



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

**STEERING COMMITTEE**  
**for Implementation of the 2025 Strategic Plan for Online Education**  
**Executive Conference Room, 2nd Floor**  
**FAIRWINDS Alumni Center**  
**12676 Gemini Boulevard**  
**University of Central Florida**  
**North Orlando, Florida 32816**  
**October 2, 2019**  
**3:00 – 5:00 p.m.**

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
  - a. June 12, 2019, Meeting Notes
  - b. 2019 Summary Agendas
2. For Discussion/Guidance: Chair Wilcox
  - a. Consideration of Online Courses in the Medical School Admissions Process Chair Wilcox
  - b. Quality Awards Program Dr. Deb Miller, UNF
  - c. Certificate Programs Dr. Nancy McKee, BOG
  - d. Completed Tactics Dr. McKee
3. For Approval: Access Performance Indicators and Goals Dr. McKee
4. Concluding Remarks and Adjournment Chair Wilcox

MEETING NOTES  
STEERING COMMITTEE FOR THE  
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION  
UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA  
JUNE 12, 2019

## 1. Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 8:35 a.m. on June 12, 2019, with the following members present: Provosts Bret Danilowicz, George Ellenberg, and Ken Furton, Director Robby Fuselier (as designee for Provost McRorie), Associate Provost Andy McCollough (as designee for Provost Joe Glover), and Associate Vice Chancellor Nancy McKee (non-voting).

Provost Danilowicz moved that the Committee approve the meeting notes of the March 27, 2019, and May 1, 2019, meetings. Associate Provost McCollough seconded the motion.

Dr. McKee updated the Committee on Governor Morton's plan to direct Board staff to work with university staff to propose a textbook affordability plan for consideration by the Innovation and Online Committee at its August meeting. She said that at the October IOC meeting, he was interested in having a conversation with medical schools about their concerns with admitting students who have taken core courses online, as well as having a conversation about meeting the needs of employers. Steering Committee members concurred that meeting workforce needs extended beyond just online education.

## 2. Affordability Performance Indicators and Goals

Dr. McKee presented the proposed revisions to the Performance Indicators and Goals that are in the 2025 Strategic Plan for Online Education. The Steering Committee approved the following revisions:

- 2025 Goal for textbook affordability: After acknowledging that the textbook affordability metric affects classroom and hybrid courses, as well as online, the Steering Committee agreed to replace this metric with the PBF metric being developed on textbook affordability.
- Combine the current goals on working collaboratively, so the new goal will be "All universities offering online education work collaboratively to share online course development tasks and resources." Chair Wilcox asked Dr. McKee to work with colleagues in the Florida College System to make sure their students are prepared for transfer to the SUS.
- Performance Indicator for competency-based and adaptive learning approaches: Replace the current performance indicator with **"Innovative strategies, which may include but are not limited to competency credit and adaptive learning, will reduce time-to-degree and enhance student success."**
- 2025 Goal for competency-based and adaptive learning approaches: Replace the current goal with **"SUS institutions will use online education or innovative strategies to enhance student success."**

### **3. Updates**

#### ***Marketing***

Mike Dieckmann and Bob Hartnett, both from the Florida Virtual Campus, presented a proposed marketing strategy for statewide marketing. The main elements are:

- Create an advisory group to guide the effort
- Create a framework and toolkit for marketing online programs at both the system and institutional level
- Add new marketing capabilities to the catalog
- Provide the toolkit and training to universities
- Market the catalog statewide via FloridaShines
- Identify marketing tactics and opportunities that require system-level or university-level funding.

Once this strategy is working for the SUS, FLVC will do the same for the Florida College System.

#### ***Textbook Affordability***

Dr. McKee will bring a group together to develop a strategy for negotiating with publishers. The Steering Committee suggested the following participants:

- A library representative
- Academic leadership – a provost or associate/vice provost
- Attorney who has been engaged at the institutional level with publishers (many universities have contracts with bookstores that limit negotiations)
- Administrative vice president (member of CAFA)
- OER system person
- A representative from the Faculty Senate

#### ***Resiliency***

Dr. Jon Rogers discussed plans for the 2019 Summit on Academic Continuity and Campus Resiliency that will be hosted by the University of Florida on July 11-12. The conference will focus on a university's educational delivery system; specifically, the faculty's ability to provide instruction and the student's ability to receive instruction during and after a disruptive event. Sessions will include the following topics: emergency management in support of academic affairs, online course delivery, the role of information technology, and meeting student needs and faculty needs. The Summit will include a presentation on academic continuity planning by representatives of UNC-Wilmington.

#### ***Completed Tactics***

Dr. McKee began reviewing with the Committee the tactics from the Strategic Plan for Online Education that have not been completed. For the faculty awards program, Chair Wilcox indicated that the Committee needs to understand how awards will sit on top of Quality reviews. The Committee acknowledged that both textbook affordability and meeting workforce needs affect a broader part of the university than just online education. Concern was expressed that the Committee may be losing focus on implementing the strategic plan.

The remaining tactics that have not been completed will be reviewed at the next Steering Committee meeting.

The Committee adjourned at 10:03 a.m.

**Summary AGENDAS - the 2019 Work Plan  
for the Implementation of the SUS 2025 Strategic Plan for Online Education**

Meeting Date	Steering Committee	Innovation and Online Committee
<b>2019</b>		
<b>October 2</b>	1. Discussion/Guidance: Consideration of Online Courses in the Medical Schools Admissions Process, Quality Awards Program, Certificate Programs, Completed Tactics 2. For Approval: Access Performance Indicators and Goals	Not meeting
<b>October 29-30</b> <b>[UF]</b>	Not meeting	1. Access Performance Indicators/Goals (Mid-Course Correction) 2. Approval of all performance indicators and goals in the <i>2025 Strategic Plan for Online Education</i> 3. Consideration of Online Courses in the Medical Schools Admissions Process 4. Meeting Workforce Needs (Certificates) 5. Complete Florida Report submitted to Gov, BOG, and SBE by Chancellors Criser and Hebda
<b>January 29-30, 2020</b> <b>(FSU)</b>	1. Continuation of Certificates discussion 2. Continuation of Completed Tactics	1. Continuation of Certificate/Badging Workforce discussion 2. Initial set of completed tactics 3. Results of Textbook Affordability Action Plan
<b>March 25-26</b> <b>USF</b>	TBD	1. Continuing presentation on Completed Tactics 2. TBD
<b>June 23-25</b> <b>UCF</b>	TBD	1. Continuing presentation on Completed Tactics 2. TBD
<b>September 16-17</b> <b>UWF</b>	TBD	1. Continuing presentation on Completed Tactics 2. Initial "Chancellor's Award" (??) 3. TBD
<b>November 4-5</b> <b>UNF</b>	TBD	4. Continuing presentation on Completed Tactics TBD

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
October 2, 2019**

**SUBJECT: Consideration of Online Courses in the Medical Schools Admissions Process**

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**PROPOSED STEERING COMMITTEE ACTION**

For Discussion

**BACKGROUND INFORMATION**

The Board of Governors Innovation and Online Committee is interested in understanding the extent to which medical schools take online courses into consideration in the admissions process. The Committee is planning to have the issue on its October agenda.

In anticipation of that meeting, the Steering Committee asked to meet with medical school deans to better understand the issue by hearing responses to the following questions:

1. Please share any written policy, and rationale, regarding consideration of previously earned online credit in the admissions process of your college.
  - a. How do you communicate this to prospective student applicants?
  - b. What evidence or and/or data analysis have you utilized in shaping this policy?
2. If different from the written policies, what are the admissions practices regarding online courses?
3. Student transcripts do not identify online courses. How do your admissions staff determine if a course was taken online?
4. What would alleviate your concerns, if any, regarding admitting students who had taken online courses?
  - a. Does the AAMC, LCME or other organization provide guidance to medical schools regarding the consideration of earned online credit, as part of the admissions process?
  - b. To what extent is this a national issue? What is the position taken by the nation's top medical schools with regard to consideration of earned online credit in the admissions process?

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**Supporting Documentation Included:**

1. Medical Schools Admissions Policies re: Courses Taken Online
2. AAMC Statement
3. Article: "Medical Colleges Still Frown at Online"

**Facilitators/Presenters:**

Chair Ralph Wilcox

**Public Medical Schools in Florida**  
**Required and Recommended Courses for Admission**  
**Acceptance of Online Courses**

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FAU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy		X		
Behavioral Sciences	X			
Biochemistry			X	
Biology			X	
Biology/Zoology			X	
Calculus	X			
Cell biology		X		
College English		X		College English h is accepted if it is AP, but otherwise considered on a case-by-case basis
College Math		X		College Math is accepted if it is AP, but otherwise considered on a case-by-case basis
Computer Science	X			
Foreign Language	X			
General Chemistry			X	
Genetics		X		Genetics would be evaluated on a "case-by-case" method if all of the science requirements otherwise have been met
Humanities	X			
Immunology		X		
Inorganic Chemistry			X	
Microbiology		X		
Organic Chemistry			X	
Physics			X	
Psychology	X			
Social Sciences	X			
Spanish	X			
Statistics	X			

**Public Medical Schools in Florida**  
**Required and Recommended Courses for Admission**  
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For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FIU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy				
Behavioral Sciences	X			
Biochemistry	X			Lab component must be taken in person
Biology	X			Lab component must be taken in person
Biology/Zoology				
Calculus	X			
Cell biology	X			
College English	X			
College Math	X			
Computer Science	X			
Foreign Language	X			
General Chemistry				
Genetics	X			
Humanities	X			
Immunology	X			
Inorganic Chemistry	X			Lab component must be taken in person
Microbiology	X			
Organic Chemistry	X			Lab component must be taken in person
Physics	X			Lab component must be taken in person
Psychology	X			
Social Sciences	X			
Spanish				
Statistics	X			

**Public Medical Schools in Florida**  
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For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FSU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy	x			
Behavioral Sciences	x			
Biochemistry	x			
Biology		x		Needs a lab not available online - should be case by case
Biology/Zoology				
Calculus	x			
Cell biology	x			
College English		x		Look at overall MCAT and writing ability on application
College Math	x			
Computer Science	x			
Foreign Language	x			
General Chemistry		x		Needs a lab not available online - should be case by case
Genetics	x			
Humanities	x			
Immunology	x			
Inorganic Chemistry				
Microbiology	x			
Organic Chemistry		x		Needs a lab not available online - should be case by case
Physics		x		Needs a lab not available online - should be case by case
Psychology	x			
Social Sciences	x			
Spanish	x			
Statistics	x			



**Public Medical Schools in Florida**  
**Required and Recommended Courses for Admission**  
**Acceptance of Online Courses**

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	UCF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Behavioral Sciences		x		
Biochemistry		x		Not accepted online as a substitute for Organic Chemistry 2. Otherwise accepted case-by-case.
Biology			x	
Biology/Zoology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Calculus		x		
Cell biology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
College English		x		
College Math		x		
Computer Science				Not required/recommended
Foreign Language				Not included on MSAR for our program
General Chemistry				Not included on MSAR for our program
Genetics		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Humanities		x		
Immunology				Not included on MSAR for our program
Inorganic Chemistry			x	
Microbiology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Organic Chemistry			x	
Physics			x	
Psychology	x			
Social Sciences		x		
Spanish				Not included on MSAR for our program
Statistics		x		

Required Courses

Recommended Courses

**Public Medical Schools in Florida**  
**Required and Recommended Courses for Admission**  
**Acceptance of Online Courses**

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	UF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy				
Behavioral Sciences - Recommended	Y			
Biochemistry - Required		Y		
Biology - Required		Y		2 semester, lecture ok, lab must be in person
Biology/Zoology Required				
Calculus - Recommended	Y			
Cell biology				
College English				
College Math				
Computer Science				
Foreign Language				
General Chemistry - Required		Y		2 semesters, lecture ok, lab must be in person
Genetics - Recommended	Y			
Humanities - Recommended	Y			
Immunology - Recommended	Y			
Inorganic Chemistry				
Microbiology - Recommended	Y			
Organic Chemistry - Required		Y		lecture ok, lab must be in person
Physics - Required		Y		2 semesters, lecture ok, lab must be in person
Psychology -Recommended	Y			
Social Sciences - Recommended	Y			
Spanish				
Statistics - Recommended	Y			

**NOTE**

1. On this BOG survey, UF indicated whether online courses are accepted for required and recommended fields of study.
2. On the AAMC survey, UF only indicates whether online courses are accepted for required courses. They are reviewed on a case by case basis.

Online courses are reviewed on a case by case basis for required courses.

Online courses are accepted for recommended courses.

**Public Medical Schools in Florida**  
**Required and Recommended Courses for Admission**  
**Acceptance of Online Courses**

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	USF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy		X		Not part of USF MCOM MSAR
Behavioral Sciences		X		Screenshot of current online MSAR admissions requirements is shown to the right. This demonstrates online courses considered on case-by-case basis. This has always been the practice of USF MCOM, and has been clear on our website. It was not current on the MSAR at the time the AAMC MSAR Advisor Report was produced.
Biochemistry		X		Same as above.
Biology		X		Same as above.
Biology/Zoology		X		Same as above.
Calculus		X		Same as above.
Cell biology		X		Not part of USF MCOM MSAR
College English		X		Same as above.
College Math		X		Same as above.
Computer Science		X		Same as above.
Foreign Language		X		Not part of USF MCOM MSAR
General Chemistry		X		Not part of USF MCOM MSAR
Genetics		X		Same as above.
Humanities		X		Same as above.
Immunology		X		Not part of USF MCOM MSAR
Inorganic Chemistry		X		Same as above.
Microbiology		X		Not part of USF MCOM MSAR
Organic Chemistry		X		Same as above.
Physics		X		Same as above.
Psychology		X		Same as above.
Social Sciences		X		Same as above.
Spanish		X		Not part of USF MCOM MSAR
Statistics		X		Not part of USF MCOM MSAR

## **Association of American Medical Colleges Statement**

The AAMC recently released this statement regarding online education, which addresses the question at a high level and reflects the current state in UME (John Fogarty, forwarding personal communication from Judy Byrne, AAMC, August 2019):

*“The number of medical schools that accept online coursework has been increasing over the last several years, however, the types of courses that can be taken online vary widely. Some schools that note they will evaluate online courses on a case by case basis may also look at the full application, including academic metrics, letters of recommendation, lived experiences, etc., to assess the applicant’s status. In some cases, although online courses may be accepted, credit may be allowable for applicants who are actively deployed or for those with a demonstrated need to complete the coursework online. Each school has their own policy, so it’s best for a student to review the AAMC’s Medical School Admission Requirements database, as well as the individual medical school’s website to be sure of the policy.”*

#Inside Digital Learning

# Medical Colleges Still Frown at Online

As online learning gains ground in many corners of higher education, admissions offices at most medical colleges still prefer students with on-ground course experiences.

By **Mark Lieberman**

// May 1, 2019



ISTOCKPHOTO.COM/SEB\_RA

Students aspiring to medical school who took key prerequisite courses online are often ineligible to apply to the postgraduate programs they might otherwise choose -- and even as the mainstream acceptance of online programs, the status quo looks unlikely to change soon.

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**Stanford University** School of Medicine's **admissions requirements** state that "online course work and degrees will not be considered." **The same** goes for the Johns Hopkins University and

University of Pittsburgh Schools of Medicine.

Harvard Medical School has “no specific policy” but **requires** that student applicants secure approval from the admissions office for online courses “on a case-by-case basis”; **the same is true** at Weill **Cornell** Medicine. **Morehouse** School of Medicine **accepts students** who took online math courses but not online science courses. Numerous other institutions don’t specify their policies around online courses on their admissions webpages.



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A few -- **Duke University**, **University of Washington** and **University of California, Irvine**, Schools of Medicine among them -- specifically note in admissions requirements (**here**, **here** and **here**) that online prerequisites in some cases are acceptable.

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Higher education professionals are growing more accustomed to and invested in online education as a means to attract different types of students and provide more flexible opportunities for learning. But champions of online learning have many battles left to convince traditionalists that their approach can be valuable and high quality.

Amid the online boom, medical colleges have **faced pressure** to enroll a more diverse collection of students. Law colleges, meanwhile, have begun to move in the direction of offering larger portions of their programs in **hybrid and online formats**, though not without **resistance** from skeptics of new forms of learning.

Approximately one-third of higher education enrollments in the U.S. are online, and 2.2 million undergraduate students are enrolled in exclusively online programs, according to **data from the U.S. Department of Education**. Online math and science programs are growing more numerous as technology becomes more sophisticated. On the other hand, some experts **have questioned** whether online courses ultimately produce comparable outcomes to face-to-face courses.

To be fair, medical education on the whole hasn't been entirely hostile to the online modality. Despite skepticism in the admissions office, Harvard Medical School has partnered with the MOOC provider edX on a series of **10-week online certificate-bearing courses** geared toward students interested in exploring topics in the field before enrolling in medical school. The tech company **OnlineMedEd**, meanwhile, offers hundreds of free videos for current medical students looking to supplement overwhelming course work.

## Hesitating to Recognize Online

Most of the restrictive admissions policies at medical colleges have been in place for many years. At Johns Hopkins, the possibility of lifting the restrictions last came up in 2014, when the institution decided to begin allowing students who had taken prerequisites in community colleges.

According to Paul White, assistant dean for medical school admissions, restrictions around online courses stayed in place because of concerns about the widely varying quality of online programs.

"Oftentimes we need letters of recommendations from people who are teaching those courses and who can talk about the individual classroom participation, not just how they're participating online, but questions they might ask," White said. "It isn't so simple as 'we just don't want any online courses.'"

For face-to-face programs, his team uses criteria including average GPA and SAT or ACT, as well as the acceptance yield and graduation rates of the student's institution or institutions. White, though, is comfortable and familiar with face-to-face education in a way he simply isn't yet with online -- even when it's offered by a brick-and-mortar institution.

"My limited experience makes me question if these are indeed the same faculty teaching, or are they adjuncts hired specifically for the online program," White said. "I realize there are exceptions to this and I am not saying everyone on the admissions committee thinks this way."

Duke University for years has admitted students with online courses as pre-requisites, provided that those courses were approved by the student's undergraduate institution, and that the student didn't complete an entire degree program online. Andrea Liu, assistant dean of admissions, said she believes science courses with lab components only work if they're done in-person.

"They have to be able to interact interpersonally, in person with people," Liu said. "That's what they would be doing as a physician."

Admissions staffers at Johns Hopkins typically reach out to applicants who took prerequisites online and ask if they're willing to retake them in person as a condition for admission, according to White. Assuming they're interested in enrolling, they're usually able to pick up a summer course to fill in the gaps, he said.

White isn't concerned that the institution limits the diversity of its student body by rejecting students who have taken courses online. He doesn't anticipate the policy changing soon.

"We're always willing to consider looking at it again," White said. "But there's nothing on the radar right now."

## New Forms Emerging

Many medical school admissions officers tend to think they have more information about the relative quality of a student's prerequisite face-to-face courses than they would about online courses, according to Geoffrey Young, senior director of student affairs and programs for the Association of American Medical Colleges. "Medical schools are traditional in that they historically have thought about education as brick and mortar," Young said.

Science courses are a particular area of concern for medical colleges, according to LaZondra Hill, assistant director of admissions at Morehouse School of Medicine. Hence, the institution requires that students take science prerequisite courses with lab components in person.

In certain places, though, taking science courses online is no longer unthinkable. In 2017, Arizona State University launched a (mostly) online bachelor's degree in biochemistry, taught by the institution's full-time instructors from the same curriculum as the comparable on-ground program. Within a year 300 students had enrolled in the program, and now more than 650 students are currently enrolled in the program's courses, according to Ara Austin, a clinical assistant professor of biochemistry who oversees the program.

For critical lab portions in biochemistry and organic chemistry, online students come to campus for a seven-day bootcamp in which they complete all of the lab assignments that students in the on-ground course take over a semester.

While Austin doesn't get much face time with each individual student, especially when they're learning remotely, she thinks the experience is no less interactive than 300-student lecture courses in the face-to-face program.

"If the argument is that I don't get to know the students online, I don't really get to know the students on campus either," Austin said. But in fact she does get to develop connections with them through e-mail and Skype, she said.

More than 85 percent of the program's students live out-of-state. Many live in rural areas, and nearly 30 percent of students are black or Latinx. Early graduates of the program have had success enrolling at medical colleges in California, Austin said, particularly when they make the case to admissions officers there that their online program shouldn't disqualify them. But she's been pushing for more medical colleges to look favorably upon online courses as a means of enrolling students who wouldn't otherwise get opportunities.

"Slowly their cold hearts are melting," she said jokingly.

Even so, admissions directors interviewed for this article said they don't anticipate dramatically



changing their stance on online education anytime soon. Liu said she has seen increasing interest from students in taking pre-requisites online, though.

"Things change so fast, maybe we'd have to change our mind if that's the only way people are getting their degrees," she said. "I think we have years to come before that happens.

Read more by [Mark Lieberman](#)



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**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
October 2, 2019**

**SUBJECT: Quality Awards Program**

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**PROPOSED STEERING COMMITTEE ACTION**

For Discussion/Guidance

**BACKGROUND INFORMATION**

Dr. Deb Miller will give the Steering Committee an update on the Awards program for Quality Courses.

One of the tactics in the *2025 Strategic Plan for Online Education* is “In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses.” Dr. Miller will explain the process and timeline proposed for these awards, as well as their relationship to the designations for Quality Course Design.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Deb Miller

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
October 2, 2019**

**SUBJECT: Certificate Programs**

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**PROPOSED STEERING COMMITTEE ACTION**

For Discussion/Guidance

**BACKGROUND INFORMATION**

In response to the Chair of the Innovation and Online Committee's questions regarding the extent to which universities are providing options for meeting workforce needs, Board staff sent a data request to all institutions to obtain information related to both for-credit and not-for-credit certificates. The data request included the level, CIP code, and modality of each certificate. The results of the university submissions for the for-credit certificates will be provided prior to the meeting.

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**Supporting Documentation Included:** For-Credit Certificates (to be provided prior to the Steering Committee meeting)

**Facilitators/Presenters:** Dr. Nancy McKee

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
October 2, 2019**

**SUBJECT: Completed Initiatives**

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**PROPOSED STEERING COMMITTEE ACTION**

For Discussion/Guidance

**BACKGROUND INFORMATION**

In response to the Steering Committee's request to see completed tactics, Dr. McKee began presenting the status of all tactics during the Committee's June 2019 meeting, with completed tactics reflecting their respective deliverables and whether implementation will be ongoing. Due to time constraints, the Committee reviewed only the first 18 tactics.

If time allows during the October 2 meeting, Dr. McKee will present additional information related to Tactics #11 and #17 (Competency-based programs and 2 + 2 collaborations), as well as continue updating the Committee on the status of each of the remaining tactics. At its June meeting, the Steering Committee decided to consider work to be completed on both Tactic #11 and Tactic #17.

Tactic #17 in the attachment begins with "Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System." The intent behind this tactic is found in the paper prepared by the Access Workgroup of the Task Force that had drafted the *2025 Strategic Plan for Online Education*:

Collaboration between the SUS and Florida State Colleges in offering fully online undergraduate degrees is encouraged. Strategic collaborations are necessary to meet the statewide goals for online SCHs. In one such 2+2 collaboration, students would receive their fully online AA degree and potential prerequisite courses from the state college and then would be guaranteed admission to a set of fully online or FTF degree programs offered by that SUS institution.

Westerns Governors University has adopted this strategy and has developed MOUs with 27 of the 28 institutions in the Florida College System. Included as attachments are a description of WGU's articulation agreement with the colleges and a screen shot of Miami Dade College's web page that describes its partnership with WGU.

WGU has a competency-based approach to the programs offered in business, education, health, and information technology. Tactic #11 in the attached “Completion of Initiatives” document includes the following Affordability initiative in the *2025 Strategic Plan for Online Education*:

Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.

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**Supporting Documentation Included:**

1. Completion of Initiatives
2. **Western Governors University Articulation Agreement with institutions in the Florida College System**
3. **Miami-Dade College’s web page describing its partnership with WGU**

**Facilitators/Presenters:** Dr. Nancy McKee

June 3, 2019

Florida College System  
Office of Articulation  
1401 Turlington Building  
325 West Gains Street  
Tallahassee, FL 32399

#### Letter of Interest

Western Governors University (WGU), a current articulation partner with the Florida College System, seeks to revise their current articulation agreement with Florida two-year institutions. Western Governors University is a private, non-profit institution offering bachelors and master's degrees in business, information technology, K–12 teacher education, and health professions, including nursing. Our competency-based program measures learning rather than time, allowing students to progress through courses as soon as they can prove they've mastered the material. WGU's tuition is charged at a flat rate every six-month term. The cost for most undergraduate programs is \$3,225.00 each term with a flat-fee book (resource) fee of \$145 per term, making most undergraduate degree programs less than \$7,000 per year for an unlimited number of credits.

The new MOU with the Florida College System will focus on strong transfer of credits from the community college to WGU programs with equal or natural transfer into one of four colleges: Business, Information Technology, Health Professions and Teacher Education. The transfer pathways will be kept up-to-date and accessible through the <https://partners.wgu.edu> website. Transfer students from the Florida College System are eligible to apply for the WGU Community College Scholarships in the amount of \$2,000 each which are disbursed in \$500 increments for up to four terms. The specifics of the updated articulation agreement can be viewed in the attached document.

WGU is committed to continuing to offer an affordable, flexible transfer option to students at the completion of their time with the Florida College System. We are proud to have 2,099 current enrolled students, 1,323 students who have enrolled in the past 12 months, and 1,490 cumulative graduates from Florida College System institutions. Our goal is to ensure that this partnership continues for years to come through this updated memorandum of understanding.

Sincerely,

Mary C. Hendrick, Ed.D.  
Senior National Community College Manager  
Western Governors University

**Sample Articulation Agreement Template  
between  
Florida College System Partner Institutions  
and  
Western Governors University**

This Articulation Agreement is entered into between Florida College System (FCS-PI) partner institutions and Western Governors University (WGU).

**Purpose**

- This articulation agreement formally recognizes that both institutions are active educational partners, committed to providing greater educational opportunities to students transferring between our two institutions. This partnership is committed to providing seamless transfer to advance individuals in their personal educational goals and advance the educational mission of FCS-PI.
- Both institutions enter into this articulation agreement in recognition of their mutual commitment to furthering the quality, affordability, and accessibility of higher education.
- Under the terms and conditions of this articulation agreement, participating graduates will maximize as much of their community college coursework and credits as outlined by the transfer articulation pathways.
- Through ongoing communication between their faculty and staff, FCS-PI and WGU will work together to address transfer obstacles that may present themselves throughout the partnership.
- The articulation agreement provides a structure through which transfer articulation is supported for all degree programs that are an equal or natural transfer between institutions. These articulations will include students from all FCS-PI campuses or locations.

**Transfer Elements**

**Treatment of Florida College System associate degree transfer**

This articulation agreement establishes the principles that all articulated associate degrees at FCS-PI transfer to WGU. All transferrable courses that are completed at FCS-PI with a letter of “C” or higher are accepted and applied toward the appropriate college degree (with the exception of licensure programs or state requirements where a grade of “B” or better may be required). Credits from transferrable courses completed with a letter grade below a “C” will not transfer.

Articulated associate degrees will be identified, maintained and available through the WGU landing page.

FCS-PI graduates must comply with all WGU application processes.

All applicable admission requirements must be met, and WGU will retain sole discretion in admission decisions.

**Treatment of Florida College System coursework without an earned associate degree**

Students who transfer to WGU with less than an associate degree or non-articulated degree will have their courses evaluated on a course-by-course basis and may be required to take any additional courses necessary to satisfy WGU degree requirements.

**Obligations of WGU**

- Articulation tables are provided for all programs that are a natural transfer to WGU and are to be used by counselors and faculty to share with students and staff interested in enrolling at WGU. These are available for viewing at <https://partners.wgu.edu>
- WGU will provide annual updates to FCS-PI on articulation pathway changes at the <https://partners.wgu.edu> landing page
- WGU will provide webinar training to FCS-PI faculty and staff to ensure understanding of the partnership and articulation pathways.
- Graduates and staff of FCS-PI will be eligible to apply for scholarships offered through the WGU Community College Partnership Scholarship. Scholarships are valued at up to \$2,000.00. Recipients will receive a \$500.00 tuition credit each term, renewable for up to four (4) terms based on satisfactory academic performance.
- WGU will provide print materials to disburse to interested students.
- WGU will provide a landing page to link your students and staff to the WGU website.

### **Obligations of Florida College System partner institution**

- FCS-PI will highlight the partnership and education benefits of WGU through standard internal communication channels with faculty and staff.
- FCS-PI will establish a web link from institution's website to the WGU partner landing page <https://www.wgu.edu/cc>.
- FCS-PI will include information about WGU's programs and services in communications sent to pending graduates and prospective transfer students.
- FCS-PI will provide WGU with timely curriculum updates of all articulated associates degrees.

### **Joint Obligations**

- FCS-PI and WGU agree to exchange data and documents as agreed that will assist in the maintenance and improvement of the transfer arrangements identified in this articulation agreement.
- WGU and FCS-PI agree to maintain regular communication to ensure program and transfer challenges are addressed.
- In the case of reverse articulation transfer requests initiated by students, both institutions will exchange admission, grades, and retention data after obtaining appropriate permission from the students involved and in compliance with all federal, state and local laws.
- All educational records created, disclosed, or maintained pursuant to the terms of this articulation agreement are confidential and shall be created, disclosed, and maintained pursuant to the provisions of Family Educational Right to Privacy Act (FERPA).
- Each party assures that it will not discriminate against any individual based on race, religion, creed, color, gender, age, disability, veteran status, national origin, or other protected status.
- Except as permitted by this articulation agreement, neither institution shall use the name or marks of the other institution in connection with any product, service, promotion, news release, or other publicity without the prior written consent of the other.
- WGU will collaborate with FCS-PI in the development, distribution, and accuracy of all transfer articulation pathways.
- WGU will send an update of all program changes to FSC-PI annually in the month of October.
- FCS-PI will provide WGU with a point of contact to include an email address that program updates can be sent to annually by the end of August. If no point of contact is provided, WGU will send the update to the email address provided the previous year, and updated articulation pathways can be accessed at <https://partners.wgu.edu>
- Transfer articulation pathways developed by the articulating institution are not valid without a signed articulation agreement.

### **Term of Articulation Agreement**

This articulation agreement shall be effective upon the date of the last signature and serves as the basis of the partnership between the institutions for five (5) years from that date. The articulation agreement may be modified by mutual written consent or terminated by either party upon thirty (30) days prior written notice to the other institution. In the unlikely event the partnership is terminated, WGU agrees that FCS-PI graduates and staff then receiving any educational benefit described in this articulation agreement will receive the full value of that benefit towards their studies as long as they remain in continuous good academic standing at WGU.

### **WGU**

\_\_\_\_\_  
Marni Baker Stein  
Provost

\_\_\_\_\_  
Date

### **FCS PARTNER INSTITUTION**

\_\_\_\_\_  
Name  
Title

\_\_\_\_\_  
Date

### **Contact information**


Mary Hendrick, Ed.D., Senior National Community College Manager  
[mhendrick@wgu.edu](mailto:mhendrick@wgu.edu)





## WELCOME MIAMI DADE COLLEGE STUDENTS & GRADUATES

### Benefits of Transferring

 Through our partnership program, you will benefit greatly from your previous college education credits. You will also benefit from WGU's competency-based approach to education by utilizing your prior knowledge and skills throughout the duration of your program. We've developed, in partnership with your institution, Transfer Pathways, which can be accessed by clicking on your program of interest in the next section.

### Transfer Pathways


COLLEGE OF BUSINESS

TEACHERS COLLEGE

COLLEGE OF HEALTH PROFESSIONS

COLLEGE OF INFORMATION TECHNOLOGY

### WGU Degree Programs

 ([https://www.wgu.edu/degrees\\_and\\_programs](https://www.wgu.edu/degrees_and_programs))  
WGU is a nonprofit online university offering you a convenient, flexible and affordable education online. Our challenging degree programs are designed by industry experts specifically for the demands of employers, providing you with the enhanced job skills and know-how necessary to be successful in the career of your choice.

### Admissions



(<https://www.wgu.edu/admissions/requirements>)

WGU opens its admissions to students who have the capacity and determination to complete a rigorous online degree program. Yet, WGU is not for everyone. Our standards are high, and so is our commitment to providing a challenging, cost-effective way for hard-working adults like you to finish your degree and move ahead. Through our partnership with Miami Dade College, we hope you will consider WGU when choosing to complete your bachelor's or master's degree.

***WGU is a smarter way for you to finish your degree online. WGU offers regionally accredited degrees in business, information technology, teacher education, and health professions, including nursing. WGU also has national accreditation by NCATE/CAEP in our teacher education, and CCNE in our nursing degree programs and ACBSP in our business degree programs. Our online degree programs are designed for working adults like you who will be able to leverage their associate's degree and finish a bachelor's degree faster.***

*NCATE/CAEP - National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation*

*CCNE - Commission on Collegiate Nursing Education*

*ACBSP – Accreditation Council for Business Schools and Programs*

## A Generous Credit Transfer Policy

### Benefit from What You Know

What is competency-based education? Simply put, it measures learning rather than time. Students progress through courses as soon as they can prove they've mastered the material, rather than advancing only when the semester or term ends. If a student can learn faster, spend more time on schoolwork, or lean on knowledge they already have from previous work or school experience, they can accelerate. With 24/7 access to online learning resources to engage with on their schedule, students embark on a learning journey tailored exactly to where their knowledge currently is—and where it needs to be. In addition, faculty members are on hand to provide personalized, one-on-one learning support when it's needed.

### General Transfer Guidelines

If you've taken courses or received a degree from another college or university, you're probably wondering what will transfer into a WGU program.

A personal evaluation of your transcripts from prior colleges will be needed to determine whether you will clear any degree requirements.

Transcripts are required at the *undergraduate* level to determine transfer credit. Transcripts are required at the graduate level for proof of completion of a bachelor's degree.

Speak to an Enrollment Counselor to get more information on what may transfer. You will be required to submit official copies of your transcripts for an official evaluation.

To have an official transcript evaluation completed, you will need to submit the online application form and pay the application fee. See the online Application For Admission form ([https://wwwforms.wgu.edu/wgu/app/app\\_step0](https://wwwforms.wgu.edu/wgu/app/app_step0)).

### Already completed some courses or a degree?

Through our partnerships, WGU will award transfer credit from institutions that are recognized as nationally or regionally accredited by the U.S. Department of Education. For Health Professions and Teachers College programs, a course-by-course evaluation is typically required. See a <sup>26</sup>list of USDE-recognized national and regional accrediting

agencies. (<http://ope.ed.gov/accreditation/Agencies.aspx>)

If you earned an associate's degree, you may clear a significant portion of WGU 's lower-division degree requirements.

If you have completed college courses but not earned a degree of any type, you may clear some degree requirements through a course-by-course transcript evaluation.

### **Did you transfer to WGU before you completed your associate's degree?**

WGU strongly encourages Miami Dade College students to complete their associate's degree before transferring to a four-year institution. As a transfer student with an earned associate's degree, you will benefit from our generous Transfer Pathways found in the section below.

If you did transfer to WGU before completing your associate's degree, you may qualify to still earn your associate's degree from Miami Dade College through reverse transfer.

Reverse transfer is the process by which transfer students enrolled at WGU transfer credits back to Miami Dade College for the purpose of attaining a degree, diploma, or certification from the community college.

Current WGU students interested in this opportunity should complete the following form:

Reverse Transfer Application Form (<https://share.wgu.edu/Pages/RtaForm.aspx?iid=394>)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
STEERING COMMITTEE  
SUS 2025 Strategic Plan for Online Education  
October 2, 2019**

**SUBJECT: Access Performance Indicators and Goals**

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**PROPOSED STEERING COMMITTEE ACTION**

For Approval

**BACKGROUND INFORMATION**

Steering Committee members will consider and approve proposed revisions to the Access performance indicators and goals in the *2025 Strategic Plan for Online Education*. The proposed revisions will then be considered by the Board's Innovation and Online Committee at its October 29-30 meeting.

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**Supporting Documentation Included:** Access Performance Indicators and Goals

**Facilitators/Presenters:** Dr. Nancy McKee

## Access Performance Indicators and Goals

No.	Performance Indicators	2025 Goals	Recommendations	Notes
1	Number of undergraduate student credit hours in online education	3.48 million	Consolidate indicator/goals #1 and #2 to duplicate the related indicator and goal in the Board's Strategic Plan (Indicator: "Percent of Undergraduate FTE in Online Courses." Goal: 40%)	The actual number of 2018-19 undergraduate student credit hours taken in distance learning (2.39 million) exceeded the 2018-19 projection in the <i>2025 Strategic Plan for Online Education</i> , so the System is on target to reach at least the 40% goal.
2	Number of undergraduate FTE enrolled in online courses	86,900		
3	Number of graduate student credit hours in online education	616,000	Consolidate indicator/goals #3 and #4 to create a 34% target of credit hours taken in distance learning courses. This target is found on page 4 and in Appendix C of the <i>2025 Strategic Plan for Online Education</i> .	The 2017-18 projection in the <i>2025 Strategic Plan for Online Education</i> was 25% of graduate credit hours being in distance learning. The 2017-18 actual percentage was 29%, with the increase being 1-2 percentage points each year since 2014-15 (from 24% to 29%). If the pace continues, the SUS will meet or exceed the 34% goal.
4	Number of graduate FTE enrolled in online courses	19,250		
5	Percentage of SUS undergraduate students enrolling in one or more online courses each year	75%	Increase the goal to 79%	The percent of undergraduate students enrolled in at least one distance learning course has gone up 3-4 percentage points each year since 2013-14, going from 58% to 72% in 2017-18. If the rate slows to a 1 percentage point increase each year from now until 2025, the System would reach 79% of undergraduate students enrolling in at least one distance learning course in 2025.

6	Percentage of SUS graduate students enrolling in one or more online courses each year	50%	Increase the goal to 58%	The SUS exceeded the 2025 goal in 2017-18, with 51% of Graduate students taking at least one distance learning course. The percent has gone up 1-2 percentage points each year since 2013-14, from 43% to 51%. A 1% increase each year going forward will result in a goal of 58%.
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