Welcome

Dr. Brian K. Marchman, Chair & Director and Superintendent, PK Yonge, University of Florida
Future Meeting Planning

1. Fall 2022 Dates
   • Any dates to avoid in August and September?

2. Winter 2023 Dates
Operating Procedures Review

Dr. Brian K. Marchman
Elections of Officers Discussion

Dr. Brian K. Marchman
AFTERNOON BREAK
Executive Director Update

Dr. John Opper, Executive Director Distance Learning and Student Services
FloridaShines Catalog: Zero Textbook Cost Indicator

ZTC Courses in the Catalog:

Summer 2022: 626 total course sections

Additional Information:

https://dlss.flvc.org/florida-zero-textbook-cost-indicator
Textbook Survey

- Closed data collection on May 13th.
- 13,830 total responses – 11,022 completed surveys
  - FCS Students 9,843
  - SUS Students 3,987

- Initial review of data indicates that approximately 19% did not attend in the fall.
OER Strategy Convening

• Hosted by SPARC, Flora Hewlett Foundation, American Association of Colleges and Universities in Washington DC – May 17-18

• Determine the next big strategy push for OER
  • Going beyond just cost savings
Florida Instructional Designer Network

Advisory Committee

Bryan Biggers  PBAU
Felix Brito  ERAU
Brian Crose  SSC
Cheryl Kohen  DSC
Karina Ocampo  FIU
Shelly Wyatt  UCF
Florida Instructional Designer Network

• More than 400 listserv subscribers:

FL-IDN Listserv Subscribers

- 50%
- 28%
- 16%
- 6%
- Other
Professional Development Webinars:
- Learning, sharing, collaboration, networking and professional development;
- Building strong community of practice;
- In Spring 2022, we received a total of 1,281 webinar registrations.

IDN Website:
- A “Job Opportunities” page was added. Send Tom Tu (ttu@flvc.org) the ID job openings at your institution for sharing with the IDN community.
- Visit the IDN website for webinar recordings and resources.
Spring 2022

Digital Badges & Awards Project

- Professional Development Award: 80 Recipients
- Guest Speaker Award: 5 Recipients
2022 Instructional Design Leadership Survey Findings

Thank You for Your Participation

Top Training Needs for the IDN Community

Knowledge-based Skills
- Accessibility in Online/Hybrid Courses
- Quality Rubrics
- Best Practices for Online Teaching & Learning

Ability-based Skills
- ID Project Management
- “Selling” others on Ideas (e.g. when working with faculty)
- Problem-solving

We will address these needs in the upcoming professional development webinars and activities.
Florida Instructional Designer Network

Call for Participation
Instructional Design & Technology (IDT) Around Florida

➢ To highlight the online instructional design and learning technology teams/units/offices for Florida higher education.
➢ To promote a culture of quality instructional design.
➢ Learn key strategies and resources.

• What to Submit: In any media format, please include:
  ➢ Who We Are (about your team)
  ➢ What We Do (services you provide)
  ➢ Key Strategies and Resources for Quality Instructional Design

See Examples on the IDN Website
The Florida Quality Matters Consortium (FLQMC)

Cost-saving
Community-building
Resource-sharing

A total of 33 member institutions (including FLVC)

Welcome New Member: Embry-Riddle Aeronautical University!

https://dlss.flvc.org/flqmc
The Florida Quality Matters Consortium (FLQMC)

Online Networking Event for Florida QMCs
April 5, 2022
Sponsored by
University of Florida-Collaborating with Strangers
FLVC
Florida Quality Workgroup

QMCs from FCS and SUS institutions
- Connected with each other in the online CoLAB Networking Event
- Shared and Learned about best practices for QM implementation
The Florida Quality Matters Consortium (FLQMC)

Congratulations!

Please join us in congratulating Florida International University and Miami Dade College of the recognition they received respectively in the 2021 Quality Matters Annual Report!

Florida International University (FIU)
FIU is leading the way with more than 320 QM-Certified courses — more than 50 of which were certified in 2021! The university recognizes each certified course with a shout-out on Twitter, celebrating its faculty’s commitment to online course quality.

Miami Dade College (MDC)
MDC went “all-in” on professional development! Between January and November, dozens of faculty and staff engaged in multiple QM workshops, including 16 sessions of Applying the Quality Matters Rubric. Team members also took part in TOC workshops, the Designing Your Blended Course workshop, and the New to Online Teaching series. The workshops support MDC’s goal of building capacity for internal workshop facilitation and course reviews.

Source: 2021 QM Community In Review Report
New Staff – Coming Soon

- Welcome to Sarah Michael Anderson to our Student Services Team!
- 3 additional positions will be advertised for DLSS soon!
  - Assistant Director for Distance Learning
  - Senior Administrative Specialist
  - Administrative Specialist
Upcoming College 101 Plans for Fall 2022!

This webinar series will be packed with great information about the next steps to take to go to college and find a career you’ll love.

**September 15th**-Explore (*Preparing for College*)
**September 22nd**- Apply (*Admissions*)
**September 29th**- Fund (*Financial Aid*)
2022-2023 Florida Shines Upload Schedule Reminders

Online Courses

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<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td>Upload Period Opens</td>
<td>May 1</td>
<td>September 1</td>
<td>February 1</td>
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<td>Upload Deadline</td>
<td>May 31</td>
<td>September 30</td>
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<tr>
<td>Term Visibility</td>
<td>June 1</td>
<td>October 1</td>
<td>March 1</td>
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*Please note:

• Should your institution need assistance or additional time, please contact catalog@flvc.org to notify FloridaShines for auditing purposes.

• If you have a change that is official July 1, but upload is required before, we suggest using the Additional Information fields to provide those details and upload a new file when your changes are final.
## 2022-2023 Upload Schedule

### Institution Profile

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<tr>
<th>Upload Period Opens</th>
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<td>Upload Deadline</td>
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Currently, the Florida Virtual Campus is awaiting direction from the State University System and the Florida College System on FloridaShines Catalog changes related to HB 1507, and the EMOP (Education Meets Opportunity Project). We are hoping to have an official open date soon. Please note that, when the period opens, we will allow the adequate amount of time for institutions to complete the program uploads, typically 2 months, as provided in the past.
FloridaShines Network
RESTrofit Project
Re-establishing Institution Connections
s. 1006.73(4)(b)F.S.

- .... Florida College System institutions and state universities shall interface student advising systems with the statewide computer-assisted student advising system. ....
Introduction to the FloridaShines Network

Project Update as of Spring 2022

<table>
<thead>
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<th>Institution</th>
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<th>GradAudit</th>
<th>LocalShop</th>
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Status: 
- **Completed**
- **In Progress**
- **Not Begun**
Introduction to the FloridaShines Network

Project Update as of Summer 2022

Daytona State College
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Indian River State College
Palm Beach State College
Pensacola State College
Tallahassee Community College
University of Florida
University of West Florida
Valencia College

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Next Steps

Objective:

FLVC is currently onboarding institutions to upgrade their current connections with FLVC services. We are seeking institutions that have not completed their upgrade and are ready to begin work immediately.

Estimated Implementation Time:
Estimated 2-3 months implementation (discovery to launch)

Institution On-Boarding Capacity:
4-5 institutions at a time

Additional details:
Current discussions and work with institutions working with Alchemy to develop a universal format for Workday implementation.

Institutions that are ready to begin implementation, should contact Stevan at spolansky@flvc.org.
Common Prerequisites Manual Update
System Updates

Dr. Nancy McKee, Associate Vice Chancellor
Innovation and Online Education
State University System

Dr. Carrie Henderson, Executive Vice Chancellor
Florida College System
2022 Legislative Session
Dual Enrollment

• Senate Bill (SB) 2524 removed the requirement that only public school students be provided materials free of charge.

• SB 2524 provided that postsecondary institutions may not require payment for materials' costs that are eligible for reimbursement.

• SB 2524 modified the timeline for reporting and reimbursements for the Dual Enrollment Scholarship Program.
  • Institutions must report students within 30 days after the end of the regular registration period.
  • FDOE must distribute reimbursements no later than 30 days upon receipt of the institutions’ submissions.

• The Florida Legislature appropriated $18,050,000 to support this program in FY 2022-23.
Statewide Course Numbering System

• SB 7044 codified many current practices related to the maintenance of the electronic Statewide Course Numbering System (SCNS).
  • It specified the SCNS include, for postsecondary courses, course levels, numbers, titles, credits awarded, and other identifiable information by institution and academic year.
  • It reiterated that institutions accept and apply course credit in transfer first toward general education core requirements or other general education requirements before applying courses as elective credit.

• SB 7044 also required the SBOE to adopt rules related to the collection of course information, identifiable information required for each course, and the conduct of regularly scheduled faculty committee reviews and recommendations.
Textbook Affordability

• SB 7044 required the lists of textbooks and instructional materials to:
  • Remain posted for at least five academic years.
  • Be searchable by the course subject, course number, course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material.
  • Be easily downloadable by current and prospective students.

• SB 7044 modified syllabi requirements for the list of required and recommended textbooks if the course is a general education core course option. For these courses, the following information is required:
  • Course curriculum.
  • Goals, objectives, and student expectations.
  • Assessment of student performance.
Updates
Alternative Methods Overview

• In February, the State Board of Education (SBOE) approved revisions to Rule 6A-10.0315, Florida Administrative Code (F.A.C.) to expand mechanisms FCS institutions may use to assess readiness for college-level work.

• The rule amendment adds the following categories of alternative methods and associated minimum standards:
  • Tests and assessments;
  • Performance in high school coursework (courses taught at Florida public high schools and accelerated high school courses);
  • Credit-by-examination; and
  • Local placement methods (Form No. ALTPLACE-01) (Not for Dual Enrollment).

• Effective March 15, 2022, institutions may use a common placement test or an alternative method approved in rule to assess students for college readiness.
Alternative Methods Implementation

• Once institutions have made determinations about the usage of alternative methods, they may need to update existing policies and procedures and/or create new ones to comply with the provisions where applicable. This may include updating institutional catalogs and websites, informing academic and admissions advisors, and modifying reporting mechanisms.

• For institutions that choose to use alternative methods for dual enrollment eligibility determinations, their Dual Enrollment Articulation Agreements will need to be updated.

• FASTER is currently in the process of being updated to incorporate all approved alternative methods. The FASTER Steering Committee is meeting in June to consider the new fields. Additional details are forthcoming.

• Reporting the use of alternative methods is anticipated to begin starting the 2023-24 academic year and thereafter at the earliest. Ad hoc reporting may be requested earlier. Additional details are forthcoming.
Mathematics Pathways Overview

• Section 1007.33(3) F.S., requires three mathematics pathways be established for students by aligning mathematics courses to programs, meta-majors, and careers.

• The statute requires that a representative committee consisting of State University System faculty, faculty of career centers, and FCS institution faculty collaborate to identify the three mathematics pathways.

• Additionally, the committee is required to identify the mathematics course sequence within each pathway that align to the mathematics skills needed for success in the corresponding academic programs and careers.
Mathematics Pathways Implementation

• The statutorily required committee identified the three pathways:
  • Algebra through Calculus
  • Statistical Reasoning
  • Mathematical Thinking in Context

• Committee members also developed student learning outcomes and recommended courses that will be associated with each pathway.

• The Articulation Coordinating Committee will consider the pathways at its next meeting in June.
Workforce Program Inventory Overview

• The implementation of HB 1507 Section 35 requires the FDOE to collect an inventory of all workforce education programs active in the 2021-22 year.

• Recognizing many institutions already submit active program information to the FloridaShines Catalog, we partnered with FLVC to look for areas where we could reduce duplication of effort.

• For that reason, the Data Standards Document is directly aligned to fields from the FloridaShines Catalog.

• FloridaShines also modified their systems to align with our specifications and those required for the Education Meets Opportunity Platform project.
Workforce Program Inventory Implementation

- April 15, 2022 – Institutions submit Excel templates to FDOE for workforce program inventory for 2021-22 year.

- Summer 2022 – Institutions are asked to upload active programs for the 2022-23 FloridaShines catalog.
  - Institutions can "roll over" the content they created for the FDOE 2021-22 inventory and make edits that will go into effect for 2022-23.
General Education Digital Badges Overview

House Bill 1507 (2021) requires public postsecondary institutions to award students a nationally recognized digital badge upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in the 2022-2023 academic year.
General Education Digital Badges Implementation

• **Digital Badge #1: Fundamentals of Written Communication**

  • **Course completion:** Students must be informed that the digital badge will be awarded automatically upon completion of ENCX101 or a course in which ENCx101 is a prerequisite with a grade of "C" or better.

  • **Explaining the badge:** Institutions must include the following language, which was approved by the faculty committee, in materials describing the aspects of the digital badge:
    - Definition of "effective written communication"
    - Learning outcomes
    - Importance in the workplace
Q&A
Contact

Carrie E. Henderson, Ph.D.
Executive Vice Chancellor
Florida College System

Carrie.Henderson@fldoe.org
Discussion on Guided Pathways Initiatives

Dr. Phil Simpson, Dean of Arts and Social Sciences/Eastern Florida Online, Eastern Florida State College
Distance Learning and Student Services Council Meeting

Dr. Phil Simpson, Eastern Florida State College
June 7, 2022
The Guided Pathways approach to student success starts with clearly designed, coherent, and well-communicated programs. Students are able to clearly see the map of courses required to complete their program, they develop a personalized & comprehensive plan to reach their goal, and they receive structured support to ensure they stay on the path!
Guided Pathways at EFSC is a collective effort to culturally and systematically change the way our students interact and engage with the College. From prior to enrollment through completion, we are pursuing a strategic integration of our systems, services, and instruction that will ultimately remove barriers and confusion, while promoting an increase in retention, completion, and the closing of achievement gaps among our students.

Our students will know why they are here...how we support them...and how to succeed!
Academic Communities at EFSC
# Framework for Pathways at EFSC – Overview

## Academic Community

<table>
<thead>
<tr>
<th>Arts, Humanities, Communication &amp; Design</th>
<th>Business</th>
<th>Education</th>
<th>Health Sciences</th>
<th>Industry, Manufacturing &amp; Construction</th>
<th>Public Safety</th>
<th>STEM</th>
<th>Social &amp; Behavioral Sciences, Human Services</th>
</tr>
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</table>

## Discipline Group

- **Arts**
  - Communication
  - Design
  - Humanities
- **Business**
  - Economics
- **Education**
- **Health Sciences**
  - Community-Based Health Sciences
  - Hospital-Based Health Sciences
- **Industry**
  - Manufacturing
  - Construction
- **Public Safety**
- **Science**
  - Technology
  - Engineering
  - Math
- **Social Science**
  - Behavioral Sciences
  - Human Services

## Program of Study

### AA
- University Transfer Plans
  - Ex. Engineering Transfer Plan, Music Transfer Plan, Elementary Education Transfer Plan, Criminology Transfer Plan

### AS
- Specific EFSC Degree Program
  - Ex.AS Nursing, AS Aerospace Technology, AS Office Administration, AS Crime Scene Technology
Eastern Florida State College | Psychology Transfer GPS Plans
The Key Question Today

How Do We Design Pathways to Ensure Access for Online Students?
Example: EFSC

- Program Managers (Faculty)
- Collegewide Chair (Administration, Faculty Supervisor)
- Dean (Administration, CWC Supervisor)
- Associate Vice President of Academic Affairs (Administration, Dean Supervisor)
- Vice President of Academic and Student Affairs (Administration, Chief Learning Officer)
Day 1 Wrap Up & Adjournment

Dr. Brian K. Marchman, Chair
Welcome Day 2

Dr. Brian K. Marchman, Chair & Director and Superintendent, PK Yonge, University of Florida
Organizational Structure and Product Mix for Online Learning

Dr. John Opper
Future of Higher Education?

Checking In
Context

• General chatter about changes and higher education business models
• IHE and Chronicle recurring stories
• Inquiries on organization structure for online learning/flexible learning
  • Inconsistent fit of current structures
Product Mix?

We also have to find product mixes that meet the new expectations that students have about the world. While much of the United States is already facing a decline in the number of high school graduates, attracting adult students has become even more important. Adult students need and want maximum flexibility. Institutions must continue experimenting with new course modalities and program designs that will attract students and ensure a high-quality experience for which students will be willing to pay.
IHE Survey of Presidents - Change

Presidents and chancellors recognize that the pandemic has altered the higher education landscape in key ways: more than two-thirds (71 percent) say their institution must fundamentally change its business model or other operations, and 91 percent agree (52 percent strongly) that their college or university will keep some of the COVID-19–related changes it made even when the pandemic ends. More agree (50 percent) than disagree (34 percent) that the pandemic will cause a shift toward more virtual instruction “for years to come.”
IHE Survey of Presidents - Quality

• Three-quarters of presidents rate the quality of the in-person courses at their institution this semester as excellent. A quarter (27 percent) say the same about their hybrid courses, and just 19 percent rate their fully online courses that way.

• There were virtually no differences among presidents in different sectors.
DLSS Members Council Survey

- Enrollment pressure on institutions
- Ongoing difficulty forecasting course delivery mix
- Resilient online and flexible learning course enrollment post-COVID
- Questions about offering what students need
In the last year, has your institution made changes or considered changes to its business model?
At your institution, which department supervises online learning?
Has the supervision of online learning changed over the last year, or is there a possibility it may change in the next year?
Is there anything that we should or can do to help in any aspect of this?

What has been your experience?
Normal regular reassessment of things?
Increased attention to online learning?
Discussions about significant operational and policy changes?
Mergers or acquisitions?
NC-SARA Update

Jeannie Yockey Fine, General Counsel and Mary Larson, Executive Director of Student and Institution Support
NC-SARA Update and Conversation
DLSS MC
June 8, 2021

Jeannie Yockey-Fine, General Counsel

Mary Agnes Larson, Executive Director for Student and Institution Support
AGENDA

- Welcome
- Educational Programming
- Committee Overview
- SARA Source & Institution Conference
- Institution Resources
- State Authorization Guide
- Department of Education Potential Regulations Impacting SARA
- Questions and Discussion
Educational Programming

**Tools & Resources**
- Handbooks / Technical Assistance
- Quick Start Guides
- Videos
- Articles
- “Explainers”
- Graphics & Infographics

**Online Courses**
- SARA 101 (Broad Audience)
- SPE Courses
- Institution Courses

**Events / Programming**
- SPE Summit & Workshops
- SPE Conference
- SPE Leadership Institute
- Institution Conference
- Webinars & Workshops
- Conferences or Other Presentations
- Programming via Partnerships
The SARA Learning Station is your one-stop shop to access NC-SARA’s resources for learning about SARA. Learning resources for institutions have been developed in collaboration with our Regional Compact partners and SARA State Portal Entities. Institutions should always check with their SARA State Portal Entity for any state-specific requirements.

**SARA Quick Start Guides**

When institutions participate in SARA, they agree to a set of compliance requirements as detailed in the SARA Policy Manual. SARA Quick Start Guides are intended to help institutions easily understand SARA requirements to help them maintain compliance, communicate with colleagues regarding SARA, and explain SARA to students and other stakeholders.
NC-SARA Committees - Overview

Data Advisory Committee
2015
- Collaborates with and advises NC-SARA about data and research needs
- Makes recommendations on reporting requirements
- Considers data reporting comments/questions submitted by states and institutions during the reporting period
- Provides direction on potential research projects; and to act as a sounding board on data issues in general.

SPE Advisory Committee
2021
- Collaborates with and advises NC-SARA about SPE training needs and priorities, educational programs (e.g., Fall SPE Conference, Spring SPE Meeting), the Annual SPE Survey, and data reporting to states.
- Serves as an important component of the SARA community to help harvest from and share effective practices across the field, and to get feedback from SPEs on ideas for SPE outreach and engagement.

Institution Advisory Committee
2022
- Collaborates with and advises NC-SARA about needs, engagement priorities, and programming for institutions (e.g., the annual In The Field institution conference, workshops, webinars, online training modules, etc.).
- Serves as an important component of the SARA community to help harvest from and share effective practices across the field to support SARA compliance; to be a direct voice from institutions in planning programming; and to get feedback from institutions on ideas.
NC-SARA Updates – Institutions and Students

• In The Field - NC-SARA’s Virtual Institutional Conference

• SARA Source
SARA Source – Basic Characteristics & Benefits

• Distance Education Programs offered by SARA participating institutions
• Searchable by discipline, degree level, etc.
• Housed on NC-SARA website
• Search results prompt early hand-off to institutions
• Up-to-date information required
• Showcase your Distance Education Programs
• Listed programs are those offered by institutions that have met SARA policy for student – Consumer Protection for learners
• Coordination for uploading of information with current state systems (in development)
Welcome to the SARA Source!

SARA Source is a searchable national catalog of distance education programs offered by SARA-participating institutions. Begin your search by clicking on SEARCH at the top of this page.

What can I find in the SARA Source?

SARA Source contains program information submitted by SARA-participating institutions. Information includes:

- Subject area of study
- Type of credential offered
- Delivery method
- Instructional language
- Tuition and fees
- Average time to complete
- Institution type
- And more!

The various filters in the searchable catalog allow you to easily find programs that might be of interest based on your search parameters.

What is a SARA-participating institution, and why would I want to attend one?

A college or university that has been approved to participate in SARA may offer distance education programs to students in other SARA member states. Importantly, these institutions have met several requirements that help ensure their quality and student consumer protections, including:

- The institution is a degree-granting institution, appropriately authorized (by Congress, a U.S. state, territory or district, or a federally recognized Indian tribe) to award associate degrees or higher.
- The institution is institutionally accredited by an accrediting body recognized by the U.S. Department of Education and whose scope of recognition, as specified by the U.S. Department of Education, includes distance education.
- The institution agrees that, in cases where the institution cannot fully deliver the instruction for which a student has contracted, it will provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive.

Read more about how SARA works for students, including student consumer protections, afforded by SARA. If you have questions about or need support using the SARA Source, please email sarasource@nc-sara.org.
Institution Resources

- Quick Start Guides

Online Courses – coming soon!
- SARA 101
- Fundamentals of Data Reporting

SARA Source Resources [www.nc-sara.org/sarasource](http://www.nc-sara.org/sarasource)
- SARA Source Overview for Institutions
- SARA Source Operational Handbook for Institutions

Future Webinars
The State Authorization Guide

A comprehensive tool to browse State Authorization compliance information quickly and easily.

Thank you to the agencies in each state, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands for completing the surveys to provide information for the State Authorization Guide.

Start with a State
Curious about responses from a specific state (or two)?
SEARCH

Start with a Topic
Curious about a specific topic across one or more states?
SEARCH
NC-SARA Updates – US ED

What’s next after negotiated rulemaking?

**NPRM**
- Publication of proposed rules (NPRM) in *Federal Register*
- At least 30 days comment period
- Regulations.gov

**Publication of Final Rule**
- ED responds to comments
- Publication of final rules in *Federal Register*
- Master Calendar: by November 1, 2022

**Effective Dates**
- Goal is to implement by July 1, 2023
- Early implementation may be possible for some topics
The U.S. Department of Education’s Potential Regulations That Could Impact SARA

• 34 CFR 668.14 Program participation agreement
• (32) In each State in which the institution is located or in which students enrolled by the institution are located the institution is otherwise required to obtain State approval under 34 CFR 600.9, the institution must ensure that each program—
• (iii) Complies with all State consumer protection laws, including both generally applicable State laws and those specific to educational institutions, except where State requirements for obtaining authorization are inapplicable pursuant to a State authorization reciprocity agreement.

• Rapid Response Team
Thank You!
For questions please email: info@nc-sara.org
Request a SARA Source Institution Account
or for SARA Source questions: sarasource@nc-sara.org
NC-SARA Website: www.nc-sara.org
Elections

Dr. Brian Marchman
Discussion on Expansion of Statewide Catalog to Include Credentials Beyond Degrees and Certificates

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Chair