

FLORIDA POLYTECHNIC UNIVERSITY

BOARD OF TRUSTEES

AGENDA

One Poly Place
439 South Florida Avenue
Lakeland, Florida 33801
September 24, 2012
10:00 a.m.

1. **Call to Order** **Chair Robert Gidel**

2. **Approval of Meeting Minutes** **Chair Gidel**

3. **Transition Committee Report:**
 - A. **Shared Services Agreement** **Chair Gidel**
Ms. Vikki Shirley,
General Counsel,
Board of Governors

 - B. **Asset Transfer Update** **Trustee Don Wilson**

 - C. **Update on Leases** **Trustee Wilson**

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4. Educational Committee Report:

A. *Academic Vision*

**Trustee Sandra Featherman
Trustee Dick Hallion**

B. *Board of Governors Academic Regulations
and SACS Principles for Accreditation*

Mr. Richard Stevens,
*Director,
Academic and Student Affairs,
Board of Governors*

C. *Guiding Principles for Curriculum Development
and Promising Program Areas*

Mr. Stevens

D. *Academic Vision*

All Members

5. Concluding Remarks and Adjournment

Chair Gidel

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**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Approval of Minutes of Meeting held September 5, 2012

PROPOSED BOARD ACTION

Approval of Minutes of the meeting held on September 5, 2012, in Lakeland.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

Trustees will review and approve the Minutes of the meeting held September 5, 2012, in Lakeland.

Supporting Documentation Included: Minutes: September 5, 2012

Facilitators/Presenters: Chair Robert Gidel

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 BOARD OF TRUSTEES
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MINUTES
FLORIDA POLYTECHNIC UNIVERSITY
LAKELAND, FLORIDA
SEPTEMBER 5, 2012

1. Call to Order

The Chair, Robert Gidel, convened the meeting of the Board of Trustees, Florida Polytechnic University at 9:09 a.m., outside the City of Lakeland City Hall, 228 South Massachusetts Avenue, Lakeland on a Citrus Connection bus. The following members were present: Vice Chair Mark Bostick, Dr. Sandra Featherman, Dr. Richard “Dick” Hallion, Scott Hammack, Kevin Hyman, Frank Martin, and Donald Wilson.

2. Tour of Campus Site

Chair Gidel provided an overview of the day’s activities. For the first half of the day, Chair Gidel said that the Members would be able to see the campus site as it is being built. The architect Santiago Calatrava is one of the world’s premier architects. Seeing the construction will put the past, present, and future more in perspective. Chair Gidel introduced Bryan Mehaffey, Director of Campus Planning & Development for the University of South Florida in Lakeland. Mr. Mehaffey agreed with Chair Gidel that this building could well stop traffic on I-4.

The Trustees arrived at the campus site at 9:28 a.m. Mr. Mehaffey discussed the construction of roads leading to the campus. He pointed out that the shape of the building is beginning to emerge and the concrete for the second floor was poured in the last week. In response to a question, Mr. Mehaffey said that the scheduled completion date is May 2014. The Trustees left the construction site at 9:54 a.m. and arrived at One Poly Place, 439 South Florida Avenue, Lakeland at 10:21 a.m.

3. Construction Presentation

Chair Gidel introduced Mr. Pete Karamitsanis, President and Director of Lighthouse Advisors, Inc. Mr. Karamitsanis introduced the team working on the construction, including Frank Lorino, Senior Architect with Santiago Calatrava; Alberto Alfonso, President of Alfonso Architects, Inc.; and John White, architect with the University of South Florida in Lakeland.

Mr. Lorino presented an overview of the work of Santiago Calatrava, including the vision for the campus site that the Trustees visited earlier in the day. The vision ties the university into the location and includes the idea of a lake surrounded by academic buildings and residential buildings. Mr. Lorino took Trustees to view two architectural

models – one of the campus and one of the Innovation, Science, and Technology building.

After a short break for lunch, Chair Gidel presented a chart outlining the costs to complete, cash on hand, PECO funds remaining, Foundation funds, USF carry forward funds, and E&G funds for the following uses: (1) Science and Technology Building & CUP Skanska Contract, (2) Phase 1 Site Work Skanska, (3) FF&E Science Building, (4) Architect and Soft Costs, (5) Housing & Wellness, (6) Phase 1 Site Work Ring Road, (7) Phase 2 Utilities Internal Roads, and (8) Operating Pre-ED. He also presented his ideas of the operating costs once operations are in place. Chair Gidel expressed concern about PECO funding but felt as though the operating costs going forward would be adequate. Chair Gidel stated that the funding would affect the work of all of the Board's committees.

Chair Gidel asked the Trustees to establish a date to meet again to talk about the vision and structure of Florida Polytechnic. He provided Trustees with a tasks document. He asked Trustees to spend the next 30 days reading and focusing on this vision as well as handling the necessary tasks.

Trustees discussed the need to have personnel working directly for Florida Polytechnic as well as access to funds. Chair Gidel reported that the University of Florida is considering a shared services agreement. Trustees also discussed the transfer of assets from the University of South Florida and the possibility of hiring an attorney and an audit firm before the closing.

Trustees agreed to hold the next meeting on September 24, 2012, in Lakeland. At 12:43 p.m., the Trustees left One Poly Place for Lakeland City Hall.

4. Welcoming Remarks

At 1:10 p.m., the afternoon meeting commenced in the Lakeland Commission Chambers, 228 South Massachusetts Avenue, Lakeland.

Chair Gidel recognized Mr. Wilson to introduce some distinguished guests. Mr. Wilson said that the Board is fortunate to have the City of Lakeland as the host for the new university and for serving as host for the first meeting in Lakeland. He recognized the attorney for the City of Lakeland Tim McCausland for his efforts in making the meeting space available and for joining the meeting. Mr. Wilson said that the Board is honored to have Mayor Gow Fields from the City of Lakeland at the meeting and recognized Mayor Fields to say a few words.

Mayor Fields congratulated the Trustees and welcomed them to Lakeland. He said that the City of Lakeland was happy to host the meeting and offered the support of

the City of Lakeland to the Board as it begins this great venture. He commented that the Board has some serious work ahead of them, and the City of Lakeland stands ready to be a partner because higher education is important to the community from a workforce development standpoint. Higher education is important not only to the citizens of the region but to the entire country as we strive to provide the best and brightest workforce which is crucial to our competitiveness as a country. Mayor Fields commented that he knew that it has been important for a long time to the Board of Governors to prepare the students in its System to have the best education and to assist the students in achieving their dreams. Mayor Fields commented that he had served as a member of the Board of Trustees for Polk Community College (now Polk State College), so he understands in a small way the amount of work that the Trustees have in front of them. Mayor Fields said that the City of Lakeland knows how important Florida Polytechnic University is not only to the state and to the country but also to the future students. Twenty years from now, people will look back and say that these Trustees took a very challenging situation and made the best of it. Mayor Fields asked that Trustees feel free to call on the City of Lakeland as your host community to assist in this very important journey. Chair Gidel thanked Mayor Fields for the support.

Chair Gidel called on Chancellor Frank T. Brogan for words from the State University System. Chancellor Brogan thanked Mayor Fields and the good people of Lakeland. He commented that tending to the garden of the town-gown relationship between the host community and the university is crucial and symbiotic. Not only should the City of Lakeland be proud that it will play host to a world-class institution of higher education but also the institution needs take pride in being rooted in a community that is so deeply committed to the growth and development of the university. Chancellor Brogan commented that Lakeland is a beautiful community and will play a marvelous host to Florida Polytechnic University.

Chancellor Brogan thanked Chair Gidel and Mr. Wilson as members of the Transition Committee for the work that has occurred so far. He knows that the other Trustees are eager to get to their committee work as well. The visit to the site was a graphic illustration of how special this endeavor will be. While the building will be majestic, what is most important is what will go on inside the building – the teaching, the learning, the opportunities that will be presented, the hopes, dreams, and aspirations. Chancellor Brogan said that he could not commend the Board more for the work that has taken place – in accepting the unprecedented challenge of being on a Board starting essentially with a blank sheet of paper. At the end of the day, what this Board has to accomplish has never been done in Florida. Chancellor Brogan thanked the Trustees on behalf of the entire Board of Governors but especially the members of the Select Committee on Florida Polytechnic University – Chair Mori Hosseini, Dick Beard, and Norman Tripp. The Board of Governors is proud of what the System has accomplished, but we’re even more excited about where the System is going and what this institution will provide to the existing complement of state universities. This

university will contribute to the State by helping provide an even more vibrant economic development future as we turn out engineers, mathematicians, and people steeped in the knowledge base of technology that hopefully will help us find cures to disease, new inventions that will change the world, and new opportunities in entrepreneurship.

Chancellor Brogan thanked the University of South Florida for continuing to be a great partner in the transfer of assets and responsibilities. He also thanked the staff of the Board of Governors who have stepped up to serve as the staff of the Florida Polytechnic University because the Polytechnic has no staff as of today. How the institution will end up is determined in large measure by how it starts. This Board and the staff at the Board of Governors are all dedicated to the highest quality, so we can open an institution that will provide the students with a world-class higher educational experience.

5. Approval of Meeting Minutes

Dr. Featherman moved that the Board approve the Minutes of the Meeting held August 1, 2012, in Orlando, and the Minutes of the Meeting held on August 13, 2012, by conference call, as presented. Vice Chair Bostick seconded the motion, and members of the Board concurred.

6. Discussion, Board Authority

Chair Gidel called on Vikki Shirley General Counsel for the Board of Governors to review the existing authority of the Board of Trustees. Ms. Shirley provided a brief history of higher education governance in Florida. Prior to 2000, the universities operated through the presidents who were hired and fired by the Board of Regents. The Board of Regents was abolished effective July 1, 2001. Until 2003, universities had legislatively created boards of trustees with statutorily enumerated powers and duties. Senator Graham then floated a constitutional amendment to create a constitutional governance system including two tiers – the Board of Governors is the governing body for the entire System, and the individual boards of trustees are responsible for the administration of the respective universities. The current authority for the Board of Trustees comes from Article IX, Section 7 of the Florida Constitution, so this Board is a heightened Board with heightened authority derived directly from the Florida Constitution.

Ms. Shirley explained that the Board of Trustees also has authority derived from delegations by the Board of Governors. Article IX, Section 7 also vested in the Board of Governors the responsibility to establish the powers and duties of the Boards of Trustees. At the initial meeting on January 7, 2003, the Board of Governors adopted a resolution establishing the powers and duties of the Boards of Trustees. As the Board of

Governors progressed and worked with the universities, that delegation of powers and duties was refined and ultimately codified in a regulation. This regulation is lengthy which is indicative of the broad delegation of authority made to the Boards of Trustees to operate and be accountable for the operations of the university. Ms. Shirley said that the intent expressed in the regulation is to provide university boards with all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each university. Ms. Shirley reviewed the regulation and pointed out that more specific Board of Governors regulations exist in many areas. For instance, sub-paragraph (7)(b) provides authority for the Board of Trustees to acquire real and personal property.

7. Transition Committee Report

Chair Gidel called on Mr. Wilson to report on the activities of the Transition Committee. Mr. Wilson reported that the statute that created Florida Polytechnic University provided that the University of South Florida would transfer to our Board the assets that were part of the University of South Florida Polytechnic operations. USF has been working diligently with good legal advice to implement the statute.

A. Transition Discussion: Property, Liabilities, Construction, Staffing, Florida Industrial and Phosphate Research Institute

Mr. Wilson reported that the materials provided to Trustees include a summary of cash that USF is holding. The current balance is \$9,259,559. Mr. Wilson commented that the balance is a moving target because there are expenses every day.

Mr. Wilson also reported that the materials include a Special Warranty Deed that will transfer the real estate subject to various easements. The materials contain a Bill of Sale that will transfer the personal property and provides assurance that the parties are obligated to come back and execute documents required to fulfill the intent of transferring the assets. The assets are broken down into two categories: (1) the non-teach-out assets that are available to be transferred immediately, and (2) the teach-out assets that USF needs to conduct the teach-out.

Mr. Wilson also reported that there are eight leases. There are assignments of the leases to the Florida Polytechnic Board of Trustees which include agreement from USF to pay for the rent until we can. Two of the leases expire at the end of this month, so the Board needs to take action today to deal with the leases and contents.

Chair Gidel asked Tim Jones, the Chief Financial Officer for the Board of Governors, where the construction funds are addressed. Mr. Jones explained that the construction funds are also in USF accounts, and there are additional funds at the state that are still to be drawn down as the construction progresses. Mr. Jones also explained that there may be foundation funds to be transferred when Florida Polytechnic has a foundation. Mr. Jones explained that those funds were listed in the materials that USF provided during the Transition Committee meeting on August 24, 2012. Ms. Shirley clarified that we would not yet have an accounting for the foundation funds because those funds are contingent on donor consent, and USF is working on this portion of the transfer.

B. Discussion, Shared Services Agreement

Chair Gidel called on Ms. Shirley for an update on the shared services agreement. Ms. Shirley reported that she, the Board of Governors Director of Finance & Facilities Chris Kinsley, and Chair Gidel met three weeks earlier with the University of Florida's Provost Joe Glover, Chief Financial Officer Matt Fajack, Director of Facilities Carol Walker, and Deputy General Counsel Barbara Wingo. The group discussed the possibility of entering into a shared services agreement with UF to provide basic operational assistance in three main areas: (1) hiring, (2) finance, accounting, and budget, and (3) construction oversight.

Discussions are ongoing with the administration of UF and the UF Board Chair. We are trying to schedule a meeting next week with Chair Gidel, the Chair of UF's Board David Brown, President Machen, Governor Hosseini, and perhaps Chancellor Brogan about the shared services agreement. The scope of services described above would provide the services that this Board needs right away: (1) a hiring agent to begin to hire staff, (2) staff and a set of policies before it can access funds, and (3) oversight of the ongoing construction project.

C. Leases Held by the University of South Florida

Chair Gidel called on Ms. Shirley to walk the Board through the leases. Ms. Shirley discussed the chart that summarized the eight leases.

Blue Sky West is located in downtown Lakeland and was used as a business incubator for USF Polytechnic. The space contains furniture, fixtures, and equipment including a slide which will need to be reconfigured. The lease is held on a month-to-month basis and requires a thirty days' written notice to terminate. The monthly rent is \$1,500 for 6,428 square feet. Staff

recommendation is terminate the lease and determine what to do with the furniture, fixtures, and equipment.

Blue Sky East I and II are located in Winter Haven. There are two leases even though the space is one large room. The total square footage is about 7,500 square feet, and the monthly rent for the two spaces is in excess of \$13,000. Both leases expire by their own terms at the end of this month. The space contains furniture, fixtures, and equipment including video production equipment worth \$350,000 to \$400,000. Staff recommendation is that we provide notice to the landlord as a matter of professional courtesy and to determine what to do with the furniture, fixtures, and equipment.

The Brain Lab is in the same building in Winter Haven as Blue Sky East 1 and 2. The lease runs through January 31, 2014. The monthly rent is about \$3,200. The space was used for electro-physiological studies. The space contains furniture, fixtures, and equipment. Staff recommendation is to authorize the Transition Committee to negotiate with the landlord for an early termination to avoid additional taxpayer outlay because this space is not needed at this time by Florida Polytechnic.

One Poly Place 1st Floor and 3rd floor is in downtown Lakeland – it is the space that the Board was in earlier today. The space was used as administrative space by USF Polytechnic. The lease for the 1st floor is prepaid through the end of this month. The lease for the 3rd floor is prepaid through the end of the lease term on March 31, 2014. Staff recommendation is that the Board retain this space for operational office space. USF has offered to continue paying the lease through October 2012 until this Board has access to its funds.

The Wauchula space was used as a business incubator by USF Polytechnic. The monthly rent is \$1,000. The space contains furniture, fixtures, and equipment including a refrigerator. The lease terminates on January 31, 2013. Staff recommendation is to authorize the Transition Committee to negotiate with the landlord for an early termination to avoid additional taxpayer outlay because this space is not needed at this time by Florida Polytechnic.

The CTI Lab is located on Frontage Road in Lakeland. The space is large and is currently being used by USF as part of the teach-out for programs with faculty and graduate students conducting bio-fuel research. The monthly rent is over \$14,000. Staff recommendation is that this lease remain with USF.

Ms. Shirley stated that the staff's recommendation is for the Board to accept assignment for seven of the eight leases. Chair Gidel said that these are

obligations meaning that if the Board does nothing, the money continues to be spent for no purpose. USF has agreed to continue paying the rent until we close the transfer transaction; however, it seems feasible to take control of these assets prior to the closing. If necessary, the Board could then terminate some leases immediately and take whatever action is needed to renegotiate the other leases. Chair Gidel said that the important thing is to stop the burn rate on this money. USF is prepared to continue paying the rent on the leases and be reimbursed at the time of the transfer.

Dr. Featherman moved that the Board accept assignment of the Blue Sky West, Blue Sky East I, Blue Sky East II, Brain Lab, One Poly Place 1st Floor, One Poly Place 3rd Floor, and Wauchula leases. Dr. Hallion seconded the motion.

Mr. Hammack asked why the Board should not ask USF to terminate the leases. Chair Gidel explained that these leases really are the responsibility of the Florida Polytechnic Board. Ms. Shirley explained that this Board still needs to determine how to handle the furniture, fixtures, and equipment in these spaces; furthermore, the intent of the law is to transfer the assets to the Florida Polytechnic Board. Ms. Shirley explained that this Board cannot instruct the USF Board to take action, so undertaking the assignment of the leases and deciding which leases to terminate is a cleaner transfer from a governance perspective. Mr. Hyman stated that the motion on the table provides for certainty that would allow this Board to move forward.

Mr. Hyman asked about how the contents within the leased spaces would be handled under the motion. Mr. Wilson suggested finding warehouse space. Chair Gidel asked Mr. Mehaffey for a suggestion about handling the equipment. Mr. Mehaffey stated that the equipment in Blue Sky East I and II is delicate and would require special skills to package and store it appropriately. The Blue Sky West space is only \$1,500 and could be used for storage. Mr. Mehaffey stated that the only lease that he considers of significant cost is Blue Sky East I and II. Mr. Mehaffey stated that he spoke with the landlord for the Blue Sky spaces, and the landlord would like to have a conversation about the possibilities for those spaces because the landlord understands the financial position of the Board. Mr. Mehaffey stated that there is interest from several community groups in the equipment, so the equipment could be a revenue generator. Mr. Mehaffey suggested that the Board consider the possibilities with these spaces before terminating the leases. Mr. Hyman said that his question was more about who owns the equipment in the leased spaces. Ms. Shirley explained that the equipment will belong to Florida Polytechnic when the leases transfer.

Mr. Hammack asked whether the Board could accept only the leases that need to be terminated. Chair Gidel said that he thinks it is a matter of whether the Board is in favor of taking the assignments subject to the approval of the Transition Committee accepting the assignments when the Board is able to do something with the contents. Mr. Wilson suggested that the Board delegate to the Transition Committee the authority to assume the leases and accept the personal property being transferred.

Dr. Featherman said that she would accept as a friendly amendment that the Board delegate to the Transition Committee the ability to make decisions about the leases and moving the equipment, but that the Board accept assignment of the seven leases now. The motion as amended is the following: the Board accepts assignment of the Blue Sky West, Blue Sky East I, Blue Sky East II, Brain Lab, One Poly Place 1st Floor, One Poly Place 3rd Floor, and Wauchula leases, and the Board delegates to the Transition Committee the ability to make decisions about the leases and moving the equipment. Dr. Hallion seconded the motion as amended, and members of the Board concurred.

D. Construction Update

Chair Gidel said that the Board had considerable discussion about the construction earlier in the day, but he asked if any member had additional questions or discussion. There were no further questions or discussion

E. Contract with Lighthouse Advisors, Inc.

Chair Gidel called on Chris Kinsley, Director of Finance & Facilities with the Board of Governors to walk the Board through the interim assignment of the contract with Lighthouse Advisors, Inc. Mr. Kinsley commended the Board for looking deeply at the facilities issues. Mr. Kinsley said that he would be available to provide assistance with any facilities issue to the Board.

Mr. Kinsley said that USF currently has a consultant retention agreement with Lighthouse Advisors, Inc. whose President and CEO is Pete Karamitsanis. Mr. Karamitsanis is the owner's representative which is common in this type of project. Technically, Lighthouse Advisors Inc. is the contractor for USF Board of Trustees today; however, USF is only in a caretaker role for this project. This Board is really the owner of the project. Mr. Kinsley stated that the materials contain an interim assignment of the contract with Lighthouse Advisors, Inc. to this Board and a copy of the current agreement between Lighthouse and USF. The current contract expires on January 31, 2013. The intent is that Ms. Shirley could work with

Lighthouse Advisors, Inc. to extend the contract and to ensure that the notices come to this Board.

Mr. Hyman asked how Lighthouse Advisors, Inc. would be paid if the Board accepts the interim assignment today. Chair Gidel said that Lighthouse Advisors, Inc. is being paid out of the construction contract by USF, and there is about \$18,000,000 in that account today. Chair Gidel said that his opinion is that this assignment must be made because this Board cannot have a caretaker making substantive decisions on our behalf.

Mr. Hammack asked if someone has reviewed the contract. Chair Gidel said that he has reviewed the contract. Mr. Martin commented that he thought that the Board ought to accept this assignment immediately. Dr. Featherman asked about the scope of services and what the Board is getting for this amount of money. Chair Gidel asked Mr. Karamitsanis to explain. Mr. Karamitsanis said that the Board is getting whatever it needs to get this project completed on time and without change orders. I spend the majority of my time with this project. Mr. Martin pointed out that the scope of services for the contract with Lighthouse Advisors, Inc. covers about three pages of the materials. Mr. Kinsley said that the Board of Governors delegated to Chancellor Brogan the authority to approve change orders on this project. Chancellor Brogan delegated the authority to the Board of Governors architect Ken Ogletree. Mr. Ogletree has been reviewing this project since May, and the Board office feels that it is crucial that Lighthouse Advisors, Inc. continue with this project.

Mr. Hyman moved that the Board accept the interim assignment and assumption of the consultant retention agreement with Lighthouse Advisors, Inc. Mr. Martin seconded the motion, and members of the Board concurred.

8. Delegation of Authority to Transition Committee

Chair Gidel discussed the need to delegate certain authority to the Transition Committee to facilitate the transfer of assets and called upon Ms. Shirley. Ms. Shirley stated that the Board needs certain delegations to the Transition Committee to be able to move the assets and liabilities from USF to this Board; otherwise, the Board will need to meet weekly or more frequently. The delegations could include the following: (1) negotiate a shared services agreement with UF subject to bringing a draft agreement to the full Board for discussion and approval, (2) enter into lease modifications, (3) enter into contracts for storage space, and (4) locate personnel to operationalize the institution. There may be certain documents over which this Board would want to maintain control such as the global bill of sale; however, a narrow delegation to the Transition Committee would facilitate the transfer.

Chair Gidel assured the Board that the final decision on the transfer will take place at the full Board level, but these delegations will prepare the full Board for the that final transfer. For instance, the Board cannot hire anyone until policies and procedures are place, so the shared services agreement is needed. Chair Gidel stated that no decision would be made to hire a Chief Operating Officer without consulting the full Board.

Mr. Wilson suggested that the Board could delegate to the Transition Committee the authority to decide the timing of the following: (1) transfer of real estate, (2) transfer of personal property, (3) acceptance of leases, (4) acceptance of agreement with Lighthouse Advisors, and (5) hiring a Chief Executive Officer. Mr. Hyman wondered whether the delegation should include the authority to make some financial decisions.

Vice Chair Bostick moved that the Board agree to the transfer of the real estate, personal property, leases and agreement with Lighthouse Advisors, Inc. with the Transition Committee being delegated the authority to decide on the timing for execution and effectuation. In addition, the Transition Committee is delegated the authority to negotiate the shared services agreement and to employ administrative personnel, including the Chief Operating Officer. Mr. Hyman seconded the motion.

Dr. Featherman expressed concern about whether the Transition Committee would hire the provost. Both Chair Gidel and Mr. Wilson assured Dr. Featherman that this delegation would not apply to hiring a permanent provost; instead, this delegation will apply only to getting personnel in place that will allow us to begin to work.

Mr. Hammack asked about closing the transaction. Chair Gidel said that the Board would have to hire an attorney and maybe an accounting firm. Mr. Hammack said that he would like a firm to review the transaction and assure the Board that the contracts are in order. Chair Gidel said that no one would sign a closing statement until the documents are reviewed and approved by the full Board.

Mr. Martin called the question. All members voted in favor of the motion.

9. Discussion, Committee Work

Chair Gidel said that members reviewed the list of tasks for each of the committees at One Poly Place. The members also agreed to have the next meeting on September 24th in Lakeland to do two things: (1) get an update on the progress of the transition and the proposed closing and (2) talk about the vision, mission, and strategic plan of the Florida Polytechnic University. Chair Gidel asked the Educational Committee to take leadership on the discussion of the vision, mission, and strategic plan for the next meeting.

Chair Gidel hopes that the Board will be prepared to receive comments from the people in Lakeland. He would like to come out of the meeting on the 24th with an understanding of where the Board wants to go. He hopes to invite a moderator who could assist in putting that vision on paper within 30-60 days. Approving the vision will require a subsequent meeting. This Board is excited about making this university come alive and beginning to receive students.

Chair Gidel reported that he had provided materials for the next meeting which the Board of Governors staff will share. He asked other members to provide documents that might be useful in creating this vision to the Board of Governors staff to share with the Board.

10. Concluding Remarks and Adjournment

Chair Gidel asked members for any questions or concluding remarks. Mr. Martin asked to whom Mr. Mehaffey reports – this Board or USF. Chair Gidel explained that Mr. Mehaffey reports to USF. The shared services agreement will assist in transitioning the staff that this Board needs. Mr. Wilson said that there are six people whose fate we need to resolve.

Chair Gidel asked for comments from the public. No comments were received.

Mr. Wilson thanked Chancellor Brogan and the staff at the Board of Governors office for the tremendous amount of time spent working with this Board. Members of the Board echoed that appreciation.

Chair Gidel asked if there was further discussion. Having no further business, the meeting was adjourned at 2:28 p.m., September 5, 2012.

Robert Gidel, Chair

Monoka Venters,
Corporate Secretary,
Board of Governors,
State University System of Florida

**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Consideration of Memorandum of Agreement

PROPOSED BOARD ACTION

Consideration of Memorandum of Agreement with the University of Florida

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

Section 7 of Chapter 2012-129, Laws of Florida, authorizes the University of Florida to assist the Board in an advisory or consulting capacity in areas including, but not limited to, hiring, administration, and accreditation. The Transition Committee has been working with the University of Florida to develop a Memorandum of Agreement whereby the University of Florida would provide certain administrative services to Florida Polytechnic University in the areas of human resources, finance and accounting, purchasing and contract management, records management, asset management, internet and telephone, assistance with the development of operating policies and procedures, and the creation of a direct support organization.

Supporting Documentation Included: Draft Memorandum of Agreement

Facilitators/Presenters: Robert Gidel

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Memorandum of Agreement
Between
The University of Florida and
The Florida Polytechnic University

THIS MEMORANDUM OF AGREEMENT is made effective as of _____, 2012 (the “Effective Date”), by and between THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES, a public body corporate of the State of Florida (“UF”) and THE FLORIDA POLYTECHNIC UNIVERSITY BOARD OF TRUSTEES, a public body corporate of the State of Florida (“FPU”).

INTRODUCTION

UF will provide the following services to FPU for the convenience of FPU, the State University System and the State of Florida, and other consideration.

The timing of commencement of these services and the details of the transition from the University of South Florida to UF will be as soon as reasonably possible considering the full cooperation of the parties.

1.1 PRIMARY FISCAL AGENCY SERVICES

- A. Open a separate designated bank account in FPU’s name.
- B. Pay FPU vendor invoices as approved by FPU or designee.
- C. Provide real-time access to FPU’s data.
- D. Request any funds from the State of Florida or the Board of Governors as appropriate for FPU.
- E. Bill any customers as directed by FPU.
- F. Accept, account for, and administer the FPU Funds in accordance with applicable statutes, rules, policies, regulations, and guidelines of the State of Florida, Board of Governors, UF and FPU.
- G. Provide FPU a full accounting of funds received and disbursed by UF pursuant to this Memorandum of Agreement, and a full accounting for the receipt, disbursement and encumbrances of all earnings, revenues, fees, interest and income required to be deposited to the credit of the FPU account. Reports will be provided based on UF’s normal operating schedule.

1.2 INSURANCE SERVICES

- A. UF will administer and maintain all insurance provided to FPU by the State of Florida.

1.3 CONTRACT AND GRANT MANAGEMENT SERVICES

- A. Assist FPU in any post award accounting of grant funds, tracking grant matching funds and services, invoicing and receiving funds due from contracts, disbursing grants in accordance with the terms of the grants, managing subcontracts and subgrants and managing indirect costs, in accordance with applicable statutes, rules, policies and guidelines of the State of Florida and UF.
- B. Assist FPU in applications for grant funds in accordance with applicable statutes, rules, policies, regulations, and guidelines of the State of Florida, Board of Governors, and UF.
- C. Review of any grants submitted or compliance with the terms of any grants or awards, which shall remain the sole responsibility of FPU.

2.1 HUMAN RESOURCES AND ADMINISTRATIVE SERVICES

- A. Provide human resources related services to FPU in accordance with FPU's personnel policies, procedures, rules and regulations.
- B. Assist FPU with the facilitation of administrative functions related to the hiring, compensation, dismissal, discipline, promotion, transfer, layoff, investigations, training and other employment actions taken by FPU with regard to FPU's employees.
- C. Administer the payment and provision of compensation, severance, buyouts, paid leave, and other benefits, including retirement and health insurance and any applicable travel, meal and lodging expenses incurred by FPU employees in accordance with FPU's regulations, practices, policies and federal, state and local laws.
- D. Assist FPU in the recruitment and hiring process related FPU's applicants for employment. UF and FPU agree that UF is not the employer of and does not have the right to direct or control any of the individuals who participate in or are otherwise the subject of the services UF has agreed to provide in this Agreement.

3.1 PURCHASING AND CONTRACT MANAGEMENT SERVICES

- A. Serve as the purchasing agent on behalf of FPU in accordance with the rules, policies and procedures of UF. All goods and services purchased using FPU Funds shall be tracked or inventoried on behalf of FPU.
- B. UF will process all accounts payable and accounts receivable transactions upon approval of FPU or designee or based on terms of contracts approved by FPU, subject to UF's regulations, practices, policies and federal, state and local laws, including Board of Governors regulations.
- C. Assist FPU in obtaining a PCard program. Once established, UF can issue, control, and process PCard transactions.

4.1 LEGAL SERVICES

- A. Provide 60 hours per year of legal services for FPU through its Office of General Counsel

4.2 RECORDS MANAGEMENT SERVICES

- A. Retain FPU's records in the same manner and with the same care with which UF retains its own records. Such records shall be made available to FPU upon request in a reasonable timeframe.

4.3 ASSET MANAGEMENT SERVICES

- A. Manage FPU's assets with the same processes, procedures and care with which UF manages its own assets.

4.4 INTERNET AND TELEPHONE SERVICE

- A. Provide email service for \$15/month/employee.
- B. Assist FPU in obtaining any necessary network connectivity (phone or internet service) from a third-party provider. Any costs associated with a third party provider will be paid by FPU and are not part of the base fee.

4.5 ADDITIONAL SERVICES

Any additional services beyond those set forth herein shall be provided by UF and billed separately in addition to the Base Fee, subject to the written approval of the FPU agent.

5.1 OPERATING POLICIES AND PROCEDURES

Assist FPU in the development of appropriate policies, procedures, and internal controls related to financial operations, contract and grant management, human resources and administration, purchasing and contract management, records management, and asset management.

5.2 COMPLIANCE WITH BOARD OF GOVERNORS REPORTING REQUIREMENTS

Assist FPU in complying with all reporting requirements established by the Board of Governors in accordance with Board of Governors regulations and state law.

6.1 CREATION OF DIRECT SUPPORT ORGANIZATION

Assist FPU in the creation of a non-profit corporation that shall function as a direct support organization and be organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the Florida Polytechnic University.

7.1 COSTS, FEES AND EXPENSES.

FPU agrees to pay UF an initial one-time payment of \$250,000.00 to defer UF's cost of establishing these services. Additionally, FPU agrees to pay UF 10.0% of FPU's Operating Expenditures per year and 25 basis points (0.25%) of Capital Expenditures for and in connection with performing the Services (the "Base Fee"). The Base Fee shall be paid by FPU on a monthly basis, due on the first day of each month based on the prior month's expenditures. The initial Base Fee shall be based upon FPU's expense budget and adjusted at yearend to reflect actual expenditures by FPU for that year. Capital Expenditures are defined as expenditures related to building construction projects or capital equipment purchases in excess \$200,000. Operating Expenditures are defined as all other expenditures that are not Capital Expenditures. FPU acknowledges and agrees that UF is authorized and directed by FPU to deduct the Base Fee directly from the FPU Funds on a monthly basis when due under this Memorandum of Agreement.

Any additional costs for services not covered by the Base Fee shall be billed separately by UF to FPU and unless FPU delivers a written objection within thirty (30) days of receipt of such bill from UF, UF shall be authorized to transfer such funds from the FPU Funds. In the event of such objection, UF shall leave such FPU Funds in the FPU ledger account until the parties mutually agree or otherwise authorized by court order.

8.1 INDEMNITY

UF and FPU agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by FPU or UF. Nothing set forth in any provision of this Memorandum of Agreement shall mean or be construed that UF or the FPU has waived, altered, or expanded the limitations or provisions of Section 768.28, Florida Statutes, regarding the UF's or FPU's sovereign immunity.

9.1 TERMINATION

Either party may terminate this agreement with ninety (90) days written notice of intent to cancel.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement as of the Effective Date.

FPU:

The Florida Polytechnic University, a public body corporate of the State of Florida

By: _____

Print Name: _____

Title: _____

UF:

The University of Florida Board of Trustees, a public body corporate of the State of Florida

By: _____
Joseph Glover
Senior Vice President and Provost

By: _____
Matthew Fajack
Vice President and Chief Financial Officer

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**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Asset Transfer Update

PROPOSED BOARD ACTION

Information only.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

The Transition Committee will provide an update on the status of the transfer of assets held on behalf of the University of South Florida Polytechnic campus by the University of South Florida.

Supporting Documentation Included: None

Facilitators/Presenters: Don Wilson

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**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Leases Assignment Update

PROPOSED BOARD ACTION

Discussion of status of assignment of leases from the University of South Florida.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

At the meeting on September 5, 2012, the Board approved the transfer of seven leases held by University of South Florida and delegated authority to the Transition Committee to execute the Lease Assignment, Assumption and Indemnity Agreement and effectuate the transfer of the leases and associated personal property to Florida Polytechnic University.

The Transition Committee will provide an update on the status of the assignment of the leases, recommendations on use of the leased space, and the status of the associated personal property.

Supporting Documentation Included: None

Facilitators/Presenters: Don Wilson

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**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Academic Vision

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

As members of the Educational Committee, Trustees Featherman and Hallion will provide an overview of the academic needs for the university.

Supporting Documentation Included: None

Facilitators/Presenters: Trustee Sandra Featherman; Trustee Dick Hallion

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FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012

SUBJECT: Board of Governors Academic Regulations and SACS COC Principles for Accreditation

PROPOSED BOARD ACTION

For discussion.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

Board of Governors staff will briefly present current Board Regulations that address academic program development and Southern Association of Colleges and Schools Commission on Colleges (SACS COC) accreditation standards. Board of Governors regulations have been promulgated to ensure that new programs will be of high quality, will be aligned with the university and system-level missions, and will be in compliance with state laws governing access and articulation. Accreditation standards established by SACS COC address many of the same requirements.

Supporting Documentation Included: Board of Governors Regulations: 3.006; 6.017; 8.010; 8.011; 8.013; 8.014; 21.111
SACS COC Standards of Accreditation

Facilitators/Presenters: Mr. Richard Stevens
Director, Academic and Student Affairs
Board of Governors

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3.006 Accreditation.

(1) Each university board of trustees shall develop policies on accreditation that are consistent with the mission of the institution and Board of Governors' guidelines.

(2) Regional accreditation

(a) Each institution shall seek and take action to maintain regional accreditation with the Southern Association of Colleges and Schools.

(b) Each president shall immediately inform the Chancellor upon verbal or written notification of any visit scheduled or any action taken by the Southern Association of Colleges and Schools related to the institution's compliance certification or interim report.

(c) Each institution shall provide a copy of the compliance certification or public disclosure statement to the Board of Governors immediately upon receipt from the Southern Association of Colleges and Schools.

(d) Upon request, an institution shall provide the Office of the Board of Governors with a copy of any institution response to the Southern Association of Colleges and Schools.

(3) Discipline-Specific Accreditation

(a) Each institution is encouraged to seek and take action to maintain national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards for programmatic accreditation.

(b) If an institution does not seek national or specialized accreditation, it shall provide the Office of the Board of Governors its rationale as part of the State University System Accreditation Survey.

(4) Each institution shall submit annually the State University System Accreditation Survey to the Office of the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const. History – Formerly 6C-2.57 and 6C-3.06, 11-18-70, 12-17-74, 8-11-85, Amended and Renumbered 1-29-09.

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6.017 Criteria for Awarding the Baccalaureate Degree

(1) Except as approved by the Board of Governors, all students receiving a baccalaureate degree within the State University System must meet the following graduation requirements:

- (a) Completion of thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including:
 1. Six (6) semester hours of English coursework and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
 2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (b) Completion of a minimum of one hundred twenty (120) credit hours through university coursework, acceleration mechanisms, and/or transfer credit.

(2) In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

(3) At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.

Authority: Section 7(d), Art. IX, Fla. Const., History -- Formerly 6C-6.17, 8-9-83, 8-11-85, 9-28-86, 10-19-88, 11-27-95, Amended and Renumbered 1-29-09, Amended 8-6-09, Amended 12-10-09, Amended 9-15-11.

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8.010 Common Prerequisites

(1) A “common prerequisite” (or alternative), as approved by the Articulation Coordinating Committee (ACC), is a lower-division course that is required for progression into the upper division of a particular baccalaureate degree program (or a specific major within a degree program, if approved separately by the ACC) at any public institution of higher education in Florida. Common prerequisites also apply to graduate degree programs that begin with lower-division coursework and do not require a baccalaureate for admission (e.g., Pharmacy and Audiology). Successful completion of common prerequisites alone does not guarantee a student admission into a specific degree program at a specific institution.

(2) Proposals for common prerequisite courses and acceptable alternatives (including substitute courses or subsets of approved prerequisite courses) for all programs specified in paragraph (1) shall be submitted for approval to the ACC through the Board of Governors Office.

(3) Universities shall adhere to the common prerequisite requirements specified in Regulation 8.011 (3)(a)5.a. for new degree program proposals.

(4) Each university may indicate a preference for specific courses from a list of ACC-approved common prerequisites and alternatives for progression into the upper division of a program specified in paragraph (1). However, any ACC-approved common prerequisite or alternative shall be accepted by each university offering that program.

(5) A university may choose to allow a student who has not completed all common prerequisites to progress into a program with the expectation that the student will finish the common prerequisites prior to the completion of the program.

(6) Although all lower-division prerequisite courses shall be approved by the ACC, this requirement does not preclude a program’s curriculum from including additional lower-division courses, provided these additional courses are not required for progression into the upper division of the program and can be completed in the second half of the program without extending the program’s curriculum beyond its approved length.

(7) Each university shall designate one faculty or staff member to serve as the primary university common prerequisite liaison between the university and the Board of Governors Office.

(8) Each university that offers one or more programs as specified in paragraph (1) within a discipline cluster as identified by the ACC shall designate a faculty

representative to the related cross-sector, statewide common prerequisites discipline committee. Board of Governors staff may request additional members to ensure equal representation from across sectors, as needed. By November 1 of each year, the university liaison shall review information regarding discipline committee membership and notify the Board of Governors Office of any changes.

(9) Each university shall provide, in a form accessible to students, the ACC-approved common prerequisites, acceptable alternatives, and any related minimum grades required for progression into the upper division of its programs as specified in paragraph (1). Each university shall ensure that information provided in the university catalog, on departmental Web sites, in advising tracking/mapping systems, and through other venues includes the same ACC-approved common prerequisite information or a link to that information.

(10) New College of Florida is exempt from the requirements of this regulation due to the unique nature of its curriculum and its special mission to create innovative, highly personalized educational experiences. The College does not use common course codes or have common prerequisites, but is responsible for continuing to work towards smooth transition for transfer students by including transfer information with the published ACC-approved common prerequisite information.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 9-16-10.

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

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

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

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

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

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

(a) Institutional and State-Level Accountability

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

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

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

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

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

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

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

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

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

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

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

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

(b) Institutional Readiness

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

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

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

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

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

(4) New Degree Program Approval Authority and Process -

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.013 Limited Access

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

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

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

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

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

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

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

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

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8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

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

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

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

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21.111 Campus Master Plan Consistency with the State Comprehensive Plan and not in Conflict with Local Government Comprehensive Plans

(1) Each campus master plan shall be consistent with the State Comprehensive Plan and not in conflict with the adopted comprehensive plans of the host local government and any affected local governments. A campus master plan is consistent with the State Comprehensive Plan if the master plan is compatible with and furthers such plan.

(2) The term “compatible with” means that the campus master plan is not in conflict with the State Comprehensive Plan or appropriate local government comprehensive plans. The term “furthers” means to take action in the direction of realizing goals or policies of the state or local plans.

(3) A campus master plan is in conflict with the adopted comprehensive plans of the host local government and any affected local governments if the master plan promotes an intrinsic or essential lack of harmony with the government comprehensive plan.

(4) For the purpose of determining whether campus master plans are consistent with the State Comprehensive Plan and not in conflict with appropriate local comprehensive plans, the state or local plan shall be construed as a whole and no specific goal and policy shall be construed or applied in isolation from other goals or policies in the plans.

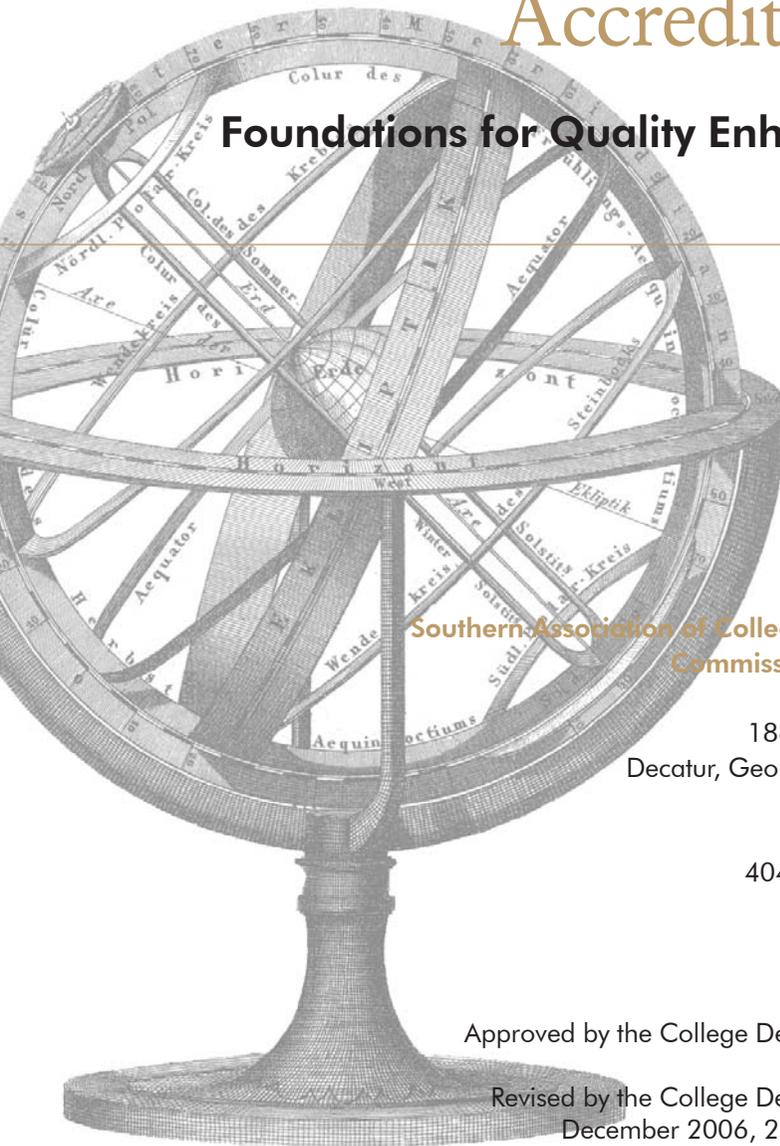
(5) Each campus master plan shall address State Comprehensive Plan goal and policies which are relevant to the circumstances or conditions in its jurisdiction. The decision regarding which particular State Comprehensive Plan goals and policies will be furthered by the expenditure of a university’s financial resources in any given year is a decision which rests with the board of trustees.

Authority: Section 7(d), Art. IX, Fla. Const.; History – Formerly 6C-21.213, 2-15-94, Amended and Renumbered as 21.111, 12-10-09.

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The Principles of Accreditation:

Foundations for Quality Enhancement



Southern Association of Colleges and Schools
Commission on Colleges

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■ OVERVIEW

The Southern Association of Colleges and Schools Commission on Colleges



MISSION

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

Accreditation by SACS Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

PHILOSOPHY

Self-regulation through accreditation embodies a traditional U.S. philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Accordingly, accreditation is best accomplished through a voluntary association of educational institutions.

Both a process and a product, accreditation relies on integrity, thoughtful and principled judgment, rigorous application of requirements, and a context of trust. The process provides an assessment of an institution's effectiveness in the fulfillment of its mission, its compliance with the requirements of its accrediting association, and its continuing efforts to enhance the quality of student learning and its programs and services. Based upon reasoned judgment, the process stimulates evaluation and improvement, while providing a means of continuing accountability to constituents and the public.

The product of accreditation is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The statement of an institution's accreditation status with the Commission on Colleges is also an affirmation of an institution's continuing commitment to the Commission's principles and philosophy of accreditation.

The Commission on Colleges expects institutions to dedicate themselves to enhancing the quality of their programs and services within the context of their resources and capacities and to create an environment in which teaching, public service, research, and learning occur, as appropriate to the mission.

At the heart of the Commission's philosophy of accreditation, the concept of quality enhancement presumes each member institution to be engaged in an ongoing program of improvement and be able to demonstrate how well it fulfills its stated mission. Although evaluation of an institution's educational quality and its effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services.

The Commission on Colleges supports the right of an institution to pursue its established educational mission; the right of faculty members to teach, investigate, and publish freely; and the right of students to access opportunities for learning and for the open exchange of ideas. However, the exercise of these rights should not interfere with the overriding obligation of an institution to offer its students a sound education.

The Commission on Colleges adheres to the following fundamental characteristics of accreditation:

- Participation in the accreditation process is voluntary and is an earned and renewable status.
- Member institutions develop, amend, and approve accreditation requirements.
- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.
- Accreditation is a form of self-regulation.
- Accreditation requires institutional commitment and engagement.
- Accreditation is based upon a peer review process.
- Accreditation requires an institutional commitment to student learning and achievement.
- Accreditation acknowledges an institution's prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy, and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

ORGANIZATION OF THE COMMISSION AND THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

The Southern Association of Colleges and Schools (SACS) is a private, non-profit, voluntary organization founded in 1895 in Atlanta, Georgia. The Association is comprised of the Commission on Colleges, which accredits higher education degree-granting institutions, and the Council on Accreditation and School Improvement, which accredits elementary, middle, and secondary schools. The Commission and Council, each separately incorporated, carry out their missions with autonomy; they develop their own standards and procedures and govern themselves by a delegate assembly.

The College Delegate Assembly is comprised of one voting representative (the chief executive officer or the officer's designee) from each member institution. Its responsibilities include electing the seventy seven-member Board of Trustees of the SACS Commission on Colleges and guiding the organization's work, approving all revisions in accrediting standards as recommended by the Board, approving the dues of candidate and member institutions as recommended by the Board, electing an Appeals Committee to hear appeals of adverse accreditation decisions, and electing representatives to the Association's Board of Trustees.

The Commission's Board of Trustees is responsible for recommending to the College Delegate Assembly standards for candidacy and membership, authorizing special visits, taking final action on the accreditation status of institutions, nominating to the College Delegate Assembly individuals for election to succeed outgoing members of the Board, electing an Executive Council that will act for the Board while it is not in session, appointing *ad hoc* study committees as needed, and approving the policies and procedures of the Commission on Colleges.

The thirteen-member Executive Council is the executive arm of the Board and functions on behalf of the Commission's Board and the College Delegate Assembly between sessions. However, the actions of the Council are subject to review and approval by the Board. The Council interprets Commission policies and procedures, develops procedures for and supervises the work of *ad hoc* and standing committees of the Commission, approves goals and objectives of the Commission, reviews and approves the Commission's budget, oversees and annually evaluates the work of its president, and initiates new programs, projects, and policy proposals.

The Council receives and acts on reports from all *ad hoc* and standing committees and submits them to the Commission's Board of Trustees. In the case of institutions applying for candidacy, membership, or reaffirmation of accreditation, the Executive Council receives recommendations from the Committees on Compliance and Reports, which are the standing evaluation committees of the Commission, and, in turn, submits its recommendations to the total Board of Trustees of SACS Commission on Colleges.

THE PROCESS OF ACCREDITATION

The process for initial and continued accreditation involves a collective analysis and judgment by the institution's internal constituencies, an informed review by peers external to the institution, and a reasoned decision by the elected members of the Commission on Colleges Board of Trustees. Accredited institutions periodically conduct internal reviews involving their administrative officers, staffs, faculties, students, trustees, and others appropriate to the process. The internal review allows an institution to consider its effectiveness in achieving its stated mission, its compliance with the Commission's accreditation requirements, its efforts in enhancing the quality of student learning and the quality of programs and services offered to its constituencies, and its success in accomplishing its mission. At the culmination of the internal review, peer evaluators representing the Commission apply their professional judgment through a preliminary assessment of the institution; elected Board Members make the final determination of an institution's compliance with the accreditation requirements.

Application of the Requirements

The Commission on Colleges bases its accreditation of degree-granting higher education institutions and entities on requirements in the *Principles of Accreditation: Foundations for Quality Enhancement*. These requirements apply to all institutional programs and services, wherever located or however delivered. This includes programs offered through distance and correspondence education, off-campus sites, and branch campuses. Consequently, when preparing documents for the Commission demonstrating compliance with the *Principles of Accreditation*, an institution must include these programs in its "Institutional Summary Form Prepared for Commission Reviews" and address these programs in its analysis and documentation of compliance. (See Commission policy "Distance and Correspondence Education.")

For purposes of accreditation, the programs above are defined as follows:

Branch campus. A branch campus is a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

- permanent in nature;
- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- has its own faculty and administrative or supervisory organization; **and**
- has its own budgetary and hiring authority.

Correspondence education. Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Distance education. Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Off-campus Site. An off-campus site is an instructional site that is located geographically apart from the main campus of the institution whereby a student can obtain 50 percent or more of the coursework toward a credential. The site is not independent of the institution's main campus.

The Commission on Colleges applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of the type of institution: private for-profit, private not-for-profit, or public.

The Commission evaluates an institution and makes accreditation decisions based on the following:

- Compliance with the Principle of Integrity (Section 1)
- Compliance with the Core Requirements (Section 2)
- Compliance with the Comprehensive Standards (Section 3)
- Compliance with additional Federal Requirements (Section 4)
- Compliance with the policies of the Commission on Colleges (See *Appendix for definition, description, and reference to policies. Access Commission's Web page: www.sacscoc.org.)*

Components of the Review Process

The Commission conducts several types of institutional reviews: (1) Candidate Committee reviews of institutions seeking candidacy, (2) Accreditation Committee reviews of candidate institutions seeking initial membership, (3) Reaffirmation Committee reviews of member institutions seeking continued accreditation following a comprehensive review, (4) Special Committee reviews of member institutions seeking continued accreditation following evaluation of institutional circumstances that are accreditation related, and (5) Substantive Change Committee reviews of member institutions seeking approval and continued accreditation following the review of a change of a significant modification or expansion to the institution's nature and scope. Each of the above types of reviews has its own evaluation documents and peer review procedures and can be found on the Commission's Web site: *www.sacscoc.org*.

The process described below is specific to a member institution seeking reaffirmation of accreditation.

Preparation by the Institution

As part of the reaffirmation process, the institution will provide two separate documents.

1. Compliance Certification

The Compliance Certification, submitted approximately fifteen months in advance of an institution's scheduled reaffirmation, is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Core Requirements, Comprehensive Standards, and Federal Requirements. Signatures by the institution's chief executive officer and accreditation liaison are required to certify compliance. By signing the document, the individuals certify that the process of institutional self-assessment has been thorough, honest, and forthright, and that the information contained in the document is truthful, accurate, and complete.

2. Quality Enhancement Plan

The Quality Enhancement Plan (QEP), submitted four to six weeks in advance of the on-site review by the Commission, is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learn-

ing and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. The QEP should be focused and succinct (no more than seventy-five pages of narrative text and no more than twenty-five pages of supporting documentation or charts, graphs, and tables).

Review by the Commission on Colleges

1. The Off-Site Review

The Off-Site Reaffirmation Committee, composed of a chair and normally eight to ten evaluators, meets in Atlanta, Georgia, and reviews Compliance Certifications of a group of institutions to determine whether each institution is in compliance with all Core Requirements (except Core Requirement 2.12), Comprehensive Standards (except Comprehensive Standard 3.3.2), and Federal Requirements. The group of institutions evaluated, called a cluster, consists of no more than three institutions similar in governance and degrees offered. At the conclusion of the review, the Off-Site Reaffirmation Committee will prepare a separate report for each institution, recording and explaining its decisions regarding compliance. The report is forwarded to the respective institution's On-Site Reaffirmation Committee which makes its final determination on compliance.

2. The On-Site Review

Following review by the Off-Site Reaffirmation Committee, an On-Site Reaffirmation Committee will conduct a focused evaluation at the campus to finalize issues of compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements; provide consultation regarding the issues addressed in the QEP; and evaluate the acceptability of the QEP. At the conclusion of its visit, the On-Site Committee will finalize the Report of the Reaffirmation Committee, a written report of its findings noting areas of non-compliance, including the acceptability of the QEP. The Report of the Reaffirmation Committee, along with the institution's response to areas of non-compliance, will be forwarded to the Commission's Board of Trustees for review and action on reaffirmation.

3. Review by the Commission's Board of Trustees

The Committees on Compliance and Reports (C & R), standing committees of the Board, review reports prepared by evaluation committees and the institutional responses to those reports. A C & R Committee's recommendation regarding an institution's reaffirmation of accreditation is forwarded to the Executive Council for review. The Executive Council recommends action to the full Board of Trustees which makes the final decision on reaffirmation and any monitoring activities that it may require of an institution. The full Board convenes twice a year.

■ SECTION 1:

The Principle of Integrity



Integrity, essential to the purpose of higher education, functions as the basic contract defining the relationship between the Commission and each of its member and candidate institutions. It is a relationship in which all parties agree to deal honestly and openly with their constituencies and with one another. Without this commitment, no relationship can exist or be sustained between the Commission and its accredited and candidate institutions.

Integrity in the accreditation process is best understood in the context of peer review, professional judgment by peers of commonly accepted sound academic practice, and the conscientious application of the *Principles of Accreditation* as mutually agreed upon standards for accreditation. The Commission's requirements, policies, processes, procedures, and decisions are predicated on integrity.

The Commission on Colleges expects integrity to govern the operation of institutions and for institutions to make reasonable and responsible decisions consistent with the spirit of integrity in all matters. Therefore, evidence of withholding information, providing inaccurate information to the public, failing to provide timely and accurate information to the Commission, or failing to conduct a candid self-assessment of compliance with the *Principles of Accreditation* and to submit this assessment to the Commission, and other similar practices will be seen as the lack of a full commitment to integrity. The Commission's policy statement "Integrity and Accuracy in Institutional Representation" gives examples of the application of the principle of integrity in accreditation activities. The policy is not all-encompassing nor does it address all possible situations. (See Commission policy "Integrity and Accuracy in Institutional Representation.") Failure of an institution to adhere to the integrity principle may result in a loss of accreditation or candidacy.

- 1.1** The institution operates with integrity in all matters. **(Integrity)**
(*Note: This principle is not addressed by the institution in its Compliance Certification.*)

■ SECTION 2:

Core Requirements



Core Requirements are basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges. They establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission’s basic expectations of candidate and member institutions. Compliance with the Core Requirements is not sufficient to warrant accreditation or reaffirmation of accreditation. Accredited institutions must also demonstrate compliance with the Comprehensive Standards and the Federal Requirements of the *Principles*, and with the policies of the Commission.

An applicant institution seeking candidacy is required to document compliance with Core Requirements 2.1 – 2.11; Comprehensive Standards 3.3.1, 3.5.1, and 3.7.1; and Federal Requirements 4.1 – 4.9 to be authorized a Candidacy Committee or to be awarded candidacy or candidacy renewal. An applicant/candidate institution is not required to document compliance with Core Requirement 2.12 until it undergoes its first review for reaffirmation following initial accreditation. (*See Commission policy “Accreditation Procedures for Applicant Institutions.”*)

An accredited institution is required to document compliance with all Core Requirements, including Core Requirement 2.12, before it can be reaffirmed. If an institution fails to document compliance with Core Requirements at the time of reaffirmation or at the time of any review, the Commission will place the institution on sanction or take adverse action. (*See Commission policy “Sanctions, Denial of Reaffirmation, and Removal from Membership.”*)

Core Requirement 2.12 requires an institution to develop an acceptable Quality Enhancement Plan (QEP). Engaging the wider academic community, the QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student learning and accomplishing the mission of the institution.

Implicit in every Core Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (**Degree-granting Authority**)

2.2 The institution has a governing board of at least five members that

is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

- 2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief Executive Officer)**
- 2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**
- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**
- 2.6** The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

2.7

- 2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**
- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**
- 2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**
- 2.7.4** The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demon-

strates that it controls all aspects of its educational program. (*See Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”*) **(Course work for Degrees)**

- 2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

- 2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

- 2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

2.11

- 2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy “Accreditation Procedures for Applicant Institutions.” (**Financial Resources**)

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (**Physical Resources**)

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (**Quality Enhancement Plan**)

(Note: This requirement is not addressed by the institution in its Compliance Certification.)

The Comprehensive Standards set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness; (2) programs; (3) resources; and (4) institutional responsibility for Commission policies. The Comprehensive Standards are more specific to the operations of the institution, represent good practice in higher education, and establish a level of accomplishment expected of all member institutions. If an institution is judged to be significantly out of compliance with one or more of the Comprehensive Standards, the Commission’s Board of Trustees may deny reaffirmation and place the institution on a sanction or, in the case of other reviews, place the institution on a sanction. (*See Commission policy “Sanctions, Denial of Reaffirmation, and Removal from Membership.”*)

A candidate institution is required to document compliance with Core Requirements 2.1-2.11, all the Comprehensive Standards (except 3.3.2), and Federal Requirements in order to be awarded initial membership.

Implicit in every Comprehensive Standard mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS

3.1 Institutional Mission

- 3.1.1** The mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution’s constituencies. (**Mission**)

3.2 Governance and Administration

- 3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. (**CEO evaluation/selection**)
- 3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (**Governing board control**)

- 3.2.2.1 institution's mission;
 - 3.2.2.2 fiscal stability of the institution; and
 - 3.2.2.3 institutional policy.
- 3.2.3 The governing board has a policy addressing conflict of interest for its members. (**Board conflict of interest**)
- 3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. (**External influence**)
- 3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (**Board dismissal**)
- 3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (**Board/administration distinction**)
- 3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (**Organizational structure**)
- 3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (**Qualified administrative/academic officers**)
- 3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. (**Personnel appointment**)
- 3.2.10 The institution periodically evaluates the effectiveness of its administrators. (**Administrative staff evaluations**)
- 3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. (**Control of intercollegiate athletics**)
- 3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. (**Fund-raising activities**)
- 3.2.13 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs,

(1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional Effectiveness)**

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

(Note: This requirement is not addressed by the institution in its Compliance Certification.)

PROGRAMS

3.4 All Educational Programs

- 3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (**Academic program approval**)
- 3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. (**Continuing education/service programs**)
- 3.4.3 The institution publishes admissions policies that are consistent with its mission. (**Admissions policies**)
- 3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (*See Commission policy "Collaborative Academic Arrangements."*) (**Acceptance of academic credit**)
- 3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (**Academic policies**)
- 3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. (**Practices for awarding credit**)
- 3.4.7 The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (*See Commission policy "Collaborative Academic Arrangements."*) (**Consortial relationships/contractual agreements**)

- 3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the non-credit course work is equivalent to a designated credit experience. **(Noncredit to credit)**
- 3.4.9 The institution provides appropriate academic support services. **(Academic support services)**
- 3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for curriculum)**
- 3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**
- 3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

3.5 Undergraduate Educational Programs

- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**
- 3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**
- 3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See Commission policy "The Quality and Integrity of Undergraduate Degrees.")* **(Undergraduate program requirements)**
- 3.5.4 At least 25 percent of the course hours in each major at the baccalau-

reate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. (**Terminal degrees of faculty**)

3.6 Graduate and Post-Baccalaureate Professional Programs

- 3.6.1 The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (**Post-baccalaureate program rigor**)
- 3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (**Graduate curriculum**)
- 3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (*See Commission policy “Collaborative Academic Arrangements.”*) (**Institutional credits for a graduate degree**)
- 3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (**Post-baccalaureate program requirements**)

3.7 Faculty

- 3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See Commission guidelines “Faculty Credentials.”*) (**Faculty competence**)

- 3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**
- 3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**
- 3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**
- 3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

3.8 Library and Other Learning Resources

- 3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**
- 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**
- 3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

3.9 Student Affairs and Services

- 3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**
- 3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. **(Student records)**
- 3.9.3 The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

RESOURCES

3.10 Financial Resources

- 3.10.1 The institution's recent financial history demonstrates financial stability. (**Financial stability**)
- 3.10.2 The institution audits financial aid programs as required by federal and state regulations. (**Financial aid audits**)
- 3.10.3 The institution exercises appropriate control over all its financial resources. (**Control of finances**)
- 3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. (**Control of sponsored research/external funds**)

3.11 Physical Resources

- 3.11.1 The institution exercises appropriate control over all its physical resources. (**Control of physical resources**)
- 3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (**Institutional environment**)
- 3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (**Physical facilities**)

INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

3.12 Responsibility for compliance with the Commission's substantive change procedures and policy.

The Commission on Colleges accredits the entire institution and its programs and services, wherever they are located or however they are delivered. Accreditation, specific to an institution, is based on conditions existing at the time of the most recent evaluation and is not transferable to other institutions or entities.

When an accredited institution significantly modifies or expands its scope, changes the nature of its affiliation or its ownership, or merges with another institution, a substantive change review is required. The Commission is responsible for evaluating all substantive changes to assess the impact of the change on the institution's compliance with defined standards. If an institution fails to follow the Commission's procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. (*See Commission policy "Substantive Change for Accredited Institutions."*) If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

An applicant, candidate, or member institution in litigation with the Commission may not undergo substantive change.

- 3.12.1** The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (Substantive change)

3.13 Responsibility for compliance with other Commission policies.

The Commission's philosophy of accreditation precludes denial of membership to a degree-granting institution of higher education on any ground other than an institution's failure to meet the requirements of the *Principles of Accreditation* in the professional judgment of peer reviewers, or failure to comply with the policies of the Commission. (*See Commission Web site for all current Commission policies: www.sacscoc.org.)*

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

(Note: In the Compliance Certification, Fifth-Year Interim Report, and prospectus or application for substantive change, the institution will be required to address specific Commission policies.)

3.14 Representation of status with the Commission.

The institution publishes the name of its primary accreditor and its address and phone number in accordance with federal requirements. Institutions should indicate that normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office. In such a publication or Web site, the institution should indicate that the Commission is to be contacted *only* if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. The institution is expected to be accurate in reporting to the public its status with the Commission. In order to meet these requirements, the institution lists the name, address, and telephone number in its catalog or Web site using one of the following statements:

(Name of member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, doctorate). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of (name of member institution).

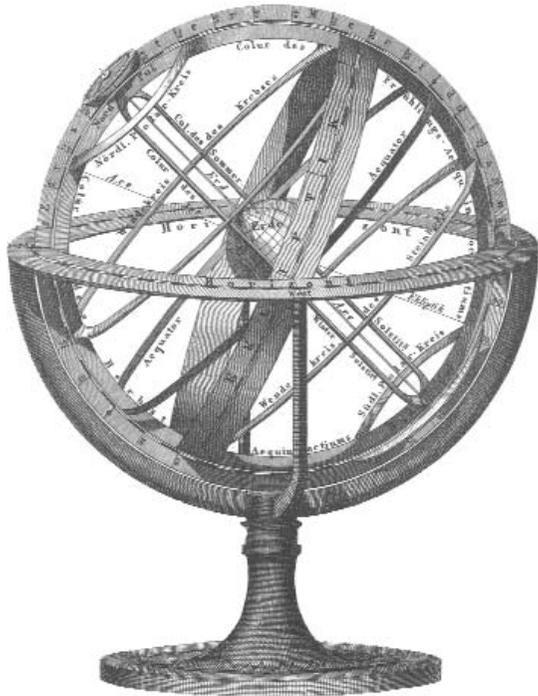
(Name of candidate institution) is a candidate for accreditation with the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, doctorate). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of (name of member institution).

No statement may be made about the possible future accreditation status with the Commission on Colleges of the Southern Association of Colleges and Schools, nor may an institution use the logo or seal of the Southern Association in any of its publications or documents.

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (**Publication of accreditation status**)

■ SECTION 4:

Federal Requirements



The U.S. Secretary of Education recognizes accreditation by SACS Commission on Colleges in establishing the eligibility of higher education institutions to participate in programs authorized under Title IV of the *Higher Education Act*, as amended, and other federal programs. Through its periodic review of institutions of higher education, the Commission assures the public that it is a reliable authority on the quality of education provided by its member institutions.

The federal statute includes mandates that the Commission review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria and the Commission is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

- 4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**
- 4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**
- 4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**
- 4.4 Program length is appropriate for each of the institution's educational programs. **(Program length)**
- 4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(See Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")* **(Student complaints)**

- 4.6** Recruitment materials and presentations accurately represent the institution's practices and policies. (**Recruitment materials**)
- 4.7** The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (**Title IV program responsibilities**)
- 4.8** An institution that offers distance or correspondence education documents each of the following: (**Distance and correspondence education**)
- 4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.
 - 4.8.2** has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
 - 4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.
- 4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (*See Commission policy "Credit Hours."*) (**Definition of credit hours**)

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■ APPENDIX:

Commission Policy, Guidelines, Good Practice Statements, and Position Statements



COMMISSION POLICIES

Definition: A policy is a required course of action to be followed by the Commission on Colleges or its member or candidate institutions. Commission policies may also include procedures, which are likewise a required course of action to be followed by the Commission on Colleges or its member or candidate institutions. The *Principles of Accreditation* requires that an institution comply with the policies and procedures of the Commission. Policies are approved by vote of the Commission's Board of Trustees. At its discretion, the Board may choose to forward a policy to the College Delegate Assembly for approval.

Examples of policy topics include substantive change, standing rules, procedures for applicant institutions, special committee procedures, sanctions and adverse actions, appeals procedures, etc. All policies are available on the Commission's Web page (www.sacscoc.org). The Commission maintains currency on the Web and reserves the right to add, modify, or delete any of the policies listed.

COMMISSION GUIDELINES

Definition: A guideline is an advisory statement designed to assist institutions in fulfilling accreditation requirements. As such, guidelines describe recommended educational practices for documenting requirements of the *Principles of Accreditation* and are approved by the Executive Council. The guidelines are examples of commonly accepted practices that constitute compliance with the standard. Depending upon the nature and mission of the institution, however, other approaches may be more appropriate and also provide evidence of compliance.

Examples of guideline topics include advertising, student recruitment, contractual relationships, travel and committee visits, faculty credentials, etc. All guidelines are available on the Commission's Web page (www.sacscoc.org). The Commission maintains currency on the Web and reserves the right to add, modify, or delete any of the guidelines listed.

COMMISSION GOOD PRACTICES

Definition: Good practices are commonly-accepted practices within the higher education community which enhance institutional quality. Good practices may be formulated by outside agencies and organizations and

endorsed by the Executive Council or the Commission's Board of Trustees. Good practice documents are available on the Commission's Web page (www.sacscoc.org). The Commission maintains currency on the Web and reserves the right to add, modify, or delete any of those listed.

COMMISSION POSITION STATEMENTS

Definition: A position statement examines an issue facing the Commission's membership, describes appropriate approaches, and states the Commission's stance on the issue. It is endorsed by the Executive Council or the Commission's Board of Trustees. Position statements are available on the Commission's Web page (www.sacscoc.org). The Commission maintains currency on the Web and reserves the right to add, modify, or delete any of those listed.

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**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Guiding Principles for Curriculum Development and Promising Program Areas

PROPOSED BOARD ACTION

For discussion.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

Board of Governors staff has provided a document that outlines seven suggested strategies for planning the initial academic program offerings for the new university. These strategies are based on research into Southern Association of Colleges and Schools Commission on Colleges (SACS COC) accreditation standards, discussions with institutions that recently went through the accreditation process, review of existing program offerings throughout the state, and review of the Workforce Estimating Conference targeted occupation lists.

Board staff will present the strategies and be available to respond to any questions.

Supporting Documentation Included: Considerations for Florida Polytechnic University Academic Program Planning

Facilitators/Presenters: Mr. Richard Stevens
Director, Academic and Student Affairs
Board of Governors

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Considerations for Florida Polytechnic University Academic Program Planning

Strategies to achieve SACS COC accreditation in the least amount of time:

1. Limit the number of initial programs (6-8)
2. Focus on high demand and competitive niche programs
3. Focus on core disciplines around which departments and other programs can be developed
4. Focus on programs that are interrelated enough to share faculty
5. Avoid programs that are expensive to implement
6. Avoid programs that require specialized accreditation
7. Implement initial baccalaureates as 2+2 programs

1. Limit the number of initial programs (6-8) – To achieve SACS COC accreditation it will be necessary to develop the curriculum, student support services, student assessments, and instructional resources for each program that is part of the application. This can best be achieved by limiting the number of initial offerings and focusing institutional resources on developing a small number of high-quality well planned degree programs. At least one master’s level program should be included.

2. Focus on high demand and competitive niche programs – As a start up university, the Polytechnic will be at a competitive disadvantage for recruiting high-performing students. Implementing degree programs for which there is a demonstrated workforce demand and/or that are underrepresented in the State University System or independent postsecondary education sector will provide some competitive edge for student recruitment. A successful inaugural graduating class will help the institution achieve regional accreditation; whereas an unsuccessful inaugural class will likely delay final accreditation.

3. Focus on core disciplines around which departments and other programs can be developed – Initial academic program offerings should serve as the core for future program development and research. Consideration should be given to implementing initial programs that can spin off new tracks and academic programs.

4. Focus on programs that are interrelated enough to share faculty – Recruiting high-quality faculty to a non-accredited startup university may be challenging. Accreditation standards for faculty numbers and credentials are linked to academic program offerings, so to the extent that faculty recruited can teach across multiple programs there will be an initial strategic advantage and cost savings. This also begins to lay the groundwork for the polytechnic model of interdisciplinary curriculum.

5. Avoid programs that are expensive to implement – Accreditation standards require that the facilities and equipment be appropriate and sufficient for the academic programs offered. Avoiding initial program offerings that require extensive investments in laboratories and equipment may accelerate final accreditation.

6. Avoid programs that require specialized accreditation – Some degree programs require specialized accreditation for graduates to sit for licensure or be competitive in the job market. These specialized accrediting bodies have their own standards and application process. In some cases they require off-site clinical and internship training. All of this will add complexity and costs to the process of achieving SACS COC accreditation.

[Board of Governors Regulation 3.006 encourages universities to seek program-specific accreditation when available and appropriate. If the universities plan to not seek it, they must provide a rationale for not doing so.]

7. Implement initial baccalaureates as 2+2 programs – Final SACS COC accreditation requires a graduating class. Implementing initial baccalaureate programs as 2+2 for Florida college graduates will produce a graduating class faster than starting with a freshman class, and with less expense. In addition, there will be no need to develop a lower division general education program, which will make completing the accreditation application less complicated.

Examples of academic programs that might be considered using the seven strategies:

The suggested programs included in this list are oriented towards building a strong core of Information Technology related programs at the Florida Polytechnic University. They are interdisciplinary and applied in nature, which fits well with the polytechnic model. Some also begin to lay the groundwork for a business college with their focus on applied business technology. The list should be considered as an example of how the new university might use the seven strategies to plan an initial program array, and there can be multiple variations of programs using a similar approach.

B.S. in Information Technology (CIP 11.0103) - A program that focuses on the design of technological information systems, including computing systems, as solutions to business and research data and communications support needs. Includes instruction in the principles of computer hardware and software components, algorithms, databases, telecommunications, user tactics, application testing, and human interface design.

Pros:

- The program is a popular choice for students, both transfer and first-time-in-college (FTIC).
- Implementation of this program would facilitate faculty collaborations across multiple program levels and fields.
- Industry certifications could be built into the program to help compensate for lack of regional accreditation for the university.
- Bachelor level programs in Information Technology are generally broad enough to be tailored to different industry markets through concentrations and specializations.

Cons:

- The program is already offered by many public and private higher education institutions in Florida (*see below*).
- This program would duplicate FAMU’s and FIU’s existing programs, but should be far enough removed to have little actual impact on enrollments at the two historically minority serving universities.
- The program, if established will be competing for students with Florida College System Associate in Science programs.

| | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|---|-----|--|-----|
| Number of institutions offering the program (CIP 11.0103) | B | 7 (including: FAMU, FIU, USF-T & USF-SM) | 10 | 2 (Barry U., Hodges U.) | 0 |
| | M | 5 (including: FIU) | 2 | 2 (Hodges U., Nova Southeastern U.) | N/A |

| Number of Degrees Awarded (AY 2009-10) | | Level | FAMU | FAU | FIU | FSU | UCF | USF | UWF | FL SUS Total |
|---|------------------------|-------|------|-----|-----|-----|-----|-----|-----|--------------------|
| 11.0103 | Information Technology | B | 0 | - | 72 | 112 | 52 | 28 | 39 | 303 |

Standard Occupational Classification (SOC) Code Crosswalk (2010-2011 NCES)

| | |
|---------|--|
| 11-3021 | Computer and Information Systems Managers |
| 15-1111 | Computer and Information Research Scientists |
| 15-1121 | Computer Systems Analysts |
| 15-1122 | Information Security Analysts |
| 15-1132 | Software Developers, Applications |
| 15-1133 | Software Developers, Systems Software |
| 15-1143 | Computer Network Architects |

[Overall, workforce demand is projected to grow in these occupations, but they were adversely affected by the recession and some of the demand will likely be filled by unemployed individuals currently in the job market.]

B.S. in Information Technology Project Management (CIP 11.1005) - A program that prepares individuals to design, develop, and manage information technology projects in a variety of companies and organizations. Includes instruction in principles of project management, risk management, procurement and contract management, information security management, software management, organizational principles and behavior, communications, quality assurance, financial analysis, leadership, and team effectiveness.

Pros:

- The program would complement the Bachelor in Information Technology (IT).
- Opportunity for faculty to cross-teach across programs.
- The program is offered by some polytechnic institutes in other states.
- This program is not currently offered by any other state university in Florida.

Cons:

- The program is more narrowly specialized than the IT program and may not attract a large number of enrollments, but it could be a good capstone degree for individuals with an AS in computer related programs.
- The program appears to be a popular online offering by for-profit institutions.

| Number of institutions offering the program (CIP 11.1005) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|--------|-----|------|-----|
| | B | 0 | 0 | 1 | 0 |

SOC Code Crosswalk (2010-2011 NCES)

- 11-3021 Computer and Information Systems Managers
- 11-9199 Managers, All Other
- 15-1122 Information Security Analysts
- 15-1199 Computer Occupations, All Other

B.S. and M.S. Statistics (CIP 27.0501) - A general program that focuses on the relationships between groups of measurements, and similarities and differences, using probability theory and techniques derived from it. Includes instruction in the principles in probability theory, binomial distribution, regression analysis, standard deviation, stochastic processes, Monte Carlo method, Bayesian statistics, non-parametric statistics, sampling theory, and statistical techniques.

Pros:

- The program could be offered at both/either bachelor and/or master level.
- Statistics programs are good programs around which other programs and fields can eventually be built, including business and science.
- Statistics programs tend to be inexpensive to implement because there is no demand for expensive research labs.

Cons:

- The program would duplicate many programs already offered in the FL State University System, including one at FIU.

| Number of institutions offering the program (CIP 27.0501) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|----------------------------------|-----|------|-----|
| | B | 6 (including: FIU, USF-Tampa) | 0 | 0 | 0 |
| | M | 5 (including: FIU, USF-Tampa) | 0 | 0 | 0 |

| Number of Degrees Awarded (AY 2009-10) | | Level | FIU | FSU | UCF | UF | UNF | USF | FL SUS Total |
|--|------------|-------|-----|-----|-----|----|-----|-----|--------------|
| 27.0501 | Statistics | B | 3 | 5 | 8 | 15 | 7 | 9 | 47 |
| | | M | 4 | 3 | 22 | 12 | - | 4 | 45 |

SOC Code Crosswalk (2010-2011 NCES)

- 11-9121 Natural Sciences Managers
- 15-2011 Actuaries
- 15-2041 Statisticians
- 19-3022 Survey Researchers
- 25-1022 Mathematical Science Teachers, Postsecondary

B.S. in Informatics (CIP 11.0401) - A program that focuses on the theory, organization, and process of information collection, transmission, and utilization in traditional and electronic forms. Includes instruction in information classification and organization; information storage and processing; transmission, transfer, and signaling; communications and networking; systems planning and design; human interfacing and use analysis; database development; information policy analysis; and related aspects of hardware, software, economics, social factors, and capacity.

Pros:

- The suggested program would not duplicate any current programs in the FL State University System.
- Opportunity for faculty to cross-teach in other related programs.

Cons:

- FSU and USF-Tampa terminated and suspended, respectively, their programs in Informatics, indicating low student demand.

| | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|-----------------|-----|---|-----|
| Number of institutions offering the program (CIP 11.0401) | | | | 3 | |
| | B | 1 USF-Tampa* | 0 | (Bethune Cookman U., Clearwater Christian College, Florida Institute of Technology) | 0 |

| Number of Degrees Awarded (AY 2009-10) | | Level | USF | FL SUS Total |
|--|-------------|-------|-----|--------------|
| 11.0401 | Informatics | B | 4 | 4 |

SOC Code Crosswalk (2010-2011 NCES)

- 11-3021 Computer and Information Systems Managers
- 15-1111 Computer and Information Research Scientists
- 15-1133 Software Developers, Systems Software
- 15-1199 Computer Occupations, All Other
- 25-1021 Computer Science Teachers, Postsecondary

M.S. in Medical Informatics (CIP 51.2706) - A program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems.

Pros:

- There is a very high demand in the Tampa Bay area and the South West region of FL for workforce with both medical and technical skills.
- Opportunity for faculty to cross-teach in other IT related programs.

Cons:

- USF-Tampa offers the program and other institutions may be offering similar tracks or majors under other programs.

| Number of institutions offering the program (CIP 51.2706) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|------------------|-----|------|-----|
| | M | 1 (USF-Tampa) | 0 | 0 | 0 |

SOC Code Crosswalk (2010-2011 NCES)

| | |
|---------|--|
| 15-1111 | Computer and Information Research Scientists |
| 15-1132 | Software Developers, Applications |
| 15-1199 | Computer Occupations, All Other |

M.S. in Bioinformatics (CIP 26.1103) - A program that focuses on the application of computer-based technologies and services to biological, biomedical, and biotechnology research. Includes instruction in algorithms, network architecture, principles of software design, human interface design, usability studies, search strategies, database management and data mining, digital image processing, computer graphics and animation, CAD, computer programming, and applications to experimental design and analysis and to specific quantitative, modeling, and analytical studies in the various biological specializations.

Pros:

- There is a very high demand in the Tampa Bay area and the South West region of FL for workforce with both medical and technical skills.
- Opportunity for faculty to cross-teach in other IT related programs.

Cons:

- Duplicates USF-Tampa program and other institutions may be offering it as a track or major under other programs.

| Number of institutions offering the program (CIP 26.1103) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|-----------------|-----|------|-----|
| | M | 1 USF- Tampa | 0 | 0 | 0 |

| Number of Degrees Awarded (AY 2009-10) | | Level | USF | FL SUS Total |
|--|----------------|-------|-----|--------------|
| 26.1103 | Bioinformatics | M | 4 | 4 |

SOC Code Crosswalk (2010-11 NCES)

- 15-1111 Computer and Information Research Scientists
- 15-1132 Software Developers, Applications
- 15-1199 Computer Occupations, All Other

B.S. in Accounting and Computer Science (CIP 30.1601) A program that combines accounting with computer science and/or computer studies.

Pros:

- Computer Science is woven into accounting offering a unique niche program.
- The program will appeal to STEM students, but will also begin to build towards business program offerings in the future.
- The program is not offered elsewhere in the state.

Cons:

- May not have a high level of student demand when offered outside of a business college environment.

| Number of institutions offering the program (CIP 30.1601) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|--------|-----|------|-----|
| | B | 0 | 0 | 0 | 0 |

SOC Code Crosswalk (2010-2011 NCES)

- 13-2011 Accountants and Auditors
- 15-1199 Computer Occupations, All Other

B.S. in Logistics, Materials, and Supply Chain Management (CIP 52.0203) - A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.

Pros:

- The program is included in the high demand occupations list with an annual projected growth rate of 3.4%.
- No other state university currently offers the program, although Florida State College at Jacksonville offers an AS and is planning a bachelor's program.
- The program will begin to build towards business program offerings in the future

Cons:

- Very little opportunity for faculty to cross-teach in suggested IT programs, but there may be some opportunity for faculty in accounting and business statistics to cross-teach in logistics.

| Number of institutions offering the program (CIP 52.0203) | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|--------|-----|------|-----|
| | B | 0 | 0 | 0 | 0 |

SOC Code Crosswalk (2010-2011 NCES)

| | |
|---------|--|
| 11-3051 | Industrial Production Managers |
| 11-3071 | Transportation, Storage, and Distribution Managers |
| 25-1011 | Business Teachers, Postsecondary |

M.S. in Business Statistics (CIP 52.1302) - A program that focuses on the application of mathematical statistics to the description, analysis, and forecasting of business data. Includes instruction in statistical theory and methods, computer applications, data analysis and display, long- and short-term forecasting methods, and market performance analysis.

Pros:

- Graduates from this program would respond to an increasing demand for market analysts and researchers.
- Faculty from both the statistics and business fields can collaborate to establish a unique program that would provide graduates with advanced analytical and business skills.

- No other similar programs could be found offered in Florida.

Cons:

- The program may eventually need to seek specialized accreditation from the Association to Advance Collegiate Schools of Business (AACSB).

| Institution Type | Level | FL SUS | CIE | ICUF | FCS |
|---|-------|--------|-----|------|-----|
| Number of institutions offering the program (CIP 52.1302) | M | 0 | 0 | 0 | 0 |

SOC Code Crosswalk (2010-2011 NCES)

- 15-2041 Statisticians
- 19-3022 Survey Researchers
- 25-1011 Business Teachers, Postsecondary
- 25-1022 Mathematical Science Teachers, Postsecondary

Sources: FL BOG Active degrees inventory www.flbog.edu; Expert Net www.expertnet.org

**FLORIDA POLYTECHNIC UNIVERSITY
BOARD OF TRUSTEES
September 24, 2012**

SUBJECT: Discussion, Academic Vision

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Article IX, Section 7, Florida Constitution; Chapter 2012-129, Laws of Florida; Board of Governors Regulation 1.001

BACKGROUND INFORMATION

Members of the Board will discuss the academic needs for the university.

Supporting Documentation Included: None

Facilitators/Presenters: All Trustees