

REGULATIONS OF THE
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
CHAPTER 6C-8
EDUCATIONAL DELIVERY

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6C-8.001 University Calendars.

(1) Each university shall operate under the general provisions described in Rule 6A-10.19, and shall operate on a year-round calendar which provides two hundred twenty (220) days of classroom instruction including examinations, or two hundred ten (210) days of instruction excluding examinations; provided, however, that upon request by the university exceptions to this requirement may be approved by the Board and may include but shall not be limited to such matters as experimentation, innovation, research, energy conservation or more efficient utilization of resources.

(2) Effective August, 1985, the common entry periods shall be:

- (a) The first three (3) weekdays after August 22;
- (b) The first three (3) weekdays after January 4;
- (c) The first three (3) weekdays after May 5.

(3) Each calendar shall also include the following:

(a) Pre-established dates for issuing either certificates, diplomas, or degrees which will permit students to utilize the entry period which minimizes loss of time to students in completing the transfer between programs of institutions;

(b) A summer program for teachers, school personnel and other students scheduled to begin no earlier than June 15 and close no later than August 15;

(c) Additional periods throughout the fiscal year in which a student can begin a program.

(4) An official copy of the annual calendar adopted by each university shall be filed with the Board in a manner prescribed by the Commissioner upon the recommendation of the Chancellor.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m), 240.227(17), 229.053(2)(c) FS. History--Formerly 6C-2.56, 11-18-70, Amended and Renumbered 12-17-74, Amended 6-25-80, 8-11-85, Formerly 6C-8.01.

6C-8.002 Continuing Education.

(1) The Chancellor shall coordinate credit and non-credit continuing education courses in all fields which the Board shall consider necessary to improve and maintain the educational standards of the State of Florida.

(2) Administration and Coordination.

(a) The Chancellor shall be responsible for coordinating, on a statewide basis, the continuing education programs of the universities. These responsibilities are:

1. Studies of the systemwide operation, long-range planning and projections, periodic evaluations of existing programs, and research relating to continuing education and adult learning;

2. The approval of any credit course offerings outside of designated geographic areas and those courses which have not been approved as on-campus offerings for a particular institution.

(b) Specific responsibilities of the presidents are:

1. To develop rules and procedures for conducting all credit offerings in a defined geographic area and non-credit continuing education offerings.

2. To establish a Continuing Education Activity as part of the Auxiliary Budget Entity for the purpose of planning, offering, and recovering all costs of non-credit courses. The costs of these courses may be recovered from non-E&G sources such as grants, contracts, directly from

participants, and combinations of these sources. The Continuing Education Activity within the Auxiliary Budget Entity may also be used for the purpose of planning, offering, and recovering all costs of sponsored credit institutes and programs as provided by Rule 6C-7.008(1)(a). Likewise, the Auxiliary Budget Entity may be used for the recovery of any additional fees established by the president for off-campus credit courses as provided by Rule 6C-7.003(30), or for continuing education credit courses as provided by Rule 6C-8.002(2)(b)4.

3. To approve the use of auxiliary funds from the Continuing Education Activity for instructional compensation of regularly appointed faculty, or of adjunct faculty, who teach non-credit Continuing Education courses and for the recovery of Educational and General costs for providing services to Continuing Education students.

4. To approve continuing education credit courses and to establish the fees for these activities when there is a demonstrated and justified need. Such courses shall not in any way be in competition with, or replace, the regular on-campus program of Educational and General credit courses taken by degree seeking and special students. Accordingly, continuing education credit courses shall be scheduled and offered in such a way as to prevent any negative effect on any university's achievement of its legislatively funded enrollment plan. Any fees charged students for continuing education credit activities, which are higher than the normal Board approved fees for similar credit activities offered in the regular on-campus program, shall be established solely for the purpose of recovering all increased costs which result from offering these courses as continuing education activities.

5. To file with the Chancellor an annual report of all credit and non-credit activity.

(c) Enrollments in non-credit courses and in sponsored credit institutes and programs will not be funded from Educational and General (E&G) resources and will not count as part of the university's E&G enrollment plan; i.e., they do not generate E&G funded FTE. Only students whose costs for participating in these courses have been paid will be enrolled in non-credit courses or sponsored credit institutes and programs.

(3) Other Requirements Regarding Credit Activities.

(a) Courses for credit offered through the Continuing Education Activity, away from the university campuses, or through sponsored credit institutes and programs shall be accorded the same status as their counterpart courses offered on the main campus. Normally, only courses in the existing university approved curriculum shall be offered as continuing education credit courses. Modifications to this requirement shall be approved by the Chancellor, as prescribed by Chancellor's Memorandum. The university offering such courses shall be responsible for ensuring that the faculty, support services, and physical facilities shall be of such

quality to assure full comparability of the course offered to its regular on-campus counterpart. Courses for which degree credit is offered shall meet the same standards as other regular credit courses.

(b) Each university will be responsible for serving a designated geographic area of the State. Institutional responsibilities for ensuring that services are provided shall be in accordance with the following assignments.

1. Regional Responsibilities.

a. Florida A&M University -- Baker County, Calhoun County, Columbia County, Dixie County, Franklin County, Gadsden County, Gilchrist County, Hamilton County, Jackson County, Jefferson County, Lafayette County, Leon County, Liberty County, Madison County, Suwannee County, Taylor County, Union County, Wakulla County.

b. University of South Florida -- Charlotte County, Collier County, DeSoto County, Glades County, Hardee County, Hendry County, Hernando County, Highlands County, Hillsborough County, Lee County, Manatee County, Pasco County, Pinellas County, Polk County, Sarasota County.

c. Florida Atlantic University -- Broward County, Indian River County, Martin County, Okeechobee County, Palm Beach County, St. Lucie County.

d. University of West Florida -- Bay County, Escambia County, Gulf County, Holmes County, Okaloosa County, Santa Rosa County, Walton County, Washington County.

e. University of Central Florida -- Brevard County, Citrus County, Flagler County, Lake County, Levy County, Marion County, Orange County, Osceola County, Seminole County, Sumter County, Volusia County.

f. Florida International University -- Dade County, Monroe County.

g. University of North Florida -- Alachua County, Bradford County, Clay County, Duval County, Nassau County, Putnam County, St. Johns County.

2. Statewide Responsibilities.

a. The University of Florida, Florida State University, and Florida A & M University (with reference to its historic mission) shall be responsible for providing such programs and services on their respective campuses and in their local communities. Further, they shall be responsible for providing, on a statewide basis, such programs and services which cannot be provided by the other universities. The activities of the cooperative extension service will continue to be the responsibility of the Institute of the Food and Agricultural Sciences of the University of Florida without regard to the geographical area in which those activities occur.

b. Each university with regional responsibilities may offer off-campus within its region and without prior approval any credit course which has been authorized by appropriate curriculum committees to be offered on-campus.

c. Each university may offer credit courses outside of its geographic boundaries upon appropriate approval by the Chancellor. Courses in this category will be approved only where demonstrated need warrants institutional geographic overlap.

d. A university which has capability in specific disciplines not available in any other University may offer instruction in these disciplines in any part of the State without prior approval.

(4) Correspondence Study Policies

(a) The University of Florida shall administer the Department of Correspondence Study Program for the State University System.

(b) The Department of Correspondence Study at the University of Florida shall submit an annual report listing all activities and a fiscal statement representing the income and expenditures of the Department for the fiscal year to the Chancellor.

(5) Off-Campus Center -- Each center in which off-campus credit courses are offered shall be organized and administered by one of the universities, as approved by the Board. All courses offered in a center shall carry residence credit.

Specific Authority 240.209(1), (3)(j), (q) FS. Law Implemented 240.209(1), (3)(j) FS. History-- Formerly 6C-2.59, 11-18-70, Amended 11-20-70, Amended and Renumbered 12-17-74, Amended 12-30-79, 8-11-85, Formerly 6C-8.02, Amended 10-17-89, 9-23-93.

6C-8.003 Cooperative Education.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m) FS. History-- Formerly 6C-2.70, 3-4-74, Amended and Renumbered 12-17-74, Amended 4-14-76, 8-11-85, Formerly 6C-8.03, Repealed 11-27-95.

6C-8.004 Regional Education.

Specific Authority 240.042 FS. Law Implemented 240.042, 244.01 FS. History--Formerly 6D-4.01 and 6D-4.02, 11-18-70, Amended 6-5-72, Amended and Renumbered 12-17-74, Amended 5-27-75, Repealed 6-10-84, Formerly 6C-8.04.

6C-8.005 Educational Television Programming.

Specific Authority 229.805(5)(a) FS. Law Implemented 240.042(1), (2)(o), 29.805(5)(a),

120.53(1)(a) FS. History--Formerly 6C-2.37, 11-18-70, Amended and Renumbered 12-17-74, Repealed 8-11-85, Formerly 6C-8.05.

6C-8.006 Sponsored Research and Training.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m), 240.241 FS. History--Formerly 6C-2.38, 11-18-70, Amended and Renumbered 12-17-74, Amended 8-11-85, Formerly 6C-8.06, Repealed 11-27-95.

6C-8.007 State University System Press of Florida.

Specific Authority 240.209(1), (3)(m) FS. Law Implemented 240.209(1), (3)(m) FS. History--Derived from 6C-2.40, 11-18-70, Amended 5-15-73, Amended and Renumbered 12-17-74, Amended 8-11-81, 8-11-85, Formerly 6C-8.07, Repealed 11-27-95.

6C-8.008 Contract Programs and Facilities.

Specific Authority 240.042 FS. Law Implemented 240.042(1), (2), 240.001(2)(b) FS. History—New 6-22-76, Amended 7-31-77, Repealed 8-11-85, Formerly 6C-8.08.

6C-8.009 Definition and Process for Establishing Educational Sites.

(1) The following definitions and processes for establishment shall apply to educational locations of public universities within the state:

(a) Main campus is defined as the focal point of university educational and administrative activities, authorized by Section 240.2011, F.S. Lower-division courses are offered only on the main campus of each university unless the university receives specific Board of Regents approval to offer lower-division courses at a branch campus, center or site. Approval will be based on a consideration of the following: the university's mission; an assessment of student demand; availability of necessary facilities, equipment and faculty; discussion with the educational institutions impacted by the proposed course offerings; and PEPC's review of those course offerings. The Board of Regents approval is subject to review and action by the State Board of Education if the request for review and action occurs within 30 days of the Board of Regents decision. If no request for review is made by a member of the State Board of Education, then the Board of Regents determination shall automatically become effective 30 days from the date of the Board of Regents decision to approve.

(b) Branch campus is defined as an instructional and administrative unit of a university that offers students upper-division and graduate programs as well as a wide range of

support services. Distance learning techniques may be used to complement on-site instruction at all types of campuses. Branch campuses may be of various types to meet the particular needs of a region:

1. Type I Branch Campus is defined as a major university operation which provides a broad range of instruction, numerous full and partial degree programs, research, and a full complement of student services in university administered facilities, which are mostly university owned or shared with a public community college. For efficiency of operation and provision of

an adequate range of programs these campuses should obtain a funded enrollment level of 2,000 FTE.

2. Type II Branch Campus is a large university operation, providing a range of instructional programs, many of which lead to a degree at the branch campus, some research, and full support services in university controlled facilities. Funded enrollment is between 1,000 and 2,000 FTE.

3. Type III Branch Campus provides instruction in high demand disciplines, as well as necessary support services. Instructional and administrative functions are provided in facilities which may or may not be controlled by the university. Distance learning techniques may be used to provide a significant portion of the instructional program. Funded enrollment is between 300 and 1,000 FTE.

(c) Establishment of a new branch campus requires approval by the Board of Regents. In its request for authority to establish a new branch campus, a university shall submit a report regarding the long-term requirements for programs and facilities relating to its mission statement and course offerings, including a three-year PECO project priority list and a plan for long-term facilities needs. In addition, the Postsecondary Education Planning Commission must recommend establishment of the campus to the State Board of Education under the provisions of Subsection 240.147(7), F.S., and the Legislature must appropriate funds for its establishment.

(d) Center is defined as an instructional unit of a university or universities that offers a limited range of instructional programs or courses. Funded enrollment at a center will be fewer than 300 FTE.

(e) Special purpose center is defined as a unit of a university that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service apart from the main campus, branch campus, or center.

(f) Establishment of new centers and special purpose centers which entail the expenditure of state funds for facilities requires an assessment of long-term needs for facilities and approval by the Board of the three-year PECO project priority list. In submitting its request for authority to establish a Center, a university shall submit a report regarding the long-term requirements for programs and facilities relating to the mission statement and course offerings.

(g) Instructional site is defined as an instructional unit of a university that offers a very limited range of instructional programs or courses, generally of short duration, in facilities not owned by the institution. Universities shall retain the ability to establish instructional sites to meet demonstrated needs without the necessity for approval of the Board.

(h) Special purpose site is defined as a unit of a state university that provides services of an educational nature that are other than instruction, research or administration. Universities shall retain the ability to establish special purpose sites to meet demonstrated needs without the necessity for approval of the Board.

(2) All new campuses, centers, and special purpose centers approved by the Board shall be submitted, along with the required review by the Postsecondary Education Planning Commission, to the State Board of Education for approval.

(3) The Board will review these definitions and processes periodically to determine whether changes are necessary.

Specific Authority 240.209(1), (3)(o) FS. Law Implemented 240.209(1), (3)(o), 240.2011 FS. History-New 4-9-87, Amended 6-8-92, 2-15-94, 12-2-99.

6C-8.010 Incentive/Efficiency Program.

(1) Goal - The goal of the Incentive/Efficiency Program (IEP) is to improve the quality of the State University System through the reallocation of existing resources and the generation of new revenue. The IEP provides incentives to all employees to identify and implement procedures or ideas that generate new revenue or eliminate or reduce expenditures without reducing the quality of essential services.

(2) Definition - The term, "net savings or new revenue" as used in this rule, shall mean the estimated permanent savings or permanent new revenue generated, in the first year of full implementation of an employee suggestion for reducing expenditures or generating new revenue, less a pro rata share of the total investment necessary to implement the suggestion, if any, prorated on the basis of the estimated useful life of the investment.

(3) Administration

(a) Each president shall appoint an IEP Steering Committee and Program Administrator to be responsible for the IEP including recommending and administering internal procedures, ensuring appropriate evaluations, following up on recommendations to adopt or not adopt a suggestion and promoting the program.

(b) The Board may allocate funds specifically for the support and operation of the IEP.

(4) Eligible Participants - All current employees of the State University System are eligible to submit suggestions that generate net savings or new revenue. Two or more eligible employees may submit a joint suggestion.

(5) Eligible Suggestions - To be eligible, a suggestion must be implemented by a university or the Board Office. The following shall not be eligible for cash awards through the program:

(a) Suggestions that deal with issues which are also being pursued as a personal grievance or that deal with the compensation and classification of positions;

(b) Suggestions which the employee develops as a result of assigned responsibilities; and

(c) Suggestions which are a duplicate of, or significantly similar to, a suggestion which has been implemented by another university of the State University System and about which the university has been notified by the Board.

(6) Suggestion Processing

(a) Employee suggestions shall be processed, a final determination made, and the suggestion implemented in an expeditious manner.

(b) A suggestion which is not implemented will be kept on file for one year from the date it was originally received by the Program Administrator or the Steering Committee, whichever is earlier. The original proposer will be eligible for an award as provided in this rule if the suggestion is implemented during this period. Thereafter, the suggestion must be resubmitted by an eligible employee before it can be reconsidered.

(c) Suggestions will be recognized through cash and other awards. Cash awards for eligible suggestions shall be based upon net savings or new revenue.

(d) The acceptance of an award for any suggestion implemented through this program shall constitute an agreement by the employee that the employee waives all claims, immediate and future, on the State of Florida, regardless of the use of the suggestion.

(7) Use of Net Savings or New Revenue - The total resources allocated to the budget(s) of a university will not be reduced as a result of net savings or new revenue generated under the program.

(a) The net savings or new revenue may be used as follows:

1. Up to ten percent may be used as a cash bonus for the employee or employees who made the suggestion;

2. Up to ten percent may be used for Administrative Incentive bonuses;

3. Up to twenty percent may be used for bonuses for individuals in the work unit(s) which will generate the net savings or new revenue; and

4. The balance of the net savings or new revenue may be used to address critical funding needs related to the implementation of the university and system master plans.

(b) Notwithstanding the provisions of Paragraph (7)(a), above, an employee's bonus for each implemented suggestion shall be limited to the smaller of \$25,000 or ten percent of the net savings or new revenue. Further, no employee shall receive a bonus for submitting an implemented suggestion and, for the same suggestion, a bonus from the Administrative Incentive Component.

(8) Administrative Incentive Component - This Component is intended to provide an incentive for administrators to foster an atmosphere in which the identification of opportunities to reallocate resources and generate new resources in support of university goals and priorities are encouraged and in which appropriate responses to these opportunities are developed and implemented. In order to simulate this type of activity, the contributions of each organizational unit to the IEP shall be evaluated on an annual basis and incentive bonuses provided to supervisors of employees who have submitted suggestions that have been implemented. Administrative incentives shall be limited to the immediate supervisor of an employee who submitted an implemented suggestion and to the next higher level supervisor. Supervisors at the level of Vice President or above, however, shall not be eligible for an administrative incentive under this program.

(9) Implementation Plan - Each university president shall submit an Implementation Plan, as well as amendments thereto, to the Chancellor for approval. The Implementation Plan will provide for:

(a) Promotion of the Program;

(b) Appropriate safeguards regarding conflict of interest in decisions leading to cash awards;

(c) A procedure for appeal of decisions made by the IEP Steering Committee;

(d) Procedures for allocating net savings or new revenue along with appropriate safeguards to assure that the quality of essential services are maintained and/or improved as a result of such allocations; and

(e) Identification of employees who are eligible to receive administrative incentive bonuses and the calculation and distribution of such bonuses.

(10) Adopted Suggestions

(a) Each university shall report quarterly to the Board information about suggestions implemented along with the net savings or new revenue, use of net savings or new revenue, and incentive awards provided through the IEP.

(b) The Board's Finance Committee shall review each implemented suggestion and shall distribute a copy of such suggestions to each university.

Specific Authority 240.209(1), (3)(q) FS. Law Implemented 240.2112 FS., Chapter 93-242, Laws of Florida, 1993. History--New 10-17-89, Amended 2-15-94.

6C-8.011 New Academic Program Authorization.

(1) In order to ensure that new academic programs implemented by a state university are of the highest quality, are aligned with the goals of the university and the Board of Governors, and meet the needs of the citizens of Florida, the following criteria and guidelines for new academic program authorization are established.

(2) Definitions - Within the context of these regulations academic programs are defined as follows:

(a) Degree Program – An organized curriculum leading to a college 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 similar programs existing at other colleges and universities, and having designated faculty and instructional resources. Each degree program will be assigned a CIP code and included in the State University System Academic Degree Program Inventory.

(b) Program Major – An organized curriculum offered as a major area of study that is part of an existing or proposed degree program and does not constitute sufficient distinct coursework, faculty, and instructional resources to be considered a separate degree program. A Program Major must be reasonably associated with the degree program under which it is offered and share common core or prerequisite courses with other majors within the same degree program. A Program Major will not be assigned a CIP Code, will not be included in the

State University System Academic Degree Program Inventory, and will not be recognized as a stand alone degree program at the university. The number of credit hours for a Program Major will be established by the university for each degree level.

(c) Program Minors, Concentrations, Areas of Emphasis, Tracks, Etc. - Any organized curriculum that is offered as part of an individual student's degree plan and which enhances or complements the degree to be awarded in a manner that leads to specific educational or occupational goals shall be defined by the individual University Board of Trustees, with the credit hour length set in accordance with university policy, except that the number of credit hours must not equal or exceed the number of credit hours established for a Program Major at the same degree level. Such curricula offerings will not be assigned a CIP Code and will not be included in the State University System Academic Degree Program Inventory as a stand alone academic program at the university.

(d) 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 or diploma 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 College Credit Certificate Programs will be set by the individual University Board of Trustees within guidelines established by Board of Governors Regulation. Such curricula offerings will not be assigned a CIP Code and will not be included in the State University System Academic Degree Program Inventory as a stand alone academic program at the university.

(e) Non-College-Credit Certificate – An organized curriculum of study of any length that is offered as non-college-credit (clock hours, continuing education credits, 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 Non-College-Credit Certificate Programs will be set by the university. Such curricula offerings will not be assigned a CIP Code and will not be included in the State University System Academic Degree Program Inventory as a stand alone academic program at the university.

(3) Criteria for New Degree Program Approval - Proposals for new degree programs shall be authorized by a university board of trustees only if they have been found to meet the following criteria.

(a) Institutional and State Level Accountability

1. THE PROGRAM IS CONSISTENT WITH INSTITUTIONAL MISSION AND BOG STATE UNIVERSITY SYSTEM STRATEGIC PLAN – The proposal must demonstrate that the

goals of the program are aligned with the university's mission and relate to specific institutional strengths, and that the program is consistent with the current State University System Strategic Planning Goals as demonstrated by an explanation of the goals which the program will directly advance.

2. DEMONSTRATE NEED FOR PROGRAM GRADUATES, RESEARCH OR SERVICE – The proposal must demonstrate a need for more individuals to be educated in this program at the level proposed, and contain an estimate of the headcount and 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, then specific information supporting the argument must be provided. If the program duplicates other degree programs in Florida, evidence must be provided that the university has investigated the potential impact on those programs, discussed opportunities for collaboration, and can substantiate a need for duplication.

3. FINANCIAL PLANNING AND RESOURCES ARE SUFFICIENT FOR IMPLEMENTATION - The proposal must provide a complete budget for the program which reflects the text of the proposal, that is comparable in cost to similar existing programs, and that 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 needed programs.

4. PROJECTED BENEFIT OF THE PROGRAM TO THE UNIVERSITY, LOCAL COMMUNITY, AND STATE - The proposal must provide a statement that describes the projected benefit to the university, local community, and the State if the program is implemented. The statement should demonstrate efficient use of resources and justification for the investment. The projected benefit can be both quantitative (data driven) and qualitative in nature, but there should be a clear distinction between the two in the proposal.

5. ACCESS AND ARTICULATION ARE MAINTAINED FOR ALL PROGRAMS – The proposal must demonstrate that:

a. All prerequisites for a baccalaureate program are consistent with standardized prerequisites for similar degree programs within the SUS, or that an exception will be sought through the Oversight Committee of the Articulation Coordinating Committee;

b. If limited access status is sought for a baccalaureate program, adequate justification exists for such designation and evidence must be provided that diversity, articulation, and workforce issues are appropriately addressed when seeking approval from the Board of Governors; and

c. The total number of credit hours for a baccalaureate program does not exceed 120, or that an exception will be sought from the Board of Governors; and

d. The proposal for all degree levels must include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. INDICATION OF ABILITY TO IMPLEMENT A HIGH QUALITY PROGRAM - The proposed program must specifically relate to existing institutional strengths such as programs of emphasis, other academic programs and/or institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have been undertaken, the proposal must provide evidence that progress has been made in implementing the recommendations from those reviews, as appropriate.

2. CURRICULUM IS APPROPRIATE FOR THE DISCIPLINE AND PROGRAM LEVEL - The proposal must describe a sequenced course of study, including expected student learning outcomes, an assessment strategy for student learning, and, in the case of advanced technology and related disciplines, industry-driven competencies. Admissions and graduation criteria must be clearly specified and appropriate. The course of study and credit hours required may be satisfied within a timeframe consistent with similar programs. In cases where accreditation is available for existing bachelor's or master's level programs, evidence must be provided that the program will seek accreditation, or a rationale as to why accreditation may not be beneficial.

3. SUFFICIENT QUALIFIED FACULTY ARE AVAILABLE – The proposal must demonstrate that sufficient qualified faculty are 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 must demonstrate that the academic unit(s) associated with this new degree has been productive in teaching, research, and service. For Professional and Doctorate Programs ONLY - evidence must be provided that the faculty in the aggregate has the necessary experience and research activity to sustain Ph.D. programs and other professional or doctoral programs for which research and grant funding is an expectation of the discipline.

4. SUFFICIENT INSTITUTIONAL RESOURCES ARE AVAILABLE – The proposal must 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 will be available to implement the program. For all Graduate Level Programs, the proposal must indicate whether appropriate fellowships,

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

(4) New Degree Program Approval –

(a) *Professional and Research Doctoral Degree Programs* - Each university board of trustees must approve new professional and research doctoral degree programs for submission to the Board of Governors for authorization, in accordance with the criteria outlined in BOG Regulation 6C-8011(3). In approving new doctoral degree programs for implementation authorization, the Board of Governors will consider the sufficiency of the university proposal evaluation process, the distinctive mission of the university, alignment with the State University System Strategic Plan, and the extent to which the programs will contribute to the economic development of the local community and the state.

1. Proposals that are complete and have been determined to meet all criteria for new program authorization will be considered by the Board of Governors for approval and, subsequent to approval, institutions may offer the new program at a date no sooner than that specified in the proposal. Proposals that do not meet the criteria for new program authorization or that are missing key data elements will not be considered by the Board of Governors for approval.

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

3. New doctoral programs will 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 will establish deadlines for submission of new degree proposals for consideration at each meeting and notify the university presidents.

(b) *Bachelor's, Master's, Advanced Master's, and Specialist Degree Programs* - Each university board of trustees has the responsibility and authority to approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 6C-8.011(3) and (6).

(c) *University Policies for New Degree Program Authorization* - Each university board of trustees must adopt policies for new degree program planning and approval consistent with

Board of Governors Regulation, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The policies must 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 Board of Governors' State University System Strategic 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 all professional and doctoral level program proposals by a qualified external consultant prior to consideration of the proposal by the Board of Trustees;
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 BOG approval criteria and implementation costs; and
5. Adoption of a common state university system new degree proposal format developed by BOG staff in collaboration with university academic affairs officers, which is available from the Chancellor.

(d) *State University System Academic Degree Program Inventory* – The Chancellor will maintain a State University System Academic Degree Program Inventory which will identify the approved degree programs for each university and which 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, specialists, or advanced master's degree by the University Board of Trustees, a university must notify the Board of Governors, Office of Academic and Student Affairs, in writing and provide an electronic copy of the proposal for each program. The notification should include any request for approval of limited access status, exceptions to the 120 credit hours to degree for baccalaureate programs, and exceptions to the established statewide common prerequisite courses for baccalaureate programs. A Classification of Instructional Programs code for each program will be assigned by the Office of Academic and Student Affairs in consultation with the university. Upon resolution of any outstanding issues regarding the program, it will be added to the State University System Academic Degree Program Inventory and a letter of notification will be provided to the university.

(5) Other Academic Program Approval - Each university board of trustees has the responsibility and authority to promulgate policies consistent with applicable accreditation standards for the approval and implementation of other types of academic programs as defined in BOG Regulation 6C-8.011(2) and as described in the following subsections.

(a) Program Majors, Program Minors, Concentrations, Areas of Emphasis, Tracks and College Credit Certificates within an existing bachelor's, master's, advanced master's, specialist, and doctoral degree program.

(b) College Credit Certificate programs when more than half of the courses are not part of the curriculum of an existing degree program.

(c) Establishment and for annual review of off-campus degree program offerings outside of its assigned service area, to include: programs offered through continuing education, degree programs offered under contract as sponsored credit for an external public or private entity, and degree programs offered in foreign countries.

(d) Non-college credit programs offered through continuing education that lead to a certificate or diploma recognized as a credential for employment.

(e) Copies of each university board of trustees' policies and procedures for Other Academic Program Approval must be provided to the Board of Governors, Office of Academic and Student Affairs.

(6) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricula decision making authority, designated facilities and instructional resources, and a designated student body may not be implemented at a branch campus or other subsidiary instructional location unless approved by the university board of trustees; regardless as to whether the university already has authority to offer the degree program. Each such program must meet the BOG new degree program approval criteria and follow the same approval process as other new program offerings at the university. This regulation does not apply to programs that share faculty and students between instructional locations.

(7) Legislative Approval - In accordance with Section 1004.03, F.S., any request for authorization to plan a new college, school, or functional equivalent of a program leading to a degree offered as a credential for a specific license granted under the Florida Statutes or the State Constitution must be approved by the Legislature before final implementation of the program. The BOG Office of Academic and Student Affairs will assist the university in determining if such approval is needed and it is expected that the university will seek approval during the legislative session following final approval by all appropriate state university system boards.

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

6C-8.012 Academic Program Termination.

(1) To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System, programs may be terminated. Reasons for terminating programs may include but are not limited to the following:

(a) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university.

(b) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with strategic goals of the Board of Governors.

(c) The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.

(2) Each University Board of Trustees must adopt policies and procedures for degree program termination, with copies provided to the Board of Governors, Office of Academic and Student Affairs. The policies will include at a minimum:

(a) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and

(b) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; and

(c) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

(3) Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). Upon termination of a degree program, the university will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision.

(4) Each University Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with BOG Regulation 6C-8.012 (1) and subsection (2). In its request for termination of a program the university will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

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

6C-8.013 Limited Access.

(1) The Board of Governors may declare certain degree programs as limited access programs, upon request by a 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 is 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 shall be determined by the program, recognizing that the standards applied to the 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 a 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 a 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 the 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 of each year 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 the 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 admissions requirements of such programs.

(e) Florida community college Associate in Arts graduates and university students who have successfully completed 60 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.

6C-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.

6C-8.015 Academic Program Review 2007-2014.**(1) Statement of Intent**

(a) Academic program review has a lengthy history in the State University System of Florida, as efforts have been made to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well aligned with regional and discipline-specific accreditation expectations, program review processes in the State University System must emphasize the assessment of student learning outcomes and continuous program improvement.

(b) The Board of Governors (BOG) requires the cyclic review of all academic degree programs in State universities at least every seven years. Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the university's mission, as illustrated in the academic learning compacts. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

(c) The Board of Governors supports the ongoing devolution of authority, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that program review processes and summary reports

are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations.

(2) Program Review Schedule

(a) Each university must establish and maintain a schedule for submission of program review summary reports for every degree program within the 2007-2014 cycle.

(b) The Office of Academic and Student Affairs shall review each university's program review schedule to ensure that all programs receive sufficient review, with appropriate input from external experts, within the established seven-year cycle. Exceptions to the seven-year cycle may be negotiated to align a review with a specialized accreditation cycle.

(3) Program Review Policies and Procedures

(a) Each university must establish and publish clearly defined policies and procedures for reviewing academic degree programs during the 2007-2014 cycle and for ensuring continuous program improvement.

(b) University policies and procedures must ensure that the program review and continuous improvement processes include the following components:

1. The review of the mission(s) and purpose(s) of the program within the context of the university mission and the Board of Governors' Strategic Plan;

2. The establishment of teaching, research, service, and other program goals and objectives, including expected outcomes, particularly in the area of student learning;

3. An assessment of:

a. how well program goals/objectives are being met;

b. how well students are achieving expected learning outcomes;

c. how the results of these assessments are used for continuous program improvement; and

d. the sufficiency of resources and support services to achieve the program goals/objectives.

4. For baccalaureate programs, a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and (if appropriate) a review of the limited access status of the program to determine if such status is still warranted.

(c) The Office of Academic and Student Affairs shall review all university program review policies and procedures.

(d) Each university must electronically submit its program review policies and procedures for the 2007-2014 program review cycle to the Office of Academic and Student

affairs by April 1, 2007. Thereafter, revisions and updates to university procedures must be submitted to the Office for review by December 15 of each year of the cycle.

(4) Program Review Summary Reports

(a) A program review summary report must be completed for every program review that is conducted during the 2007-2014 cycle. Each summary report must include the following components:

1. The CIP/degree combinations for the program that is reviewed.
2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate program.
3. An indicator identifying whether or not the program review was conducted in conjunction with any external reviews (e.g., accreditation reviews).
4. The date of the last review of this program.
5. A brief description of major changes made since the previous program review.
6. A summary of the current strengths of the program.
7. A summary of the current weaknesses of the program.
8. A summary of the recommendations and/or proposed action plans made as a result of the review.
9. An official signature of the university provost that will verify that the program review included all of the processes outlined in this BOG regulation and was conducted according to approved university policies and procedures.

(b) A copy of all full program review reports must be maintained at a campus location specified by the university provost.

(5) Program Review Summary Report Submission

Each university must provide its schedule for submission of 2007-2014 program review summary reports in a prescribed electronic format to the Office of Academic and Student affairs by April 1, 2007. Thereafter, revisions and updates to the university's schedule should be submitted to the Office for approval by December 15 of each year of the cycle.

(a) For each program review conducted during the 2007-2014 cycle, a program review summary report must be electronically submitted to the Office of Academic and Student Affairs during the year in which the summary report is scheduled for submission.

(b) The Board of Governors home Web page will have a link to a secure Academic Program Review Web page that will contain a standardized Summary Report template. This form will be accessible by university program review administrators and will allow each university's program review summary reports to be submitted on-line to the BOG office,

according to the timeline expressed in the university's schedule for the submission of program review summary reports and in this Board of Governors regulation. The template will contain the components of the summary report listed in (4)(a).

(c) The Academic Program Review Website and all submitted university program review summary reports will be maintained by the Office of Academic and Student Affairs.

(d) The program review summary reports will be utilized by the Office of Academic and Student Affairs to gain knowledge of specific discipline or system-wide issues and to review topics or issues that cross over programs within a university or that cross over universities within the State University System.

Authority: Section 7(d), Art. IX, Fla. Const., 1001.705(1)(b)8, F.S.

6C-8.016 Academic Learning Compacts.

(1) Introduction

(a) "Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance." American Psychological Association ([March, 2002](#)).

In recent years, there has been increased emphasis on the identification and assessment of core student learning outcomes in higher education. The Florida Board of Governors has articulated the importance of student achievement in its strategic planning and accountability processes. Research indicates that university students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program faculty will assess that learning. Therefore, the Board has determined that universities must develop "Academic Learning Compacts" and related assessment processes to define and demonstrate student achievement in baccalaureate degree programs in the State University System.

(b) University Infrastructure for Developing, Implementing, and Reviewing Academic Learning Compacts and Related Assessment Processes

The Board of Governors supports the ongoing devolution of authority to the universities, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that the Academic Learning Compacts and corresponding assessment processes are of high quality and that they comply with the

expectations outlined in Board of Governors and university regulations. The infrastructure outlined below is in place to ensure such compliance.

(2) Policies and Procedures:

(a) Each university Board of Trustees must approve a process for certifying that each baccalaureate graduate has completed a program with clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills.

(b) Each university must construct clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and related assessment activities. These policies and procedures must be aligned with this System regulation.

(3) Processes: For all baccalaureate programs on (or that an institution intends to place on) the State University System Academic Degree Inventory:

(a) Program faculty must develop Academic Learning Compacts that identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills¹; and (iii) critical thinking skills.* Input should be sought from the business and professional community to identify learning outcomes that students need for success in the global marketplace and society.

(b) Program faculty must identify the corresponding assessment tools and procedures that faculty use within the context of the program to determine if individual students have met each of the articulated core student learning expectations.

(c) University personnel must develop robust and effective program assessment/evaluation systems (which can involve sampling), including external corroboration, to substantiate that graduates have truly attained the expected core competencies. Such program assessments/evaluations should provide assurance that completion of the baccalaureate degree program indicates that individual students have attained the articulated core learning requirements.

(d) Program faculty must demonstrate the use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.

(4) Products:

¹ It will be a university decision as to whether there will be institutional-level definitions and/or required outcomes in the areas of communication and critical thinking skills. Some institutions may decide instead that definitions and/or required outcomes will be established (or supplemented) at the program level.

(a) A current copy of each university's policies and procedures regarding both Academic Learning Compacts and corresponding assessment/ evaluation processes must remain on file in the Board of Governors Office of Academic and Student Affairs.

(b) Program faculty must provide current and prospective students with student-friendly, jargon-free Academic Learning Compacts for each baccalaureate program on (or that an institution intends to place on) the State University System Academic Degree Inventory. Each Academic Learning Compact must be made available on the university's Web site and must include, at a minimum:

(i) concise statements of what active and successful students participating in the joint teaching-learning-assessment process will know and be able to do, expressed in terms of the core student learning outcomes embodied in the requirements for each baccalaureate degree;

(ii) a list of the types of assessments students might encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.).

(c) As part of the mandated review and continuous improvement process for State University System degree programs (refer to the Board of Governors Regulation on Academic Program Review), university personnel must submit an up-to-date hyperlink to a copy of the Academic Learning Compact for each baccalaureate degree program under review. University personnel are expected to demonstrate how results from the periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, have been used to continuously improve program effectiveness and student learning.

(d) Initially, university personnel will be asked to submit periodic status reports to the Board of Governors Office of Academic and Student Affairs on the progress baccalaureate degree program faculty are making on developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment/evaluation policies, procedures, and products.

(5) Responsibilities of the Office of Academic and Student Affairs

The Board of Governors Office of Academic and Student Affairs will:

1. Review institutional policies and procedures to ensure that they comply with the expectations outlined in this regulation.

2. Offer technical assistance to university personnel as they work to improve the quality of program assessment/evaluation processes to demonstrate that individual students receiving the baccalaureate have attained the articulated core learning requirements.

3. Convene periodic meetings of representatives from the State universities to review institutional progress in developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment policies, procedures, and products, as well as to share related best practices.

4. Provide periodic updates to the Board of Governors on efforts in the State University System to demonstrate student achievement in the baccalaureate degree programs.

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