

RACDE | MINUTES

Thursday, March 27-28, 2014 | University of North Georgia-Dahlonega

Attendees

Irene Kokkala - University of North Georgia	Caesar Perkowski – Gordon State College
Amy Thornton – Columbus State University	Mike Rogers – BOR
Doug Herrington – Armstrong Atlantic State University	Darryl Hancock – Middle Georgia State College
Raleigh Way – Georgia Southern University	Jon Sizemore – USG System Office
Kevin Demmitt – Clayton State	Kokila Ravi – Atlanta Metropolitan State College
Myk Garn – USG	LaQuata Sumter – Albany State University
Renita Luck – Darton State	James Scott – Savannah State University
Wesley Smith – Georgia College & State University	James Castle – University of Georgia
Meg Moore – Valdosta State University	Melissa Whitesell – Dalton State College
Elke Leeds – Kennesaw State University	Karen Watson – Fort Valley State University
David Pollack – Bainbridge State College	Melanie N. Clay – University of west Georgia
Ingrid Thompson-Sellers – Georgia Perimeter College	Dawn Ramsey – SPSU
Jeff Linek – Georgia Highlands College	George Wright – Georgia Tech

AGENDA TOPICS MARCH 27, 2014

| **Agenda topic** *Gathering and Introductions* **Presenter Irene Kokkala**

| **Agenda topic** *Welcome* | **Presenter Pat Donat, Provost/SVPAA**

- Extended welcome and appreciation for committee members.

| **Agenda topic** *Review Chancellor's Comments* | **Presenter Mike Rogers, BOR**

Comment: Regents Excellence Award in Online Teaching, all institutions should submit.

1. Affordability for Students

- Limiting tuition increases, reviewing low producing programs
- E tuition and regular tuition differential gap will be narrowed.
- Fees for online students under review.
- 2 mandatory fees are the Special Institutional Fee which is a general fund fee for all services and the Technology Fee. Financial Aid may not cover fees; military assistance does not cover fees.
- Considering lowering tuition with eCore.
- OER - textbooks, ecore has 8 courses w/free texts, inform Marie Lasseter in Mike Rogers office of your free text usage, the Chancellor wants to know

- \$2.5 million in budget for GALILEO for open source and these funds could come to eCore. Creative Commons used for licensing.
 - Open source pilot project history book developed for USG has been eCore adopted. Faculty must be willing to make changes by adopting OER resources to cut costs. Mike will send a link to resources .
 - Using OER to develop an online course can be customized. Faculty must be flexible.
 - Process on campus to allow faculty-authored book to be used. (Irene Kokkala) Criteria that a book must be used substantially outside of your university prior to adoption.
 - ALG sponsored virtual participation for all committee members at Sloan C Conference.
 - Watch add-on fees such as smart thinking to keep costs down
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- 2. Spatialization:**
- Making better use of buildings on campus. Multipurpose, smaller buildings for the future. Privatization of dorms.
- 3. Greater Administrative Efficiency.** More consolidations are coming.
- 4. Economic Development Is Prominent:**
- Hired Mark Lyttle as Vice Chancellor of Economic Development.
 - Institutions are not good at economic development. Focus on developing courses in conjunction with businesses to meet needs. Reach out to businesses in the community and make contacts.
- 5. Importance of Online Instruction:**
- Chancellor is a big believer in distance education and reaching out to increase accessibility to students in Georgia. 18.7% of total enrollments are online. Georgia Tech and Kennesaw involved in MOOCs.
 - (Jon Sizemore) **Going back to OER:** GALILEO website www.affordablelearning.org 2500 OER texts available. Link available on this site to submit OER text usage success stories by campus.
- 6. The Military:**
- Very important to USG the fifth largest state for military population. Hired Dave Snow as Director of Military Affairs. Pam King is the head of education for the military in the South East.
 - Linking military, business and campuses,
 - Seeking reductions in tuition for military and retaining them as residents.
 - There are reductions in military forces and they are seeking degrees and programs should be made available.
- 7. Chancellor is Promoting Working With the Technical College and K-12 Systems**
- Distance Education Independent Not-For-Profit Institutions President is Susanna Baxter. Private and state institutions coming together to speak as one voice to speak to Bill Cruise to address the distance education regulations. Articulation agreements and courses are in place.
 - PeachNet will be extended to K-12.

Conclusion: The focus is on affordability, we have to be student centered not institution centered and accessibility for all students.

(Jon Sizemore) New positions: Doug Podall , Director for International Programs; Myk Garn, Assistant Vice Chancellor for New Models of Instruction.

Discussion: Distance education for high school students. Making institutions affordable for low-income families. Transferring distance credits for high school students to universities is funded through Excell. Georgia universities have had a significant enrollment decline for two years but no decrease in funding. 10 institutions had enrollment increases and 21 had enrollment decreases.

Change:

- Pace and degree of change is increasing.
- Complete College Georgia focus is on progress, transfer, remediation, and reducing time in the degree.

Business Models in DE:

- Business Models are giving legislatures and university boards ideas about affordability. MOOCs are finally gaining attention. MOOCs have inverted the funnel. MOOCs are easy to access but the issues are getting credit and then a degree.

Movie: MOOCs and Beyond Symposium in Georgia last November.

- There are pathways into postsecondary education that are rigorous, accessible and affordable.

Connected Learning:

- Online experts evolving from electronic teaching to connected learning.
- Learning is beginning to create pathways in distance education.

Evolving Model Activities:

- Pilots as platforms: Five Georgia universities developed Pre-Calculus course on Coursera, team-taught scalable model w/tech support and a researcher collecting data.
- Research in DE is evolving, learning scientists are using digitally available data.
- MOOC and Math Emporium Model: Computer based training in a room. Taking a physical environment for learning and virtualizing it.

The Learning Model Advisory Council:

- 40 members across the system from a wide variety of areas, building off of the policy and legacy that is already in place. The Council will be looking into the future.
- Thinking about critical success factors moving forward by building scenarios.
- VUCA: Volatility, Uncertainty, Complexity and Ambiguity.

Drivers of Post-Secondary Educational Change:

- Social & cultural, disintermediation (unbundling), economic, workforce, & policy. The Learning Advisory Council will be considering change based upon these drivers and make strategic plans.
- Scenario based planning gives you a start and milestones as you progress. Committee will examine the scenarios from the perspectives of all stakeholders. Faculty must lead the discussion on their roles and how they will fit into the system.

Discussion [Conversation]

(Irene Kokkala) How are you going to convince faculty to do this and how many Georgia Board of Regents policies will have to change to allow for such changes? We have to fail first. (Irene) then you will lose the faculty. No, because faculty will lead the change. If the faculty need to change then maybe we need to change faculty. (Irene) So it will take until 2030.

| Agenda topic **INGRESS Update** | Presenter **Jon Sizemore, USG System Office**

Regarding E Teaching and C Learning, we have the E Teaching part down. It is high quality it is rigorous and we know what the outcomes will be. With INGRESS we are trying to build connections between institutions.

INGRESS:

- Inter Georgia Registration System with 20 institutions enrolled in a server that aggregates all enrollments and places them into virtual classrooms on GoView server.
- Collaborative Services supported by Diane Burnett's unit, Collaborative Program Services website is located on the USG Website and includes a list of all INGRESS institutions.

INGRESS Groups.

- Technology Group of D2L administrators who use GoView, Diane Burnett and CPS works with this group.
- Collaborative Academic Program Leads Group focuses on academic issues of collaboration.

Working On Upgrades Based Upon Banner.

- Thinking about new models of education is coming out of White Papers.
- Distance Education Task Force is making the core curriculum available to all institutions.
- Vision for the future is that INGRESS should be available to all institutions.
- All Market resources will be made available to all students.

Challenges:

- Certain institutions have technological challenges to meet prior to being INGRESS enrolled.
- 11 institutions are not enrolled. No new institutions will be added before spring. Georgia Perimeter is next for spring 2015.

Collaboration:

- Collaborative programs should be expanding among member institutions.
- Coordination of markets disruption will lead to coordination of markets. Disruption is happening very fast and we do not want to become obsolete.
- Georgia is positioned well due to having a technological framework in place and General Education requirements
- We must all play together. We are not thinking about what is best for the institution we are thinking about what is best for the student.
- Free textbooks are best for the students. We are willing to close bookstores.
- Higher levels of coordination in disruptive times, which may lead to future consolidations.

Conclusion: The opportunities for distance education people to increase coordination is by building collaborations with partner institutions. INGRESS is a tool that makes that enables that but it is the academic negotiations that make it happen. All Georgia institutions are on meeting in October with both technology and academic groups.

MOOC Pilot: K -12 Blended and Online Learning

http://mooc.kennesaw.edu/courses/k12_online_blended_learning.php

Conversations With Faculty:

- Caring about new models, must want to create and share them
- Faculty Were Given: Course release, conference research support, and GTA

Considerations:

- Terms of the agreement and who owns the components
- Who pays for marketing
- What is free and how to charge for credit,
- What can it do for the participants and the institution
- How to measure
- How do all the GSU institutions fit in?
- Instructional design and faculty time measured against value to the institution

Process:

- Tested platforms,
- Examined courses, cast a wide net and utilized strengths in existing programs.
- Produced artifacts, 41 videos produced
- Highlighted faculty
- Marketing: free course available for credit
- Used as an enrollment drivers to pull people into degree programs.
- Post Baccalaureate easier
- Included faculty to answer questions about transferring material for credit.
- Align with initiatives, based upon to be an existing course to meet accreditation, NCATE and Professional Standards but designed for scalability.

Development and Implementation From July to March

- Facilitation plan and checklist to evaluate progress in process.
- Active Learning Design developed for all courses going forward, will share with all institutions.

Three Levels of Participation:

1. Community, open to everyone.
 - Professional Credentialing: K-12 Blended & Online Learning Offered Professional Learning Units through the Georgia Department of Education Professional Standards Commission. Online Teaching Endorsement was an eight level course.
 - Phase 1- Typical MOOC structure through the first four weeks for two units of PLU. 6900 enrolled, 4400 began and completed the first few weeks, 1100 finished four weeks and received two units of PLU's.
 - Phase 2- Active learning phase engagement picks up. Weeks 5-8 same assessments and activities that are in the graduate course engagement with the faculty is archived into transcripts. Upon completion the of course it would be eligible for graduate credit at Kennesaw. Introduced students to program directors and encouraged them to begin the application process. 350 students completed all eight weeks.
2. Credit:
 - Virtual assessment center to process all aspects of credit. Created an automated system with routing so upon completion of eight weeks students could pay a fee and submit materials for evaluation for credit.

Evaluation of Impact:

- 42,000 video lectures reviewed, all now know Kennesaw
- Reached lifelong learners, school districts, and credit seekers
- 9800 hits on the homepage from Georgia.
- Defining the value proposition: testing innovative technology, challenging a need for policy revision, digital assessment center, break even analysis \$19,500 total costs per credit hour, if four enroll in three course endorsement they break even.

Virtual Assessment Center

- Integrates with merchant services account meets PCI standards and payment goes into the Research Foundation Account
- Matches to application and hits Banner
- Is designed for the public
- Course credit is based upon the quality of student work and successful admission
- Payment and evaluation for course credit
- Evaluation (Peer Assessment Rubric) by a graduate teaching assistant, can include feedback
- Assessment fee is \$250.00, 81.5% discount of regular graduate course

Discussion:

- There are Distance regulations for free courses which solicit students for credit
- Coursera platform, needs to export and share data more readily.

Video:

- Introduction to the MOOC by Kennesaw faculty member

Discussion:

(Jon Sizemore) USG and 10 other states have negotiated a contract with Coursera for system level agreements with a subdomain found @ <https://www.coursera.org/usg>. This belongs to the university system can be used by all institutions .

New USG MOOC Consortium Committee with Representatives From All institutions:

- How to coordinate assessments to determine credit worthiness of MOOCs
- Inter-institutional assurance and how to utilize this new model to deliver Gen Ed courses. and produce high quality materials.

Check on your campuses about this committee due to limited awareness

| Agenda topic Accessibility | Open Discussion

(Mike Rogers) VPAA Committee identified the problem of faculty not paying attention to accessibility. Faculty have to be proactive not reactive. How is the faculty making accessibility on your campuses happen?

(Irene Kokkala) We worked very closely with Office of Disability Services, developed policies, took them through legal, then it was voted in by the academic affairs committee of the senate. Disability Services emails the faculty at the beginning of the semester that there is a student with a disability in their class, within 24 hours DETI gets in touch with the faculty to identify media that needs to be Closed Captioned (CC) for a hearing impaired student. There is sometimes a lag we try to preempt so as not to cause stress to a student. IT picked Movie Captioner to do CC @ a cost of \$1500.00. We trained workers to use and worked with Disability Services on best practices and the faculty must review the final product to proof specialized content before we submit it. This is reactive to courses that involve hearing-impaired students. Other disabilities are handled through Disability Services which provides other transcription services. We reach out to faculty that do not have special needs yet to identify videos that may be used but it will take years to get all media CC

Question: Will new courses be CC

(Irene Kokkala) Required Quality Matters (QM) Reviews for all online courses catches the 508 compliance. Our division was born January 2013. QM began in April 2013 so we are backlogged.

Question: How do you handle visual

(Irene Kokkala) That is where transcription is going, different category of issue and we would partner with Georgia Tech. A transcript is not ADA compliant. Movie Captioner takes a lot of time so we use Dragon Naturally Speaking which cuts down on time.

(Jon Sizemore) There must be a long description to satisfy ADA

(Irene) Compliance on our website is managed by another division because courses are in D2L.

Question: Should every course be fully ADA compliant even it does not have enrollment

Consensus: All courses should be ADA now not Ad Hoc.

(Irene Kokkala) Copyrite issues are worked out through the departments.

Comment: We want USG to provide more resources for this. We are sitting ducks for a lawsuit. A centralized server to make all online content ADA compliance might solve the problem

(Jon Sizemore) ADA compliance through a universal method was the committee's number one recommendation.

Comment: UGA is working to construct a system where faculty uploads a video and it is CC automatically through ThreePlay Media, length of the video is a concern due to cost

(Elke Leeds) We developed a best practices guide for our videos. Scripting applies to the videos.

(Jon Sizemore) If you are using Collaborate and it is a live session you may need to have an interpreter come in

Comment: Webpages are not ADA compliant. Document viewer in D2L is an example of this.

(Mike Rogers) There are issues with faculty using extraneous software from publishers that is not assessable

Comment: Faculty workloads now include online technology which may impede success. There are leadership issues. Faculty must be learners of new pedagogical approaches. ADA accessibility places demands on faculty that they struggle with.

(Jon Sizemore) We understand the demands but I am not sure we can provide a system solution to that problem. ADA is not new. We have Disability Services on every campus but we have not recognized that online is an extension of that service. Not all faculty are instructional designers but the development of learning objects is becoming more complex so there is an expectation that faculty have deeper skill sets around content delivery. Lawsuits discussed, the system and the institutions will be sued not the faculty.

Comment and Consensus: Universal design is best.

AMAC Alternative Media Access Center offers discounts to institutions, is located at Georgia Tech. services are expensive even with discounts.

(Mike Rodgers) Confusion about disabilities students must be certified through Disability Services

(Irene Kokkala) Nursing had a regulation that if a student could not hear a heartbeat they may not be admitted and this was an exception.

Question: Could we get guidance and research from AMAC or USG on solutions for issues

| **Agenda topic Online Course Equivalencies** | **Open Discussion**

(Jon Sizemore) Course equivalency demonstrate that an online class requires the same amount of time that a face-to-face class and the calculations.

(Question) Are we still required to come up with a plan for equivalency?

(Irene Kokkala and Elke Leeds) We are doing it

(Consensus) Seat time equivalency usually is higher in an online course.

(Question) Do we have to do this?

(Jon Sizemore) SACS had written it into their policy but it is not in Federal Law. No answers presently but it may be coming back. In round two of the rulemaking nothing has been said so far DOE may or may not address this issue. The DOE issue paper does address CLEP to credit hour conversion. DOE is reimbursing institutions for their billable hours of instruction so this will impact new models and competencies. Financial aid will only pay for the competencies that the institution delivers not the competencies the student brings. There may be issues with competency based learning. Prior assessment is off the table.

(Jon Sizemore) Recommendations: Have a statement in your syllabus saying on average this course takes x number of hours to complete and have someone do an analysis on that. List the amount of instructional hours as well. For the purpose of financial aid failure in an online course is figured the same way as failure in a face-to-face course. Equivalency should figure in homework time as well all online and offline activity time. A well designed unit will tell you how much time you will spend on it in a week.

(Irene Kokkala) Figuring the amount of time a student spends on an online class is more intentional than in a face-to-face because we have done it for so many years.

SACS formula is every hour in class should equal three hours outside.

| Agenda topic Election of Chair-Elect |

Chair-Elect: Jeff Linek, Highlands Georgia Highlands College

AGENDA TOPICS MARCH 28, 2014

| Agenda topic Complete College Georgia/USG News | Presenter John Sizemore

- Complete College Georgia <http://www.completegeorgia.org> is part of Complete College America
- Intended to increase the number of college graduates in Georgia, "Creating A More Educated Georgia."
- Marshaling the assets of the state and university system to apply towards college completion
- Inventory of all degrees and majors @ USG website "Degrees & Majors Authorized,"
- Distance Education programs are all part of the Degrees and Majors Authorized list, check accuracy within your program inventory
- Every institution now offers online courses, most offer degrees
- Approval process of new distance education programs has been simplified by SACS and the Board of Regents
- Don't notify SACS to offer a new online program if using current or similar delivery
- Notify USG via email to Marcie Middleton if offering new distance education programs, with more than 50% of the courses available, by distance ed. delivery that are coded "F "
- A program is considered distance education if the student could complete 50% or more online including all electives even if they not typical to the program. If the electives are available online and acceptable within the program then it is online
- Distance education administrators must have familiarity with the programs available at their institutions.
- Do notify USG of new offerings of non-degree programs and certificates online to be added to an inventory, which has quadrupled in the last two years.
- SACS requires a substantive change notification when you cross that 50% threshold with your first program. Prior to that substantive change process, is demonstrating to SACS that you provide those equivalent services.
- It is suggested that you go back through your catalogue, and review everything that your catalogue and the student handbook tells students about what the institution does, and determine how the institution can do the same things for distance education students.
- The online student handbook has to be in line with the student handbook.

Reclassification Of Courses, "F" & "E"

- Based upon the recommendations of This Committee the Data Governance Committee was asked to create this new element coded "E", for entirely 100% online, not just 95%, but 100%. The student never has to come campus. Everything, including proctoring, is done without

requiring a campus visit, or a visit to a designated site. If there are any designated visits, than it is not an "E" coded course. "E" code is very close to final approval.

- Considering dropping the "T" code, Technology Enhanced, approximately 100,000 students are enrolled in courses that are currently coded with "T". We have to find out how many institutions are using it before we drop it.
- Proctor U does not require the students to come to a specified site. You can do anything that does not require the student to be in certain place, on a certain date. If you are using testing centers the location is to be negotiated, they do not have to come to Georgia.
- Courses that are coded "F" can charge an E Tuition rate. At least 60,000 students in the system that are taking at least one course coded "F".
- A problem is that the FPH codes are in Banner but students don't see them, ecore uses a "G"
- We have an inventory or count

Synchronous Vs. Asynchronous (Forms Of Delivery)

- There are data elements that address whether the course is synchronous or asynchronous.
- Currently working through all those data elements, so that when the student goes to registration students will be informed that this course has synchronous elements
- We are going to have to explain these terms, because students don't know what they mean. We have a lot of work to do before we get there. This is just the first step.
- We will send the current draft from the Data Governance Committee.

Collaborative Assets

For all collaborative programs we have a challenging negotiation to adopt a common academic calendar. Coordination of assets is critical to promote the Complete College agenda.

- Georgia ONmyLine.org The public face of distance education programs and courses from USG to the world.
- Collaborative Program Services Unit newly formed.
- Ingress
- Galliao funding for OVR,
- D2L add on's & third party tools,
- Coursera MOOC system,
- Move toward analytics is critical. Data Element Dictionary governs how we measure what we do. Your campus research unit may have the Data Element Dictionary (DED) for you to take a look at. (DED) feeds into the centralized data center (ADC), which generates performance metrics. This is useful for thinking about how we track and capture performance in new areas. Analytics are slow to progress but there is effort and changes are taking place, Georgia State University has presented to BOR on how the effectiveness of analytics in advising has improved student completion rates. They received a standing ovation from BOR.
- Complete College Georgia is redefining gateway courses and system level initiatives and developing strategies that can be replicated across institutions.

Redesign of Financial Models For the University System

- There is a new formula funding model being reviewed that is tied to college completion in part and achievement of milestone credit hours and graduation.
- Funding from the state would be calculated as students progress through milestones. Other factors would be how the institution addresses specific initiatives that address college completion such as how many adult learners you can move through these milestones. How many students do you get to these milestones? Advance students through these milestones as quickly as possible with institutional assurances of quality. Methods such as CLEP, portfolio, AP, ACE credit recommendation, credit by examination, competency based, and MOOCs.
- The metrics for measuring institutions will be weighted and not punitive.

Governor's New Initiative on Adult Learning.

- Georgia on My Line is USG's primary portal for communicating to students about the availability of online courses and programs. Georgia on My Line is a search engine to help students find online courses and programs.
- Georgia on My Line is free marketing. Content should be reviewed for errors and used to promote your programs. Site is marketed through social networks, support for Georgia on My Line provided by ITS Communications Unit. Third revision of the site with new functionality added.
- Military education is critical for the state. Collaborative degree programs found in the SOCAD army degree network. Search by your institution for SOCAD programs. Review that the programs are correctly identified. Contact your military outreach coordinator and DOD website for information on officially approved programs. There are fields for SOCAD approved programs on Georgia on My Line
- New initiative is the massive adult learning campaign coming out of the governors office
- Distance learning is critical to adult learners. Adult learners are essential to Complete College Georgia goals. Influx of students will be adult learners with a wide array of credit for previous learning. We are primed to serve this audience.
- SREB had identified four levels of readiness and Georgia is rated at the highest level (4) at a national level.
- Georgia on My Line does not have a filter for adult learners to identify programs and courses tailored to them. Program descriptions can include adult learning information.
- Adult Learning Consortium (ALC) was originally funded by a College Access Challenge Grant.
- ALC voted to allow institutions to join as a RAC although funding was no longer available.
- Significant challenge to the new models group is negotiating how to achieve something that all institutions endorse as determining credit worthiness of the new models.
- ALC has worked out many of these issues already, CLEP cut fee is universal among member institutions.
- Criteria for identifying adult friendly institutions is available, ALC has done this and joining the RAC is not an endorsement that you are an adult friendly institution, it is an advisory group
- Every campus needs to review their Georgia on My Line programs and ensure that each of them is identified correctly and updated.
- Attempt to bring faculty into the adult learning efforts
- Faculty load and compensation is a concern.

How to Identify an Adult Friendly Institution

- Looking at degree programs to determine if they are an adult friendly program
- Would this degree appeal to adult learners, Organizational Leadership degree is designed to accommodate adult learners with a significant amount of college credit
- General studies degrees do not qualify for military funding.
- Is your institution accepting of credit adult learners have and is the learning college credit worthy
- SAC honors ACE recommendations for credit and all of SACs
- Institutions have flexibility on what to accept toward specific programs, departmental approval based upon specific accreditation.
- Gen Ed. is transferrable among institutions
- Student friendly vs. credit worthiness is an ongoing issue.
- Visible movement toward negotiated understanding among USG institutions and a collaborative endorsement of the transferability of credits in specific areas or for specific new models of instruction.
- (Irene Kokkala) An Associate of Arts is transferable.
- Online science lab standards and contact hours for transferability are a concern.
- Criteria should be established for adult friendly institutions that will accept courses across disciplines.
- Awareness at the Chancellor level
- Goal is to have all institutions on INGRESS
- Concern about Georgia on My Line: Zorrelca produces a file that is formatted for importation into Georgia on My Line that contains all course listings that are in the search engine. There are errors. Distance education administrators are responsible for reviewing Zorrelca. (Irene Kokkala) There is a feature in the submission app that lets you review it for errors, PDF and review.

Conclusion

Georgia on My Line is supposed to be a one stop shop for students to preview so information should be as complete as possible at any point. Program data must be reviewed and updated by program directors.

- Submit Zorrelca even if it is late as it will override or update
- Submit your distance ed. stories to the website for featuring
- There is a style guide for Georgia on My Line, USG will arrange a webinar.

Comments: (Mike Rogers)

- Proctor U contract in place can contact kelli.allen@usg.edu or www.srs.usg.edu

| Agenda topic Statewide Authorization Reciprocity | Presenters John Sizemore/Mike Rogers

SREB has the Electronic Campus which is an inventory of online program from 16 states. There is reciprocity as long as there is no physical presence and programs are uploaded to the SREB Electronic Campus. SREB is a factor nationally. You must have approval to submit program nomination to SREB. Approval requires a form signed by John Sizemore that includes SACS criteria. This inclusion will enable reciprocity.

(Mike Rogers) Statewide Authorization Reciprocity (SARA)

- There is an advisory committee that will become a steering committee for the 16 state members.
- There are four regional groups or compacts that include reciprocity between all four groups.
- The southern groups may lag behind due to legislation
- SECRA is a mini-SARA. An agreement by all the southern states except Alabama which will be valid through 2015
- Only states join SARA, all USG institutions in the state will be covered
- Schools in Georgia may pay a fee to IMPEC and institutions may pay a fee to SARA
- Review your physical presence in all states to be in compliance with state law
- Presently SARA is considered a violation of state law which may be an interpretation error, Georgia currently allows 0 hours.
- USG may have to ask for legislation approval to join SARA
- Faculty member may be domiciled in another state and this can trigger physical presence because SECRA does not define physical presence and all states can have a different definition
- SARA will have a common definition of physical presence for all member states, 20 hours or less as not being in violation of physical presence upper limits of physical presence involves several factors.
- Federal Government has come back with regulations that institutions can't be exempted from approval process now each state must require a process no exemptions. They are headed in the direction of an approval if you a member of reciprocity compact. There is no final ruling on this, title 4 funding may be jeopardized if you violate state laws.
- Continue to do business but you should be operating legally in each of the states
- SARA website has a list of all states and where they are in the process
- Responsibility lies with admission and we have to inform them
- Alabama and Minnesota are concerns
- Advertising is a concern
- There are serious state authorization legal concerns institutions must address by adhering to all state laws

Conclusion:

- Continue to do business as you are (Jon Sizemore) but if states are outside the SREB make sure you are complying with all state laws and document this for all out of state students or you are in violation
- Sheo.org has compiled all state regulations
- Changes coming, Georgia is working on joining SARA, 1 -2 years out
- SECRA is still effective at this point
- Handle complaints at institutional level and the state has a hotline that is part of SACS requirement

- Thank you to everyone
- Fall meeting at Unicoy State Lodge reserved for September 28 -29
- Can't bring others with you as this is a restrictive committee but can send a designee in your place
- There is a registration fee for the fall meeting between \$30-50
- Get some work done through LISTSERVE propose issues and create small groups to work through these issues.