agricultural and Life Sciences, there was no intention for the program to remain limited access.

This action is a technical clean up that will relieve the program from having to file annual reports that are no longer pertinent or needed. If approved, Limited Access status will be removed immediately.

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**Supporting Documentation Included:**

UF Request

**Facilitators/Presenters:**

Dr. Jon Rogers

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Office of the Provost  
and Senior Vice President

235 Tigert Hall  
PO Box 113175  
Gainesville FL 32611-3175  
352-392-2404 Tel  
352-392-8735 Fax

May 18, 2011

**MEMORANDUM:**

TO: Dorothy J. Minear, Senior Vice Chancellor

FROM: Joseph Glover, Provost and Senior Vice President 

SUBJECT: Removal of Limited Access Designation B.S. in Geomatics

Please remove the limited access status for the B.S. in Geomatics (CIP 15.1102). This designation has appeared in the UF Academic Programs Inventory based on the Board of Governors limited access reporting. The designation dates back to the early 1990s when the program was part of the College of Engineering. There was never any intention for the program to be limited access when it was moved to the College of Agricultural and Life Sciences, so we request the removal of the limited access status for this degree in the Board of Governors degree program inventory. Thank you.

JG/clg

Enclosure

cc: Richard Stevens, Director  
Stephen J. Pritz, Registrar  
Marie E. Zeglen, Assistant Provost & Director

11 MAY 27 AM 10:16  
OFFICE OF THE  
BOARD OF GOVERNORS  
STATE UNIVERSITY  
SYSTEM OF FLORIDA



IFAS

College of Agricultural and Life Sciences

Office of the Dean

MEMORANDUM

TO: Joe Glover, Senior Vice President and Provost

FROM: Mark Rieger, Interim Dean  
College of Agricultural and Life Sciences

*[Handwritten signature and initials]* OK.

DATE: 13 September 2010

SUBJECT: Removal of limited access designation

CC: Elaine Turner, Associate Dean, CALS  
Angel Kwolek-Folland, Associate Provost

We request the removal of limited access status for the B.S. program in Geomatics (CIP 15.1102). This designation has recently appeared in the UF Academic Programs Inventory and in the Board of Governors limited access reporting. Apparently this designation dates back to the early 1990s when the program was part of the College of Engineering. There was never any intention for the program to be limited access when it was moved into the College of Agricultural and Life Sciences. Therefore, we ask that you request removal of limited access status for Geomatics from the Board of Governors degree program inventory.

11 MAY 27 AM 10:11  
BOARD OF GOVERNORS  
STATE UNIVERSITY  
SYSTEM OF FLORIDA



**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Academic and Student Affairs Committee**  
September 15, 2011

**SUBJECT:** Limited Access Request for the Bachelor of Science in Biomedical Engineering at the University of Florida

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**PROPOSED COMMITTEE ACTION**

Consider Request for Limited Access Status for the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. A program may be considered for Limited Access status if (1) the number of students who have met all the requirements for admission to the university and to the program exceeds available resources such as space, equipment, or other instructional facilities, clinical facilities, or adequate faculty; (2) the program is of such a nature (normally in the fine or performing arts) that applicants must demonstrate that they already have the minimum skills necessary to benefit from the program; or (3) the program is of such a nature that, in order to be successful, applicants must demonstrate higher academic preparation than is required for admission to the university offering the program.

The University of Florida's Board of Trustees approved limited access status for the Bachelor of Science in Biomedical Engineering at its meeting on March 17, 2011, and is now seeking Board of Governors approval. This action is requested due to anticipated large student demand for the program, limited faculty and instructional facilities, and the need to maintain a quality program to meet accreditation standards. Enrollments will be limited to 70 students per year by 2017. Admission will be based upon competitive GPA and personal essays that demonstrate a commitment to the discipline. Although proposed minimum standards for admission include two 3000 level courses for native students, these courses are not considered for admission of

Associate in Arts transfer students, who may enroll in the courses their first semester.

If approved, the University of Florida plans to implement the new program and the Limited Access Status effective Fall 2012.

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**Supporting Documentation Included:**

UF Request

**Facilitators/Presenters:**

Dr. Jon Rogers  
UF Representatives

Board of Governors, State University System of Florida  
 Limited Access Program Request  
 Reference: BOG Regulation 6.001, Admissions

<b>University:</b>	University of Florida	<b>Degree(s) offered:</b>	Biomedical Engineering
<b>Program:</b>	Biomedical Engineering	<b>Six digit CIP code:</b>	14.0501

- Will the entire program be limited access or only a specific track?  
The whole program will be limited access
- If only a track is limited access, please specify the name of the track  
 \_\_\_\_\_
- How many students will the program plan to accommodate?  
 Fall 20 Spring \_\_\_\_\_ Academic Year Total 20  
 Note: this is a new program ramping up, the ramp-up of admissions are below:

Semester	Incoming Students
<b>Fall 2012</b>	20
<b>Fall 2013</b>	30
<b>Fall 2014</b>	30
<b>Fall 2015</b>	40
<b>Fall 2016</b>	50
<b>Fall 2017</b>	70

The steady state limit of the program will be 70 new students per year. The current student / faculty ratio in the college of engineering is 18, implying that  $16 \times 4\frac{1}{2} = 72$  students per class in steady state is the appropriate target student population. This will establish the University of Florida as the largest BME program in the State of Florida and make a most substantial contribution to the needs / demands of students for BME education and for the State economy for trained biomedical engineers.

- When do you propose to initiate limited access?  
Fall 2012
- What is the justification for limiting access?

Limited access is requested because (a) very large demand is anticipated; (b) especially in the growth phase, resources will be very limited; (c) the development of quality for a new program depends on having reasonable class sizes.

(a) Anticipated Demand

In section II.B of the full proposal, details on demand nationwide, in the state of Florida and at the University of Florida are given. In summary: we can expect demand to be well-above 100 qualified students per year at the outset, with growth expected.

(b) Limited Resources

At present the BME Department has 9.25 FTE faculty. Commitments from the Provost permit growth to 16 FTE. If the faculty were to be expanded beyond this number, funding would have to be identified for salaries and for startup costs, which are high for an intensely experimental field such as BME. Although excellent new space has been created for the BME Department, it is sufficient only for growth to 16 faculty. A significantly larger

undergraduate program than planned would require new or renovated building space for additional classrooms and administration as well as for research for the faculty involved.

Note that the Department already administers a graduate program with 85 students and has a full-fledged research program.

(c) Maintenance of Quality

Creation and maintenance of a high quality program requires that enrollment be appropriately managed. This is especially true for the beginning of the program where every course offered is a new course, with need for great attention to curricular matters both great and small. The staging of the enrollment is based on knowledge and communications from other universities to permit the necessary adaptation without sacrifice of the quality of the experience for the students, as well as for faculty who must balance teaching, research and service. In the long run, enrollment proportionate to faculty size is critical to the maintenance of quality.

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

Admission to the program will depend on both academic record as well as strength of interest in biomedical engineering, as judged by readers of personal essays. Students can apply after their sophomore year. As a minimum, students are required to obtain an average GPA of 3.0 in the junior level tracking courses. For UF students, this includes PCB3XXX Cell and Systems Physiology, and BME3XXX Energy Balance. For transfer students these courses are not considered and they can be taken in the Fall semester after transferring. Limited admission is evaluated based academic performance (tracking GPA, overall GPA), and a personal statement. Students will be admitted only if they are clearly capable of completing the rigorous program and if they show very strong personal commitment to the field. These criteria will apply equally to students transferring from community colleges, and as such these students are not disadvantaged.

The curriculum is designed so that students may take lower level courses that, by articulation agreement, transfer to the University of Florida and satisfy the entrance and tracking requirements. Thus they are not disadvantaged by lack of availability of coursework.

Transfer students will apply to the program along with the on-campus students, with selection criteria being common.

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?

Engineering academic programs are striving to appeal more strongly to women and underrepresented minority groups in order to maximize the talent in our discipline. Important also is that our graduates will be our liaison to the world at large, and will educate and lead the next generation.

BME, as compared to the balance of engineering disciplines, is highly attractive to women nationwide and should be similarly attractive at the University of Florida. While engineering programs nationwide matriculate 17.8% women overall, for Biomedical Engineering this is 36.9%, the second highest behind Environmental Engineering with 43.7% (ASEE Engineering Statistics 2009).

The recruitment of underrepresented minorities is more challenging. However, Engineering at Florida has one of the most diverse student populations of all engineering schools in the US, especially including the matriculation of Hispanic students. Hence there is considerable support by the UF to achieve this goal.

To augment the more general efforts at UF, the BME Department will participate in the existing College of Engineering's "Successful Transition through Enhanced Preparation for Undergraduate Programs" (STEPUP) program. There are two components to the STEPUP program: a six-week summer residential program, and a non-residential fall and spring semester program. In addition, participants in both the residential and non-residential programs continue to participate in study halls, tutoring, and personalized academic advising throughout their freshman year. Specifically, Biomedical Engineering will do the following:

1. Have a tour and/or seminar in the department during the summer STEPUP program
2. Faculty brown bag lunches with the students during summer STEPUP program.
3. BME faculty will serve as judges in the design project poster competition for STEPUP at the end of the summer session.
4. Connect a STEPUP student interested in BME with an upper division student (as early as possible) to serve as a mentor.

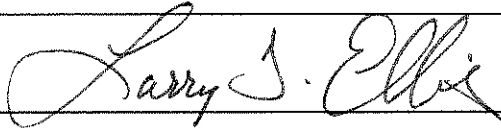
The intent is to provide students with an excellent opportunity to understand what comprises biomedical engineering. By assumption many underrepresented minorities will have had very little opportunity to be acquainted with any form of engineering, let alone biomedical engineering, before arriving on campus. The program goal is to compensate for limited experience so that these students compete on an equal footing (in addition to the general goal of providing advising to students for their careers).

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.

Graduates of programs in the broad area of Biomedical Engineering are in high demand nationwide, with growth expected to exceed significantly the growth in most employment fields and other fields of engineering. Demand for the specific major of Biomedical Engineering is exceptionally high nationally. It is important to note, however, that some of the demand, for both intellectual background and future professional positions, can and is being met by traditional majors, especially those that include biomedical engineering or biology related minors as a complement to their degree program. Hence, in aggregate, the College of Engineering provides access significantly greater than can be accommodated within the BME degree program at maximum capacity. Examples of existing programs include the Biomechanics Minor in Mechanical Engineering, the Biomolecular Minor in the Chemical Engineering, and the Biomaterials track in Material Science and Engineering. The BME curriculum is quite distinctive with its rigor and degree of scientific integration. It is

Limited Access Form Updated 9/08

important to match students to the best of the various alternatives, and restriction on enrollment is an important component. Reallocation of resources is already quite significant (e.g. 8 added faculty lines). Further reallocation to handle all who could possibly want BME is not warranted. Restriction of the program size is thus justified for reasons of both resources and appropriate guidance of students into their best career paths.

Request Initiated by:	
EEO Officer's Signature:	
Provost's Signature:	

Send the completed form to:

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

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Academic and Student Affairs Committee**  
September 15, 2011

**SUBJECT:** Request for the Bachelor of Science in Biomedical Engineering at the University of Florida to exceed 120 credit hours to degree

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**PROPOSED BOARD ACTION**

Consider Request for the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida to exceed 120 credit hours to degree

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Subsection 1007.25(8), Florida Statutes  
Board of Governors Regulation 8.014

**BACKGROUND INFORMATION**

Board of Governors Regulation 8.014 requires that any baccalaureate degree exceeding the state mandated 120 credit hours to degree be approved to do so by the university board of trustees and the Board of Governors. The University of Florida (UF) is seeking an exception for its new Bachelor of Science in Biomedical Engineering (CIP 14.0501) which is 132 credit hours to degree in order to accommodate the curriculum needed for the discipline and meet Accreditation Board for Engineering and Technology (ABET) accreditation requirements for engineering programs. The increase in credit hours is due to the multi-disciplinary curriculum requirements which call for proficiency in both engineering and a range of knowledge and skills relevant to the biomedical engineering practice. All existing engineering programs in the State University System have been approved to exceed 120 credit hours to degree and the request by the University of Florida is consistent with other engineering programs.

The UF Board of Trustees approved the new degree and the Request to Exceed 120 Credit Hours to Degree program on March 17, 2011. If the request is approved by the Board of Governors, UF will implement the new program Fall 2012.

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**Supporting Documentation Included:**

UF Request

**Facilitators/Presenters:**

Dr. Jon Rogers  
UF Representatives

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College of Engineering  
Office of the Dean

300 Weil Hall  
PO Box 116550  
Gainesville, FL 32611-6550  
352-392-6000  
352-392-9673 Fax

May 27, 2011

**TO:** Board of Governors

**FROM:** Cammy Abernathy, Dean  
College of Engineering



**RE:** B.S. in Biomedical Engineering

This proposed degree program requires the completion of 132 credits. This is required:

- (a) To accommodate the curriculum to provide the knowledge and skills expected of biomedical engineering students in the workplace and professional schools, and
- (b) To satisfy the accreditation requirements from ABET (Accreditation Board for Engineering and Technology).

We therefore request an exception to the 120 credit hour to degree regulation for this major. In addition, we are requesting that this program be designated limited access due to:

- (a) The very large anticipated demand
- (b) Limited resources, especially in the growth phase
- (c) The development and maintenance of the quality of the program, especially in the early stages

**RECEIVED**

**JUN 02 2011**

**OFFICE OF THE PROVOST**

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 15, 2011**

**SUBJECT:** Public Notice of Intent to Amend Board of Governors Regulation 6.018  
Substitution or Modification of Requirements for Program Admission,  
Undergraduate Transfer, and for Graduation by Students with Disabilities

---

**PROPOSED COMMITTEE ACTION**

Consider approval of the public notice of intent to amend Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Sections 1007.264 and 1007.265, *Florida Statutes*, were amended by the 2011 Florida Legislature. Due to these changes in statute going into effect July 1, 2011, Regulation 6.018 requires amendment. The statement exempting documented intellectual disabilities from the definition of "other health disabilities" has been proposed elimination. Intellectual disabilities and Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder were added with individual definitions. Additionally, the name of the regulation has been slightly modified in order to capture the possibility of substitutions being made for university admission decisions.

This regulation has been reviewed by the university general counsels, members of the Council of Academic Vice Presidents, members of the Council of Student Affairs, state university student disability services directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

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**Supporting Documentation Included:** Proposed Regulation 6.018

**Facilitators/Presenters:** Dr. Jon Rogers

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**6.018 Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, and ~~or~~ for Graduation by Students with Disabilities.**

(1) A university shall provide reasonable substitution or modification for any requirement for admission into a university, ~~into~~ an undergraduate or graduate program of study, ~~for entry into the upper division,~~ or for graduation for any eligible student with a disability. Appropriate documentation must be provided to indicate that the student's failure to meet the requirement is related to the disability. Additionally, the university must determine that such failure to meet the requirement does not constitute a fundamental alteration in the nature of the ~~academic~~ program. For purposes of this regulation, the following constitute a recognized disability:

- (a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.
- (b) Blind or Low Vision. Disabilities in the structure and function of the eyes as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
- (c) Specific Learning Disability. A disability in one or more psychological or neurological processes involved in understanding or using spoken or written language. Learning disabilities may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disabilities do not include learning problems that are due primarily to visual, hearing, or motor disabilities, to intellectual disabilities, to psychiatric or emotional disabilities or to an environmental deprivation.
- (d) Orthopedic Disability. A disability of the musculoskeletal system, connective tissue, or neuromuscular system. Examples include, but are

not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury or spinal cord injury, arthritis or rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disabilities pertaining to muscles or nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital disorders.

- (e) **Speech/Language Disabilities.** Disabilities of language, articulation, fluency, or voice that interfere with communication in academic settings, employment preparation/training or social interaction on campus. Examples include, but are not limited to, cleft lip or palate with speech disabilities, stammering, stuttering, laryngectomy, and aphasia.
- (f) **Psychological, Emotional, or Behavioral Disability.** Any mental or psychological disability including, but not limited to, organic brain syndrome, emotional or mental illness, ~~or attention deficit disorders.~~
- (g) **Autism Spectrum Disorder.** Disabilities characterized by an uneven development profile and a pattern of qualitative impairments in social interaction, communication difficulties, and or the presence of restricted repetitive or stereotyped patterns of behavior, interests, and activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
- (h) **Traumatic Brain Injury.** An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability or physical ability and functioning.
- (i) Intellectual Disabilities. Significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.
- (j) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. A chronic condition manifested by hyperactive and impulsive behavior, significant symptoms of inattention, or both. The behavior and symptoms have a significant impact on cognitive ability and academic functioning.

| (k) Other Health Disabilities. Any disability not identified in this subsection, ~~except documented intellectual disability,~~ deemed by a disability professional to make completion of the requirement impossible.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142, military/Veterans Administration records; Board of Governors regulations, or statewide articulation documents. Standards for documentation required for specific learning disabilities shall include at a minimum intelligence, achievement, and processing assessment using adult-normed instruments with information about functional limitations. Each university shall provide the student the opportunity to present evidence of a qualifying disability.

(3) Each university shall develop and implement policies and procedures for providing reasonable substitution or modification for eligible students as required by this regulation. The policies and procedures shall include at least the following:

- (a) A mechanism for informing students of the process for requesting a substitution or modification;
- (b) A mechanism for identifying reasonable substitutions or modifications for criteria for admission to the institution, admission to a program of study, entry into the upper division, or graduation;
- (c) A mechanism for making the designated substitution or modification known to affected persons;
- (d) A mechanism for making substitution or modification decisions on an individual basis; and
- (e) A mechanism for a student to appeal a denial of substitution, modification, or a determination of eligibility.

(4) The policies shall provide for articulation with other state postsecondary institutions, which shall include, at a minimum, acceptance of all reasonable substitutions previously granted by a state postsecondary institution.

(5) Each university shall maintain records on the substitutions or modifications provided per this regulation, the substitutions identified as available for each documented disability, the number of students granted substitutions by type of disability, and substitutions provided and the number of requests for substitutions that were denied.

Authority: Section 7(d), Art. IX, Fla. Const., History-New 4-20-87, Amended 9-15-91. Amended and Renumbered 1-29-09. Amended 9-16-10.



STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic & Student Affairs Committee  
September 15, 2011

**SUBJECT:** Adult Degree Completion Initiative

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not applicable

**BACKGROUND INFORMATION**

A SUS work team consisting of Board staff and staff from the University of South Florida and University of West Florida was asked to research adult degree completion initiatives in others states for the purpose of developing a similar approach for the State University System. A status report will be presented.

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**Supporting Documentation Included:** None

**Facilitators / Presenters:** Dr. Kathleen Moore, Associate Vice President,  
System Initiatives, USF

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic & Student Affairs Committee  
September 15, 2011**

**SUBJECT:** Student Affairs Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not applicable

**BACKGROUND INFORMATION**

The SUS Council for Student Affairs held a workshop on September 13<sup>th</sup> at FIU to enable the vice presidents to discuss current issues relating to student life that are being encountered around the SUS campuses. Dr. Maribeth Ehasz, Council chair, will provide a brief summary of the workshop.

Governor Michael Long, President of the Florida Student Association, will provide a brief report on FSA plans and priorities for the 2011-12 academic year.

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**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

Dr. Maribeth Ehasz, Chair, SUS Council  
for Student Affairs  
Governor Michael Long

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