



Consolidation Planning Study and Implementation Task Force

Shared Governance/Transparency Committee Hearing

October 2, 2018

1:00 p.m. – 3:00 p.m.

USF Sarasota-Manatee, Selby Auditorium

Committee Members: Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

Staff Liaison: Amy Farrington

A G E N D A

- I. Call to Order
- II. New Business – Action Items
 - a. Approval of September 11 Meeting Notes
- III. New Business – Information Items
 - a. Introduction and Context
 - b. Testimony
 - i. Overview of General Education
 - Scott Besley, Ph.D., *USFT General Education Leadership*
 - Kyna Betancourt, Ph.D., *USFT General Education Leadership*
 - S. Morgan Gresham, Ph.D., *USFSP General Education Leadership*
 - Phillip Wagner, Ph.D., *USFSM General Education Leadership*
 - ii. Overview of Faculty Governance
 - Ray Arsenault, Ph.D., *President, Faculty Senate, USFSP*
 - Tim Boaz, Ph.D., *President, Faculty Senate, USFT*
 - Michael Gillespie, Ph.D., *President, Faculty Senate, USFSM*
 - Deanna Michael, Ph.D., *President, System Faculty Council*
 - iii. Overview of Campus Boards
 - Gerard Solis, J.D., *USF System General Counsel*
 - c. Public comment
 - d. Discussion
- IV. Adjournment

Next Scheduled Subcommittee Meeting: October 10, 2018, USF Tampa

**Shared Governance/Transparency Subcommittee Hearing
September 11, 2018
Notes**

Present: Melissa Seixas, Chair; Kayla Rykiel; Nicole Washington.

I. Call to Order

Chair Seixas called the meeting to order at 4:20 p.m.

II. New Business – Action Items

There was a motion to accept the minutes from the July 18, 2018 hearing were approved.

III. New Business – Information Items

a. Introduction and Context

Chair Seixas outlined the focus of the committee, introduced the topics for discussion at the hearing, and described the process for public comment.

b. Testimony

- i. Overview of USF System Fees and Resources Directly Impacted/Supported by Student Fees

Nick Trivunovich, VP, Business & Finance and CFO of USF System, described the current fee structure at USF, the approval process and how various fees are used. The State University System (SUS) authorizes each university to charge certain fees that are common to all, while also allowing some university specific fees.

The USF Board of Trustees must authorize all fees assessed by the System. Increases can only occur once each fiscal year with implementation in the fall semester. Notice of any proposal to change tuition or fees must be provided to all students 28 days before consideration at a BOT meeting. USF has had no fee increases in the last five years.

Activity and Service (A&S), Health and Athletic fees are considered “local fees”. To change a local fee, a Local Fee Committee reviews increase requests and makes recommendations. These recommendations are provided to the USF System President, who submits the request to the BOT. The sum of the local fees cannot exceed 40% of tuition and within that cap, local fees cannot be increased by more than 5 percent per year.

A&S Fees have to be used for the student body in general and cannot be used for any student organization that is not open to all students. In particular, the student government association (SGA) is funded by A&S Fees which can be used for the operation of student government, the allocation of funds to student clubs and organizations and the support of various Student Affairs

departments. The SGA compiles budget requests from student organizations and internal departments and reviews these requests to compile the budget for approval by the SGA Senate. The budget is then presented to the USF System President via the VP of Student Affairs and Student Success. The USF System President (or delegated authority to Regional Chancellors) has line item veto power over the budget submitted by the SGA.

David Everingham, Regional Associate Vice Chancellor Business and Finance, described the health, athletics and transportation fees. Health fees cover general student health needs at low or no cost, mental health counseling, and student wellness programs. Athletics fees supports the general operations of the USF Athletics Program, provides for intramural sports and the USF sporting programs and allow students free entry to USF sporting events. A portion of the USFSP athletic fee is used to fund the USFSP Sailing Team. Mr. Everingham discussed the transportation and access fee, which may be used to support the USF System's transportation infrastructure and to increase access to transportation services. Only USFT and USFSP charge transportation fees (Bull Runner and supplementing the free use of the Pinellas bus system).

Eddie Beauchamp, Regional Vice Chancellor Business and Financial Affairs, described the technology and capital improvement fund fees. The Technology Fee, capped at 5 percent of tuition per credit hour, was approved by the BOT in 2009. Part of this fee goes to the individual institutions to enhance instructional technology resources with a portion remaining at the System for projects that support instructional technology. The Capital Improvement Trust Fee may be used to fund project or real property acquisition or improvements on existing property (except the Marshall Center which is funded under a separate fee).

Nick Setteducato, Interim Regional Vice Chancellor Administrative and Financial Services, explained Financial Aid Fees. The BOT is authorized to collect, for financial aid purposes, an amount not to exceed 5% of the tuition and out-of-state fee. A minimum of 75% of funds from the student financial aid fee is used to provide financial aid based on demonstrated financial need. He clarified that the need for these funds is reviewed on a 3 Year Financial Aid Plan to ensure all expenses are covered. This fee generates one pool of funding that is for all three campuses to use.

Members discussed the possibility of making the fee structure more transparent to allow students to understand the fees and the services provided. Mr. Trivunovich explained the University uses the website, presentations at orientations and SGA to communicate information regarding fees. Each campus has a separate process for fees and the fees speak to the individual identity of each campus. The home campus determines what flat fee a student is charged and the per credit hour fees are determined depending on the location of the course.

Members discussed the feasibility of increasing the transportation fee to provide a shuttle between the campuses to support additional connectivity between campuses.

Mr. Trivunovich clarified that the CITF is used to renovate or to build new building but it must be for student related buildings not academic buildings (e.g. a campus rec center or student commons).

ii. Overview of Student Governance Structure

Michael Klene, SGA President at USF Sarasota-Manatee, Kaeden Kelso, SGA President at USF St. Petersburg and Moneer Kheireddine, SGA President at USF Tampa jointly presented on the role, operations and activities of student government at each of the USF institutions.

Student Government has two responsibilities: to represent the student body and student interests and to ensure the proper allocation, budgeting and support of the A&S Fees at each institution.

Each campus has three branches with annual elections on each campus. USFT Student Senate has 60 seats, USFSP has 20 and USFSM has 10.

Each campus's student government offers student services and allocates the A&S fees a little differently and each of the three student government presidents provided an overview of that process at their respective campus.

The following are some examples of services the student government funds: USFSM offers shuttle to the Mote Marine Laboratory. USFSP funded a concert on campus. USFT funds Bulls Radio where students can start a radio show and free transport for students from the library to residence halls at night. All campuses fund free computer services / printing for students.

The USF System President's Advisory Board (SPAB), which represents the entire student voice, is a cross-campus collaboration of student governments created through a Memorandum of Understanding. Membership is made up of the three SGA presidents, plus three additional seats from each campus (with an additional seat for each 10,000 students). This entity elects one SGA President to serve as the student representative on the USF Board of Trustees.

The SGA presidents presented a potential plan moving forward to enhance the system-wide student government structure while maintain individual campus identity. A single USF System Student Body President would be elected by the various campuses while each campus would be granted five seats (Student Body President, VP, Senate President, Supreme Court Chief Justice) with an additional seat for each 5,000 students. The goal is to create a unified advisory board created of leadership from each campus and an opportunity to hear students on a local level.

The review of A&S funds could continue under a more refined, but similar to the current, system. Student comprised at each campus would review campus individual budgets to create overall budget requests. That review would go to a final board, the three SGA presidents and the USF System President or Regional Chancellor for approval. They noted that this plan was still in the formation stage as the intricacies of the A&S funding process was reviewed.

Members questioned the impact that consolidation would have on individual campus events in terms of potential increased attendance, how students would be allowed to use student funded services available at different campus locations and whether there were any system wide events (along with any restrictions). Mr. Kheireddine explained most services and events are already available to the larger student body. There are some system-wide events, available to all students

and/or modified for each campus. These include events such as homecoming and services like free printing. Currently, students cannot participate in sports activities outside of the home campus. Members discussed the possibility and opportunity for students to join teams regardless of home campus to further take advantage of consolidation.

iii. **Overview of Strategic Planning**

Dr. Gregory Teague, Special Advisor to the President for USF System Strategic Planning, and an associate professor, described the entire spectrum of strategic planning at USF including the USF System plan, each institution's plan, and college and departmental plans. All plans support the highest plan's goals and objectives in order to keep the organization moving forward in a successful manner.

Chair Seixas asked what the implications of consolidation were on current strategic plans and planning processes. Dr. Teague described the system strategic planning process as somewhat on hold during this portion of the consolidation process. Upon approval of the implementation plan, the planning process could be resumed for a USF Strategic Plan that would incorporate existing plans as well as changes due to consolidation and the implementation plan.

c. Public comment

There was no public comment.

d. Discussion

Members had no further discussion. Chair Seixas thanked all of the presenters for their time and participation in providing valuable information to the Subcommittee.

IV. Adjournment

Meeting adjourned at 6:11 p.m.

General Education at USF



General Education

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
3. Is based on a coherent rationale

For baccalaureate programs, general education consists of a minimum of 36 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
- Natural science/mathematics

The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

SACSCOC Core Requirement 2.7.3



USF General Education Leadership

Scott Besley, Ph.D.

- Faculty, USF Muma College of Business
- Chair, USF Tampa General Education Council

Kyna Betancourt, Ph.D.

- Assistant Dean of General Education, Assessment, and Communication USF Tampa

Morgan Gresham, Ph.D.

- Faculty, USFSP Department of Verbal and Visual Arts
- First Year Composition Coordinator
- Chair, USFSP General Education Council

Phillip Wagner, Ph.D.

- Faculty, USFSM College of Liberal Arts and Social Sciences
- Core Curriculum Coordinator
- Chair, USFSM General Education Council

General Education at USF Tampa

Foundations of Knowledge and Learning (FKL) (through 2017)

“The FKL Core Curriculum is a program of general education courses designed to provide you with a diversity of ideas, concepts, and ways of knowing and acquiring new knowledge. It emphasizes inquiry as the means of developing complex intellectual skills that enable you to become a critical thinker, concerned citizen, and successful professional. If you have not yet chosen a major discipline, the FKL Core Curriculum will provide you with the opportunity to explore a variety of vital areas of study, making you more aware and engaged in understanding the challenges that our global realities require.”

Requirements

- 36 credit hours (usually 12 courses) of lower-level General Education courses, typically completed by the end of sophomore year
- 6 credit hours (usually 2 courses) of upper-level Capstone Learning Experience courses, usually taken during the junior or senior year

General Education at USFSP

General Education Core Requirements

- Drawn from State-mandated General Education Core classes and USFSP-specific Core classes, all included courses certified or recertified 2013-2104 to meet the 2015 state legislative deadline for new General Education **6A-14.0303**
- 36 credit hours (usually 12 courses) of lower-level General Education courses
- students are required to take 6 credit hours in each of the GE fields of Communications, Humanities , Mathematics, Natural Sciences, and Social Sciences
- 6 credit hours as electives

USFSP General Education Exit (Liberal Arts) Requirements

- 9 credit hours
 - Major Works and Major Issues (at least 3 hours outside the disciplinary core)
 - Literature and Writing

General Education at USFSM

The Pillars of Intellectual Engagement (Core Curriculum)

The Pillars of Intellectual Engagement, which arise from the mission of USFSM and reflect the characteristics most sought by employers, include:

- **Communication:** Students will communicate reasoning effectively.
- **Critical Thinking:** Students will (1) form vital questions and problems clearly, (2) gather and assess relevant information, (3) identify relevant assumptions, alternatives, and implications, and (4) develop well-reasoned conclusions.
- **Leadership:** Students will apply task-oriented and interpersonal skills to lead groups.
- **Ethics:** Students will develop a personal ethic, describe their beliefs and the origin of those beliefs.
- **Diversity:** Students will interact effectively in diverse cultural contexts by applying knowledge of own culture and multiple world views to evaluate social issues and develop an effective approach to multiculturalism.
- **Community Engagement:** Students will improve quality of life through engagement, personal growth, and impact on community.

Requirements

- 36 credit hours (usually 12 courses) of lower-level General Education courses
- 3 credits (2 courses) dedicated to foundations of academic and professional success
- 9 credits (3 courses) of upper-level Pillars of Intellectual Engagement courses

Consolidated General Education

No later than February 15, 2019, the task force must submit a report to the University of South Florida Board of Trustees which includes, at a minimum, recommendations on the following:

- a) Identification of specific degrees in programs of strategic significance
- b) **Maintaining the unique identity of each campus** and an assessment of whether a separate education mission is beneficial to the future of each campus
- c) **Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus**
- d) Develop the research capacity of each campus
- e) **Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid**
- f) Establishing budget transparency and accountability
- g) **Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff**

HB 423, pp. 21-22

USF Tampa Enhanced GenEd

“In 2005, the USF general education program was revamped via the INSPIRE document. In that proposal, a program review was suggested to occur in 2010; however, that review never occurred, and the general education curriculum has stayed the same for the last 11 years. Since 2005, a lot of things have changed in terms of what students need and the demands placed on USF to provide for those needs. Therefore, it is our responsibility, as faculty, to revise the general education curriculum to meet the students' needs within the new state parameters.”

Several benefits come from the Enhanced General Education:

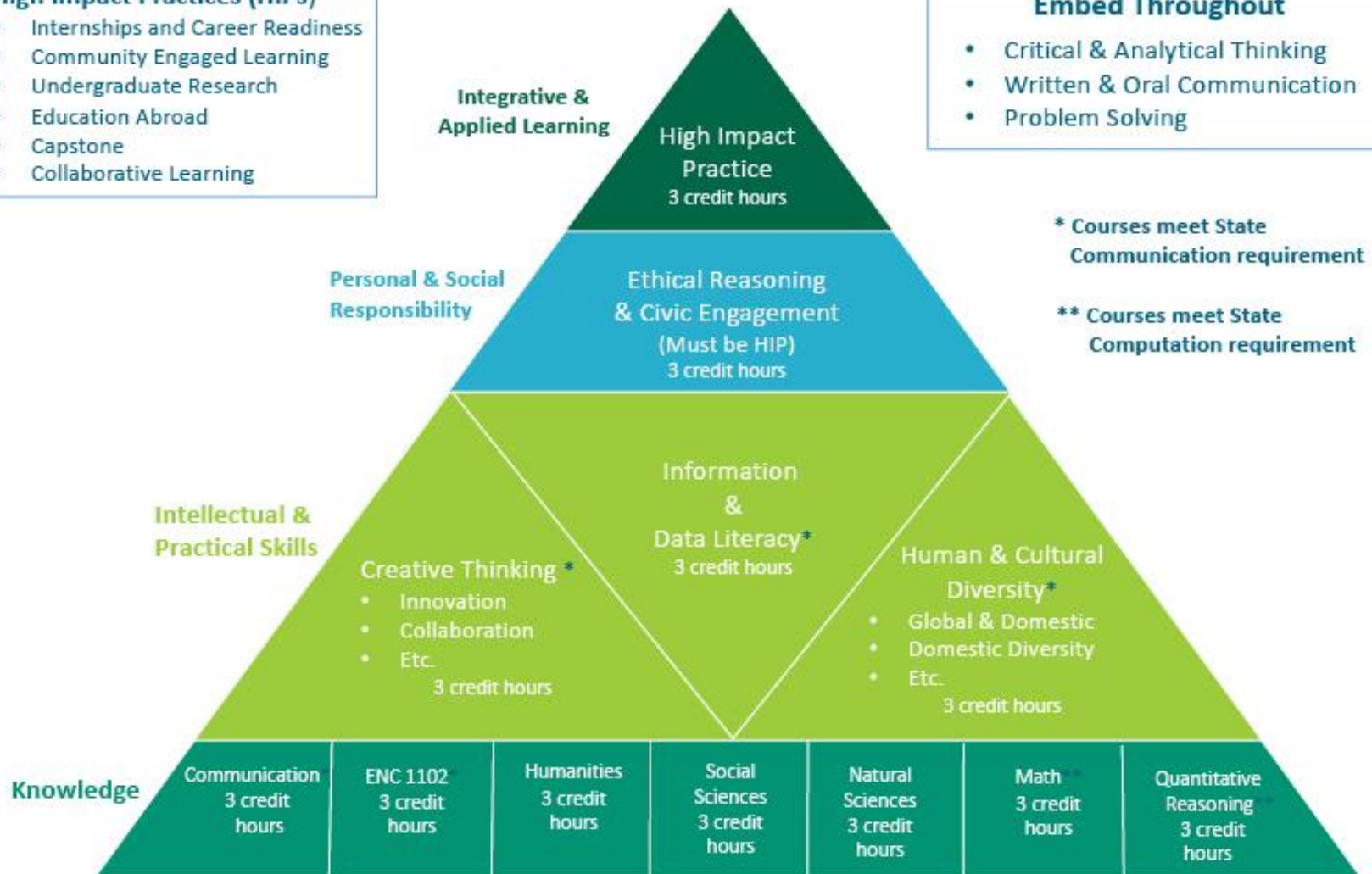
- By allowing major courses to count towards the general education requirement, we created curricular space for electives, certificates, minors, and intellectual exploration.
- All students will graduate with two High Impact Practices.
- We have the opportunity to provide at least 3 hours of USF General Education to transfer students.
- Students receive a more rigorous general education that better prepares them for life after their undergraduate degree.
- We have broader university participation in offering courses in the Enhanced General Education.

High Impact Practices (HIPs)

- Internships and Career Readiness
- Community Engaged Learning
- Undergraduate Research
- Education Abroad
- Capstone
- Collaborative Learning

Embed Throughout

- Critical & Analytical Thinking
- Written & Oral Communication
- Problem Solving



General Education Consolidation

Key Focus Areas:

- Curricular Alignment
- Course Alignment
- Assessment
- Faculty Oversight and Ownership

Curricular Alignment

Issue Statement: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities.

Recommendation: GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program. *Note: GenEd leadership refers to the Assistant Dean of General Education, Assessment, and Communication at USFT, USFT GEC Chair, USFSM GEC Chair, USFSP GEC Chair

Description/Implementation:

- GenEd Leadership will meet to discuss the best way to consolidate GenEd
- Identify already existing areas of overlap
- Determine the best way to teach out existing GenEd/core programs on all campuses
- All GenEd courses will need to address the standardized, approved SLO's but can do so in their own fashion, helping to preserve individual campus, faculty, and course identity.

Curricular Alignment: Outcomes

- **GenEd Leadership will meet to discuss the best way to consolidate GenEd**
 - GenEd leadership agreed to the Enhanced General Education framework with details to be discussed to ensure individual campus identities and distinctions are maintained. *Note: the theoretical foundations between USFT and USFSM were already aligned to the AAC&U. USFSP was moving towards a revision of the upper-division Gen Ed (Exit courses).
- **Identify already existing areas of overlap**
 - The Knowledge tier of the Enhanced General Education framework was identified as containing the most overlap.
- **Determine the best way to teach out existing GenEd/core programs on all campuses**
 - GenEd leadership on all three campuses will continuously monitor the teach out process on their campus, making sure there is no disruption to student progression.
- **All GenEd courses will need to address the standardized, approved SLO's but can do so in their own fashion, helping to preserve individual campus, faculty, and course identity.**
 - Courses will be approved based on standardized SLO's; campus GenEd leadership will monitor alignment and provide guidance continuously and will communicate collaboratively regarding any potential issues.

Course Alignment

Issue Statement: All courses certified for the new Enhanced General Education framework must be the same across all campuses.

Recommendation: Departments and colleges across the system must engage in meaningful discussions to align general education offerings.

Description/Implementation:

- Identify current overlap and divergence to understand the scope of the issue.
- Revise the leadership-imposed “cap” on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced General Education Program.
- Implement new processes around GenEd course review and approval on all campuses.

Course Alignment: Outcomes

- **Identify current overlap and divergence to understand the scope of the issue.**
 - GenEd leadership is currently reviewing data on GenEd offerings across the system to identify potentially difficult alignment discussions.
- **Revise the leadership-imposed “cap” on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced General Education Program.**
 - GenEd leadership will identify courses that may facilitate important consolidation discussions on curricular alignment and bring recommendations forward to the designated curricular representatives.
- **Implement new processes around GenEd course review and approval on all campuses.**
 - USFT will begin accepting new proposals from USFT faculty in Fall 2018 for the ERCE and HIP attributes.
 - AD of Gen Ed (USFT) will check all incoming course proposals for overlap with USFSM and USFSP and alert GEC Chairs when consolidation discussions need to occur
 - USFSM and USFSP GECs will cease course review of current GenEd/core programs and will focus on consolidation alignment tasks to minimize student disruption and maximize faculty ownership of courses.

Assessment Alignment

Issue Statement: There must be one standard method of assessment for the GenEd program across the system.

Recommendation: GenEd leadership and GECs must create a consolidated assessment plan for the new Enhanced General Education Program.

Description/Implementation:

- Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.

Assessment Alignment: Outcomes

- **Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.**
 - A subcommittee has been formed, consisting of each campus GEC Chair plus two additional GEC members from each campus; USFSM GEC Chair will chair this sub-committee.
 - This sub-committee will develop a preliminary assessment plan and submit a proposal for vote to Tampa GEC by the end of October, 15 2018.

Structure/Ownership Alignment

Issue Statement: There must be one consolidated GEC to make overarching decisions but campus-specific subgroups and/or GenEd oversight/ leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty.

Recommendation: A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC subgroups and a designated leader)*Note: campus sub-groups should be made of approved GEC members

Description/Implementation:

- There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.
- The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.
- There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.
- Each campus subcommittee will have its own chair, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.

Structure Alignment: Outcomes

Note: Currently, USFSM has a full-time faculty member who was hired to specifically lead GenEd and the Core Curriculum as part of their faculty load, whereas Tampa GEC votes on a new Chair every year. Similar to USFSM, USFSP has maintained a single GEC chair for 4 years.

It is important to maintain existing leadership structures to help ensure a seamless transition and account for each campus' individual identity. Though the consolidated GEC will have revolving leadership every 2-3 years, each campus should elect a subcommittee chair in a way that reflects their own unique identity and currently existing procedures to minimize overall impact in terms of consolidation success and teaching out old GenEd programs.

- The GenEd subgroup will present this plan to the Faculty Governance subgroup on September 28.
- The new consolidated Faculty Senate will need to vote on this structure and on apportionment for the GEC.

Additional Recommendations

Issue Statement: The consolidated Deans and Chairs need to figure out how many sections of consolidated GenEd courses on each campus, especially with respect to courses that have many sections across campuses (e.g. ENC 1101).

Consolidation Overview

The recommendations above are critical in order to accomplish the highlighted charge from HB 423 below:

- a) Identification of specific degrees in programs of strategic significance
- b) **Maintaining the unique identity of each campus** and an assessment of whether a separate education mission is beneficial to the future of each campus
- c) **Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus**
- d) Develop the research capacity of each campus
- e) **Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid**
- f) Establishing budget transparency and accountability
- g) **Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff**

HB 423, pp. 21-22

USF System Faculty Governance

October 2, 2018



Advisory Council of the Faculty Senates (to the Board of Governors)

Shared governance involves collaborative efforts to fulfill and fully execute the institutional mission by participating in matters including:

- a) the identification of priorities;
- b) the development of policy;
- c) defining responsibility for ethical leadership;
- d) the enhancement of community partnerships, and
- e) the governance of the academic institution as a whole.

(Advisory Council of Faculty Senate Presidents, Statement of Shared Governance, 2011)

Faculty Senate functions

- Principal advisory body to administration regarding welfare of university, especially the academic mission.
- Discuss and take a position on any subject of University concern; initiate policies on these matters to the President, either directly or through its committees
- A significant role in the appointment of academic administrators, and periodic performance reviews of such administrators.

Current Faculty Governance Structure

USF System Faculty Council

14 Representatives

Tampa – 7 (Tampa reps = USFSP + USFSM)

St. Pete – 4

Sarasota – 3

Presidency rotates (President serves on BOT)

Current Faculty Governance Structure

Each Institution has its own Faculty Senate and Councils

Tampa – USF Health – 30 Senators (apportioned by college)

Academic Affairs – 49 Senators (apportioned by department)

13 Councils (apportioned by college)

St. Pete -7 Senators (apportioned by college)

8 Councils

Sarasota – 10 Senators (apportioned by college) + Pres. and VP

8 Committees

Councils and Committees with Similar Functions

USFSM Faculty Senate (4 of 7)	USFT Faculty Senate (8 of 13)	USFP Faculty Senate (7)
Awards and Rewards	Honors and Awards Council	Awards Committee
Academic Program Council	Undergraduate Council Graduate Council	Undergraduate Council Graduate Council
Core Curriculum Committee	General Education Council	General Education Committee
Research Advisory Board	Research Council (USF System) Council on Faculty Issues Publications Council Council on Technology for Instruction and Research	Research Council Sabbatical Committee Distance Learning Committee

Unique Councils and Committees

Unique to USFSM	Unique to USFT	USFSP
Constitution and Bylaws Committee	Council on Educational Policy and Issues	USFSP eliminated Library Council, Distance Learning and Technology Committee, and Enrollment Management Committee to reduce service load in 2010-2011. Only Distance Learning Committee was recreated.
Tenure and Promotion Committee And Subcommittees	Faculty Council on Student Admissions	
Faculty Professional Development Committee	Athletic Council (President's System Committee)	
	Library Council	
	Committee on Committees	

Proposed Faculty Governance Structure

One Faculty Senate

Membership:

- Academic Affairs (including all of USF geographically)
 - 1 Senator per Department per Campus**
 - Number of Senators unknown pending Academic Structure
 - Provision could be made at SP/SM to combine small units
 - SP/SM Senators could form campus Faculty Council
- **USF Health** – apportioned by college (same ratio as AA)
- **Executive Committee**
- +- 100 members total

Proposed Structure (continued)

Senate Executive Committee composition:

- 4 Elected Officers (Pres, VP, Sec., Sergeant-at-Arms)
- 3 Members-at-Large (1 from each Campus)
- 12 Council/Committee Chairs

Councils and Committees

- Based on current Tampa model
- Allocation of Membership TBD

Governance Documents

- Starting from USF Tampa Constitution and ByLaws
- Documents from SP/SM being reviewed for items to include

Main Issues to Resolve

Number of Senators from SP/SM (pending Academic Structure)

Rotation of Officer Positions

Membership of Councils/Committees

Governance Documents

Set timeline for reevaluation of committee composition

Guiding Principles for USF Consolidation

- Strengthen USF's stature as a Preeminent Research University with national and global prominence;
- Embrace a model of "One University Geographically Distributed" while preserving campus identity – guided by a transparent and collaborative process;
- Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;
- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

Approved April 23, 2018 by the USF BOT Consolidation, Accreditation and Preeminence Committee



UNIVERSITY OF SOUTH FLORIDA

Select Year:

The 2018 Florida Statutes

[Title XLVIII](#)

K-20 EDUCATION CODE

[Chapter 1004](#)

PUBLIC POSTSECONDARY EDUCATION

[View Entire Chapter](#)**1004.335 Accreditation consolidation of University of South Florida branch campuses.—**

(1) The University of South Florida Consolidation Planning Study and Implementation Task Force is established to develop recommendations to improve service to students by phasing out the separate accreditation of the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee, which were conferred by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) pursuant to ss. [1004.33](#) and [1004.34](#), respectively.

(2) The task force shall consist of the following members:

- (a) One member appointed by the chair of the Board of Governors who will serve as chair;
- (b) Two members appointed by the President of the Senate;
- (c) Two members appointed by the Speaker of the House of Representatives;
- (d) Two members appointed by the chair of the University of South Florida board of trustees;
- (e) One member appointed by the chair of the campus board of the University of South Florida St. Petersburg;
- (f) One member appointed by the chair of the campus board of the University of South Florida Sarasota/Manatee;
- (g) The regional chancellor of the University of South Florida St. Petersburg;
- (h) The regional chancellor of the University of South Florida Sarasota/Manatee;
- (i) The president of the University of South Florida or his or her designee; and
- (j) One student member appointed by the University of South Florida Alumni Association.

(3) The Board of Trustees shall assign personnel from each campus to staff the task force. The chair of the task force may consult experts in university mergers and consolidations to assist the task force in developing recommendations.

(4) No later than February 15, 2019, the task force must submit a report to the University of South Florida Board of Trustees which includes, at a minimum, recommendations on the following:

- (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- (b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
- (d) Developing the research capacity at each campus;
- (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid;
- (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health; and

(g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

(5) No later than March 15, 2019, the Board of Trustees of the University of South Florida, after considering the recommendations of the task force, must adopt and submit to the Board of Governors an implementation plan that:

(a) Establishes a timeline for each step that is necessary to terminate the separate accreditation for each campus no later than June 30, 2020, so that there is no lapse in institutional accreditation for any campus during the phasing-out process.

(b) Minimizes disruption to students attending any University of South Florida campus so that the consolidation of SACSCOC accreditation does not impede a student's ability to graduate within 4 years after initial first-time-in-college enrollment.

(c) Requires that, on or before July 1, 2020, the entirety of the University of South Florida, including all campuses and other component units of the university, operate under a single institutional accreditation from the SACSCOC.

(d) Requires that, on each regularly scheduled submission date subsequent to July 1, 2020, the University of South Florida report consolidated data for all of the university's campuses and students to the Integrated Postsecondary Education Data System and to the Board of Governors. The Board of Governors shall use the consolidated data for purposes of determining eligibility for funding pursuant to ss. [1001.7065](#) and [1001.92](#).

(6) Notwithstanding ss. [1001.7065](#) and [1001.92](#) or any Board of Governors regulation to the contrary relating to the calculation of graduation rates and retention rates, a student who meets all of the following criteria may not be counted by the Board of Governors when calculating or confirming the graduation rate or the retention rate of the University of South Florida under those sections:

(a) The student was admitted to and initially enrolled before the spring 2020 semester as a first-time-in-college student at the University of South Florida St. Petersburg or the University of South Florida Sarasota/Manatee.

(b) The student voluntarily disenrolled from all University of South Florida campuses without graduating before the date of termination of the separate SACSCOC accreditation of his or her admitting campus.

(7) This section expires July 1, 2020.

History.—s. 9, ch. 2018-4.

Select Year:

The 2018 Florida Statutes

[Title XLVIII](#)[K-20 EDUCATION CODE](#)[Chapter 1004](#)[PUBLIC POSTSECONDARY EDUCATION](#)[View Entire Chapter](#)**11004.341 University of South Florida campuses.—**

(1) The St. Petersburg and Sarasota/Manatee campuses of the University of South Florida are hereby established.

(a) The St. Petersburg campus of the University of South Florida shall be known as the “University of South Florida St. Petersburg” and shall include any college of the University of South Florida which is headquartered or primarily located in Pinellas County.

(b) The Sarasota/Manatee campus of the University of South Florida shall be known as the “University of South Florida Sarasota/Manatee” and shall include any college of the University of South Florida which is headquartered or primarily located in Sarasota County or Manatee County.

(2) The University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee shall each have a campus board and a regional chancellor. The Chair of the Board of Trustees of the University of South Florida, based upon recommendations of the President of the University of South Florida, shall appoint:

(a) Seven residents of Pinellas County to serve 4-year staggered terms on the Campus Board of the University of South Florida St. Petersburg. A member of the Board of Trustees of the University of South Florida who resides in Pinellas County shall jointly serve as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

(b) Four residents of Manatee County and three residents of Sarasota County to serve 4-year staggered terms on the Campus Board of the University of South Florida Sarasota/Manatee. A member of the Board of Trustees of the University of South Florida who resides in Manatee County or Sarasota County shall be selected by the Chair of the Board of Trustees of the University of South Florida to serve jointly as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

The Board of Trustees may reappoint a member to the campus board, other than the chair, for one additional term.

(3) Each campus board has the powers and (3) duties provided by law, which include the authority to approve and submit an annual operating plan, budget, and legislative budget request to the Board of Trustees of the University of South Florida.

(4) The Board of Trustees shall publish and approve an annual operating budget for each campus and a report on the distribution of funds, including student tuition and fees, preeminence funding, and performance-based funding, provided to each campus.

(5) The Board of Trustees must publish on its website a biennial regional impact report, beginning July 1, 2021, which details the specific increased investments in university programs located in Pinellas, Manatee, and Sarasota Counties. The report shall include, at a minimum, trend information related to access to new degree programs for students in those counties, any changes in student enrollment and outcomes at each campus located in those counties, increased research conducted and research infrastructure added in those counties, and any fixed capital outlay projects or property acquisitions planned or completed in those counties.

(6) The faculty and students at each campus shall be represented in the academic and student governance structures of the University of South Florida as determined by the Board of Trustees.

History.—s. 10, ch. 2018-4.

¹Note.—Effective July 2, 2020.

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ACCREDITATION

What is accreditation? Accreditation is intended to assure constituents and the public of the quality and integrity of higher education institutions and programs, and to help those institutions and programs improve. These outcomes are achieved through rigorous internal and external review processes during which the institution is evaluated against a common set of standards.

When accreditation is awarded to an institution of higher education by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a regional accrediting agency recognized by the United States Department of Education, it means that the institution has (1) a mission appropriate to higher education, (2) resources, programs, and services sufficient to accomplish and sustain its mission, (3) clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is (4) successful in assessing its achievement of these objectives and demonstrating improvements. Accreditation by SACSCOC is a statement of the institution's continuing commitment to integrity and its capacity to provide effective programs and services based on agreed-upon accreditation standards.

How can I determine if an institution is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)? For a listing of institutions accredited by SACSCOC please see [Accredited, Candidate, and Applicant Institution List](#).

Are branch campuses, online programs, distance learning programs, and instructional sites included in the grant of accreditation to an institution by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)? The Commission accredits the entire institution, including reported branch campuses, online programs, distance learning programs, and instructional sites. Please see [Accredited, Candidate, and Applicant Institution List](#). Branch campus information is currently being updated; to find out about branches not listed, contact the office of the SACSCOC staff member assigned to the institution.

What is the difference between regional, national and specialized accreditation? Regional accrediting bodies conduct comprehensive reviews of institutions of higher education and operate primarily in a specific geographical area. The accreditation granted encompasses the entire institution including reported branch campuses, other instructional sites, online programs, and distance learning modalities. Regional accrediting bodies typically accredit a wide range of institutions offering associate, baccalaureate, masters and/or doctoral degrees.

There are seven regional accrediting associations in the United States comprising eight commissions that grant institution-wide accreditation. (For a list of regional accrediting agencies, please see www.chea.org.) While there are some modest differences in accreditation standards across regions, they operate similarly and all are recognized by the United States Department of Education (U.S.D.E.) to conduct accreditation activities. Regional accrediting bodies also serve a "gate keeper" function for access to Title IV funds. The primary service area for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and Latin America. SACSCOC does accept applications from international institutions that can meet its accreditation standards.

National accrediting bodies conduct comprehensive reviews of institutions and operate primarily throughout the United States. The accreditation granted encompasses the entire institution. Most of the accredited institutions are private and have missions focused either on career education or religious education. (For a list of career and faith-based accrediting agencies functioning nationally and recognized by the U.S.D.E., please see www.chea.org.)

Specialized or programmatic accrediting bodies conduct focused reviews of a single educational program and operate primarily throughout the United States, although a few operate internationally. Many are recognized by the U.S.D.E. to conduct accreditation activities. (For a list of specialized accrediting agencies, please see www.chea.org.)

Where can I find the accreditation standards and policies of the Southern Association of Colleges and Schools Commission on Colleges? For accreditation standards, please see [The](#)

Principles of Accreditation: Foundations for Quality Enhancement. For policies, please see *Policies, Guidelines, Good Practices and Position Statements* and then select from the array of policies that are listed in alphabetical order by title.

How does an institution become accredited by the Southern Association of Colleges and Schools Commission on Colleges? Please see *Application Information*.

What standards must an institution meet in order to gain or maintain accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?

Institutions accredited by SACSCOC must demonstrate compliance with the standards for accreditation as contained in *The Principles of Accreditation: Foundations for Quality Enhancement*, and with the policies and procedures of the Commission. (For additional information about policies and procedures, please see *Policies, Guidelines, Good Practices and Position Statements*, and then select from the array of available documents that are listed in alphabetical order by title.)

What happens if an accredited institution doesn't meet accreditation standards?

Institutions that do not demonstrate that they meet accreditation standards may be asked for monitoring reports, placed on the public sanctions of "Warning" or "Probation," or dropped from status as a candidate or an accredited institution. (For additional information, please see *Sanctions, Denial of Reaffirmation, and Removal from Membership*.)

How can I determine if there are any accredited institutions currently on the public sanction of "Warning" or "Probation"? For a list of any institutions on "Warning" or "Probation," please see *Accreditation Actions & Disclosure Statements*, and then select from the array of available documents.

What do "Warning" and "Probation" mean? For a description of "Warning" and "Probation," please see *Sanctions, Denial of Reaffirmation, and Removal from Membership*.

Does the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredit online institutions? SACSCOC has not yet accredited an institution that delivers all its programs online. There are many SACSCOC-accredited institutions that use both traditional face-to-face and distance learning/online modalities for delivering instruction. Many of these institutions also offer some individual programs totally online. Check with your institution of choice regarding online classes or programs.

COMPLAINTS

How can I file a complaint against an institution accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)? Complete the Commission's Complaint Form and send two print copies to the President, Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097. (To access the Commission's complaint policy, procedures, and the Complaint Form, please see *Complaint Procedures Against the Commission or Its Accredited Institutions*.)

Please read the document carefully before submitting a complaint. Note that the complaint policy only addresses significant, documented, alleged non-compliance with the SACSCOC accreditation standards, policies or procedures. Complainants are expected to have attempted to resolve the issue through the institution's complaint processes before filing a complaint with SACSCOC. The SACSCOC complaint process is not intended to be used to involve the Commission in disputes between individuals and member institutions or to cause the Commission to interpose itself as a reviewing authority in individual matters; nor does the policy allow the Commission to seek redress on an individual's behalf. The primary purpose of the SACSCOC complaint procedure is to acquire valuable information regarding an accredited institution's possible non-compliance with accreditation standards, policies and procedures rather than to resolve individual disputes. Complaints must be tied to specific standard numbers from *The Principles of Accreditation: Foundations for Quality Enhancement*.

EVALUATION COMMITTEE MEMBERSHIP

How do I get on an evaluation committee? For information on becoming an evaluator for the Commission, please see *How to Become an Evaluator*.

FACULTY QUALIFICATIONS

How can I teach in a member institution? Hiring decisions are the purview of the institution where you would like to teach. For information on hiring requirements at a particular institution, contact the institution. The Commission neither evaluates individuals, résumés, or transcripts, nor does it certify individuals.

Institutions are required to document and justify that each faculty member is qualified to teach assigned courses. Documentation and justification may be accomplished by using only traditional

academic credentials, by using a combination of traditional academic credentials and "other" qualifications, or by using only "other" qualifications consistent with Comprehensive Standard 3.7.1, and reporting these on the Commission's faculty roster form. In essence, the institution is called upon to "make its case" for why the faculty member is qualified to teach courses assigned.

If the traditional academic credential approach is used, then following the [Faculty Credential](#) guidelines will prove very helpful. When the qualifying credential aligns with the courses being taught, no justification is normally required as the credential speaks for itself, e.g. Ph.D. in English teaching English. However, if the Ph.D. is in Business Administration and the faculty member is teaching Accounting, then a written justification is normally necessary.

If a combination of traditional credentials and "other" credentials is used, or if the "other" qualifications only approach is used, then a portfolio approach for qualifications is suggested. This approach normally requires a careful and thorough justification that demonstrates the linkage between the various components of the portfolio of qualifications to the courses being taught.

MEETINGS, WORKSHOPS, CONFERENCES

For questions about the annual meeting of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in December of each year, [click here](#).

For questions about the Summer Institute in July of each year, [click here](#).

For questions about other SACSCOC-sponsored meetings, please [contact us](#).

For questions about the pre-applicant workshops, [contact us](#).

MEMBERSHIP

How does an institution become accredited by the Southern Association of Colleges and Schools Commission on Colleges? Please see [Application Information](#).

What standards must an institution meet in order to gain or maintain accreditation? Institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges must demonstrate compliance with the standards for accreditation as contained in the [The Principles of Accreditation: Foundations for Quality Enhancement](#), and with the policies and procedures of the Commission. (For additional information about policies and procedures, please see [Policies, Guidelines, Good Practices and Position Statements](#), and then select from the array of available documents that are listed in alphabetical order by title.)

SUBSTANTIVE CHANGE

What is a substantive change and how should it be handled? Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. For the types of substantive change and the procedures for addressing them appropriately, please see [Substantive Changes](#).

TRANSCRIPTS

The Commission on Colleges does not have access to transcripts. Transcripts should be obtained from the institution where the classes were taken or from which the degree was awarded. If the institution has closed, contact the Department of Education for the state where the institution was located for information on how to obtain transcripts.

TRANSFER OF CREDITS

Will my credits transfer or enable me to attend graduate school? The acceptance of transfer credit is the responsibility of the receiving institution and/or graduate school. Students should check with potential receiving institutions and/or graduate schools well in advance to determine the answer to this question.

The accreditation standards of this Commission require accredited institutions to analyze credit accepted for transfer in terms of level, content, quality, comparability and degree-program relevance. The Commission's accreditation standards do not mandate that institutions accept transfer credit only from regionally accredited institutions. (For more information, please see [Collaborative Academic Arrangements: Policy and Procedures](#))

DEGREE MILLS AND ACCREDITATION MILLS

The Council for Higher Education Accreditation has information on its website addressing degree mills and accreditation mills. You can access <http://www.chea.org> to learn more about these organizations and their representation.

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*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

SEPARATE ACCREDITATION FOR UNITS OF A MEMBER INSTITUTION

Policy Statement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits an institution as a totality. This accreditation includes, in addition to the parent campus, all centers, branches, campuses, or other sites of a degree-granting institution at which postsecondary degree or non-degree work is offered. These centers, sites, or locations are referred to as "extended units." SACSCOC-accredited institutions which offer courses or programs at several locations must declare one of these locations a parent campus for the purposes of accreditation. All branch campuses related to the parent campus through corporate or administrative control must (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) be evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are included in the scope of such reviews and must be evaluated as appropriate.

For an extended unit to be eligible for accreditation as a separate institution, it must be located in and chartered or incorporated within one of the eleven states or other international sites approved by SACSCOC. Furthermore, if the institution is part of a system covering more than one accrediting region, the locus of administrative control for the institution must be within the geographic jurisdiction of the Southern Association of Colleges and Schools Commission on Colleges.

If SACSCOC determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, SACSCOC may direct that the extended unit seek to become a separately accredited institution. A unit which achieves separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of SACSCOC and which SACSCOC determines should be separately accredited or the institution requests to be separately accredited, must apply for separate accreditation from the regional accrediting association that accredits colleges in that state or country. Failure to make adequate progress toward such accreditation may endanger the accreditation status of the extended unit as well as the accreditation status of the parent campus.

The extended unit seeking separate accreditation may not initiate other substantive changes during the time period between an application for separate accreditation through final Board action on separate accreditation.

All management agreements, option agreements, or other contractual agreements with respect to the management and control of the extended unit, if any, must be in place at the time of submission of the application for separate accreditation and included for review in the application. After an extended unit becomes a separately accredited institution, it may not change ownership for at least three years following the date of accreditation as a separate entity without loss of accreditation. After the three-year period, if the institution changes ownership, it is required to notify SACSCOC and receive its approval, in keeping with the substantive change policy and procedures of the SACSCOC.

If SACSCOC determines that separately accredited institutions within a system lack the autonomy for separate accreditation, SACSCOC may find those institutions to be out of compliance with standards related to governance and/or out of compliance with this policy. Institutions must address the noncompliance, or must seek to be accredited as a single entity. See the policy statement on "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status."

Procedure for an Extended Unit Seeking Separate Accreditation

1. The unit notifies the President of SACSCOC in writing of its intent to seek separate accreditation. The notification and application must include authorization by the governing board of the parent entity and the appropriate governmental body (if required) for the unit to seek separate accreditation. The President of SACSCOC assigns the SACSCOC staff member responsible for applicant institutions to review the application.
2. Representatives of the unit attend a mandatory one-day Pre-Applicant Workshop at the SACSCOC offices. In addition, an optional Pre-Applicant Institutional Effectiveness Workshop is offered the day following the mandatory Pre-Applicant Workshop. Information concerning registering for the workshops may be obtained by visiting the SACSCOC website, www.sacscoc.org. The workshop acquaints attendees with the accreditation process and with the Core Requirements and Standards of the *Principles of Accreditation*.
3. The unit completes an "Application for Membership" and includes all documentation required to demonstrate compliance with the following standards of the *Principles of Accreditation*:

Core Requirements	Standards
1.1 (Integrity)	4.2.c (CEO evaluation/selection)
2.1 (Institutional mission)	4.2.d (Conflict of interest)
3.1 a (Degree-granting authority)	5.4 (Qualified administrative/academic officers)
3.1.b (Coursework for degree)	6.2.a (Faculty qualifications)
3.1.c (Continuous operation)	6.2.b (Program faculty)
4.1 (Governing board characteristics)	7.3 (Administrative effectiveness)
5.1 (Chief executive officer)	8.2.a (Student outcomes: educational programs)
6.1 (Full-time faculty)	8.2.b (Student outcomes: general education)
7.1 (Institutional planning)	8.2.c (Student outcomes: academic and student services)
8.1 (Student achievement)	10.2 (Public information)
9.1 (Program content)	10.5 (Admissions policies and practices)
9.2 (Program length)	10.6 (Distance and correspondence education)
9.3 (General education requirements)	10.7 (Policies for awarding credit)
11.1 (Library and learning/information resources)	11.2 (Library and learning/information staff)
12.1 (Student support services)	11.3 (Library and learning/information access)
13.1 (Financial resources)	12.4 (Student complaints)
13.2 (Financial documents)* (see note below)	13.6 (Federal and state responsibilities)
	13.7 (Physical resources)
	14.1 (Publication of accreditation status)
	14.3 (Comprehensive institutional reviews)
	14.4 (Representation to other agencies)
	14.5 (Policy compliance)

Note Concerning Compliance with Core Requirement 13.2 (Financial documents)

In addition to providing narrative describing its compliance with Core Requirement 13.1 (Financial resources), an institution must include separate audits opinioned on the parent institution and opinioned on the extended unit for the most recently completed fiscal year ending prior to the date of the application. SACSCOC may require additional audits if needed. The institution must also provide with the application: an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board; and a schedule of changes in unrestricted net assets, excluding plant and plant related debt (short and long term debt attached to physical assets).

If an Accreditation Committee is authorized, the extended unit must make available for any committee visit a separate audit for the most recent fiscal year ending prior to that visit. All audits must be conducted by independent certified professional accountants or an appropriate governmental auditing agency. If at the time of the Accreditation Committee visit the unit seeking separate accreditation is found out of compliance with financial-related standards, it will be required to provide audited financial statements and management letters for the most recently completed fiscal year prior to review by the SACSCOC Board of Trustees.

4. The Application Form is reviewed by SACSCOC staff.

5. If SACSCOC staff cannot determine apparent compliance with the standards listed above, the unit will be offered the option of withdrawing the application or requesting that it be referred to one of the SACSCOC Committees on Compliance and Reports. After considering the recommendation of the Committee on Compliance and Reports, the SACSCOC Board of Trustees may authorize the unit to complete a Compliance Certification addressing compliance with all standards (except 7.3 [QEP]) and subsequently to receive an Accreditation Committee visit, or it may deny such authorization. If authorization is denied, the unit remains a part of the parent institution and may reapply for accreditation as a separate institution at any time that it wishes.
6. If staff can determine apparent compliance with the standards listed above, the President of SACSCOC may authorize the unit to complete a Compliance Certification addressing all standards (except 7.3 [QEP]) and subsequently to receive an Accreditation Committee visit.
7. The extended unit seeking separate accreditation may not initiate other substantive changes during the time period between an application for separate accreditation through final Board action on separate accreditation.
8. After authorization of an Accreditation Committee visit, the President of SACSCOC will assign a SACSCOC staff member to work with the extended unit. This staff member will conduct an advisory visit to the unit to assist in the completion of the Compliance Certification and discuss arrangements for the Accreditation Committee visit.
9. After the Accreditation Committee visit, which will normally occur within two years of authorization of the visit, the report of the Accreditation Committee and the unit's response to that report are forwarded to the SACSCOC Board of Trustees and its standing committees for action.
10. The SACSCOC Board either awards or denies separate accreditation.
11. If the SACSCOC Board awards the separate accreditation of the unit, the newly-accredited institution will be required to have its accreditation reaffirmed five years after the granting of membership (and every ten years thereafter). For reaffirmation of accreditation, the institution must document compliance with all Core Requirements, Comprehensive Standards, and Federal Requirements.
12. If the SACSCOC Board denies the separate accreditation of the unit, the unit may continue to be included under the accreditation of its parent campus. However, non-compliance in connection with seeking separate accreditation could possibly affect the accredited status of the parent campus. The unit may apply again as it wishes.
13. There is no provision for candidacy in the process of separate accreditation of an extended unit.
14. The unit seeking separate accreditation remains accredited under the parent campus until final action on separate accreditation is taken.

Fees for Extended Units Seeking Separate Accreditation

Because of SACSCOC staff involvement with applicant institutions beginning at the time an institution submits an application, the following fees apply:

For US-based extended units – Application Fee \$10,000

For international extended units – Application Fee \$15,000

The Application Fee must accompany the application submitted by the extended unit. It covers costs associated with the application review and consultation with staff. The institution will incur the actual cost of the initial accreditation committee visit. New member institutions are assessed annual dues using a formula based on enrollment and on educational and general expenditures beginning with the term in which candidate or membership status is awarded.

Document History
Approved: Commission on Colleges, December 2002
Revised for the Principles: February 2004, December 2006
Revised: Board of Trustees, Commission on Colleges, June 2009
Edited: 2012
Edited: July 2014
Revised, SACSCOC Board of Trustees, December 2015
Revised, SACSCOC Board of Trustees, June 2018

APPENDIX

GUIDELINES FOR A UNIT SEEKING SEPARATE ACCREDITATION

Definitions: “Unit” means a part of an accredited parent institution (such as a campus) which seeks to be accredited separately from the parent institution of which it is a part.

“Parent institution” means the accredited institution which contains the unit which wishes to gain accreditation as a separate institution.

A unit which is in the process of seeking separate accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) meets the following conditions:

- (1) continues to be accredited as a transitioning part of the parent institution (see Commission on Colleges policy entitled “Separate Accreditation for Units of Member Institutions”).
- (2) continues to award federal financial aid to its students, if applicable, as a part of an accredited parent institution.
- (3) admits students in the name of the parent institution (the name of the unit may also be used).
- (4) awards degrees in the name of the parent institution (the name of the unit, which must be different from the parent’s name, may also appear on the diploma under the name of the parent institution).
- (5) provides transcripts bearing the name of the parent institution (the name of the unit may also appear on the transcript with appropriate language describing the relationship).
- (6) establishes its own administrative structure to include a chief executive officer who reports to an appropriate person or board (for example, to a system CEO if part of a system or to an appropriate board).
- (7) establishes admissions processes for its programs as appropriate and with appropriate consistency with admissions processes of the parent institution until it gains separate accreditation.
- (8) develops its own policies and procedures with regard to such areas as operations, curricular development, faculty, staff, learning resources, planning and evaluation, ensuring appropriate consistency with policies and procedures of the parent institution until it gains separate accreditation.
- (9) develops its own mission statement approved by the appropriate board (consistent with its system mission if it is part of a system).
- (10) develops its own institutional planning and evaluation processes.
- (11) develops a catalog providing information concerning such matters as a calendar, admissions policies, tuition and fees, program requirements, course descriptions, accredited status, and other appropriate information specific to the unit.
- (12) provides with the application for separate accreditation at least one independent audit (separate from the audit of the parent institution) for the most recently completed fiscal year prior to submission of the application (audits for the two years previous to the most recently completed fiscal year may be audits for the parent institution reflecting the entity as a part of the parent institution).
- (13) provides the following information in its publications during the transition period: _____ (name of the parent member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award (name of specific degree levels, such as associate, baccalaureate, masters, doctorate). _____ (name of unit seeking separate accreditation) is a part of _____ (name of parent member institution) and is currently seeking separate accreditation by the Southern Association of Colleges and Schools Commission on Colleges. 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 the parent member institution).

Endorsed: SACSCOC Executive Council, December 2009



*Southern Association of Colleges and Schools
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1866 Southern Lane
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SUBSTANTIVE CHANGE FOR SACSCOC ACCREDITED INSTITUTIONS

Policy Statement

Institutional Obligations:

1. Member institutions are required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes.
2. Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.

Definition: Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

The SACSCOC Board of Trustees has approved additional substantive changes that require notification and, in some cases, approval prior to implementation. This policy and its procedures address substantive changes identified through Federal regulations and Board approval.

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Glossary of Terms

Branch campus - 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

Contractual Agreement – typically is one in which an institution enters an agreement for receipt of courses/programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution or service provider.

Consortial Relationship - A consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality.

Correspondence education - 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.

Degree completion program – a program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.

Direct Assessment Competency-Based Educational Programs - Federal regulations define a direct assessment competency-based educational program as an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program using the results of the assessment.

Distance education - 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.

Dual degree – separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student.

Educational program – a coherent course of study leading to the awarding of a credential (i.e., a degree, diploma or certificate).

Geographically separate - an instructional site or branch campus that is located physically apart from the main campus of the institution.

Joint degree - a single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student.

Modified prospectus - a prospectus submitted in lieu of a full prospectus for certain designated substantive changes. When a modified prospectus is acceptable, the Commission specifies requested information from the institution.

Notification - a letter from an institution's chief executive officer, or his/her designated representative, to SACSCOC President summarizing a proposed change, providing the intended implementation date, and listing the complete physical

address if the change involves the initiation of an off-campus site or branch campus. The policy and procedures for reporting and review of institutional substantive change are outlined in the document “Substantive Change for Accredited Institutions of the Commission on Colleges.”

Significant departure – a program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a “significant departure,” it is helpful to consider the following questions:

- What previously approved programs does the institution offer that are closely related to the new program and how are they related?
- Will significant additional equipment or facilities be needed?
- Will significant additional financial resources be needed?
- Will a significant number of new courses will be required?
- Will a significant number of new faculty members will be required?
- Will significant additional library/learning resources be needed?

Teach-out agreement - a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 50% or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. This applies to the closure of an institution, a site, or a program. Such a teach-out agreement requires SACSCOC approval in advance of implementation.

Teach-out plan - a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 50% or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. This applies to the closure of an institution, a site, or a program. Teach-out plans must be approved by SACSCOC in advance of implementation.

ARTICLE IV REGIONAL CAMPUS BOARDS¹

The USF System is comprised of three (3) separately accredited institutions (i.e., regional campus), USF, USF St. Petersburg and USF Sarasota-Manatee. The Board shall appoint members to the Campus Boards, from recommendations of the USF System President, for USF St. Petersburg and USF Sarasota-Manatee. Consonant with the State Constitution, members shall hold no other State office. Members shall be appointed for 4-year terms. Campus Board members serve at the will of the Board and may be removed by the Board for non-fulfillment of Campus Board duties.

Members may be reappointed, at the discretion of the Board, for additional terms to Campus Boards not to exceed eight (8) years of service.

In addition, a member of the USF Board of Trustees shall serve as provided below.

- A. **USF St. Petersburg** -- If a resident of Pinellas County is appointed to the Board of Trustees of the University, the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Pinellas County resident is appointed to the Board of Trustees, the Board shall select one joint member.
- B. **USF Sarasota-Manatee** -- If a resident of Sarasota-Manatee Counties is appointed to the Board of Trustees of the University, the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Sarasota-Manatee County resident is appointed to the Board of Trustees, the Board shall select one joint member.
- C. **Authority** -- As provided by applicable state law or regulation, the Regional Campus Boards shall have the authority to:
 - 1. Review and approve an annual campus legislative budget request, which will be submitted to the Commissioner of Education through the Florida Board of Governors as a separately identified section to the USF legislative budget request. The Campus Executive Officer shall prepare the legislative budget request in accordance with guidelines established by the Florida Board of Governors. This request must include items for campus operations and fixed capital outlay.
 - 2. Approve and submit an annual operating plan and budget for review and consultation by the University Board of Trustees. The campus operating budget must reflect the actual funding available to that campus from separate line-item appropriations contained in each annual General Appropriations Act.
 - 3. Enter into central support services contracts with the University Board of Trustees for any services that the Regional Campus cannot provide more economically, including payroll processing, accounting, technology, construction administration,

¹ The Operating Procedures of The University of South Florida Board of Trustees are available here:
<https://www.usf.edu/system/documents/board/general/20180316-bot-operating-procedures-amendments.pdf>

and other desired services. However, all legal services for the campus must be provided by a central services contract with the University. The University Board of Trustees and the Campus Board shall determine in a letter of agreement any allocation or sharing of student fee revenue between the University's main campus and each Regional Campus. In addition, various University units may enter into contracts with the Regional Campus for any services that the University desires the Regional Campus to provide.

4. The Campus Board will consult with the University President and Campus Executive Officer in the development of a Campus Strategic Plan, and periodic updates to the plan, to ensure campus development that is consonant with regional needs and that the campus meets the requirements necessary for separate accreditation by the Southern Association of Colleges and Schools. The Campus Strategic Plan and updates will be submitted to the University President for review, approval and inclusion in the University Strategic Plan, which will go to the Board of Trustees for consideration. The Campus Strategic Plan will guide the development of Legislative Budget Requests and Campus Operating Budgets.
 5. The Campus Board will regularly review enrollment patterns to ensure that the campus builds the full-time-equivalent student base required for the long-term support of existing and planned programs.
 6. The Campus Board will exercise other such powers as are lawfully delegated by the University Board of Trustees to provide for the efficient operation and improvement of the campus.
- D.** Upon enactment of the state budget, the Campus Executive Officer will consult with the Campus Boards and the USF System President and/or designee to develop for each regional campus an operating budget that advances the strategic goals for the campus, consistent with state law.

The operating budget for each Regional Campus that was developed through the consultative process will be submitted to the Board of Trustees through the appropriate committee. Upon approval by the Board of Trustees, the regional campus operating budgets will be reflected in the University of South Florida System operating budget.

The Board of Trustees appointed member shall chair their respective Campus Board unless otherwise approved by the Board of Trustees Chair.