



**STATE BOARD OF EDUCATION
AGENDA**

**Marva Johnson, Chair
John R. Padget, Vice Chair
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck**

**January 6, 2016
Room LL03, The Capitol
400 South Monroe Street
Tallahassee, Florida**

9 a.m. Call to Order

Chair Marva Johnson

Welcome

Pledge of Allegiance

Member Comments

Chair Marva Johnson

Commissioner's Report

Commissioner Pam Stewart

- Commissioner's Student Leadership Recognition

Approval

1. Minutes of December 4, 2015 Meeting pg. 3

Updates

2. Florida College System –Dr. Jim Murdaugh, Tallahassee Community College on behalf of the Council of Presidents pg. 7
3. K-12 Public Schools – Dr. Barbara Jenkins, Superintendent, Orange County Public Schools on behalf of the Florida Association of District School Superintendents pg. 8

Action Items

4. Approval of Amendment to Rule 6A-6.0786, Forms for Charter School Applicants and Sponsors pg. 9
5. Approval of Florida College System Performance Funding Mid-Year Reports pg. 12
 - Pasco Hernando State College – Dr. Timothy Beard
 - Pensacola State College – Dr. Ed Meadows
 - College of Central Florida – Dr. Jim Henningsen
 - Northwest Florida State College – Dr. Sasha Jarrell
 - Daytona State College – Dr. Tom LoBasso
6. Approval of New Bachelor Degree Program(s) in the Florida College System pg. 13
 - Florida Keys Community College – Bachelors of Applied Science in Supervision and Management

- Pensacola State College – Bachelors of Applied Science in Cybersecurity
7. Approval of Amendment to Rule 6A-1.09422, Statewide, Standardized Assessment Requirements pg. 87
 8. Approval of Amendment to Rule 6A-1.09981, School and District Accountability pg. 110

Consent Items

9. Approval of Amendment to Rule 6A-1.0071, Fiscal Reporting Dates pg. 119
10. Approval of Amendment to Rule 6A-6.03315, Private School Scholarship Compliance pg. 121
11. Approval of Amendment to Rule 6A-7.077, Access to State Funded Electronic Library Resources by Accelerated Secondary Students pg. 128
12. Approval of Amendment to Rule 6A-20.060, Nursing Scholarship Program and Repeal of Rules 6A-20.061, Nursing Scholarship Program Scholarship Repayment; 6A-20.062, Nursing Scholarship Program Penalties for Defaulting; 6A-20.063, Payment of Scholarship Funds; and 6A-20.064, Placement of Nursing Scholars pg. 132
13. Approval of Amendment to Rule 6M-8.100, Definitions pg. 141

Concluding Remarks

Chair Marva Johnson

STATE BOARD OF EDUCATION
Action Item
January 6, 2016

SUBJECT: Approval of Minutes of December 4, 2015, Meeting

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

The minutes of the December 4, 2015, Meeting are presented for approval.

Supporting Documentation Included: Minutes, December 4, 2015. Comparing National Assessment of Educational Progress (NAEP) and State Proficiency When Setting New Cut Scores included as part of Vice Chair Padgett's comments (under separate cover)

Facilitator/Presenter: Chair Marva Johnson

**MINUTES
STATE BOARD OF EDUCATION
MEETING**

December 4, 2015
Conference Call

Chair Marva Johnson called the meeting to order at 9:30 a.m. and welcomed members and guests to the State Board of Education conference call. The following members were present: Vice Chair John Padget, Gary Chartrand, Tom Grady, Rebecca Fishman Lipsey, Michael Olenick and Andy Tuck.

MEMBER COMMENTS

Chair Johnson welcomed Tom Grady as the newly appointed member of the Board.

Mr. Grady provided a brief work history before being dropped from the call.

Vice Chair Padget provided a report by Cornelia Orr, Former Executive Director, National Assessment Governing Board, titled "Comparing National Assessment of Educational Progress (NAEP) and State Proficiency When Setting New Cut Scores" to be included as part of his comments. He disagreed with the Commissioner's cut score recommendation. He recommended separating student cut scores from school grades, setting higher cut scores and to develop a school grading formula to reflect legislative intent and the hard work of teachers and students.

Mr. Chartrand thanked Juan Copa, Deputy Commissioner, Division of Accountability, Research and Measurement and his team for compiling the data that was requested at the October meeting. He expressed his concern with the recommended cut scores but also stated that Commissioner Stewart is following the law as level three is designated as satisfactory and satisfactory is not proficient.

Ms. Fishman Lipsey welcomed Mr. Grady to the Board and provided an overview of her recent visit to Jefferson County which is one of three districts that scored an F last year. She also shared the importance of collaborative conversations with parents and educators about school grades and what a baseline year means.

Mr. Olenick provided an overview of his and Mr. Tuck's attendance at the recent Florida School Board Association (FSBA) meeting. He also shared his experience in touring Osceola County's mobile STEM lab and recommended the Board arrange a tour around the next meeting in central Florida. He ended his comments by welcoming Mr. Grady to the Board.

Mr. Tuck welcomed Mr. Grady to the Board and thanked Ms. Fishman Lipsey for taking the time and visiting a rural county.

(Continued) Mr. Grady thanked everyone for the warm welcome and commended Commissioner Stewart and Governor Scott for education reform in Florida. He provided an overview of NAEP and why it should not be viewed as the gold standard. He ended by sharing his goal to continually improve learning outcomes in the state of Florida.

Chair Johnson reminded the Board that cut scores are not on the agenda for this meeting and she shared her appreciation for all the research and analysis as the Board prepares for the vote in January. She thanked Dr. Orr and Juan Copa for the additional information they

provided and reiterated that superintendents support Commissioner Stewart's recommendation. The Board should also consider the "Study of the Alignment of the 2015 NAEP Mathematics Items at Grades 4 and 8 to the Common Core State Standards (CCSS) for Mathematics" report that was funded by the American Institute for Research in preparation for the January meeting. She stressed the importance of communicating clearly to parents what it means to be proficient versus passing. She highlighted the following in Governor Scott's historic budget proposal: \$7,221 per pupil for K-12 and \$6,074 per pupil for state colleges; \$86.8 million to support the 300 lowest performing schools; \$10 million for school safety initiatives; \$1 million for a STEM partnership residency program; \$5 million to develop and enhance \$10,000 STEM degree programs; and \$20 million for the Technical Center Rapid Response Grant. She also shared that there is a proposed bill by Senator Ring that would allow students to replace one of their foreign language credits with a computer science credit.

COMMISSIONER'S REPORT

Commissioner Stewart explained the difference between the data provided by the department and that by Dr. Orr, clarified satisfactory versus proficient and how to clearly communicate to the public what each level means. The Board will be provided potential score report verbiage closer to the administration of the FSA.

She informed the Board that the Department meets with the FSBA throughout the year at their regular meetings and that the Department holds monthly superintendent and Council of Presidents calls. She also shared that a new recognition program would start with the January meeting. A K-12 student and/or Florida College System student will be recognized and they can apply or be nominated online.

Commissioner Stewart provided a summary of Governor Scott's proposed budget for 2016-17: proposed budget includes \$20.2 billion in total public school funding which is an increase of \$507.3 million; \$7,221 per student which is a \$116 per student increase over last year and \$95 per student above Florida's previous record level of per student funding in 2007-08; \$86.8 million to support the lowest performing schools who must add an additional hour of reading into their school day; \$10 million to enhance school safety; \$80 million to assist districts in implementing their digital classroom plans which is an increase of \$20 million over last year; \$36 million for programs supporting economic development and workforce demands which is an increase of \$27 million over last year; \$20 million to create a rapid response startup grant program for tech centers to directly link workforce needs to the job demand; \$5 million to support STEM, \$10,000 bachelor degrees; and \$1 million for the STEM business partnership residency program.

She announced the following four colleges were recognized for innovation and excellence through the Chancellor's Best Practice awards at the recent Association of Florida Colleges 66th annual convention: Lake Sumter State College for its RISE math program; Chipola College for creating a pathway to graduation through academic support program, which provides on-demand tutoring as the first line of defense against attrition; Seminole State College of Florida for its capstone project of culminating experience for seniors that helps connects students with career opportunities upon graduation; and Florida State College of Jacksonville for its innovate program.

She provided an overview of the timeline for proposed rule language for school grades and simulations based on her recommended achievement level cut scores. Chair Johnson called for a motion to approve the Commissioner's Report. Vice Chair Padgett made the motion with a second by Mr. Tuck. The motion passed unanimously.

MINUTES

Chair Johnson called for a motion to approve the minutes from the October 28 Board meeting. Vice Chair Padgett made the motion with a second by Mr. Olenick. The motion passed unanimously, with the exception of Mr. Grady who abstained from voting as he was not a member of the Board at the last meeting.

ACTION ITEMS**Approval of Amendment to Rule 6A-10.042, Test Administration and Security**

Chair Johnson recognized Mr. Copa to provide an overview of the amendment. Chair Johnson called for a motion to approve Rule 6A-10.042, F.A.C. Mr. Olenick made the motion to approve the rule with a second by Vice Chair Padgett. The motion passed unanimously.

Approval of Amendment to Rule 6A-1.094222, Standards for Mid-Year Promotion of Retained Third Graders

Chair Johnson recognized Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools, to provide an overview of the next two action items. Chair Johnson called for a motion to approve Rule 6A-1.094222, F.A.C. Mr. Chartrand made the motion to approve the rule with a second by Mr. Olenick. The motion passed unanimously.

Approval of Amendment to Rule 6A-6.03028, Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities

Ms. Tappen provided an overview of the amendment. Chair Johnson called for a motion to approve Rule 6A-6.03028, F.A.C. Mr. Tuck made the motion to approve the rule with a second by Vice Chair Padgett. The motion passed unanimously.

CONSENT ITEMS

Chair Johnson called for a motion to approve the consent items. Vice Chair Padgett made the motion with a second by Mr. Olenick. The motion passed unanimously.

CLOSING REMARKS

Chair Johnson announced that the next meeting would be on January 6th at the Capitol.

ADJOURNMENT

Having no further business, Chair Johnson adjourned the meeting of the State Board of Education at 10:39 a.m.

Cathy Schroeder, Corporate Secretary

Marva Johnson, Chair

**STATE BOARD OF EDUCATION
Update**

January 6, 2016

SUBJECT: Florida College System Council of Presidents Update

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

Dr. Jim Murdaugh, President of Tallahassee Community College, will present a brief update on behalf of the Council of Presidents (COP) on statewide workforce need and demand (58,280 projected job openings), projected Florida College System graduates in related occupations (7,986), and 1,956 new and/or expanded business partnerships in addition to other workforce-related data, Dr. Murdaugh will also speak in support of the COP Legislative funding request for 2016-17.

Supporting Documentation Included: N/A

Facilitator/Presenter: Dr. Jim Murdaugh, President, Tallahassee Community College

STATE BOARD OF EDUCATION**Update**

January 6, 2016

SUBJECT: K-12 Public Schools – Dr. Barbara Jenkins, Superintendent, Orange County Public Schools on behalf of the Florida Association of District School Superintendents

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

An update will be provided by Superintendent Jenkins, on issues relating to K-12 education initiatives.

Supporting Documentation Included: N/A

Facilitator/Presenter: Dr. Barbara Jenkins, Superintendent, Orange County Public Schools

STATE BOARD OF EDUCATION
Action Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-6.0786, Forms for Charter School Applicants and Sponsors

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.33(28), Florida Statutes

EXECUTIVE SUMMARY

The Department is proposing substantive revisions to the Model Florida Charter School Application. The revisions will bring more rigor into the application process and help ensure that only those applicants that have the vision, plan and capacity to open and operate a high-quality charter school will be approved to do so. The proposed application improves upon the existing application, includes additional subsections, a detailed addendum on Education Service Providers, and more detailed questions covering a school's proposed management and budgetary plans, among other things. As a result, authorizers will have better information with which to make a decision on whether to approve a new public charter school within their district boundaries.

Supporting Documentation Included: Proposed Rule 6A-6.0786, F.A.C. Form IEPC-M1, Model Florida Charter School Application; Form IEPC-M2, Florida Charter School Application Evaluation Instrument; Form IEPC-VI, Model Florida Virtual Charter School Application; and Form IEPC-V2, Florida Virtual Charter School Application Evaluation Instrument (under separate cover)

Facilitator/Presenter: Adam Miller, Executive Director, Office of Independent Education and Parental Choice

6A-6.0786 Forms for Charter School Applicants and Sponsors.

(1) Persons or entities submitting a charter school application must use Form IEPC-M1, Model Florida Charter School Application, effective ~~February 2016 August 2015~~ (http://www.flrules.org/Gateway/reference.asp?No=Ref-06296_05516), pursuant to Section 1002.33, F.S. Form IEPC-M1 is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(2) Sponsors shall evaluate Model Florida Charter School Applications using Form IEPC-M2, Florida Charter School Application Evaluation Instrument, effective ~~February 2016 June 2012~~ (http://www.flrules.org/Gateway/reference.asp?No=Ref-06300_01257). Form IEPC-M2 is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(3) No change.

(4) Persons or entities submitting a virtual charter school application must use Form IEPC-VI, Model Florida Virtual Charter School Application, effective ~~February 2016 June 2012~~, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06304_01257) pursuant to Section 1002.33, F.S. Form IEPC-VI is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(5) Sponsors shall evaluate Model Florida Virtual Charter School Applications using Form IEPC-V2, Florida Virtual Charter School Application Evaluation Instrument, effective ~~February 2016 June 2012~~ (http://www.flrules.org/Gateway/reference.asp?No=Ref-6305_01257). Form IEPC-V2 is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

~~(6) Persons or entities submitting a charter school application to replicate a high performing charter school, pursuant to Section 1002.331, F.S., must use Form IEPC-HPI, Model Florida Charter School Application for High~~

~~Performing Replications, effective August 2015 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05517>). Form IEPC HP1 is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.~~

~~(7) Sponsors shall evaluate Model Florida Charter School Applications for High Performing Replications using Form IEPC HP2, Florida Charter School Application for High Performing Replications Evaluation Instrument, effective June 2012 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-01257>). Form IEPC HP2 is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.floridaschoolchoice.org> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.~~

~~(6) (8) Applicants completing Addenda A, B, or C, pursuant to the model application shall use Form IEPC-M1A, Applicant History Worksheet, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-05518>) effective August 2015. Form IEPC-M1A is hereby incorporated by reference and may be obtained electronically on the Department's website at <http://www.fldoe.org/schools/school-choice/> or from the Office of Independent Education and Parental Choice, Department of Education, 325 West Gaines Street, Tallahassee, FL 32399-0400.~~

~~Rulemaking Authority 1002.33(6), (28) FS. Law Implemented 1002.33(6), (21), 1002.331 FS. History--New 10-25-10, Amended 7-9-12, 12-23-14, 8-6-15.~~

STATE BOARD OF EDUCATION

Action Item

January 6, 2016

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SUBJECT: Approval of Florida College System Performance Funding Mid-Year Reports

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Specific Appropriation 122 of the 2015-16 General Appropriations Act and Implementing Senate Bill 2502-A (2015) Section 15.

EXECUTIVE SUMMARY

At its September 2015 meeting, the State Board of Education (SBOE) approved Performance Funding Improvement Plans for the five colleges that fell below the minimum performance threshold. The Performance Funding Model, approved by the SBOE in July 2015, requires each of these five college to submit a Mid-Year Report detailing efforts and results of improvement implemented at their colleges. Colleges presenting Mid-Year Reports are:

1. Pasco-Hernando State College – Dr. Tim Beard
2. Pensacola State College – Dr. Ed Meadows
3. College of Central Florida – Dr. Jim Henningsen
4. Northwest Florida State College – Dr. Sasha Jarrell
5. Daytona State College – Dr. Tom LoBasso

Supporting Documentation Included: Mid-Year Reports for each college (under separate cover)

Facilitators/Presenters: Chancellor Madeline Pumariega; President Tim Beard, Pasco-Hernando State College; President Ed Meadows, Pensacola State College; President Jim Henningsen, College of Central Florida; Interim President Sasha Jarrell, Northwest Florida State College; and President Tom LoBasso, Daytona State College

STATE BOARD OF EDUCATION
Action Item
January 6, 2016

SUBJECT: Approval of New Bachelor Degree Programs in the Florida College System

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PROPOSED BOARD ACTION

For Approval

Degree Program without Prior Baccalaureate Authorization:

- Florida Keys Community College
 - BAS in Supervision and Management

Degree Program with prior baccalaureate Authorization:

- Pensacola State College
 - BAS in Cybersecurity

AUTHORITY FOR STATE BOARD ACTION

Section 1007.33, Florida Statutes

EXECUTIVE SUMMARY

Section 1007.33, Florida Statutes, provides authority for site-determined baccalaureate degree access in the Florida College System. A letter of Intent followed by a proposal was submitted to the Department of Education for both proposals. Appropriate notification of intent was provided to the Board of Governors, Independent Colleges and Universities of Florida and the Commission for Independent Education, as required in section 1007.33, Florida Statutes. An alternative proposal was received for the program being proposed by Florida Keys Community College. An extensive review of criteria was conducted for the proposals submitted, and written comments and recommendations were provided to the college. The final submissions were subsequently received and are being submitted to the State Board of Education for approval.

Supporting Documentation Included: Section 1007.33, Florida Statutes; FKCC Application and letters of support pg. 18; Application Resubmission Letter pg. 57; Alternative Proposal Letter pg. 58; Saint Leo University's Alternative Proposal (under separate cover); PSC Application Summary pg. 60 (complete application under separate cover)

Facilitator/Presenter: Chancellor Madeline Pumariega, Florida College System

The 2015 Florida Statutes

Title XLVIII

K-20 EDUCATION CODE Chapter 1007

ARTICULATION AND ACCESS

1007.33 Site-determined baccalaureate degree access.—

(1)(a) The Legislature recognizes that public and private postsecondary educational institutions play an essential role in improving the quality of life and economic well-being of the state and its residents. The Legislature also recognizes that economic development needs and the educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs. It is therefore the intent of the Legislature to further expand access to baccalaureate degree programs through the use of Florida College System institutions.

(b) For purposes of this section, the term “district” refers to the county or counties served by a Florida College System institution pursuant to s. 1000.21(3).

(2) Any Florida College System institution that offers one or more baccalaureate degree programs must:

(a) Maintain as its primary mission:

1. Responsibility for responding to community needs for postsecondary academic education and career degree education as prescribed in s. 1004.65(5).

2. The provision of associate degrees that provide access to a university.

(b) Maintain an open-door admission policy for associate-level degree programs and workforce education programs.

(c) Continue to provide outreach to underserved populations.

(d) Continue to provide remedial education.

(e) Comply with all provisions of the statewide articulation agreement which relate to 2-year and 4-year public degree-granting institutions as adopted by the State Board of Education pursuant to s. 1007.23.

(f) Not award graduate credit.

(g) Not participate in intercollegiate athletics beyond the 2-year level.

(3) A Florida College System institution may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer one or more baccalaureate degree programs.

The Legislature intends that the primary responsibility of a Florida College System institution, including a Florida College System institution that offers baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university.

(4) A Florida College System institution may:

(a) Offer specified baccalaureate degree programs through formal agreements between the Florida College System institution and other regionally accredited postsecondary educational institutions pursuant to s. 1007.22.

(b) Offer baccalaureate degree programs that were authorized by law prior to July 1, 2009.

(c) Beginning July 1, 2009, establish a first or subsequent baccalaureate degree program for purposes of meeting district, regional, or statewide workforce needs if approved by the State Board of Education under this section.

Beginning July 1, 2009, the Board of Trustees of St. Petersburg College is authorized to establish one or more bachelor of applied science degree programs based on an analysis of workforce needs in Pinellas, Pasco, and Hernando Counties and other counties approved by the Department of Education. For each program selected, St. Petersburg College must offer a related associate in science or associate in applied science degree program, and the baccalaureate degree level program must be designed to articulate fully with at least one associate in science degree program. The college is encouraged to develop articulation agreements for enrollment of graduates of related associate in applied science degree programs. The Board of Trustees of St. Petersburg College is authorized to establish additional baccalaureate degree programs if it determines a program is warranted and feasible based on each of the factors in paragraph (5)(d). However, the Board of Trustees of St. Petersburg College may not establish any new baccalaureate degree programs from March 31, 2014, through May 31, 2015. Prior to developing or proposing a new baccalaureate degree program, St. Petersburg College shall engage in need, demand, and impact discussions with the state university in its service district and other local and regional, accredited postsecondary providers in its region. Documentation, data, and other information from inter-institutional discussions regarding program need, demand, and impact shall be provided to the college's board of trustees to inform the program approval process. Employment at St. Petersburg College is governed by the same laws that govern Florida College System institutions, except that upper-division faculty are eligible for continuing contracts upon the completion of the fifth year of teaching. Employee records for all personnel shall be maintained as required by s. 1012.81.

(5) The approval process for baccalaureate degree programs shall require:

(a) Each Florida College System institution to submit a notice of its intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days before the submission of its proposal under paragraph (d). The notice must include a brief description of the program, the workforce demand and unmet need for graduates of the program to include evidence from entities independent of the institution, the geographic region to be served, and an estimated timeframe for implementation. Notices of intent may be submitted by a Florida College System institution at any time throughout the year. The notice must also include evidence that the Florida College System institution engaged in need, demand, and impact discussions with the state university and other regionally accredited postsecondary education providers in its service district.

(b) The Division of Florida Colleges to forward the notice of intent within 10 business days after receiving such notice to the Chancellor of the State University System, the President of the Independent Colleges and Universities of Florida, and the Executive Director of the Commission for Independent Education. State universities shall have 60 days following receipt of the notice by the Chancellor of the State University System to submit objections to the proposed new program or submit an alternative proposal to offer the baccalaureate degree program. If a proposal from a state university is not received within the 60-day period, the State Board of Education shall provide regionally accredited private colleges and universities 30 days to submit objections to the proposed new program or submit an alternative proposal. Objections or alternative proposals shall be submitted to the Division of Florida

Colleges and must be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

(c) An alternative proposal submitted by a state university or private college or university to adequately address:

1. The extent to which the workforce demand and unmet need described in the notice of intent will be met.
2. The extent to which students will be able to complete the degree in the geographic region proposed to be served by the Florida College System institution.
3. The level of financial commitment of the college or university to the development, implementation, and maintenance of the specified degree program, including timelines.
4. The extent to which faculty at both the Florida College System institution and the college or university will collaborate in the development and offering of the curriculum.
5. The ability of the Florida College System institution and the college or university to develop and approve the curriculum for the specified degree program within 6 months after an agreement between the Florida College System institution and the college or university is signed.
6. The extent to which the student may incur additional costs above what the student would expect to incur if the program were offered by the Florida College System institution.

(d) Each proposal submitted by a Florida College System institution to, at a minimum, include:

1. A description of the planning process and timeline for implementation.
2. An analysis of workforce demand and unmet need for graduates of the program on a district, regional, or statewide basis, as appropriate, including evidence from entities independent of the institution.
3. Identification of the facilities, equipment, and library and academic resources that will be used to deliver the program.
4. The program cost analysis of creating a new baccalaureate degree when compared to alternative proposals and other program delivery options.
5. The program's admission requirements, academic content, curriculum, faculty credentials, student-to-teacher ratios, and accreditation plan.
6. The program's enrollment projections and funding requirements.
7. A plan of action if the program is terminated.

(e) The Division of Florida Colleges to review the proposal, notify the Florida College System institution of any deficiencies in writing within 30 days following receipt of the proposal, and provide the Florida College System institution with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education. The State Board of Education shall consider such recommendation, the proposal, and any objections or alternative proposals at its next meeting. If the State Board of Education disapproves the Florida College System institution's proposal, it shall provide the Florida College System institution with written reasons for that determination.

(f) The Florida College System institution to obtain from the Commission on Colleges of the Southern Association of Colleges and Schools accreditation as a baccalaureate-degree-granting institution if approved by the State Board of Education to offer its first baccalaureate degree program.

(g) The Florida College System institution to notify the Commission on Colleges of the Southern Association of Colleges and Schools of subsequent degree programs that are approved by the State Board of Education and to comply with the association's required substantive change protocols for accreditation purposes.

(h) The Florida College System institution to annually, and upon request of the State Board of Education, the Commissioner of Education, the Chancellor of the Florida College System, or the Legislature, report its status using the following performance and compliance indicators:

1. Obtaining and maintaining appropriate Southern Association of Colleges and Schools accreditation;
2. Maintaining qualified faculty and institutional resources;
3. Maintaining enrollment in previously approved programs;
4. Managing fiscal resources appropriately;
5. Complying with the primary mission and responsibility requirements in subsections (2) and (3); and
6. Other indicators of success, including program completions, placements, and surveys of graduates and employers.

The State Board of Education, upon review of the performance and compliance indicators, may require a Florida College System institution's board of trustees to modify or terminate a baccalaureate degree program authorized under this section.

(6) The State Board of Education shall adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, alternative proposals, and compliance reviews under subsection (5).

History.—s. 363, ch. 2002-387; s. 122, ch. 2007-217; s. 7, ch. 2007-246; s. 7, ch. 2009-228; s. 103, ch. 2011-5; s. 19, ch. 2012-134; s. 11, ch. 2012-195; s. 22, ch. 2014-56.



**BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02**

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org. In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

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The proposal requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Enrollment projections and funding requirements
- Student costs: tuition and fees
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Appendix tables
- Supplemental materials

Florida College System Institution Name: Florida Keys Community College
 Florida College System Institution President: Dr. Jonathan Gueverra

| PROGRAM SUMMARY | |
|------------------------|--|
| 1.1 | Program Name: <u>Supervision and Management</u> |
| 1.2 | Degree type: <input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science |
| 1.3 | How will the program be delivered (check all that apply): <input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only |
| 1.4 | List the counties in the college's service district: <u>Monroe County</u> |
| 1.5 | Degree CIP code (6 digit): <u>520201</u> |
| 1.6 | Anticipated program implementation date: <u>August 2016</u> |
| 1.7 | What is the primary associate degree pathway for admission to the program? <u>Associate of Art and Associate of Science</u> |

| | | | |
|------|--|---|--|
| 1.8 | Is the degree a STEM focus area? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 1.9 | List program concentration(s) (if applicable): | N/A | |
| 1.10 | Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

PROGRAM DESCRIPTION

2.1 Describe the program.

Florida Keys Community College (FKCC) proposes to initiate a Bachelor of Applied Science in Supervision and Management (BAS-SM) program for graduates who have completed an Associate of Arts or Associate of Science degree. The BAS-SM program will be a state approved program including coursework and field experience in supervision and management settings to enable students to integrate theory with practice. Graduates will acquire specialized skills in management, finance, marketing, human resources, and leadership. The BAS-SM program will prepare individuals to develop, plan, manage, and supervise in a variety of workforce settings needed in the South Florida market. Students who have earned associate degrees in specific areas may continue to enhance their education and career progression. Job opportunities available to graduates may include administrative, supervisory or management positions. The BAS-SM program will prepare students for careers within the public, private, and non-profit sectors.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Students graduating from the BAS-SM program will be prepared to effectively lead and manage business operations in a variety of workforce settings. These include supervising/managing in areas such as organizational management, customer service management, marketing management, human resources management, operations, and production management. Graduates will be well-positioned to advance their skills in the workplace for managerial career opportunities. Department of Labor statistics for the State of Florida indicate that the BAS-SM graduates can expect to earn a starting annual salary of \$36,296-\$60,548.

According to the National Center for Education Statistics (NCES), career opportunities for graduates include, but are not limited to, the following occupations:

- Chief Executive (SOC 11-1011)
- Marketing Managers (SOC 11-2021)

- Sales Managers (SOC 11-2022)
- Financial Manager (SOC 11-3031)
- Medical and Health Services Managers (SOC 11-9111)
- Management Analysts (SOC 13-1111)
- Training and Development Specialists (SOC 13-1151)
- Market Research Analysts and Marketing Specialists (SOC 13-1161)
- Personal Financial Advisors (SOC 13-2052)
- Securities and Financial Services Sales Agents (SOC 41-3031)

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- 3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

An extensive workforce needs assessment has been conducted within Workforce Region 23 and Monroe County. Monroe County has been identified as a rural area of critical economic concern. Workforce demand and unmet need for graduates of the proposed program were determined using the Florida Department of Economic Opportunity Labor Market Statistics, 2015-16 Regional Demand Occupations List (Workforce Region 23), and the IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Of the ten aforementioned career opportunities identified for BAS-SM graduates, all of the SOC codes are included in the 2015-16 Regional Demand Occupations List for Workforce Region 23. In addition, each of the ten SOC codes are listed as “high skill high wage” positions. The 2015-16 Regional Demand Occupations List for Workforce Region 23 is detailed in Appendix A.

There are projected to be 1,038 annual job openings in management/supervision in Workforce Region 23 (Table A.1.1). Over an eight year period (2014-2022), the number of positions will grow 14%. At this time, residents of Monroe County are forced to pursue online baccalaureate degree programs or to leave Monroe County to complete a baccalaureate degree. Data from the Integrated Postsecondary Education Data System (IPEDS) indicated that there are no students graduating with a bachelor’s degree in business in Monroe County over the past several years. No state universities have satellite campuses in Monroe County. This creates a projected annual employment gap. This employment gap documents a need for a Bachelor of Applied Science in Supervision in Management to be offered by Florida Keys Community College.

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- 3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC

linkage, provide a rationale for the identified SOC code(s).

To better understand local employer needs, FKCC conducted multiple surveys of Monroe County employers. The first survey was conducted in the summer of 2008 and the second survey was conducted in the fall of 2013. The first survey was used to acquire employer feedback regarding the educational needs of their employees. The second survey was administered to obtain information about specific skills employers are seeking in a baccalaureate prepared employee and the level of employer support for individuals pursuing a bachelor's degree. The surveys were distributed via email containing electronic links to the College's web-based software program. The surveys were emailed to members of the Key West Chamber of Commerce, Greater Marathon Chamber of Commerce, and the Key Largo Chamber of Commerce. In addition, survey links were distributed to human resource managers for the larger employers in the County; including, hospitals, Keys Energy Services, and the Aqueduct Authority. There were 116 total respondents to the surveys. Almost half of the respondents to the first survey indicated that their business is comprised of one to twenty employees, while 16% of respondents employ 100 or more people.

The first survey results were overwhelmingly in support of employees obtaining a bachelor's degree in business. The first survey provided respondents with seven options for potential bachelor degrees that they would prefer their employees to earn. Over 77% of the employers indicated that they would like their employees to earn a degree in business. Respondents to the second survey provided information which identified the business focus area. Ninety-two percent of the respondents identified supervision and management as a critical focus area.

Approximately 60% of respondents to the first survey expected one to five of their employees to take courses for a bachelor's degree. Moreover, nearly 65% of respondents plan on hiring one to seven new employees who have earned a bachelor's degree.

Not only will attainment of a baccalaureate degree assist Monroe County residents with acquiring employment, but it will also provide them with the opportunity for a higher pay differential. According to the survey results, almost 60% of respondents indicate that employees with a bachelor's degree receive an estimated 6% to 20% increase in pay over those employees with less than a bachelor's degree. Promotion prospects also increase for employees with a bachelor's degree. An overwhelming 83% of respondents indicated that employees with a bachelor's degree will have opportunities for promotion.

Further support for the College's offering of bachelor's degrees was identified through two student surveys. The first survey was conducted in the summer of

2008 and the second survey was conducted in fall 2013. Students who have attended FKCC during the previous and current semester were emailed a web-based link to the College’s survey software and asked to share their opinions toward the College offering bachelor’s degrees. The results were extremely positive and demonstrated a substantial interest in achieving a baccalaureate degree at FKCC. A total of 248 respondents participated in the two surveys. Even though the surveys were administered five years apart, respondents were consistent in that 75% indicated they would be interested in pursuing a bachelor’s degree at FKCC. When asked what bachelor’s degree program most interested them, 34% of the first survey student respondents indicated business. Seventy-four percent of the second student survey respondents indicated that supervision and management is a focus area that would benefit their expected career pathways. These survey results further document the need for a Bachelor of Applied Science (BAS) in Supervision and Management to be offered at FKCC.

Of the respondents to the first student survey, 58% are employed full-time or work over 35 hours per week. The three primary industries in which students are currently employed are banking/finance, tourism and healthcare. Because these students live and work full-time in Monroe County, 70% claimed that having the entire bachelor’s degree program available in their local area is their most important factor in deciding whether to continue their education. In addition, 65% of students indicated that having a program that fits around their work schedule and family responsibilities is an extremely important factor in deciding whether to pursue a bachelor’s degree program. Student respondents to the second survey provided additional insights as to the critical nature that program cost plays in a student’s decision-making process to pursue a baccalaureate degree. Seventy-seven percent of respondents indicated that program cost was the first or second factor in the decision-making process. Quality of the institution scored very closely to cost as the first or second factor in the decision-making process. Students who complete FKCC’s graduating student questionnaire consistently indicate that home and work responsibilities are the top reasons for stopping out of college. Therefore consider the critical challenges students currently face who desire a campus-based experience and must drive hundreds of miles to the nearest baccalaureate program.

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- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor’s degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

- 4.1 Summarize the internal planning process.

Florida Keys Community College consistently embraces the changing needs of the small and unique community of Monroe County by engaging in workshops, needs assessment, advisory committee participation, and community outreach; including active participation in six chambers of commerce, three rotary clubs, and one business guild. Dating back to 2008, the feedback from this extensive involvement with the community has resulted in overwhelming requests from both employers and students for the College to offer additional education opportunities in business, specifically focused on supervision, management, and leadership knowledge and skills. In January 2013, in direct response to these ongoing requests, the College established an internal Baccalaureate Committee to identify employer demand, unmet employer need, and the overall feasibility of offering a baccalaureate program. The Baccalaureate Committee members included the Provost, Dean of Arts and Sciences, Director of Academic Affairs, Dean of Career, Technical & Workforce Education, Director of Learning Resources, Department Chair for Business Administration, and three full-time faculty members from the Arts and Sciences.

The Baccalaureate Committee met on a weekly basis to identify stakeholders, develop survey instruments, conduct research, and analyze data. The Baccalaureate Committee conducted research through various means; including, but not limited to, labor data from Economic Modeling Specialist International (EMSI), student surveys, and local employer surveys. In addition, the Baccalaureate Committee members collaborated with business leaders, CareerSource South Florida, and other constituents. The Baccalaureate Committee identified a gap in knowledge and skills demanded by local employers and the labor supply of individuals possessing this knowledge and skills. Based on the research conducted, the Baccalaureate Committee identified a clear unmet need in Monroe County for graduates with a Bachelor of Applied Science in Supervision and Management.

Based on the comprehensive needs assessment and feasibility analysis completed by the Baccalaureate Committee, on December 15, 2014, the District Board of Trustees approved that the College submit a letter of intent to the Florida Department of Education to offer a Bachelor of Applied Science in Supervision and Management.

4.2 Summarize the external planning process.

Although there are no other public or private college/university campuses within the service area of Monroe County, the College has made every effort to contact those institutions of higher education that partner with FKCC and serve FKCC graduates. Dr. Jonathan Gueverra engaged in personal visits and telephone conversations with regional institutions to engage in need, demand and impact discussions regarding the development of a Bachelor of Applied Science in Supervision and Management program. Although not located in the service district, Florida International University, Nova Southeastern University, Barry University,

St. Leo University, and Miami Dade College were contacted for input. Letters of support from some of these institutions are included with this application (Appendix B).

The College has been aware for many years that a bachelor's degree in management is a coveted degree for our students. For this reason, the College entered into an articulation agreement in 2007 with Hodges University to offer their bachelor's degree in management on FKCC's campus. At first, student response was very strong with 77% of 250 students reporting that they were interested in pursuing a bachelor's degree through Hodges University's accelerated classroom format. Moreover, 80% of those respondents had not yet earned a college degree, with 205 of that group having acquired over 45 credits. The results of this student survey seemed to demonstrate that the enrollment in Hodges University's baccalaureate program offered at FKCC's campus would be substantial. However, Hodges University is a private university and the tuition is much higher than that of a state institution. The majority of students at FKCC work full-time and are trying to sustain themselves in a county with a high cost of living. For this reason, the high tuition was a hurdle that FKCC students could not overcome. Hodges University's enrollment was not sustainable and the institution discontinued operations on FKCC's main campus in 2014.

St. Leo University has an Education Center on a military base in the lower keys. Students can earn a Bachelor of Arts (BA) in Business Administration through distance learning. St. Leo University submitted an alternative proposal in response to FKCC's Letter of Intent for the BAS-SM. FKCC's provost met with St. Leo University officials in September 2015. The alternative proposal focused on the existing BA in Business Administration. The question was posed as to why St. Leo University is not capturing more local demand. The BA in Business Administration has been available for well over a decade. The major barrier is cost, as St. Leo University charges \$535 per credit hour for academic year 2015-16. Florida Statute 1009.23 Florida College System Institution Student Fees mandates the standard rate of tuition for Florida College System institutions at \$91.79 per credit hour for Florida residents. The statute provides a floor of 10% below and a ceiling of 15% above the standard rate of tuition. The tuition cost differential between St. Leo University and a Florida College System institution is quite substantial. To further compound the cost barrier St. Leo University primarily utilizes the Florida Resident Assistance Grant (FRAG) to provide financial assistance to its students to defray costs. Students must attend full-time to be eligible for the Florida Resident Assistance Grant. Since 70% of FKCC students attend part-time, this is not a viable option for the majority of local residents.

Although both of these universities have made noble attempts to meet the baccalaureate demands of the residents of Monroe County, both efforts have proven to be cost-prohibitive. FKCC would like the opportunity to offer students this valuable degree at a tuition rate that is affordable. In addition, the

bachelor's degree that FKCC is proposing differs from that of Hodges University and St. Leo University. FKCC is preparing to offer a Bachelor's of Applied Science in Supervision and Management, a well-planned method for meeting the education needs of the community.

4.3 List engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

| | Date(s) | Institution | Description of activity |
|--|---------|-----------------------------------|--|
| APPRiSe | N/A | | |
| Public universities in college's service district | 5/21/13 | *Florida International University | Dr. Gueverra and Dr. Rosenberg discussed the demand for the program. A letter of support from FIU is included with this application. |
| Regionally accredited institutions in the college's service district | 9/1/15 | **St. Leo University | Discussions about the alternative proposal submitted by St. Leo University. |

* No public universities have satellite campuses in Monroe County.

**St. Leo University has an education center on a military base in Monroe County.

On May 21, 2013, Dr. Gueverra met with Miami Dade College president Dr. Padron and discussed the need for the program. A letter of support from Miami Dade College is included with this application.

In December 2014, FKCC's Office of the President made multiple attempts via telephone and email to set-up meetings to discuss need, demand, and economic impact with Nova Southeastern University, Barry University, and St. Leo University officials. These attempts did not result in any meetings.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

5.1 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program.

Florida Keys Community College will partially offset operational costs, due to a projected financial loss for the program's inaugural year, from the College's operating budget. The anticipated \$22,078 in support represents approximately .2% of the College's operating budget. The College ended the 2014-15 fiscal year with a 17% fund balance, which is more than adequate to offset the initial program deficit. The program is projected to realize a favorable net income in year 2 or 2017-18, which will more than offset the inaugural year deficit.

The FKCC Foundation has been active in fundraising for program support and scholarships for the College. Community members have been very responsive and supportive of the proposed baccalaureate program. While financial donations are not necessary to support the implementation and operational

costs for the BAS in Supervision and Management, the FKCC Foundation will secure up to \$25,000 in program/scholarship support annually.

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- 5.2 Provide a narrative justifying the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Table A.2.

The College will incur operational expenses for the program's upper-level courses beginning in fall 2016. Operational cost will include faculty salaries, continuous marketing efforts, faculty professional development, and instructional materials, supplies, and equipment. Operational costs for the upper-level courses are estimated to total \$101,240 in 2016-17 and will increase, as enrollments in the program increase. Estimated costs for 2017-18, 2018-19, 2019-20 are \$115,738, \$119,087, and \$125,036 respectively. A projected 3% annual increase in salary and benefits expenditures and an inflation rate of 2% were applied to applicable expenditure items.

In 2016-17, the total cost per FTE for upper-level instruction is estimated at \$4,050, assuming an upper-level enrollment of 45 students producing 25 FTE. This estimation is based on the fact that 70% of FKCC's students are enrolled part-time. As enrollment increases, the cost per FTE declines 52% to \$1,924 in 2019-20 when upper-level enrollment reaches an anticipated 100 students resulting in 65 FTE.

Salaries and Benefits

A full-time faculty member will be hired starting in 2016-17 to teach the upper-level course offerings. The Business Administration Department Chair has been overseeing the development and implementation of the program. Salary and benefits for the full-time faculty member total \$89,540. By 2017-18, part-time faculty will be utilized to teach six upper-level courses in order to meet student demand. Total salaries and benefits for the part-time faculty in 2017-18 are estimated to be \$14,538.

Professional Development

The College is committed to quality education, which encompasses the educational and training development of the College's employees. Academic leadership, in conjunction with the Human Resources Department, actively provide in-service training opportunities and promote external professional development opportunities. In 2014, the College implemented the Exceptional Teaching Faculty Workgroup. The sole purpose of this committee is to promote exceptional teaching amongst the faculty members and the College, as a whole. The Exceptional Teaching Faculty Workgroup has received funding from the FKCC Foundation to financially support two in-service workshops in 2015-16 to support exceptional teaching best practices.

In addition, last year the College increased the professional development budget for the Academic Affairs Division by 150%. In addition, funds have been included in the operational costs of the bachelor’s program to support attendance at various conferences; including those hosted by the Association of Collegiate Business Schools and Programs (ACBSP). Membership in the ACBSP and attendance at their meetings and educational conferences will assist the faculty of the business department in sustaining educational excellence. The professional development funds included in the operational costs of the bachelor’s program total \$2,500 for 2016-17.

Marketing and Printing

Marketing and printing expenses for 2016-17 are estimated to be \$6,000 and gradually will increase as the program expects to grow and recruit more students. Initiatives include updating current recruitment materials, rack cards, and program website design.

Materials, Supplies and Equipment

The College has existing office furniture that it can utilize to support the implementation of this program. A new computer and iPad will be purchased to for the new full-time faculty members. In addition, the 2016-17 projected budget includes \$200 for office materials; such as notepads, pens, binders, and file folders. There is an additional \$500 budgeted for educational materials; such as white boards, expo markers, workbooks, and any other materials used directly in the classroom.

STUDENT COSTS: TUITION AND FEES

6.1 Anticipated cost for a baccalaureate degree (tuition and fees for lower and upper division credit hours) at the proposing FCS institution (tuition and fees x credit hours).

| | Cost per credit hour | | | Number of credit hours | | Total cost |
|------------------------------------|----------------------|---|--------------|------------------------|---|------------|
| Tuition & Fees for lower division: | \$109.22 | X | Credit hours | 78 | = | \$8,520 |
| Tuition & Fees for upper division: | \$105.55 | X | Credit hours | 42 | = | \$4,433 |
| Tuition & Fees (Total): | \$ | X | Credit hours | 120 | = | \$12,953 |

6.2 Estimated cost for a baccalaureate degree (tuition and fees) at each state

university in the college's service district.

Institution Name: N/A

| | | | | | | |
|-----------------|----|---|--------------|----|---|---------|
| Tuition & Fees: | \$ | X | Credit hours | -- | = | \$-,--- |
|-----------------|----|---|--------------|----|---|---------|

Institution Name:

| | | | | | | |
|-----------------|----|---|--------------|----|---|---------|
| Tuition & Fees: | \$ | X | Credit hours | -- | = | \$-,--- |
|-----------------|----|---|--------------|----|---|---------|

- 6.3 Estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district (if available)*

Institution Name: St. Leo University

| | | | | | | |
|-----------------|-------|---|--------------|-----|---|----------|
| Tuition & Fees: | \$535 | X | Credit hours | 120 | = | \$64,200 |
|-----------------|-------|---|--------------|-----|---|----------|

Institution Name:

| | | | | | | |
|-----------------|----|---|--------------|----|---|---------|
| Tuition & Fees: | \$ | X | Credit hours | -- | = | \$-,--- |
|-----------------|----|---|--------------|----|---|---------|

Institution Name:

| | | | | | | |
|-----------------|----|---|--------------|----|---|---------|
| Tuition & Fees: | \$ | X | Credit hours | -- | = | \$-,--- |
|-----------------|----|---|--------------|----|---|---------|

Institution Name:

| | | | | | | |
|-----------------|----|---|--------------|----|---|---------|
| Tuition & Fees: | \$ | X | Credit hours | -- | = | \$-,--- |
|-----------------|----|---|--------------|----|---|---------|

Note. *If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website.

PROGRAM IMPLEMENTATION TIMELINE

| | | |
|-----|---|-------------------|
| 7.1 | APPRISe notice: | N/A |
| 7.2 | Board of Trustees approval: | December 15, 2014 |
| 7.3 | Notice of Intent: | March 11, 2015 |
| 7.4 | Completed proposal submission: | October 15, 2015 |
| 7.5 | Targeted State Board of Education consideration: | January 2016 |
| 7.6 | Targeted SACSCOC approval (if applicable): | June 2016 |
| 7.7 | Targeted initial teacher preparation program approval(if applicable): | N/A |
| 7.8 | Targeted date upper division courses are to begin: | August 2016 |

FACILIITES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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- 8.1 Describe the existing facilities and equipment that will be utilized for the program.

FKCC currently has adequate classroom and office space to support the addition of baccalaureate-level courses. FKCC's current classroom utilization rate is fifty percent. Since the College is not operating at capacity, the College is able to accommodate the required classroom space to meet the new program needs. The College has existing office furniture to support the new faculty and department chairperson. The BAS in Supervision and Management curriculum is designed for a hybrid delivery that will provide face-to-face as well as online content. Course work will be supported with the existing electronic course management systems, databases, and College technology. Student support services such as financial aid, advising, registration, and job placement will be provided using existing College facilities and personnel.

In addition to the quality instructional support that Florida Keys Community College is planning for the upcoming years, there have been other advancements that the College has recently instituted. For example, in 2015, the College invested \$40,000 to upgrade classroom technology to include new projectors, automated controls, and speaker systems. In 2014, four classrooms were equipped with 50 inch Apple Television enabled flat screens. At the same time, all full-time faculty were provided iPads to easily sync with the classroom technology.

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- 8.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

No new facilities will be required for the baccalaureate program. Existing administrative and educational space will be sufficient. Limited software modifications may be required to update existing computer systems for tracking and reporting of baccalaureate specific data. In addition, local employers have willingly offered to cooperate should internships and special site locations be needed.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

- 9.1 Describe the existing library and media resources that will be utilized for the program.

Florida Keys Community College continues to rely heavily upon its relationships and collaborations with other educational institutions to support its programs, particularly the proposed bachelor degree program. The College is part of the Florida Virtual Campus (FLVC), which is a collaboration of the College Center for Library Automation, Florida Center for Library Automation, the Florida Distance Learning

Consortium, and the Florida Center for Advising and Academic Support. This collaboration allows FKCC group licensing of databases, interlibrary loan, and technical support for the state wide library management system. FKCC also maintains a subscription to OCLC which provides international interlibrary loan access. Through this partnership FKCC students have access to a content-rich web portal, LINCCWeb, to locate information and perform research. LINCCWeb features a statewide collection of eResources (eBooks, full-text journals, articles and databases), and a shared catalog of library materials that enables students to search for materials in any Florida College System library.

The College's Learning Resource Center (LRC) supports the needs of all students, faculty and staff. The LRC staff works individually and with faculty and staff to provide services which include bibliographic instruction, orientations and workshops, traditional electronic library services, reference assistance, collection development and access to Internet-enabled computers. The LRC staff work with program staff and faculty to ensure that sufficient and current resources not currently owned will be available to support the curriculum.

The LRC currently has a collection of over 35,000 print volumes and 120 online databases available to students, faculty, and staff. The online resources provide access to nearly 40,000 eBooks, 45,000 journals, and 2,000 newspapers. Database resources specific to the proposed program include Business Source Complete, JSTOR, Regional Business News, Sage Management & Organization Studies Journals, Springer Business & Management eJournal Collection, and the Business, Economics & Theory Collection. The current LRC staff members are adequate to support both collection development and student needs, including information literacy instruction for the specific classes. An initial collection review indicated over 900 items specific to the BAS in Supervision and Management.

The LRC provides access to over 100 databases for student research. Access is available twenty-four hours a day and seven days a week through the LRC website. A review of the current database holdings indicated that the College provides database access to Business Full Text, Business Source Complete, and Business, Economics and Theory Collection, which directly support the BAS in Supervision and Management.

The LRC has four-full time staff positions, two of which are MLIS certified librarians. The library facility is open 64.5 hours each week and provides 38 computer work stations, two study rooms and one open classroom. LRC staff members develop program specific websites

in collaboration with program faculty to host online resources in support of the BAS in Supervision and Management.

Information literacy instruction and curriculum specific to research instruction are integrated into the classroom in collaboration with faculty. Instruction is also available on a drop-in basis at the library or by appointment. Online instructional modules are available through the LRC website. Reference services are available face-to-face during LRC open hours and after hours through the statewide chat reference service AskALibrarian, through the college learning management system, and by email through library@fkcc.edu.

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- 9.2 Describe the new library and media resources that will be needed for the program (if applicable).

To ensure additional support of the program, LRC staff reviewed core collections in supervision and management at other Florida academic libraries. Core titles from these collections were sent to faculty for review. Based on faculty input the College has purchased \$1,000 of new books to add to the collection. In addition, the LRC provides access to the Films on Demand database with over 100 videos specific to the BAS in Supervision and Management available through the library website.

Program faculty were given test logins to additional databases available through the FLVC group licensing process and Mergent Online Resources was selected by faculty as an additional resource to be added in support of the BAS in Supervision and Management. LRC staff is negotiating group licensing of this database.

ACADEMIC CONTENT

- 10.1 List the admission requirements for the program.

Admission to the BAS in Supervision and Management program requires an A.A. or A.S. degree (or the equivalent) from a regionally accredited school or college, and at least a 2.0 grade point average on a 4.0 point scale. If the student's associate's degree is from a non-regionally accredited institution, but one that is accredited by a body that is recognized by the U.S. Department of Education, a course-by-course evaluation will be done according to Florida Keys Community College's transfer practices and policies. Applicants who have earned 60 credit hours or more from a regionally accredited institution, but do not have a conferred associate degree, may appeal for an exception to the program admission policy. Appeals will be reviewed on a case-by-case basis.

10.2 What is the estimated percentage of upper division courses in the program that will be taught by faculty with a terminal degree?

To implement the BAS in Supervision and Management Florida Keys Community College will use both current faculty and one new full-time faculty member. For the degree track for students with an Associate in Arts Degree, it is projected that the College will use three current full-time faculty members and five current adjunct faculty members to teach the curriculum. For the degree track for students with an Associate in Science degree, it is projected the College will use three full-time faculty members and six adjunct faculty members. Both degree tracks will require the addition of one full-time faculty member. This faculty member will be required to have earned a Doctorate of Business Administration or Management and will be responsible for teaching two to three classes per semester in the degree program. Using the current faculty members and one new faculty member, both degree tracks will have at least 75% of their junior and senior year courses taught by terminally degreed faculty.

10.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

The average student/teacher ratio during the first year of the program will closely mirror FKCC's current ratio of 15 to 1. This ratio will increase over the next three years to 25 to 1.

10.4 What is the anticipated SACSCOC accreditation date, if applicable?

The SACSCOC Level Change Application will be submitted on October 16, 2015. The SACSCOC Board will review the application at its June 2016 meeting.

10.5 What is the anticipated Florida Department of Education initial teacher preparation approval date, if applicable?
N/A

10.6 What specialized program accreditation will be sought, if applicable?
N/A

10.7 What is the anticipated specialized program accreditation date, if applicable?
N/A

10.8 Are there similar programs listed in the Common Prerequisites Manual for the CIP code (and track, if any) proposed for this program? Yes No

Supervision and Management (BAS), Organizational Management (BAS), Business and Organizational Management (BAS), Administration and Supervision (BAS), Supervision and Organizational Management (BAS), or Management and Organizational Leadership (BAS)

- | | |
|-------|---|
| 10.9 | List the established common prerequisites for this CIP code (and track, if any) as listed in the Common Prerequisites Manual proposed for this program: None |
| 10.10 | Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any). N/A |
| 10.11 | List all courses required once admitted to the baccalaureate program by term, in sequence. For degree programs with concentrations, list courses for each concentration area. Include credit hours per term, and total credits for the program: |

The BAS in Supervision and Management will be a 120 credit hour program consisting of 36 hours of general education courses, 42 credit hours of lower-level specialized courses, and 42 hours of upper-level course work.

For students with existing A.S. or equivalent degrees in a business-related, health-related, or marine related program, 60 hours would articulate from the associate degree with most students having already completed 18 credit hours of general education courses and 42 credit hours of lower level specialized courses. Once accepted into the BAS in Supervision and Management program, these students would complete an additional 18 credit hours of general education courses and 42 credit hours of upper-level courses.

Students who have an A.A. degree may also articulate into the BAS in Supervision and Management program. They will transfer 60 credit hours that include 36 hours of general education courses. Once accepted into the program, these students would complete an additional 18 hours of lower-level specialized courses from an approved list of courses and 42 credit hours of upper-level courses.

In addition, like all baccalaureate students, all BAS students will be required to demonstrate foreign language competency. Students must demonstrate foreign language competence by providing evidence that documents the successful completion of two (2) credits of sequential high school foreign language instruction, or by passing the second level of foreign language at the college level. Students may demonstrate equivalent foreign language competence via the alternative methods specified by the Florida Department of Education including established minimum College Level Examination Program (CLEP) scores, or other methods as determined by the college.

For students who have not completed an associate degree in business administration or management, the following technical electives are suggested for BAS in Supervision and Management course work:

- GEB 1101 - Introduction to Business
- ECO 2013 - Macroeconomic
- STA 2023 - Introduction to Statistics
- ACG 2021 - Financial Accounting
- MAR 2011 - Principles of Marketing
- Other Technical Elective

For students who have additional general education requirements to complete, the following courses are suggested:

- ENC 1102-English Composition II
- STA 2023-Introduction to Statistics
- ECO 2013-Macroeconomics
- CGS 1100- Introduction to Computer Applications
- Any Social Science Course
- Any Humanities Course

Sequence 3rd and 4th Year AS to BAS

| 1st Semester | Credit | 2nd Semester | Credit |
|---|---------------|---|---------------|
| ENC 1102, English Composition II | 3 | ECO 2013, Macroeconomics | 3 |
| STA 2023 Intro to Statistics | 3 | GEB 3213, Advanced Communication in Business | 3 |
| CGS 1100, Computer Applications | 3 | GEB 3356, International Business | 3 |
| MAN 3240, Organizational Behavior | 3 | General Education Elective* | 3 |
| BUL 3310, Legal and Ethical Issues in Business | 3 | General Education Elective* | 3 |
| | 15 | | 15 |
| 3rd Semester | Credit | 4th Semester | Credit |
| ACG 3024, Accounting for Non-Financial Majors | 3 | GEB 4891, Strategic Planning and Management | 3 |
| QMB 3600, Quantitative Methods in Business | 3 | MAN 4301, Human Resource Management | 3 |
| MAN 3303, Leadership and Management Practices | 3 | MAR 4802, Managerial Marketing | 3 |
| FIN 3403, Financial Management | 3 | GEB 4367, Entrepreneurial Management | 3 |
| MAN 4504, Operational Decision Making | 3 | MAN 4900, Capstone Experience | 3 |
| | 15 | | 15 |

Sequence 3rd and 4th Year AA to BAS

| 1st Semester | Credit | 2nd Semester | Credit |
|---|---------------|---|---------------|
| GEB 1101, Intro to Business | 3 | ECO 2013, Macroeconomics | 3 |
| STA 2023 Intro to Statistics | 3 | GEB 3213, Advanced Communication in Business | 3 |
| Technical Elective* | 3 | GEB 3356, International Business | 3 |
| MAN 3240, Organizational Behavior | 3 | Technical Elective* | 3 |
| BUL 3310, Legal and Ethical Issues in Business | 3 | Technical Elective * | 3 |
| | 15 | | 15 |
| 3rd Semester | Credit | 4th Semester | Credit |
| ACG 3024, Accounting for Non-Financial Majors | 3 | GEB 4891, Strategic Planning and Management | 3 |
| QMB 3600, Quantitative Methods in Business | 3 | MAN 4301, Human Resource Management | 3 |
| MAN 3303, Leadership and Management Practices | 3 | MAR 4802, Managerial Marketing | 3 |
| FIN 3403, Financial Management | 3 | GEB 4367, Entrepreneurial Management | 3 |
| MAN 4504, Operational Decision Making | 3 | MAN 4900, Capstone Experience | 3 |
| | 15 | | 15 |

-
- 10.12 Is the program being proposed as a limited access program? (If yes, identify admission requirements and indicate enrollment capacity): Yes No

PROGRAM TERMINATION

- 11.1 Plan of action if program must be terminated, including teach-out alternatives for students.

In the event that it becomes necessary for FKCC to terminate the BAS-SM program, the following procedures will be instituted:

1. College administration will establish a timeline for phase-out for the program and notify SACSCOC six months prior to the initiation of the phase-out period.
2. A moratorium on program enrollment will be enacted.
3. Enrolled students will be notified of the intent to terminate the program and will be required to seek academic advisement for how to complete the existing program or how to transfer to another program of their choice.
4. Program faculty and staff will be notified and transitioned to other positions, as available.
5. The phase-out period will last up to two years. All course work will be offered in sequence one last time. Student progress in these courses will be monitored closely to verify they are fully aware of the program status and their options toward degree completion.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

| DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS | | | | | | | | | | |
|--|--------------------------------------|----------|---------------|----------------|----------------|--------------|--------------------------------------|------------------|-------------------|-------------------|
| A.1.1 | Occupation | | | Number of Jobs | | | | Salary | | Education Level |
| | Name/Title | SOC Code | County/Region | Base Year | Projected Year | Level Change | Total Job Openings (divided by 8) | Avg. Hourly Wage | Annualized Salary | |
| | Chief Executives | 111011 | Region 23 | 3,122 | 3,270 | 148 | 99 | \$102.15 | \$212,472 | Bachelor's Degree |
| | Marketing Managers | 112021 | Region 23 | 818 | 930 | 112 | 38 | \$60.80 | \$126,464 | Bachelor's Degree |
| | Sales Managers | 112022 | Region 23 | 2,578 | 2,803 | 225 | 103 | \$64.99 | \$135,179 | Bachelor's Degree |
| | Financial Managers | 113031 | Region 23 | 2,801 | 2,994 | 193 | 74 | \$71.20 | \$148,096 | Bachelor's Degree |
| | Medical and Health Services Managers | 119111 | Region 23 | 1,427 | 1,670 | 243 | 64 | \$59.04 | \$122,803 | Bachelor's Degree |

SBOE Meeting - Action Item - Approval of New Bachelor Degree Programs in the Florida College System

| | | | | | | | | | |
|--|--------|--------------|-------|-------|-------|--------------|--------------|-----------|----------------------|
| Management Analysts | 131111 | Region 23 | 5,950 | 6,957 | 1,007 | 220 | \$37.59 | \$78,187 | Bachelor's Degree |
| Training and Development Specialists | 131151 | Region 23 | 1,460 | 1,754 | 294 | 61 | \$29.97 | \$62,337 | Bachelor's Degree |
| Market Research Analysts and Marketing Specialists | 131161 | Region 23 | 2,692 | 3,495 | 803 | 172 | \$29.11 | \$60,548 | Bachelor's Degree |
| Personal Financial Advisors | 132052 | Region 23 | 2,272 | 2,751 | 479 | 85 | \$53.35 | \$110,968 | Bachelor's Degree |
| Securities and Financial Services Sales Agents | 413031 | Region 23 | 3,606 | 3,800 | 194 | 124 | \$51.05 | \$106,184 | Bachelor's Degree |
| | | | | | | Total | 1,038 | | |

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Appendix Table A.2

INSTRUCTIONS FOR COMPLETING THE PROJECTED BACCALAUREATE PROGRAM ENROLLMENT SECTION OF APPENDIX TABLE A.2:

To complete the following table, enter the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

| PROJECTED BACCALAUREATE PROGRAM ENROLLMENT | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|--------|--------|--------|--------|
| A.2.1 | Unduplicated headcount enrollment: | | | | |
| A.2.1.1 | Admitted Student Enrollment (First-time) | 45 | 45 | 45 | 45 |
| A.2.1.2 | Total Admitted Student Enrollment | 45 | 90 | 100 | 100 |
| A.2.2 | FTE Enrollment: | | | | |
| A.2.2.1 | Program Student Credit Hours (Resident) | 750 | 1500 | 1950 | 1950 |
| A.2.2.2 | Program Student Credit Hours (Non-resident) | 0 | 0 | 0 | 0 |
| A.2.2.3 | Total Program Student Credit Hours | 750 | 1500 | 1950 | 1950 |
| A.2.2.4 | Program FTE (30 credits) - (Resident) | 25 | 50 | 65 | 65 |
| A.2.2.5 | Program FTE (30 credits) - (Non-resident) | 0 | 0 | 0 | 0 |
| A.2.2.6 | Total Program FTE | 25 | 50 | 65 | 65 |

INSTRUCTIONS FOR COMPLETING THE PROJECTED DEGREES AND WORKFORCE OUTCOMES SECTION OF APPENDIX TABLE A.2:

To complete the following table, enter the projected number of degrees awarded, the projected number of graduates employed and the projected average starting salary for program graduates for the first four years of program implementation.

| PROJECTED DEGREES AND WORKFORCE OUTCOMES | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|-------------------------|--------|----------|----------|----------|
| A.2.3 | Degrees | 0 | 12 | 25 | 40 |
| A.2.4 | Number Employed | 0 | 12 | 25 | 40 |
| A.2.5 | Average Starting Salary | \$0 | \$36,296 | \$36,296 | \$36,296 |

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

| REVENUES AND EXPENDITURES | | | | |
|--|---------------|---------------|---------------|---------------|
| I. PROJECTED PROGRAM EXPENDITURES | Year 1 | Year 2 | Year 3 | Year 4 |
| INSTRUCTIONAL | | | | |
| 1. Faculty Full-Time FTE | 1.0 | 1.0 | 1.0 | 1.0 |
| 2. Faculty Part-Time FTE | 0.0 | 0.5 | 0.5 | 0.5 |
| 1. Faculty Full-Time Salaries/Benefits | 89,540 | 91,330 | 94,070 | 96,892 |
| 2. Faculty Part-Time Salaries/Benefits | 0 | 14,538 | 14,974 | 15,423 |
| 3. Faculty Support: Lab Assistants | 0 | 0 | 0 | 0 |
| OPERATING EXPENSES | | | | |
| 1. Academic Administration | 0 | 0 | 0 | 0 |
| 2. Materials/Supplies | 700 | 1,200 | 1,200 | 1,200 |
| 3. Travel | 2,500 | 2,550 | 2,601 | 2,653 |
| 4. Communication/Technology | 1,000 | 1,020 | 1,040 | 1,061 |
| 5. Library Support | 0 | 0 | 0 | 0 |
| 6. Student Services Support | 0 | 0 | 0 | 0 |
| 7. Professional Services | 5,000 | 5,100 | 5,202 | 5,306 |
| 8. Accreditation | 0 | 0 | 0 | 0 |
| 9. Support Services | 0 | 0 | 0 | 0 |

| | | | | |
|--|------------------|------------------|------------------|------------------|
| CAPITAL OUTLAY | | | | |
| 1. Library Resources | 0 | 0 | 0 | 0 |
| 2. Information Technology Equipment | 2,500 | 0 | 0 | 2,500 |
| 3. Other Equipment | 0 | 0 | 0 | 0 |
| 4. Facilities/Renovation | 0 | 0 | 0 | 0 |
| TOTAL PROJECTED PROGRAM EXPENDITURES | \$101,240 | \$115,738 | \$119,087 | \$125,036 |
| II. NATURE OF EXPENDITURES | | | | |
| 1. Recurring | 98,740 | 115,738 | 119,087 | 122,536 |
| 2. Nonrecurring | 2,500 | 0 | 0 | 2,500 |
| TOTAL | \$101,240 | \$115,738 | \$119,087 | \$125,036 |
| III. SOURCES OF FUNDS | | | | |
| A. REVENUE | | | | |
| 1. Special State Nonrecurring | 0 | 0 | 0 | 0 |
| 2. Upper Level - Resident Student Tuition Only | 79,163 | 158,325 | 205,823 | 205,823 |
| Upper Level - Nonresident Student Fees Only | 0 | 0 | 0 | 0 |
| Upper Level - Other Student Fees | 0 | 0 | 0 | 0 |
| 3. Contributions or Matching Grants | 0 | 0 | 0 | 0 |
| 4. Other Grants or Revenues | 0 | 0 | 0 | 0 |
| 5. Florida College System Program Funds | 0 | 0 | 0 | 0 |
| 6. Unrestricted Fund Balance | 22,078 | 0 | 0 | 0 |
| 7. Interest Earnings | 0 | 0 | 0 | 0 |
| 8. Auxiliary Services | 0 | 0 | 0 | 0 |
| 9. Federal Funds – Other | 0 | 0 | 0 | 0 |
| B. CARRY FORWARD | 0 | 0 | 42,587 | 129,322 |
| TOTAL FUNDS AVAILABLE | \$0 | \$42,587 | \$86,735 | \$80,787 |
| TOTAL UNEXPENDED FUNDS (CARRY FORWARD) | \$0 | \$42,587 | \$129,322 | \$210,109 |

Supplemental Materials B.1

SUPPLEMENTAL MATERIALS

- B.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts.

Workforce Region 23 Targeted Occupations List
 Letters of Support

-
- B.2 List any objections or alternative proposal received from other postsecondary institutions for this program.

St. Leo University submitted an alternative proposal which included the Bachelor of Arts in Business Administration. FKCC Provost, Brittany Snyder, met with Susan Paulson, Assistant Vice President of Continuing Education for Key West, on September 1, 2015, to discuss the alternative proposal. The BA in Business Administration is offered by St. Leo University on a military base in Monroe County. The program is a combination of traditional courses and distance learning courses and has been offered by St. Leo University for a number of years.

The question was posed as to why St. Leo University is not capturing more local demand. The major barrier is cost, as St. Leo University charges \$535 per credit hour for academic year 2015-16. Florida Statute 1009.23 Florida College System Institution Student Fees mandates the standard rate of tuition for Florida College System institutions at \$91.79 per credit hour for Florida residents. The statute provides a floor of 10% below and a ceiling of 15% above the standard rate of tuition. The tuition cost differential between St. Leo University and a Florida College System institution is quite substantial. To further compound the cost barrier St. Leo University primarily utilizes the Florida Resident Assistance Grant (FRAG) to provide financial assistance to its students to defray costs. Students must attend full-time to be eligible for the Florida Resident Assistance Grant. Since 70% of FKCC students attend part-time, this is not a viable option for the majority of local residents.



Office of the College President
300 N.E. Second Avenue
Miami, Florida 33132-2297

Eduardo J. Padrón
College President
(305) 237-3404 / FAX: (305) 237-3109
email: eduardo.padron@mdc.edu

6

March 10, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

Dear President Gueverra:

I am writing on behalf of Miami Dade College in support of Florida Keys Community College's (FKCC) proposed Bachelor of Applied Science degree in Supervision and Management.

A bachelor's program building on the skills gained in FKCC's Associate in Science programs will benefit many Monroe County residents who desire an advanced degree. These residents may desire to pursue professional opportunities within their organizations or obtain employment with a new employer. While both colleges would offer the same program, Miami Dade College recognizes that many of the students you serve are place bound due to employment and family responsibilities. In addition, there is a lack of public transportation options to transport students from Monroe County to Miami Dade County.

We wish you much success in this endeavor.

Respectfully,

A handwritten signature in blue ink that reads 'Eduardo'.

Eduardo J. Padrón



510 GREENE ST. • 1ST FLOOR • KEY WEST, FL 33040 • 305-294-2587 • FAX 305-294-7806 • WWW.KEYWESTCHAMBER.ORG

January 9, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

Dear President Gueverra:

The Key West Chamber of Commerce (KWCC) fully supports Florida Keys Community College's (FKCC) efforts to develop a Bachelor of Applied Science degree in Supervision and Management. The Department of Labor data for Workforce Region 23 forecast 286 job openings through 2019. In addition, the Key West Chamber of Commerce distributed a survey developed by FKCC to determine the local employer demand for graduates with a baccalaureate degree. Thirteen percent of the KWCC members participated in the survey. An overwhelming 92% of survey respondents indicated a need for employees with supervisory and management skills. Graduates of this program will help meet the employment needs of the Florida Keys.

The business climate today is rapidly changing. As such, Key West businesses rely heavily on a highly adaptable workforce with an extensive knowledge base. An applied bachelor's degree combining hands-on experience and increased knowledge in applied management skills will result in a workforce better prepared to lead and manage.

We wish you much success in this endeavor for the betterment of our community.

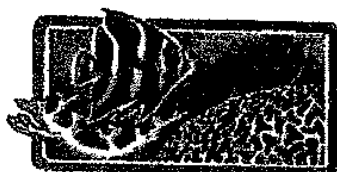
Respectfully,

A handwritten signature in black ink, appearing to read "Virginia A. Panico".

Virginia A. Panico
Executive Vice President

CC: Board of Directors
Brittany Snyder

"The mission of the Greater Key West Chamber of Commerce is to serve its members and maintain and promote a viable economy for the businesses and working people of Key West."



Legendary
KEY LARGO
Chamber of Commerce

106000 Overseas Highway • Key Largo • FL • 33037 • 305/451-1414 • Fax: 305/451-4726 • keylargochamber.org

6

February 27, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

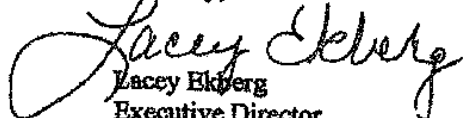
Dear President Gueverra:

The Key Largo Chamber of Commerce fully supports Florida Keys Community College's (FKCC) efforts to develop a Bachelor of Applied Science degree in Supervision and Management. The Department of Labor data for Workforce Region 23 forecast 286 job openings through 2019. Many of these job openings will be in the Key Largo area. Graduates of this program will help meet the employment needs of the Florida Keys.

The business climate today is rapidly changing. As such, Key Largo businesses rely heavily on a highly adaptable workforce with an extensive knowledge base. An applied bachelor's degree combining hands-on experience and increased knowledge in applied management skills will result in a workforce better prepared to lead and manage.

We wish you much success in this endeavor.

Sincerely,


Lacey Ekberg
Executive Director
Key Largo Chamber of Commerce

Mission statement

Creating a vibrant business and community environment



February 20, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

Dear President Gueverra:

The Greater Marathon Chamber of Commerce (GMCC) fully supports Florida Keys Community College's (FKCC) efforts to develop a Bachelor of Applied Science degree in Supervision and Management. The Department of Labor data for Workforce Region 23 forecast 286 job openings through 2019. Many of these job openings will be in the Marathon area. Graduates of this program will help meet the employment needs of the Florida Keys.

The business climate today is rapidly changing. As such, Marathon businesses rely heavily on a highly adaptable workforce with an extensive knowledge base. An applied bachelor's degree combining hands-on experience and increased knowledge in applied management skills will result in a workforce better prepared to lead and manage.

We wish you much success in this endeavor.

Respectfully,



Daniel Samess, M.S.
Chief Executive Officer
Greater Marathon Chamber of Commerce & Visitors Center
Marathon Economic Development Council
ceo@floridakeysmarathon.com
(305) 743-5417



(305) 295-1000
1001 James Street
PO Box 6100
Key West, FL 33041-6100
www.KeysEnergy.com

6

UTILITY BOARD OF THE CITY OF KEY WEST

February 20, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

Dear President Gueverra:

I am writing on behalf of Keys Energy Services in support of Florida Keys Community College's (FKCC) proposed Bachelor of Applied Science degree in Supervision and Management. Keys Energy Services currently has several employees enrolled at Florida Keys Community College and I am confident that the degree proposed will provide them, as well as other existing and future business students, with the education to effectively compete in today's fast paced business environment. KEYS needs strong competent managers and graduates of a program such as the one that is proposed.

Please do not hesitate to contact me personally, if I can assist in any way in the development of the degree program.

Respectfully,

Lynne Tejeda
General Manager/ CEO
Lynne.Tejeda@KeysEnergy.com

August 14, 2013

Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

To Whom It May Concern,

I am a 12 year resident of Key West and also an employee and graduate of Florida Keys Community College with an Associate degree in Business. Currently, I am the Director of Purchasing and Plant Operations at FKCC. Key West locals have always viewed FKCC as the small island community college that offers residents, graduating high school students and even part time residents an opportunity to further their education before seeking a four year degree at a university outside Monroe County. The opportunity to relocate to a university isn't an option available to me, which is why I'm writing today to urge you to support a Baccalaureate Degree program at Florida Keys Community College.

I advocate and support Florida Keys Community College in a Baccalaureate program for many reasons. Community colleges typically add bachelor's programs in locations where nearby four-year colleges either don't exist or can't meet demand. FKCC is the only college located within 165 miles of the mainland. Having a baccalaureate program at FKCC will afford the opportunity for individuals such as myself, a homeowner and unable to relocate, to continue their education without having to uproot our lives with no employment. I know that online courses are available; however I personally found that I have better success within the traditional classroom setting.

I strongly support FKCC and therefore, I respectfully ask you to carefully consider the benefits of offering a Baccalaureate Degree at Florida Keys Community College.

Sincerely,



Doug Pryor
1402 Olivia Street # 3
Key West, Florida 33040

August 16, 2013

Brittany Snyder
Provost
Florida Keys Community College
5901 College Road
Key West, FL 33040

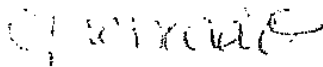
Dear Provost Snyder:

I was born and raised in Key West, Florida. I am currently raising my two children Caden 5, and Gabriella 2 as a single mother. I work full time and attend school full time at night. When I first found out that I was pregnant with my son I was very young with nothing but a High School Diploma and a few college credits from Florida State University. I decided to move home close to family and finish my degree. I worked hard and after a few semesters I was a proud alumnus of Florida Keys Community College. I was able to get a good entry level job and worked very hard for quite a few years. Two years later I was pregnant with my daughter Gabriella. At this time I knew I had to work even harder to move up in the work place and to show to my children the importance of education. However, pursuing a higher education and getting a bachelors degree was almost impossible.

I am a single mother, working full time without the options and opportunity to move away to pursue this degree. There are only two options here in the Keys to pursue a bachelor's degree, both private institutions and both extremely costly. I decided that it would be impossible and not worth the money spent. When my daughter turned two years old I made the decision to put my whole life on hold and finish my degree. In order to get a good job and support my children I had to get my bachelors. I went to a private institution which was extremely costly. In the end I finished my degree, and was able to get a higher level job. I am grateful and proud, but it was a struggle. Since I was able to get my bachelors I now have the opportunity to go further and I am pursuing a Masters in Leadership online. Without a Baccalaureate degree program our education here in the keys is hindered. Students are unable to continue their educational journey. The Keys represent an isolated and rural community so it is very important that a program be accessible here in the Keys.

If Florida Keys Community College offered a 4 year degree it would benefit so many students, and so many single mothers like me. A Baccalaureate program is essential in making our community a better place. Thank you for your consideration.

Sincerely,



Christina Pichardo
Student

Carolina G Canton
1656 Reordan Court Apt. #4
Key West, FL 33040
carolinagcanton@gmail.com

August 15, 2013

To Whom It May Concern:

My name is Carolina Canton and I have recently joined the Florida Keys Community College team as an Accounting Analyst/Accounts Receivable in the Business Office.

I earned my Associates in Arts degree in Business Administration at Florida Keys Community College in June of 2009. After my AA completion, I transferred to Saint Leo University to further my education. I obtained my Bachelors degree in Business Administration with a major in Accounting this past May.

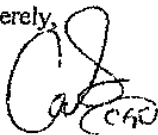
From the two Universities Florida Keys residents have, I believe Saint Leo University was my best option to obtain my Bachelors degree given that it not only allowed me to continue to advance my education, but it also let me maintain the lifestyle I was used to. I was able to continue my full-time employment, and still enjoy time with my family. Saint Leo allowed me to get my education at a lower cost by utilizing resources such as the Florida Resident Access Grant.

One feature I enjoyed was their accelerated program design; rather than maintaining four 16-week courses to be considered a full-time student, I only had to maintain two 8-week courses at Saint Leo. Even though the courses are more intense, the program allows students like me to focus on only two subjects at the time, rather than four. Another benefit from Saint Leo University is their VTT (Video Teaching & Teleconferencing) courses; this type of classes allowed me to interact with the instructor and other students during the lecture and outside the classroom.

I strongly support the development of a Baccalaureate degree program at Florida Keys Community College. Among the many advantages, one of the most important ones is the tuition cost. Since FKCC is a state funded college, attendance cost would be lower in comparison with the other two universities, which would lead to higher enrollment rates.

The creation of a four-year degree program would attract many Florida Keys adult residents who are willing to pursue a bachelor's degree but are not able to move and attend a state university because of their families or their job; students would now be able to continue their education from home. At the same time, the program would generate more revenue and job openings. A Baccalaureate degree program would expand and further education in the Keys which would be considered an improvement of our community as a whole.

Sincerely,



Carolina Canton
Accounting Analyst/ Accounts Receivable
Florida Keys Community College
Tel: (305) 809-3255
Fax (305) 809-3105
Carolina.GCanton@fkcc.edu

Robin L. Guieb
3712 Pearlman Court
Key West, FL 33040
305-797-6634
robinlguieb@gmail.com

August 14, 2013

To whom it may concern:

I am a lifelong residence of Key West and a graduate of Florida Keys Community College with an Associate in Arts. My teenage sons are now attending FKCC. Currently, I have my own bookkeeping business and enjoy working in the accounting field. Growing up in Key West, Florida Keys Community College has always been the school that offered residents, primarily graduating high school students an AA or AS before going on to a university for a further degree. FKCC has helped many students bridge that gap.

After almost raising my two sons I knew I wanted to further explore the accounting field on higher levels and all the possibilities it offers and crossing over in to other fields. I pursued further education at Hodges University in order to fulfill state requirements in accounting, which meant I needed to obtain a four year degree. With only two schools available in the keys I wanted to use one of them. The only choices available to keys residents are two private universities and while I have not a complaint for Hodges University it was costly. I chose Hodges University for three primary reasons: (1) Hodges University has an agreement with FKCC so alumni can get a discounted rate,(2) the classes are done in a hybrid fashion, therefore I had an instructor available to ask questions and get clarification on anything I did not understand and, (3) the program is done in a condensed method. Since FKCC is a state funded school, tuition costs would be relatively less and financially viable for a single mother.

I advocate and support Florida Keys Community College in a Baccalaureate program for many reasons. Many people want to go back to school to get higher certifications and degrees. Older people are going back to school, like me, to get a higher degree than a two year degree. I talk to people all the time wanting to go back to school and pursue further education. Many are scared or stumped as how to begin the process of attending school in an online manner. As I begin a master's program with a state school I would look forward to perhaps teaching on a Baccalaureate level.

Sincerely,



Robin L. Guieb



March 9, 2015

Dr. Jonathan Gueverra
President
Florida Keys Community College
5901 College Road
Key West, FL 33040

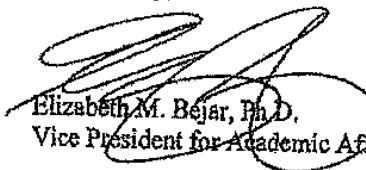
Dear President Gueverra:

I am writing on behalf of Florida International University (FIU) in support of Florida Keys Community College's (FKCC) proposed Bachelor of Applied Science degree in Supervision and Management.

I want to commend you for your dedication to improving the lives through enhanced educational opportunities for the residents of Monroe County. This bachelor's program will certainly build on the skills gained in FKCC's Associate in Science programs. The proposed degree has an applied focus that differentiates the degree from the business degree programs currently offered at FIU and therefore we would not consider this duplication or competition. We also recognize that many of the students you serve may be place bound due to employment or familial responsibilities. Please know that we are here as a resource for you and your staff.

We wish you much success in this endeavor.

Respectfully,


Elizabeth M. Bejar, Ph.D.
Vice President for Academic Affairs

C: Mark B. Rosenberg, President, Florida International University
Brittany P. Snyder, Provost, Florida Keys Community College



November 16, 2015

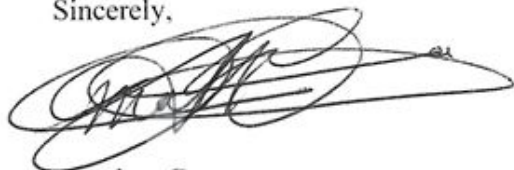
Dr. Madeline Pumariega
Chancellor
Florida College System
325 West Gaines Street, Room 1544
Tallahassee, Florida 32399-0400

Dear Chancellor Pumariega:

I appreciate the feedback that you provided in your letter dated November 13, 2015, in response to FKCC's proposal for a Bachelor of Applied Science (BAS) degree in Supervision and Management. As a result, two minor updates were made to the proposal. Please accept this revised Baccalaureate Proposal Application.

I look forward to presenting the proposal at the January 2016 State Board of Education Meeting.

Sincerely,



Jonathan Gueverra
President/CEO

Island Living, Island Learning

Main Campus: 5901 College Road, Key West, FL 33040 • www.fkcc.edu

December 14, 2015

Dr. Christopher Mullin
Executive Vice Chancellor
Florida College System
325 West Gaines Street, Room 1602C
Tallahassee, Florida 32399-0400

Dear Executive Vice Chancellor Mullin:

The purpose of this letter is to provide additional information regarding communications and discussions between Saint Leo University and Florida Keys Community College (FKCC) in response to the alternative proposal the university submitted to FKCC's letter of intent for a BAS in Supervision and Management. On July 15, 2015, I emailed Dr. Michael Nastanski, Vice President of Academic Affairs for Saint Leo University, to discuss the alternative proposal. Dr. Nastanski was not aware of the alternative proposal and forwarded me to Dr. Beth Carter, Associate Vice President of Continuing Education. Subsequently, Dr. Carter forwarded me to Ms. Susan Paulson, Assistant Vice President of Key West, California & Virginia Region. Ms. Paulson indicated that she would be willing to meet on September 1, 2015.

On September 1, 2015, I met with Ms. Paulson and Ms. Melissa Houston, Director of Saint Leo University's Key West Center located at the Boca Chica Naval Air Station. FKCC staff coordinates a myriad of activities with Ms. Houston on a routine basis. During the meeting, we discussed FKCC's articulation agreement with Saint Leo University, opportunities for collaboration with our Veteran students, FKCC's Transfer Day activities, and the alternative proposal. The following are specific issues raised during the meeting regarding Saint Leo University's alternative proposal:

1. Since the alternative program (Bachelor of Arts in Business Administration BABA) proposed has been in existence for many years, why is Saint Leo not capturing more local demand?
2. All courses within the BABA curriculum are not available in a traditional face-to-face modality at the Saint Leo University Key West Center. Some courses are only offered online. Thirty-eight percent of FKCC students surveyed prefer courses that have some traditional face-to-face interaction with instructors.
3. The cost of tuition is a barrier as Saint Leo University charges \$535 per credit hour for academic year 2015-16. Florida Statute 1009.23 Florida College System Institution Student Fees mandates the standard rate of tuition for Florida College System institutions at \$91.79 per credit hour for Florida residents. The statute provides a floor of 10% below and a ceiling of 15% above the standard rate of tuition. The tuition cost differential for one credit hour between St. Leo University and a Florida College System institution is approximately \$430 per credit hour.
4. Ms. Paulson and Ms. Houston stated the Florida Resident Assistance Grant (FRAG) would provide financial assistance to students to defray the tuition costs. However, a requirement is that students must attend full-time to be eligible for the Florida Resident Assistance Grant. Since 70% of FKCC students attend part-time, this is not a viable option for the majority of local residents.

5. Saint Leo University indicates that Associate of Arts graduates easily articulate to the BABA program, but Associate of Science students will be subject to a course by course evaluation with the risk that some courses may not be applicable to the BABA. FKCC's BAS in Supervision and Management provides a seamless transition of courses for all Associate of Science graduates.
6. Student access to the Naval Air Station may be restricted based on a required criminal background check.

The meeting with Ms. Paulson and Ms. Houston ended amicably with a commitment to the articulation agreement between the two institutions and a continued effort to collaborate regarding students activities. I noted that the College would take the alternative proposal under advisement; however, Saint Leo University presented no resolution to the barriers discussed at the meeting. As a result, FKCC proceeded with the submission of the Baccalaureate Proposal Application.

Please let me know if I can be of further assistance. I look forward to presenting the proposal at the January 6, 2016, State Board of Education meeting.

Sincerely,



Brittany Snyder
Provost



BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org. In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

6

The proposal requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Enrollment projections and funding requirements
- Student costs: tuition and fees
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Appendix tables
- Supplemental materials

Florida College System Institution Name: Pensacola State College
 Florida College System Institution President: C. Edward Meadows

| PROGRAM SUMMARY | |
|------------------------|--|
| 1.1 | Program Name: <u>Cybersecurity</u> |
| 1.2 | Degree type: <input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science |
| 1.3 | How will the program be delivered (check all that apply): <input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online |
| 1.4 | List the counties in the college's service district: <u>Escambia County</u> <u>Santa Rosa County</u> |
| 1.5 | Degree CIP code (6 digit): <u>11.1003</u> |
| 1.6 | Anticipated program implementation date: <u>Fall 2016</u> |
| 1.7 | What is the primary associate degree pathway for admission to the program? <u>The Associate in Science in Cybersecurity is the preferred academic pathway into the Bachelor of Applied Science (BAS) in Cybersecurity.</u> |

An alternative pathway into the BAS in Cybersecurity program at Pensacola State College is the Associate in Science in Cyber Forensics. A student entering the BAS through this alternate academic pathway would require 12 credit hours of lower level prerequisite coursework beyond the Associate in Science degree, as listed below.

- CET2890C Network Defense & Countermeasure....3cc
- CET2614C Cisco CCNA Security.....3cc
- CTS2125C Hardening the Network Infrastructure ..3cc
- CTS2318 Information Security Management.....3cc

| | | |
|------|--|--|
| 1.8 | Is the degree a STEM focus area? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.9 | List program concentration(s) (if applicable): | N/A |
| 1.10 | Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Applied Science (BAS) degree in Cybersecurity is built on the ten fundamental domains identified in the world renowned Certified Information Security System Professional (CISSP) Certification. Graduates of this BAS degree program who enter from the preferred academic pathway, Associate in Science in Cybersecurity, will be prepared to earn 19 industry standard certifications (12 in the Associate in Science and 7 in the BAS). These certifications have been identified by industry partners as highly desirable in employees, provide quantifiable knowledge and skills in a specific technology, and are recognized worldwide. Throughout the program, students will work in a hands-on environment that will reinforce theoretical concepts and enable students to apply knowledge in real-world situations.

The program curriculum includes upper level courses in database, cloud, Microsoft system administrator, and operating system security in addition to risk management, ethics, and security testing. The curriculum, including the Associate in Science in Cybersecurity, includes 84 credit hours of cybersecurity coursework (45 credit hours at

the associate level and 39 credit hours at the baccalaureate level) as well as the 36 credit hour general education curriculum.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

The employability of graduates in the field of cybersecurity is directly linked to industry certifications. There are multitudes of IT-related fields in which the certifications linked to the proposed program are in high demand. The certifications are the primary credentials sought in job applicants. The proposed program, when paired with the Associate in Science in Cybersecurity, will prepare students to earn 19 industry standard certifications; these certifications will increase employment opportunities for the graduates of this program.

Graduates of this proposed program will be well-prepared to start careers as Information Security Analysts, Information Technology Specialists, Data Security Administrators, Information Security Officers, Information Security Specialists, Information Systems Security Analysts, Computer Security Specialists, Information Security Managers, and Technology Security Analysts.

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

More than 209,000 cybersecurity jobs in the United States are unfilled, and job postings are up 74 percent over the past five years (Peninsula Press, March 2015). According to a 2014 report by Burning Glass Technologies, a labor market analysis firm, the demand for cybersecurity professionals over the past five years grew 3.5 times faster than demand for other IT jobs, and about 12 times faster than for all other jobs.

This employment situation is also reflected in Pensacola State College's service area. Unique job openings in this field, as of April 2015, totaled 368 in the College's two-county service area. Multiple sources indicate that cybersecurity related fields will experience sharp growth through the next decade, with the five-year job projections for Pensacola State College's service area at 3,176 and for the state of Florida at 204,249. Five year (2015–2020) growth rates are projected to be 6.4%, and the 2014–2022 growth rate is projected to be more than 15%. Additionally, the Florida Department of Economic Opportunity data indicates 102 job openings per year between 2015 and 2022 in the PSC service area.

With no other Florida College System or State University System institution offering a baccalaureate cybersecurity degree (CIP 11.1003) in the state according to TalentNet, Florida's Inventory of Training and Education Programs (www.expertnet.com, retrieved 14 September 2015), there is a clear need for this program which is designed to meet industry needs. The 386 job openings mentioned above represent an unduplicated

count; to be clear, however, there was an average of seven different placements of job announcements for each of the 386 job openings. According to EMSI, this ratio (7:1) is a higher than average posting intensity for all other occupations and companies in the Pensacola State College service area (Workforce Region 1), indicating that it is more difficult for companies to locate qualified applicants for these positions than for other positions. Approximately 40% of the 2014 workforce in these areas is over the age of 45 and may be eligible for retirement in the next 10 years (EMSI). There will be an urgent need for this program to produce knowledgeable cybersecurity personnel with critical skillsets and the industry certifications that are required.

Regional trends for Escambia and Santa Rosa Counties indicate that the job market will begin to increase as the first cohort of students graduates from Pensacola State College with a Bachelor of Applied Science in Cybersecurity degree (EMSI, September 2014) and the job market rebounds from a low in 2012. Based on EMSI data, 392 job openings are predicted in the two county service area in five years.

Appendix Tables A.1.2 and A.1.3 include graduates from the University of West Florida's (UWF) Bachelor of Science in Computer Science degree. In the most recent year for which graduate data were available, the 2013-2014 academic year, there were 46 graduates. The calculated unmet need in Florida Workforce Region 1 is 56 jobs per year in PSC's service area between now and 2022. When adjoining counties in Alabama are considered, the calculated unmet need increases to 237 jobs per year. The actual unmet need is higher since the graduates of UWF's program included for consideration in this proposal did not complete the cybersecurity specialization and only a fraction of graduates after 2014-2015 will have completed the specialization. Additionally, UWF's program is defined under CIP code 11.0101-Computer and Information Sciences, General which will not report graduates from the cybersecurity specialization of UWF's general computer science degree separately when the 2014-2015 and later data are available.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

Dr. Andy Ozmont, Assistant Secretary for Cybersecurity and Communications at the U.S. Department of Homeland Security was quoted on June 23, 2015, in the Pensacola News Journal: "There is a desperate need for cybersecurity talent" (Appendix A). This sentiment is supported by the posting intensity for IT related positions in the College's service area. Economic Modeling Specialists, Inc. (EMSI) indicates that the posting intensity of vacant positions is 7:1 (seven postings per unique position), which is much higher than average and demonstrates the difficulty in filling vacant positions. Many jobs in this field are on the Florida Department of Economic Opportunity's Top 50 Fastest Growing Occupations list for the service area and for the state of Florida, and current educational programs

are not able to meet the local need.

As stated in Florida Center for Cybersecurity, the Board of Governors' report submitted to the Governor and the Florida Legislature in December 2013, "Right now, Florida faces a narrow window of opportunity to capitalize on one of the most in-demand, high-paying, and rapidly growing fields of our time – cybersecurity." The report continues: "The demand is huge. Even when compared with other high-demand IT jobs, demand for cybersecurity jobs is growing more than three times faster. Business leaders say that they can't hire skilled cybersecurity workers fast enough, and our nation's military and homeland security agencies are looking for help in navigating the constantly changing world of cybersecurity research"(Appendix B). Additionally, the National Initiative for Cybersecurity Education (NICE), co-led by the Department of Defense and the National Science Foundation, has in its Strategic Plan, Component 2, "Bolster formal Cybersecurity education programs." Many of the jobs included in the needs assessment are also found on Top 50 bachelor degree occupation lists produced by the Florida Department of Economic Opportunity (Appendix C).

VISION 2015, the Greater Pensacola Chamber of Commerce five-year plan for job creation for the greater Pensacola region, includes software and information technology as one of the five industry clusters targeted for new business and industry development. The plan defines a goal to "expand the focus of the information assurance (IA) initiative to fully leverage the assets of the Navy's Center for Information Dominance and grow a cluster to complement their mission." The Chamber received a \$250,000 grant from the Florida Defense Support Task Force to help establish a research center for cyber warfare training and to support the growth of science and technology in the region. Additionally, the College is working with ITGulfCoast to provide educational opportunities to individuals in the IT industry. One of the goals of ITGulfCoast is to expand the region's IT presence.

Information technology strengths in the local region include diverse sectors with 293 IT companies employing nearly 3,200 individuals (<http://www.choosegreaterpensacola.com/Key-Industries-/Information-Technology.aspx>). The Pensacola area includes the presence of the Department of Defense cybersecurity commands (Naval Education and Training Command Center for Information Dominance and Navy Information Operations Center), a large and growing presence of Department of Homeland Security, and connectivity to the national and global high-speed networks (National Lambda Rail). It is imperative that there be a skilled technology workforce available.

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

According to our industry partners, industry-standard certifications are the key to greater employability, higher income, and access to promotions in all job fields included in this proposal. The proposed program coupled with the preferred Associate in Science pathway will prepare students to earn 19 highly sought after industry certifications; therefore, graduates of the proposed program holding the industry certifications will be qualified for employment in a broad range of related fields. An applicant for any of the jobs in Table A.1.1, regardless of the minimum education requirements, who has completed Pensacola State College's proposed Bachelor of Applied Science in Cybersecurity will be more competitive due to training provided by the highly qualified Pensacola State College faculty and the preparation toward earning the in-demand industry certifications.

A search on Monster.com conducted on October 20, 2015 for jobs listed as "cybersecurity" and "information security" for Pensacola, FL found 27 unique job postings, 23 of which (85.2%) required a Bachelor's degree. As stated in section 3.2 and Table A.1.1, the DEO predicts 102 job openings per year or 8.5 job openings per month in the two county service area. This job search indicates that the DEO is underestimating the actual number of jobs by a factor of three.

Sixteen of the posted jobs in the Monster.com job search were seeking applicants with industry certifications which are embedded in the proposed curriculum at Pensacola State College (Appendix D). Many of the positions include the CISSP as a desired certification. All graduates from the proposed program will be qualified to take the required exam to earn this in-demand certification. Some of the jobs included in Appendix D are senior-level positions rather than entry-level. The proposed Bachelor of Applied Science in Cybersecurity can be completed by the traditional student who moves seamlessly from the Associate Degree pathway, but it will also accommodate the working professional who wishes to earn the baccalaureate degree to become eligible for promotion or job mobility.

Based on this snapshot of the workforce demand, graduates from the Pensacola State College Bachelor of Applied Science in Cybersecurity will be academically qualified for all positions listed in Appendix D. In fact, the bachelor's degree is the most commonly required academic credential among the current vacant positions. Desired certifications that are embedded in the PSC curriculum were specifically listed in 59.3% of the open jobs. Another 18.5% of the postings did not list specific certifications, but since these positions included job duties related to program certifications it is posited that 77.8% of jobs examined were looking for industry certifications that are embedded in the proposed curriculum, most of which require the bachelor degree.

PLANNING PROCESS

4.1 Summarize the internal planning process.

An essential component of Pensacola State College's mission is to assist community partners to meet regional workforce needs and to provide the training and education to meet workforce demand. On August 22, 2013, the Pensacola News Journal editorial board, in reference to proposed additional baccalaureate degrees at Pensacola State College, asserted that the College is a "key player in matching up students, both traditional and nontraditional, with a curriculum that will allow them to find work upon graduation" (Appendix E).

The internal planning process at Pensacola State College to assess the need for the proposed Bachelor of Applied Science in Cybersecurity began in October of 2012 with preliminary research concerning local demand for graduates and discussions with various College personnel. The preliminary research was positive, so the program concept was presented to a number of College groups including the Baccalaureate Leadership Team (Appendix F) and the Curriculum Council (Appendix G). All groups were in agreement that the PSC student and community workforce need was great enough to pursue the program. The internal planning process included student surveys regarding the proposed baccalaureate program (Appendix H). Survey results were overwhelmingly supportive of the development of the program.

Curriculum development began in November 2012 and has continued through the submission of this proposal. Due to the changing nature of the cybersecurity field, the curriculum has been updated several times to reflect new developments and to ensure alignment with necessary industry certifications. Curriculum development and planning has been accomplished with the assistance of the faculty program coordinator of the IT-related Associate in Science degree programs, other discipline-related faculty members, and associated administrators. A significant amount of input was also gathered from Advisory Committee members and other community partners. National cybersecurity guidelines were also reviewed along with cybersecurity curricula from across the country. Presentation of the final Pensacola State College curriculum to the College's Curriculum Council and development of new courses will begin upon approval of the proposed program.

4.2 Summarize the external planning process.

Input concerning new programs under consideration was gathered from community partners and potential employers. Surveys to members of the Greater Pensacola Chamber of Commerce (Appendix I) and Advisory Committee members external to the College (Appendix J) were designed and distributed. The external surveys indicated that 34.3% of surveyed employers anticipated that more than 15 current employees would pursue a bachelor's degree in the next 3-5 years, and 68% of those employers offer promotion opportunities or other incentive programs for employees who complete a bachelor's degree. More specifically, 28.6% of surveyed employers indicated that employees with cybersecurity degrees would enhance their ability to meet organizational

goals. External processes also included the advisory board for the current Bachelor of Applied Science degree at Pensacola State College (Appendix K).

Substantial input regarding the curriculum of the proposed program was received through discussion with community members, business partners, and IT-related trade and professional organizations. Topics discussed ranged from overall program goals to specific certifications desired for entry-level hires. The College held discussions with Global Business Solutions, Inc. (GBSI), members of ITGulfCoast (composed of numerous IT companies), members of Navy Federal Credit Union's IT department, and members of Innovation Coast (an alliance of technology and knowledge based companies in Northwest Florida), as well as representatives from the U.S. Department of Homeland Security, Corry Station's Center for Information Dominance, AppRiver, and other community partners. Particular interest was paid to the perspective of those individuals holding the Certified Information Systems Security Professional (CISSP) certification.

Though each company expects a different skill-set in entry-level employees, many companies have similar core skill requirements. As such, the College, in conjunction with its business partners, used the ten domains of the CISSP certification as the framework for the curriculum of the proposed degree. Individuals earning the degree will have a vast breadth of knowledge and will be able to earn the highly desirable International Information Systems Security Certification Consortium, Inc., (ISC)² credential. College personnel and community partners agree that individuals holding the BAS degree and the (ISC)² credential will be well prepared to acquire entry-level positions in areas in IT-security consulting, security management, security auditing, security architecture, and network architecture. The proposed BAS has been designed as a practitioner's degree. Those who complete the BAS degree and receive the associated certifications will be well-qualified to take advantage of many opportunities, locally as well as statewide, for employment in the fields related to cybersecurity.

In support of President Obama's National Initiative for Cybersecurity Education (NICE), the College is pursuing designation from the National Security Administration as a National Center of Academic Excellence in Cyber Operations. The designation requires the College to meet rigorous standards related to ten criteria including academic content, robust and active course offerings, faculty and student involvement in cyber related research, and service learning. The College has contracted with a Cybersecurity education and training expert to assist in navigating the application process. The College anticipates completing the necessary steps to receive the National Centers of Academic Excellence in Information Assurance 2-Year Education designation for the spring semester of 2016. If approved, Pensacola State College will be the third Florida state college to receive this prestigious honor.

The University of West Florida (UWF) is the State University System institution within the College's service district. There are no non-public regionally-accredited postsecondary institutions in the College's service area. Pensacola Christian College, a private non-

regionally accredited institution, is also in the College's service area.

The President of Pensacola State College (PSC), Dr. Edward Meadows, meets regularly with Dr. Judy Bense, President, UWF. During the April, 2013 Presidents' meeting, PSC's proposed new baccalaureate programs were discussed. Additionally, on April 17, 2013, Dr. Meadows and Dr. Erin Spicer, PSC's Vice President, Academic Affairs, met with Dr. Martha Saunders, Provost and Vice President of Academic Affairs at UWF, and other UWF senior administrative officers to discuss the proposed programs in-depth (Appendix L). University of West Florida personnel shared their intent to develop a Cybersecurity concentration area within the Computer Science degree but did not share details about the proposed program. Additional meetings were scheduled with UWF discipline personnel to discuss the curricula of the degree(s) to be offered. Two of those meetings were cancelled by UWF representatives.

Meetings between PSC and UWF discipline related personnel took place on September 23, 2013, and November 1, 2013. Each institution shared the outline of its proposed program (Appendix M). Attendees included administrators and faculty from each of the two institutions, representatives from the Greater Pensacola Chamber of Commerce, and a representative from Global Business Solutions, Inc., a local business likely to employ graduates of a cybersecurity program. At each meeting, there was discussion regarding the proposed programs, differences between the programs, possible articulation between the institutions, and opportunities to share students and resources between PSC and UWF. Both meetings were cordial and provided for continued cooperation, and there appeared to be agreement that the programs were not duplicative.

In December, 2013, the Florida Department of Education received a letter from The University of West Florida expressing concerns that the proposed program duplicated UWF's efforts to deliver a Cybersecurity degree. After receiving a copy of that letter, PSC conducted an additional comprehensive review to compare the two proposed programs and to ensure that PSC's program was not a duplication of a program available in the College's service area (Appendix N). The review confirmed that the proposed program has a different foundation, philosophy, focus, and curriculum from UWF's program; therefore, the decision was made to continue with the proposal for the baccalaureate degree in Cybersecurity. In a letter to Jan Ignash, Vice Chancellor and Chief Academic Officer of the State University System dated January 22, 2014, UWF indicated that their objection to PSC's program would be withdrawn if the proposed PSC program was designated as a Bachelor of Applied Science. Based on the applied, workforce preparation nature of the proposed degree and UWF's request, the proposed program was designated as a Bachelor of Applied Science.

Through the summer and fall of 2014, PSC personnel continued to meet with UWF personnel to discuss possible articulation agreements. It was determined that PSC's Associate in Arts (AA) degree in Computer Science will articulate easily into the UWF Bachelor of Science in Computer Science. However, because of the applied nature of

PSC’s Associate in Science (AS) degrees in Cybersecurity and Cyber-Forensics as compared to the more theoretical nature of UWF’s Bachelor of Science (BS) degree in Computer Science, it was agreed that the IT-related AS degrees would not articulate into the BS in Computer Science.

A letter sent to Dr. Bense, UWF President, dated October 26, 2015 summarized the current status of the proposed program and requested communication regarding any further concerns (Appendix O). As of November 20, 2015 no reply has been received. Information about the proposed new baccalaureate programs at Pensacola State College was also shared with Gulf Coast State College and Northwest Florida State College.

4.3 List engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

| | Date(s) | Institution | Description of activity |
|---|---|---------------------------------|--|
| APPRiSe | N/A | | |
| Public universities in college’s service district | Monthly | University of West Florida | Meeting between Dr. Meadows (PSC President) and Dr. Bense (UWF President). |
| | April 17 2013 | University of West Florida | Meeting of executive leadership of PSC and UWF to review programs. |
| | Sept 23 2013 | University of West Florida | Meeting of PSC and UWF faculty and staff to discuss programs at each institution. |
| | Fall 2013 | Northwest Florida State College | Information about new program sent via e-mail. |
| | Fall 2013 | Gulf Coast State College | Information about new program sent via e-mail. |
| | Nov 1 2013 May 4, 2015 May 15, 2015 Nov 2013- May 2015 Additional meetings | University of West Florida | Meetings between PSC and UWF discipline personnel for discussion of the proposed Cybersecurity program as well as possible articulation of the Associate in Arts and Associate in Science programs into existing UWF programs. |
| | Nov, 18, 2015 | | Finalization of articulation agreement for the AA in Computer Science to BS in Computer Science. Articulation of the AS degrees was not pursued due to fundamental differences between the programs. |

| | | | |
|--|-----------------|--|--|
| Regionally accredited institutions in the college's service district | Not applicable. | | |
|--|-----------------|--|--|

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

5.1 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program.

Pensacola State College has restricted funds identified for new program development and start-up, and the initial implementation of the program will be supported through these funds. Additionally, funding for the new program will rely upon College operating funds (FL College System program funds). As the program matures, student tuition and fees are predicted to cover program costs as represented in Table A.2.

5.2 Provide a narrative justifying the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Table A.2.

Enrollment Projections

Based on startup numbers for other baccalaureate programs at Pensacola State College coupled with informal requests from students and the regional push for cybersecurity jobs, an initial cohort of 40 students is expected to begin no later than Fall 2016. The second cohort is predicted to be 40 students, followed by cohorts of 55 and 60 students for each of years three and four, respectively, as prospective students gain awareness of the program.

Outcomes Projections

Based on input from students and the current and future demand for graduates from this program coupled with the high starting salary, Pensacola State College expects a highly motivated student population in the proposed program. These contributing factors are predicted to result in a high program completion rate in a short period of time.

Revenues and Expenditures

The current number of faculty, coupled with an active search for additional qualified faculty, and the current instructional space are sufficient to sustain the program at this enrollment level. If enrollment increases at a higher than expected rate, additional faculty and additional computer classrooms will be designated.

There will be slight increases in operating expenses in areas such as materials, supplies, and instructional technology. A new computer classroom or laboratory, with appropriate equipment, is included in the budget, though current space is expected to be sufficient to sustain the program for several years. The budget reflects the additional computer space in the form of \$41,000 for renovation and \$59,000 in Information Technology Equipment in the 2017-2018 academic year (year two).

Revenues sources for the program include tuition, student fees, Florida College System Program Funds (Formerly Community College Program Fund), funds from the College’s Auxiliary Operations (e.g., bookstore, food service and vending revenues), course fees, and donations received through the PSC Foundation.

STUDENT COSTS: TUITION AND FEES

6.1 Anticipated cost for a baccalaureate degree (tuition and fees for lower and upper division credit hours) at the proposing FCS institution (tuition and fees x credit hours).

| | Cost per credit hour | | | Number of credit hours | | Total cost |
|------------------------------------|----------------------|---|--------------|------------------------|---|-------------|
| Tuition & Fees for lower division: | \$104.58 | X | Credit hours | 81 | = | \$8,470.98 |
| Tuition & Fees for upper division: | \$120.89 | X | Credit hours | 39 | = | \$4,714.71 |
| Tuition & Fees (Total): | | | | | = | \$13,185.69 |

6.2 Estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college’s service district.

Institution Name: University of West Florida (UWF)

| | | | | | | |
|-----------------|----------|---|--------------|-----|---|-------------|
| Tuition & Fees: | \$212.00 | X | Credit hours | 122 | = | \$25,864.00 |
|-----------------|----------|---|--------------|-----|---|-------------|

6.3 Estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college’s service district (if available)*

Institution Name: Pensacola Christian College (PCC)

| | | | | | | |
|-----------------|------------|---|-----------|---|---|-------------|
| Tuition & Fees: | \$2,343.00 | X | Semesters | 8 | = | \$18,744.00 |
|-----------------|------------|---|-----------|---|---|-------------|

Note. *If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution’s website.

PROGRAM IMPLEMENTATION TIMELINE

| | | |
|-----|---|--|
| 7.1 | APPRISe notice: | N/A |
| 7.2 | Board of Trustees approval: | 20 August 2013 |
| 7.3 | Notice of Intent: | 28 October 2013 |
| 7.4 | Completed proposal submission: | 16 September 2015 |
| 7.5 | Targeted State Board of Education consideration: | December 2015 |
| 7.6 | Targeted SACSCOC approval (if applicable): | SACSCOC will be notified upon state approval of the program. |
| 7.7 | Targeted initial teacher preparation program approval(if applicable): | N/A |
| 7.8 | Targeted date upper division courses are to begin: | August 2016 |

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

8.1 Describe the existing facilities and equipment that will be utilized for the program.

The College has three computer classrooms equipped with Dell workstations and dedicated for use in the Information Technology programs, such as cybersecurity, a smaller classroom used for instruction in network cabling, 5 computer classrooms in the nearby Academic Computing Center, and multiple additional computer classrooms across the campuses.

An additional space available for program use is the Collaborative Learning Center, located in the Library on the Pensacola Campus and designed for a collaborative approach to teaching and learning. The room includes six circular tables accommodating six students each and equipped with three 21-inch workstations with touch-screen navigation. Each workstation projects to the screens on each side of the room; students can view three different solutions to a single problem simultaneously. The Center is designed so that students can work in groups and share solutions with the class at large.

Specialized instructional software at the College includes the following:

- ProDiscover; Forensic Tool Kit; and Paraben Forensics Tool Kit – Forensics software tools;
- CrypTool – Encryption/decryption software tool;
- Invisible Secrets – Steganography tool;
- md5 Summer – Hashing algorithm tool;
- Wireshark – Packet sniffing tool;
- Sam Spade – IP sniffing tool;
- SuperScan4 – Computer vulnerability tool; and
- NMAP – Network vulnerability tool.

Additionally, the College purchased NETLab, a series of servers and software for virtual networks simulating real-world applications and allowing students to learn to defend against cyber-attacks.

To support students in achieving IT certifications, the College also purchased Transcender, a web-based IT certification test preparation solution. Test preparation includes Microsoft, Comptia CISCO, ITIL, Oracle, ISC2, PMI, LPI, and VMWare.

8.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

Current instructional space is sufficient to support the program for several years. However, if enrollment is beyond expectations, in the 2017-2018 fiscal year budget the College has included the establishment of an additional computer lab dedicated to cybersecurity and related programs and estimated at \$41,000 for renovations and \$58,000 for computer equipment. Locations for additional computer classroom space have been identified.

The College's current inventory of software will be augmented with the use of on-line subscriptions, software supplied by specific certification texts, and the Michigan Cyber Range. The College has a software review program to ensure that course content remains current as operating systems and software change. Additionally, the College follows a student computer refresh program to ensure that computers in classrooms are replaced every three to five years.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

9.1 Describe the existing library and media resources that will be utilized for the program.

Students will have access to an array of databases specific to the cybersecurity baccalaureate program. Database subscriptions provide full-text electronic articles from newspapers, periodicals, and journals. An extensive collection of complete texts of electronic books and a sophisticated research platform comprised of reference, academic, and general interest e-books are available. A librarian serves as liaison to the baccalaureate programs and incoming baccalaureate students receive an orientation to the library and available services.

The Library participates in the College Center for Library Automation (CCLA) and the Panhandle Library Access Network (PLAN). Full library services, including reference, library instruction, circulation, reserve, interlibrary loan, and quiet study areas are available on every campus. The library is also accessible online through the Internet and mobile devices.

Cybersecurity databases at the College include Computer Database (Gale), Applied Science and Technology Database (EBSCO), Military and Intelligence (Gale), Military and Government (EBSCO), and ABI Inform (Proquest).

9.2 Describe the new library and media resources that will be needed for the program (if applicable).

No new library and media resources have been identified; students already have access to adequate resources through the Pensacola State College libraries. Each year funds are allocated for the purchase of library resources. Departments request library resources early in the spring semester each year, and the library uses funds budgeted to collection development to acquire the requested resources.

ACADEMIC CONTENT

10.1 List the admission requirements for the program.

Admission requires an associate degree or at least sixty college credit hours in a related discipline with all common prerequisites satisfied.

10.2 What is the estimated percentage of upper division courses in the program that will be taught by faculty with a terminal degree?

Adhering to the Southern Association of Colleges and Schools Commission on

Colleges' Principle 3.5.4, at least 25% of the credit hours in the program will be taught by faculty with an appropriate terminal degree.

If any of the faculty hired have not completed the appropriate doctoral degree, the College is prepared to provide financial support for coursework toward completion of the degree as has been done for faculty in other baccalaureate disciplines. Following completion of these doctoral degrees, it is expected that well beyond 25% of the upper level credit hours in the program will be taught by faculty holding terminal degrees.

| | |
|-------------|--|
| 10.3 | What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections? |
| | The first three-year average student/teacher ratio is expected to be no more than 18:1. |
| 10.4 | What is the anticipated SACSCOC accreditation date, if applicable? |
| | Pensacola State College received full approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for the offering of baccalaureate degrees in July 2010 (Appendix P). Upon receipt of approval from the Florida Board of Education, the College will follow standard protocol to notify SACSCOC of the additional degree to be offered. |
| 10.5 | What is the anticipated Florida Department of Education initial teacher preparation approval date, if applicable? |
| | N/A |
| 10.6 | What specialized program accreditation will be sought, if applicable? |
| | N/A |
| 10.7 | What is the anticipated specialized program accreditation date, if applicable? |
| | N/A |
| 10.8 | Are there similar programs listed in the Common Prerequisites Manual for the CIP code (and track, if any) proposed for this program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| | There are no similar baccalaureate programs to the CIP code the College is proposing. There is a CIP code 11.0101 titled Computer Information Sciences, General offered by UWF; however, the College's proposed program is a very specialized cybersecurity program under CIP11.1003. After a comprehensive review of the proposed program and UWF's program under CIP 11.0101, it was determined that that Pensacola State College's proposed Bachelor of Applied Science in Cybersecurity is a very different program from UWF's Bachelor of Science in Computer Science with specialization in Cybersecurity. PSC's proposed program is built on a foundation of worldwide standards in the cybersecurity field, includes more applied cybersecurity coursework than UWF's program, and prepares graduates for the workplace through numerous industry certifications. Students from PSC's proposed program will be prepared to start immediately in the work place in understanding and identifying the risks, |

developing security plans, making equipment recommendations, and installing, configuring, and managing that equipment to protect the corporate environment. Additionally, PSC’s proposed program likely serves a different student population than UWF’s program. The average age of Pensacola State College Associate in Science students is 31, and the average age of students in the Associate in Science in Cybersecurity is 31 and the average age of students in the Associate in Science in Cyber Forensics is 32.

10.9 List the established common prerequisites for this CIP code (and track, if any) as listed in the Common Prerequisites Manual proposed for this program:

There is no listing for CIP code 11.1003 in the Common Prerequisites Manual. Pensacola State College has prepared the Common Prerequisite Application for Unique CIP/Degree Program form for this proposed degree (Appendix Q).

10.10 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

Prerequisite courses proposed on the Common Prerequisite Application for Unique CIP/Degree Program (Appendix P) form include the following:

- CGS1061C Introduction to Computers in Technology
- CET2890C Network Defense and Countermeasures
- CET2614C Cisco CCNA Security
- CTS2120C Security+
- CTS2106C Linux+
- CTS2125C Hardening the Network Infrastructure
- CTS2318 Information Security Management

10.11 List all courses required once admitted to the baccalaureate program by term, in sequence. For degree programs with concentrations, list courses for each concentration area. Include credit hours per term, and total credits for the program:

Final Two Years of Baccalaureate Program by Semester

| Course | Credit Hours |
|---|--------------|
| Semester 1 (12 credit hours) | |
| CAP3134 Database Security | 3 |
| CEN3083 Securing the Cloud..... | 3 |
| CIS3367 Operations Systems Security | 3 |
| ENC1102 English Composition II | 3 |
| Semester 2 (15 credit hours) | |
| CGS3812 Business Continuity and Disaster Recovery | 3 |
| CIS4201 Laws and Legal Aspects of Information Technology... | 3 |
| CIS4385 Computer Forensics and Investigations..... | 3 |
| Literature (LIT, AML, or ENL prefix)..... | 3 |
| General Education Elective | 3 |
| Semester 3 (15 credit hours) | |
| Humanities (General Education Core Course) | 3 |

| | |
|---|---|
| CTS3326 Security for Microsoft Systems Administrators | 3 |
| CIS3353 Security Testing and Auditing | 3 |
| CIS4357 Advances Security Practitioner | 3 |
| Any Natural Sciences General Education Course..... | 3 |

Semester 4 (15 credit hours)

| | |
|--|---|
| ISM4314 Project and Change Management | 3 |
| CIS4596 Cybersecurity Capstone | 3 |
| CIS4512 Information Security and Risk Management | 3 |
| CIS4253 Ethics in Information Technology | 3 |
| Social Sciences (General Education Core Course)..... | 3 |

| | |
|---|-----|
| Total Credit Hours for Final Two Years | 57 |
| Total Credit Hours for the Program | 120 |

10.12 Is the program being proposed as a limited access program? (If yes, identify admission requirements and indicate enrollment capacity): Yes No

PROGRAM TERMINATION

11.1 Plan of action if program must be terminated, including teach-out alternatives for students.

Pensacola State College is committed to the success of students seeking the Bachelor of Applied Science in Cybersecurity and will assist students in the event that the program is identified for termination.

A Plan of Action, based upon the SACSCOC “Good Practices for Closing a Program,” will be utilized if the College should have to terminate the BAS in Cybersecurity:

- The College will notify SACSCOC in advance of any termination actions in the program;
 - Students enrolled in the BAS in Cybersecurity program, faculty, and staff will be immediately notified of termination action by the College;
 - Enrolled students will be provided with a range of teach-out options;
 - No new students will be admitted to the program once termination is decided; and
 - The department head, faculty, and academic advisors will customize a plan of completion for each individual student. Students will be provided with a high level of academic assistance, support, and service in the teach-out transition phase to ensure minimal disruption in their course of study and pursuit of their professional careers.
-

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

| DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS | | | | | | | | | | |
|--|---|----------|--------------------|----------------|----------------|--------------|-----------------------------------|------------------|-------------------|-----------------|
| A.1.1 | Occupation | | | Number of Jobs | | | | Salary | | Education Level |
| | Name/Title | SOC Code | County/Region | Base Year | Projected Year | Level Change | Total Job Openings (divided by 8) | Avg. Hourly Wage | Annualized Salary | |
| | Computer and Information Systems Managers | 113021 | Workforce Region 1 | 139 | 159 | 14.4 | 4.5 | \$53.07 | \$110,386 | Bachelor |
| | Computer Systems Analysts | 151121 | Workforce Region 1 | 279 | 309 | 10.8 | 8.9 | \$31.77 | \$66,082 | Associate |
| | Information Security Analyst | 151122 | Workforce Region 1 | 98 | 116 | 18.4 | 3.6 | \$41.69 | \$86,715 | PSAV |
| | Computer Programmers | 151131 | Workforce Region 1 | 267 | 290 | 8.6 | 9 | \$31.85 | \$66,248 | PSAV |
| | Software Developers, Applications | 151132 | Workforce Region 1 | 494 | 599 | 21.3 | 18 | \$33.87 | \$70,450 | Associate |
| | Web Developers | 151134 | Workforce Region 1 | 234 | 277 | 18.4 | 8.8 | \$21.47 | \$44,658 | PSAV |
| | Database Administrators | 151141 | Workforce Region 1 | 108 | 132 | 22.2 | 4.8 | \$31.45 | \$65,416 | Associate |

| DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS | | | | | | | | | | |
|--|---|----------|--------------------|----------------|----------------|--------------|--------------------------------------|------------------|-------------------|-----------------|
| A.1.1 | Occupation | | | Number of Jobs | | | | Salary | | Education Level |
| | Name/Title | SOC Code | County/Region | Base Year | Projected Year | Level Change | Total Job Openings (divided by 8) | Avg. Hourly Wage | Annualized Salary | |
| | Network and Computer Systems Architects and Admins. | 151142 | Workforce Region 1 | 196 | 232 | 18.4 | 7.8 | \$31.26 | \$65,021 | Associate |
| | Computer Network Architects | 151143 | Workforce Region 1 | 288 | 330 | 14.6 | 9.4 | \$38.50 | \$80,080 | PSAV |
| | Computer User Support Specialists | 151151 | Workforce Region 1 | 481 | 545 | 13.3 | 20.5 | \$18.55 | \$38,584 | PSAV |
| | Computer Network Support Specialists | 151152 | Workforce Region 1 | 164 | 187 | 14 | 7.1 | \$22.06 | \$45,885 | PSAV |
| Total | | | | | | | 102 | \$32.05 | \$66,957 | |

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Alabama Department of Labor)

| A.1.1.2 | Occupation | | | Number of Jobs | | | | Salary | | Education |
|---------|---|----------|--|------------------|-----------------------|--------------|-------------------------|------------------|-------------------|-----------|
| | Name/Title | SOC Code | County/Region | Base Year (2012) | Projected Year (2022) | Level Change | Average Annual Openings | Avg. Hourly Wage | Annualized Salary | Level |
| | Computer and Information Systems Managers | 113021 | Alabama Workforce Region 9- Choctaw, Clarke, Monroe, Washington, Conecuh, Mobile, Baldwin, Escambia Counties | 260 | 320 | 22.3 | 10 | 49.16 | 102,254 | Bachelor |
| | Computer Systems Analysts | 151121 | Alabama Workforce Region 9 | 300 | 400 | 31.2 | 15 | 28.81 | 59,920 | Associate |
| | Information Security Analyst | 151122 | Alabama Workforce Region 9 | 20 | 20 | 0 | 0 | 36.10 | 75,091 | PSAV |
| | Computer Programmers | 151131 | Alabama Workforce Region 9 | 490 | 560 | 14.7 | 20 | 28.52 | 59,319 | PSAV |
| | Software Developers, Applications | 151132 | Alabama Workforce Region 9 | 210 | 280 | 29.7 | 10 | 35.73 | 74,326 | Associate |
| | Web Developers | 151134 | Alabama Workforce Region 9 | 90 | 100 | 17.4 | 5 | 23.48 | 48,846 | PSAV |
| | Database Administrators | 151141 | Alabama Workforce Region 9 | 290 | 390 | 34.7 | 15 | 30.35 | 63,119 | Associate |

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Alabama Department of Labor)

| A.1.1.2 | Occupation | | | Number of Jobs | | | | Salary | | Education Level |
|--------------|---|----------|----------------------------|------------------|-----------------------|--------------|-------------------------|------------------|-------------------|-----------------|
| | Name/Title | SOC Code | County/Region | Base Year (2012) | Projected Year (2022) | Level Change | Average Annual Openings | Avg. Hourly Wage | Annualized Salary | |
| | Network and Computer Systems Architects and Admins. | 151142 | Alabama Workforce Region 9 | 610 | 710 | 17.3 | 20 | 30.64 | 63,726 | Associate |
| | Computer Network Architects | 151143 | Alabama Workforce Region 9 | 30 | 40 | 21.9 | 0 | 37.37 | 77,721 | PSAV |
| | Computer User Support Specialists | 151151 | Alabama Workforce Region 9 | 1,230 | 1,730 | 40.8 | 70 | 19.45 | 40,456 | PSAV |
| | Computer Network Support Specialists | 151152 | Alabama Workforce Region 9 | 210 | 260 | 27.5 | 10 | 21.99 | 45,731 | PSAV |
| Total | | | | | | | 175 | \$31.05 | \$64,591.73 | |

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1.2: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

| SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM | | | | | | | | |
|---|---|----------|---------------------------|--------------|--------------|--------------|------------------|--|
| A.1.2 | Program | | Number of Degrees Awarded | | | | | 5-year |
| | Institution Name | CIP Code | Prior Year 4 | Prior Year 3 | Prior Year 2 | Prior Year 1 | Most Recent Year | average or average of years available if less than 5 years |
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | |
| | No institutions offer CIP 11.1003 in the PSC service area. | 11.1003 | 0 | 0 | 0 | 0 | 0 | 0 |
| | University of West Florida* Computer and Information Sciences, General | 10.0101 | 36 | 39 | 42 | 34 | 46 | 39.4 |
| Total | | | | | | | 46 | 39.4 |

*All graduate numbers from UWF predate the creation of the cybersecurity specialization within the general Bachelor of Science in Computer Science degree. Due to UWF’s use of the Computer and Information Sciences, General CIP code (10.0101), data will not be available to show graduates from a particular specialization within the general computer science degree.

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1.3: To complete the following table, column A should be derived from Tables A.1.1 and A.1.1.2 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 and A.1.1.2 for total job openings and Table A.1.2 for most recent year and 5-year average (these figures should be same for all sources). The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A. Add rows for additional sources as needed.

| ESTIMATES OF UNMET NEED | | | | | |
|------------------------------------|-----------------------------------|------------------------------|---|-------------------------------|--------------|
| A.1.3 | DEMAND | SUPPLY | | RANGE OF ESTIMATED UNMET NEED | |
| | (A) | (B) | (C) | (A-B) | (A-C) |
| | Total Job Openings (divided by 8) | Most Recent Year (2013-2014) | 5-year average or average of years available if less than 5 years | Difference | Difference |
| DEO | 102 | | | | |
| Other: Alabama Department of Labor | 175 | | | | |
| Total | 277 | 46 | 39.4 | 231 | 237.6 |

Appendix Table A.2

INSTRUCTIONS FOR COMPLETING THE PROJECTED BACCALAUREATE PROGRAM ENROLLMENT SECTION OF APPENDIX TABLE A.2:
 To complete the following table, enter the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

| PROJECTED BACCALAUREATE PROGRAM ENROLLMENT | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|--------|--------|--------|--------|
| A.2.1 | Unduplicated headcount enrollment: | | | | |
| A.2.1.1 | Admitted Student Enrollment (First-time) | 40 | 40 | 55 | 60 |
| A.2.1.2 | Total Admitted Student Enrollment | 40 | 80 | 90 | 110 |
| A.2.2 | FTE Enrollment: | | | | |
| A.2.2.1 | Program Student Credit Hours (Resident) | 480 | 960 | 1,080 | 1,320 |
| A.2.2.2 | Program Student Credit Hours (Non-resident) | 0 | 0 | 0 | 0 |
| A.2.2.3 | Total Program Student Credit Hours | 480 | 960 | 1,080 | 1,320 |
| A.2.2.4 | Program FTE (30 credits) - (Resident) | 16 | 32 | 36 | 44 |
| A.2.2.5 | Program FTE (30 credits) - (Non-resident) | 0 | 0 | 0 | 0 |
| A.2.2.6 | Total Program FTE | 16 | 32 | 36 | 44 |

INSTRUCTIONS FOR COMPLETING THE PROJECTED DEGREES AND WORKFORCE OUTCOMES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected number of degrees awarded, the projected number of graduates employed and the projected average starting salary for program graduates for the first four years of program implementation.

| PROJECTED DEGREES AND WORKFORCE OUTCOMES | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|-------------------------|--------|----------|----------|----------|
| A.2.3 | Degrees | 0 | 30 | 35 | 50 |
| A.2.4 | Number Employed | N/A | 30 | 35 | 50 |
| A.2.5 | Average Starting Salary | \$N/A | \$65,000 | \$65,000 | \$65,000 |

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

| REVENUES AND EXPENDITURES | | | | |
|--|---------------|---------------|---------------|---------------|
| I. PROJECTED PROGRAM EXPENDITURES | Year 1 | Year 2 | Year 3 | Year 4 |
| INSTRUCTIONAL | | | | |
| 1. Faculty Full-Time FTE | 1.5 | 2.5 | 2.5 | 2.5 |
| 2. Faculty Part-Time FTE | 1.0 | 1.0 | 1.0 | 1.0 |
| | | | | |
| 1. Faculty Full-Time Salaries/Benefits | \$79,538 | \$132,563 | \$132,563 | \$132,563 |
| 2. Faculty Part-Time Salaries/Benefits | \$15,360 | \$15,360 | \$15,360 | \$15,360 |
| 3. Faculty Support: Lab Assistants | 0 | 0 | 0 | 0 |
| | | | | |
| OPERATING EXPENSES | | | | |
| 1. Academic Administration | 0 | 0 | 0 | 0 |
| 2. Materials/Supplies | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| 3. Travel | 0 | 0 | 0 | 0 |
| 4. Communication/Technology | 0 | 0 | 0 | 0 |
| 5. Library Support | 0 | 0 | 0 | 0 |
| 6. Student Services Support | 0 | 0 | 0 | 0 |
| 7. Professional Services | 0 | 0 | 0 | 0 |
| 8. Accreditation | 0 | 0 | 0 | 0 |
| 9. Support Services | 0 | 0 | 0 | 0 |

| | | | | |
|--|-----------------|------------------|------------------|------------------|
| CAPITAL OUTLAY | | | | |
| 1. Library Resources | 0 | 0 | 0 | 0 |
| 2. Information Technology Equipment | \$1,000 | \$59,000 | \$1,000 | \$1,000 |
| 3. Other Equipment | 0 | 0 | 0 | 0 |
| 4. Facilities/Renovation | 0 | \$41,000 | 0 | 0 |
| TOTAL PROJECTED PROGRAM EXPENDITURES | \$96,898 | \$248,923 | \$149,923 | \$149,923 |
| II. NATURE OF EXPENDITURES | | | | |
| 1. Recurring | \$96,898 | \$148,923 | \$149,923 | \$149,923 |
| 2. Nonrecurring | 0 | \$100,000 | 0 | 0 |
| TOTAL | \$96,898 | \$248,923 | \$149,923 | \$149,923 |
| III. SOURCES OF FUNDS | | | | |
| A. REVENUE | | | | |
| 1. Special State Nonrecurring | 0 | 0 | 0 | 0 |
| 2. Upper Level - Resident Student Tuition Only | \$44,059 | \$88,118 | \$99,133 | \$121,162 |
| Upper Level - Nonresident Student Fees Only | 0 | 0 | 0 | 0 |
| Upper Level - Other Student Fees | \$13,968 | \$27,936 | \$31,428 | \$38,412 |
| 3. Contributions or Matching Grants | 0 | 0 | 0 | 0 |
| 4. Other Grants or Revenues | 0 | 0 | 0 | 0 |
| 5. Florida College System Program Funds | \$38,871 | \$132,869 | \$19,362 | \$0 |
| 6. Unrestricted Fund Balance | 0 | 0 | 0 | 0 |
| 7. Interest Earnings | 0 | 0 | 0 | 0 |
| 8. Auxiliary Services | 0 | 0 | 0 | 0 |
| 9. Federal Funds – Other | 0 | 0 | 0 | 0 |
| B. CARRY FORWARD | 0 | 0 | 0 | \$9,651 |
| TOTAL FUNDS AVAILABLE | \$96,898 | \$248,923 | \$149,923 | \$149,923 |
| TOTAL UNEXPENDED FUNDS (CARRY FORWARD) | \$0 | \$0 | \$0 | \$0 |

Supplemental Materials B.1

SUPPLEMENTAL MATERIALS

- B.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts.

Supplemental Materials

- Appendix A: Pensacola News Journal Article - June 23 2015
- Appendix B: FL Center for Cybersecurity – Board of Governors Report
- Appendix C: Florida Department of Economic Opportunity Computer/Cybersecurity Job Titles
- Appendix D: Results of Monster.com Job Search
- Appendix E: Pensacola News Journal Editorial –August 22 2013
- Appendix F: Baccalaureate Leadership Team Meetings
- Appendix G: Curriculum Council Meeting Minutes and Recommendations
- Appendix H: Student Survey Results
- Appendix I: Business Survey Results (from Chamber of Commerce)
- Appendix J: Program Advisory Committee Survey Results
- Appendix K: Advisory Committee Minutes
- Appendix L: Meetings with PSC President, Dr. Meadows, and UWF President, Dr. Bense (agenda and notes)
- Appendix M: Meetings with UWF Faculty and Staff (agendas and minutes)
- Appendix N: Comparison of Proposed Cybersecurity Programs at UWF and PSC, Letter to FL Department of Education from UWF and Letter to Vice Chancellor and Chief Academic Officer
- Appendix O: Letter to Dr. Bense dated October 26, 2015
- Appendix P: SACSCOC Letter of Approval for Baccalaureate Degree
- Appendix Q : Common Prerequisite Application for Unique CIP/Degree Program
- Appendix R: Letters of Support

- B.2 List any objections or alternative proposal received from other postsecondary institutions for this program.

In December, 2013, the Florida Department of Education received a letter from the University of West Florida expressing concerns that PSC's proposed program duplicated UWF's efforts to deliver a Cybersecurity degree. After receiving a copy of that letter, PSC conducted an additional comprehensive review to compare the two proposed programs and to ensure that PSC's program was not duplicative of UWF's offering. The review confirmed that PSC's proposed program has a very different foundation, philosophy, focus, and curriculum than UWF's program; therefore the decision was made to continue with the proposal for the baccalaureate degree in Cybersecurity. In a letter to Jan Ignash, Vice Chancellor and Chief Academic Officer of the State University System dated January 22, 2014, UWF indicated that their objection to PSC's program would be withdrawn if the proposed PSC program was designated as a Bachelor of Applied Science. Based on the applied, workforce preparation nature of the proposed degree and UWF's request, PSC's proposed program was designated as a Bachelor of Applied Science (Appendix N).

STATE BOARD OF EDUCATION

Action Item

January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09422, Standardized Assessment Program Requirements

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.22(3), Florida Statutes

EXECUTIVE SUMMARY

Section 1008.22, Florida Statutes, requires that the State Board of Education specify, by rule, the scale score ranges and Achievement Levels for each statewide, standardized assessment. The baseline administration of the FSA occurred in spring 2015, and the performance standards must now be established for Grades 3-10 English Language Arts, Grades 3-8 Mathematics, and Algebra 1, Geometry, and Algebra 2 End-of-Course Assessments. In addition, Section 1008.22(3)(e)2., F.S., requires that the SBE designate passing scores, by rule, for each statewide, standardized assessment, which has been the minimum score in Achievement Level 3 for all statewide assessments with established Achievement Levels since the requirement was first implemented in rule in 2013.

The Department convened statewide committees and used an established standard-setting process to recommend Achievement Levels for each FSA grade-level/subject test. The standard-setting process began with a committee of 302 educators who recommended cut scores to define each Achievement Level for the assessment. The standard-setting committee of educators, most of whom were nominated by their superintendents, met August 31 – September 4, 2015, and proposed new Achievement Level cut scores based on their review of the assessments, informed by their experience with the Florida Standards and teaching Florida's students. Participants included teachers from the targeted subject areas, school and district curriculum specialists, and school and district administrators. Each committee member made independent recommendations for where the cuts should be after extensive analysis, discussion with their colleagues, and a review of the simulated impact of these standards. Committee members evaluated what students should know related to each question and determined the percentage of "just-barely" prepared students at each Achievement Level that should get each item correct.

After the educators made their recommendations, the recommendations were presented to a "reactor panel," composed of Florida education leaders, postsecondary faculty, and business/community leaders. From September 10 – 11, 2015, the reactor panel reviewed and provided feedback on the educator panel's outcomes while also considering data from external assessments (National Assessment of Educational Progress, Trends in International Mathematics and Science Study, Program for International Student Assessment), as well as previous statewide assessments (FCAT 2.0 and Florida End-of-Course Assessments). The reactor panel largely affirmed the educator panel's recommendations; however, they did modify the recommendations for certain grade-level/subject tests. The Commissioner reviewed both panels' recommendations, as well as public input received during the rule development workshops held September 15 – 17, 2015. The cut scores proposed reflect the

Commissioner's final recommendations based on the input from the educator panel, the reactor panel, and the public. Public feedback is also solicited via an online form posted on the Department of Education's website.

Based on the addition of FSA to this rule and the retirement of previous statewide, standardized assessments, this amendment proposes to change the rule name to: "6A-1.09422 Statewide, Standardized Assessment Program Requirements."

Supporting Documentation Included: Proposed Rule 6A-1.09422; [rule workshop and public feedback summary](https://docs.google.com/spreadsheets/d/1wsiBF-txjCPu-uRJ4WyNJyUMARLBPv4PjiWI4-ZRWTQ/edit#gid=0) (<https://docs.google.com/spreadsheets/d/1wsiBF-txjCPu-uRJ4WyNJyUMARLBPv4PjiWI4-ZRWTQ/edit#gid=0>); and Educator and Reactor Panel lists. Rule Development PowerPoint Presentation (under separate cover)

Facilitator/Presenter: Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement

6A-1.09422 Statewide, Standardized Florida Comprehensive Assessment Test and End-of-Course Assessment Program Requirements.

(1) Definitions. For the purpose of this rule, the following definitions shall apply:

(a) “Achievement level.” Scores are reported by achievement levels, which are five (5) categories of achievement that represent the success students demonstrate with the content assessed. Achievement levels range from one (1) through five (5), with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on the assessment. The minimum score in achievement level 3 is the designated passing score for all assessments described in subsection (3) of this rule pursuant to Section 1008.22(3)(e)2., F.S. Achievement level scale score ranges are established in paragraphs (5)(a)-(c) of this rule.

(b) “Baseline year.” The first school year in which an assessment is administered operationally, as referenced for each assessment in subsection (5) of this rule. Achievement levels are established for an assessment after the baseline year, and results from the baseline administration are used to establish the achievement standards.

(c) “Eligible students.” All students except those who are prohibited from taking an assessment pursuant to Section 1008.22(3)(b)2., F.S., and those who are exempted from the assessment pursuant to Sections 1008.212, F.S., 1008.22(10), F.S., and Rule 6A-6.0909, F.A.C. Pursuant to Section 1008.22(3), F.S., participation in the assessment program is mandatory for all eligible students attending public schools, including adult students seeking a standard high school diploma under Section 1003.4282, F.S., and students in the Department of Juvenile Justice education programs, except as otherwise provided by law.

(2) The statewide, standardized assessment program of educational assessment required by Section 1008.22, F.S., shall be developed under the direction and supervision of the Commissioner of Education and shall be:

(a) Kept secured at all times, in accordance with the provisions of Rule 6A-10.042, F.A.C.

(b) Provided to all school districts as computer-based or paper-based tests, according to Section 1008.22(3)(d)1., F.S. Paper-based tests must be provided in the quantity needed for the students in the district for assesments that are not administered in computer-based format, and for students requiring paper-based accommodations in accordance with Rule 6A-1.0943, F.A.C.

(c) Administered in accordance with standard written instructions appropriate for the assessment. The written instructions shall be issued by the Commissioner in the form of test administration manuals and other written communications, as required, and provided to school districts in sufficient time prior to each assessment.

~~(d) Revised and updated as needed.~~

~~(e) Developed in consultation with teachers and other appropriate professionals and approved by the Commissioner prior to being administered to students.~~

~~(d)(f) Be aligned to derived from the student performance standards adopted in Rule 6A-1.09401, F.A.C.~~

~~(3)(2) The assessment program shall include comprehensive assessments in English Language Arts (ELA), Mathematics and Science, end-of-course assessments, and pursuant to Section 1008.22(3)(e)3., F.S., retake administrations of former assessments required for graduation the Florida Comprehensive Assessment Test® (FCAT), the Florida Comprehensive Assessment Test® (FCAT) 2.0, and the Florida End-of-Course (EOC) Assessments.~~

~~(a) The statewide ELA assessments shall measure reading skills in grade three and reading and writing skills in grades four through ten.~~

~~(b) The statewide Mathematics assessments shall measure students' mathematics skills in grades three through eight.~~

~~(c) The statewide Science assessments shall measure students' science skills in grades five and eight.~~

~~(a) Before the 2010-2011 school year, the FCAT shall consist of four (4) sections: one (1) measuring reading skills in grades three through ten; one (1) measuring mathematics skills in grades three through ten; one (1) measuring writing skills in grades four, eight and ten; and one (1) measuring science skills in grades five, eight, and eleven. Beginning with the 2010-2011 school year, the FCAT shall consist of three (3) sections; one (1) measuring mathematics skills in grade ten; one (1) measuring writing skills in grades four, eight, and ten; and one (1) measuring science skills in grades five, eight, and eleven. Beginning with the 2011-2012 school year, the FCAT shall consist of one (1) section measuring writing skills in grades four, eight, and ten. The FCAT Retake in reading shall continue to be administered through the 2011-2012 school year, and the FCAT Retake in mathematics shall continue to be administered through 2012-2013 school year.~~

~~(b) Beginning with the 2010-2011 school year, the FCAT 2.0 shall consist of two (2) sections: one (1) measuring reading skills in grades three through ten, and one (1) measuring mathematics skills in grades three through eight. Beginning with the 2011-2012 school year, the FCAT 2.0 shall consist of three (3) sections: one (1) measuring reading skills in grades three through ten, one (1) measuring mathematics skills in grades three through eight, and one (1) measuring science skills in grades five and eight.~~

~~(d)~~(e) The end-of-course assessments Florida EOC Assessments shall consist of assessments measuring the skills specified in six (6) ~~five (5)~~ courses: Algebra 1, Geometry, Algebra 2, Biology 1, Geometry, United States History, and Civics.

(e) The FCAT 2.0 Reading retake with a baseline administration of 2010-2011 shall measure reading skills in grade ten and shall continue to have retake administrations through the 2017-2018 school year.

(f) The Algebra 1 end-of-course assessment retake with a baseline administration of 2010-2011 shall measure Algebra 1 skills required in the Algebra 1 course, including course equivalents contained from 2010-2011 to 2013-2014, and shall continue to have retake administrations through the 2016-2017 school year.

~~(4)~~(3) The statewide assessment program shall be administered as follows:

(a) Beginning with the 2014-2015 school year, all eligible students in grades three through ten shall take the statewide ELA assessment ~~Before the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT Reading and Mathematics. Beginning with the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT 2.0 Reading, and all eligible students in grades three through eight shall take the FCAT 2.0 Mathematics. All eligible students in grades four, eight, and ten shall take the FCAT Writing. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212, F.S. and Rule 6A-6.0909, F.A.C.~~

(b) Beginning with the 2014-2015 school year, all eligible students in grades three through eight shall take the statewide Mathematics assessment.

~~(c)(b) Before the 2011-2012 school year, all eligible students in grades five, eight, and eleven shall take the FCAT Science. Beginning with the 2011-2012 school year, all eligible students in grades five and eight shall take the statewide FCAT 2.0 Science assessment. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212, F.S.~~

~~(d)~~(e) Beginning with the 2014-2015 ~~2010-2011~~ school year, all eligible students enrolled in a high school Algebra 1 or equivalent course must take the Algebra 1 end-of-course assessment ~~EOC Assessment~~ with a baseline administration of 2014-2015; all eligible students enrolled in a high school Geometry or equivalent course must take the Geometry end-of-course assessment; and all eligible students enrolled in a high school Algebra 2 or equivalent course must take the Algebra 2 end-of-course assessment.

~~(e)(d)~~ Beginning with the 2011-2012 school year, all eligible students ~~enrolled in a high school Geometry or equivalent course must take the Geometry EOC Assessment, and all~~ students enrolled in a high school Biology 1 or equivalent course must take the Biology 1 end-of-course assessment ~~EOC Assessment~~.

~~(f)(e)~~ Beginning with the 2012-2013 school year, all eligible students enrolled in a high school United States History or equivalent course must take the United States History end-of-course assessment ~~EOC Assessment~~.

~~(g)(f)~~ Beginning with the 2013-2014 school year, all eligible students enrolled in a middle school Civics education course must take the Civics end-of-course assessment ~~EOC Assessment~~.

~~(h)(g)~~ Provisions shall be made by school districts to administer the assessment to students who are absent on the designated testing dates according to directions specified by the Commissioner. The directions shall be issued in the form of test administration manuals and other written communications, as required, and provided to school districts in sufficient time prior to each assessment.

~~(i)(h)~~ Provisions shall be made by the Commissioner to permit the assessment to be administered to home school students and private school students pursuant to Sections 1002.39 and 1002.395, F.S., under conditions which preserve the security of the assessment and require the public school districts to be responsible for the test administration procedures and requirements of Rule 6A-10.042, F.A.C.

~~(j)(i)~~ ~~In accordance with the requirements of Sections 1008.22(3)(a) and (b), F.S.,~~ Provisions shall be made by school districts ~~the Commissioner~~ to administer the retake assessments to retest students if they do not attain passing scores on the assessments required for graduation. Pursuant to Section 1008.22(3)(e)3., F.S., assessments required for graduation may not be discontinued until the graduation, based on normal student progression, of students participating in the final, regular administration of the former assessment.

~~(j)~~ ~~The assessments shall be administered to students not less than one (1) time per year on a schedule approved by the Commissioner; however, for assessments required for graduation with a standard high school diploma, students must participate in each retake of the assessment until achieving a passing score on the required assessment or a concordant or comparative score on an alternative assessment.~~

~~(4)~~ ~~Examinee scores on the FCAT Reading and Mathematics shall be reported on a score scale from 100 to 500 defined by the baseline assessment administered during January and February 1998, and a developmental scale of approximately 0 to 3000 that defines performance across grades three through ten. Examinee scores on the FCAT Science shall be reported on a score scale from 100 to 500 defined by the baseline assessment administered during~~

March 2003. Examinee scores on the FCAT Writing shall be reported on a score scale from 1 to 6 defined by the FCAT Writing holistic rubrics.

(5) The total scores on the FCAT Reading, Mathematics, and Science also are reported on an achievement level scale. Achievement levels range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on the assessment. The total scores that correspond to each achievement level are shown in the following paragraphs.

(a) The achievement levels for the FCAT Reading and Mathematics shall be as shown in the following tables.

FCAT Reading grade level scale scores (100 to 500) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| —3 | 100-258 | 259-283 | 284-331 | 332-393 | 394-500 |
| —4 | 100-274 | 275-298 | 299-338 | 339-385 | 386-500 |
| —5 | 100-255 | 256-285 | 286-330 | 331-383 | 384-500 |
| —6 | 100-264 | 265-295 | 296-338 | 339-386 | 387-500 |
| —7 | 100-266 | 267-299 | 300-343 | 344-388 | 389-500 |
| —8 | 100-270 | 271-309 | 310-349 | 350-393 | 394-500 |
| —9 | 100-284 | 285-321 | 322-353 | 354-381 | 382-500 |
| —10 | 100-286 | 287-326 | 327-354 | 355-371 | 372-500 |

FCAT Reading developmental scale scores (86 to 3008) for each achievement:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|----------|-----------|-----------|-----------|-----------|
| —3 | 86-1045 | 1046-1197 | 1198-1488 | 1489-1865 | 1866-2514 |
| —4 | 295-1314 | 1315-1455 | 1456-1689 | 1690-1964 | 1965-2638 |
| —5 | 474-1341 | 1342-1509 | 1510-1761 | 1762-2058 | 2059-2713 |
| —6 | 539-1449 | 1450-1621 | 1622-1859 | 1860-2125 | 2126-2758 |
| —7 | 671-1541 | 1542-1714 | 1715-1944 | 1945-2180 | 2181-2767 |
| —8 | 886-1695 | 1696-1881 | 1882-2072 | 2073-2281 | 2282-2790 |
| —9 | 772-1771 | 1772-1971 | 1972-2145 | 2146-2297 | 2298-2943 |
| —10 | 844-1851 | 1852-2067 | 2068-2218 | 2219-2310 | 2311-3008 |

FCAT Mathematics grade level scale scores (100 to 500) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| —3 | 100-252 | 253-293 | 294-345 | 346-397 | 398-500 |
| —4 | 100-259 | 260-297 | 298-346 | 347-393 | 394-500 |
| —5 | 100-287 | 288-325 | 326-354 | 355-394 | 395-500 |
| —6 | 100-282 | 283-314 | 315-353 | 354-390 | 391-500 |
| —7 | 100-274 | 275-305 | 306-343 | 344-378 | 379-500 |
| —8 | 100-279 | 280-309 | 310-346 | 347-370 | 371-500 |
| —9 | 100-260 | 261-295 | 296-331 | 332-366 | 367-500 |
| —10 | 100-286 | 287-314 | 315-339 | 340-374 | 375-500 |

FCAT Mathematics developmental scale scores (375 to 2709) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|-----------|-----------|-----------|-----------|-----------|
| —3 | 375-1078 | 1079-1268 | 1269-1508 | 1509-1749 | 1750-2225 |
| —4 | 581-1276 | 1277-1443 | 1444-1657 | 1658-1862 | 1863-2330 |
| —5 | 569-1451 | 1452-1631 | 1632-1768 | 1769-1956 | 1957-2456 |
| —6 | 770-1553 | 1554-1691 | 1692-1859 | 1860-2018 | 2019-2492 |
| —7 | 958-1660 | 1661-1785 | 1786-1938 | 1939-2079 | 2080-2572 |
| —8 | 1025-1732 | 1733-1850 | 1851-1997 | 1998-2091 | 2092-2605 |
| —9 | 1238-1781 | 1782-1900 | 1901-2022 | 2023-2141 | 2142-2596 |
| —10 | 1068-1831 | 1832-1946 | 1947-2049 | 2050-2192 | 2193-2709 |

(b) The achievement levels for the FCAT Science shall be as shown in the following table.

FCAT Science grade level scale scores (100 to 500) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| —5 | 100-272 | 273-322 | 323-376 | 377-416 | 417-500 |
| —8 | 100-269 | 270-324 | 325-386 | 387-431 | 432-500 |
| —11 | 100-278 | 279-323 | 324-379 | 380-424 | 425-500 |

(5)(6) Examinee scores on the statewide ELA FCAT 2.0 Reading and Mathematics assessments shall be reported by the use of scaled scores and achievement levels defined by the baseline assessment administered during the 2014-2015 2010-2011 school year. Examinee scores on the statewide FCAT 2.0 Science assessment shall be

reported by the use of scaled scores and achievement levels defined by the baseline assessment administered during the 2011-2012 school year. Examinee scores on end-of-course EOC assessments shall be reported by the use of scaled scores and achievement levels defined by the baseline assessment administered as follows: Algebra 1 end-of-course assessment (2014-2015), Algebra 1 end-of-course assessment EOC Assessment for retake students (2010-2011), Geometry end-of-course assessment EOC Assessment (2014-2015)(2011-2012), Algebra 2 end-of-course assessment EOC Assessment (2014-2015), Biology 1 end-of-course assessment EOC Assessment (2011-2012), United States History end-of-course assessment EOC Assessment (2012-2013), and Civics end-of-course assessment EOC Assessment (2013-2014). Achievement levels range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on the assessment.

(a) The achievement levels for the comprehensive statewide assessments FCAT 2.0 Reading and Mathematics shall be as shown in the following tables.

Statewide ELA assessment developmental scale scores (240 to 412) for each achievement level:

| <u>Grade</u> | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|--------------|----------------|----------------|----------------|----------------|----------------|
| <u>3</u> | <u>240-284</u> | <u>285-299</u> | <u>300-314</u> | <u>315-329</u> | <u>330-360</u> |
| <u>4</u> | <u>251-296</u> | <u>297-310</u> | <u>311-324</u> | <u>325-339</u> | <u>340-372</u> |
| <u>5</u> | <u>257-303</u> | <u>304-320</u> | <u>321-335</u> | <u>336-351</u> | <u>352-385</u> |
| <u>6</u> | <u>259-308</u> | <u>309-325</u> | <u>326-338</u> | <u>339-355</u> | <u>356-391</u> |
| <u>7</u> | <u>267-317</u> | <u>318-332</u> | <u>333-345</u> | <u>346-359</u> | <u>360-397</u> |
| <u>8</u> | <u>274-321</u> | <u>322-336</u> | <u>337-351</u> | <u>352-365</u> | <u>366-403</u> |
| <u>9</u> | <u>276-327</u> | <u>328-342</u> | <u>343-354</u> | <u>355-369</u> | <u>370-407</u> |
| <u>10</u> | <u>284-333</u> | <u>334-349</u> | <u>350-361</u> | <u>362-377</u> | <u>378-412</u> |

Statewide Mathematics assessment developmental scale scores (240 to 393) for each achievement level:

| <u>Grade</u> | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|--------------|----------------|----------------|----------------|----------------|----------------|
| <u>3</u> | <u>240-284</u> | <u>285-296</u> | <u>297-310</u> | <u>311-326</u> | <u>327-360</u> |
| <u>4</u> | <u>251-298</u> | <u>299-309</u> | <u>310-324</u> | <u>325-339</u> | <u>340-376</u> |
| <u>5</u> | <u>256-305</u> | <u>306-319</u> | <u>320-333</u> | <u>334-349</u> | <u>350-388</u> |
| <u>6</u> | <u>260-309</u> | <u>310-324</u> | <u>325-338</u> | <u>339-355</u> | <u>356-390</u> |

| | | | | | |
|----------|----------------|----------------|----------------|----------------|----------------|
| <u>7</u> | <u>269-315</u> | <u>316-329</u> | <u>330-345</u> | <u>346-359</u> | <u>360-391</u> |
| <u>8</u> | <u>273-321</u> | <u>322-336</u> | <u>337-352</u> | <u>353-364</u> | <u>365-393</u> |

FCAT 2.0 Reading developmental scale scores (140 to 302) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| —3 | 140-181 | 182-197 | 198-209 | 210-226 | 227-260 |
| —4 | 154-191 | 192-207 | 208-220 | 221-237 | 238-269 |
| —5 | 161-199 | 200-215 | 216-229 | 230-245 | 246-277 |
| —6 | 167-206 | 207-221 | 222-236 | 237-251 | 252-283 |
| —7 | 171-212 | 213-227 | 228-242 | 243-257 | 258-289 |
| —8 | 175-217 | 218-234 | 235-248 | 249-263 | 264-296 |
| —9 | 178-221 | 222-239 | 240-252 | 253-267 | 268-302 |
| —10 | 188-227 | 228-244 | 245-255 | 256-270 | 271-302 |

FCAT 2.0 Mathematics developmental scale scores (140 to 298) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| —3 | 140-182 | 183-197 | 198-213 | 214-228 | 229-260 |
| —4 | 155-196 | 197-209 | 210-223 | 224-239 | 240-271 |
| —5 | 163-204 | 205-219 | 220-233 | 234-246 | 247-279 |
| —6 | 170-212 | 213-226 | 227-239 | 240-252 | 253-284 |
| —7 | 179-219 | 220-233 | 234-247 | 248-260 | 261-292 |
| —8 | 187-228 | 229-240 | 241-255 | 256-267 | 268-298 |

(b) The achievement levels for the FCAT 2.0 Science shall be as shown in the following table.

Statewide FCAT 2.0 Science assessment grade-level scale scores (140 to 260) for each achievement level:

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|---------|---------|
| 5 | 140-184 | 185-199 | 200-214 | 215-224 | 225-260 |
| 8 | 140-184 | 185-202 | 203-214 | 215-224 | 225-260 |

(b) The achievement levels for the end-course-assessments shall be as shown in the following tables.

Algebra 1 end-of-course assessment (baseline 2014-2015) scale scores (425 to 575) for each achievement level:

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|----------------|----------------|----------------|----------------|----------------|
|----------------|----------------|----------------|----------------|----------------|

425-486 487-496 497-517 518-531 532-575

(c) The achievement levels for the Algebra 1 EOC Assessment shall be as shown in the following table.

Algebra 1 EOC Assessment scale scores (325 to 475) for each achievement level:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| 325-374 | 375-398 | 399-424 | 425-436 | 437-475 |

(d) The achievement levels for the Geometry EOC Assessment shall be as shown in the following table.

Geometry ~~end-of-course assessment~~ EOC Assessment scale scores (425 to 575) ~~(325 to 475)~~ for each achievement level:

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| <u>425-485</u> | <u>486-498</u> | <u>499-520</u> | <u>521-532</u> | <u>533-575</u> |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 325-369 | 370-395 | 396-417 | 418-433 | 434-475 |

Algebra 2 end-of-course assessment scale scores (425 to 575) for each achievement level:

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|----------------|----------------|----------------|----------------|----------------|
| <u>425-496</u> | <u>497-510</u> | <u>511-528</u> | <u>529-536</u> | <u>537-575</u> |

(e) The achievement levels for the Biology 1 EOC Assessment shall be as shown in the following table.

Biology 1 ~~end-of-course assessment~~ EOC Assessment scale scores (325 to 475) for each achievement level:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| 325-368 | 369-394 | 395-420 | 421-430 | 431-475 |

(f) The achievement levels for the United States History EOC Assessment shall be as shown in the following table.

United States History ~~end-of-course assessment~~ EOC Assessment scale scores (325 to 475) for each achievement level:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
| 325-377 | 378-396 | 397-416 | 417-431 | 432-475 |

(g) The achievement levels for the Civics EOC Assessment shall be as shown in the following table.

Civics ~~end-of-course assessment~~ EOC Assessment scale scores (325 to 475) for each achievement level:

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---------|---------|---------|---------|
|---------|---------|---------|---------|---------|

325-375 376-393 394-412 413-427 428-475

(c) The achievement levels for the retake assessments shall be shown in the following tables.

Grade 10 FCAT 2.0 Reading retake scale scores (188 to 302) for each achievement level:

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|----------------|----------------|----------------|----------------|----------------|
| <u>188-227</u> | <u>228-244</u> | <u>245-255</u> | <u>256-270</u> | <u>271-302</u> |

Algebra 1 end-of-course assessment retake (baseline 2010-2011) scale scores (325 to 475) for each achievement level:

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Level 5</u> |
|----------------|----------------|----------------|----------------|----------------|
| <u>325-374</u> | <u>375-398</u> | <u>399-424</u> | <u>425-436</u> | <u>437-475</u> |

~~(7) Students who entered grade nine during the 1999-2000 school year through the 2008-2009 school year shall be required to earn passing scores on the Grade 10 FCAT Reading and students who entered grade nine during the 1999-2000 school year through the 2009-2010 school year shall be required to earn passing scores on the Grade 10 FCAT Mathematics. Students who entered grade nine during the 2009-2010 school year and thereafter, shall be required to earn passing scores on the Grade 10 FCAT 2.0 Reading.~~

~~(8) For students who entered grade nine during the 2000-2001 school year through the 2009-2010 school year, the passing score for the required reading and mathematics assessments shall be a score equal to or greater than 300 on the 100 to 500 scale, and 1926 for the reading assessment and 1889 for the mathematics assessment on the developmental scale.~~

~~(9) Beginning with students entering grade nine during the 2010-2011 school year, the passing score for all assessments required for high school graduation, a high school diploma scholar designation, or for course credit under the Credit Acceleration Program (CAP) under Section 1003.4295, F.S., shall be the minimum scale score in achievement level 3.~~

~~(10) Beginning with the 2013-14 school year, passing scores shall be designated for each FCAT 2.0 and EOC assessment pursuant to Section 1008.22(3)(e)2., F.S. For FCAT 2.0 Reading, Mathematics, and Science, the passing score shall be the minimum scale score in achievement level 3. For FCAT 2.0 Writing, the passing score shall be a score of 3.5. For Algebra 1, Biology 1, Geometry, United States History, and Civics EOC Assessments, the passing score shall be the minimum scale score in achievement level 3.~~

~~(11) The Commissioner of Education shall review student performance levels annually and recommend to the State Board of Education whether to maintain the existing passing scores and achievement levels or to increase one or more of the requirements.~~

(6) In accordance with Section 1008.22(3)(e)3., F.S., for students who took the statewide ELA Grade 10 (2014-15) or Algebra 1 end-of-course (2014-15) prior to the adoption on February 9, 2016, of the achievement levels and developmental scale scores defined herein, the alternate passing score for ELA Grade 10 is 349 and above, which corresponds to the passing score of 245 and above on Grade 10 FCAT 2.0 Reading retake; the alternate passing score for the Algebra 1 end-of-course is 489 and above, which corresponds to the passing score of 399 and above for the Algebra 1 end-of-course retake (2010-11).

(7) For students who took the statewide Geometry end-of-course (2014-15) prior to the adoption on February 9, 2016, of the achievement levels and developmental scale scores defined herein, the alternate passing score shall be 492 and above, which corresponds to the passing score of 396 and above for the previous Geometry end-of-course (2010-11), which was last administered December 2014.

~~(8)(12)~~ The assessments shall be administered according to a schedule approved by the Commissioner.

~~(9)(13)~~ Students with disabilities may be provided test modifications or accommodations in accordance with the provisions of Rule 6A-1.0943, FAC. Requirements for the alternate assessment for students with significant cognitive disabilities are established in Rule 6A-1.0943, F.A.C.

(10) English Language Learners (ELLs) may be provided test accommodations in accordance with the provisions of Rule 6A-6.09091, F.A.C. Requirements for the annual English language proficiency assessment for ELLs are established in Rule 6A-6.09021, F.A.C.

~~(14) Invalidity of a section of this rule shall not invalidate the remainder of the rule.~~

Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 1008.22, 1008.25 FS. History—New 1-24-99, Amended 10-7-01, 1-22-02, 12-23-03, 3-27-06, 3-1-07, 2-25-09, 7-19-10, 2-12-12, 2-3-13, 2-25-14, 2-17-15,



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|------------------------------|------------------|--------------|-------------|
| English Language Arts | | | |
| Kelly | Aeppli-Campbell | Escambia | Grade 3 ELA |
| Torsha | Baker-Cunningham | Polk | Grade 3 ELA |
| Nancy | Brito | Palm Beach | Grade 3 ELA |
| Jessica | DeFord | Flagler | Grade 3 ELA |
| Dianne | Faramo | Collier | Grade 3 ELA |
| Kimberly | Farwell | Clay | Grade 3 ELA |
| Melissa | Kauper | Palm Beach | Grade 3 ELA |
| Sharon | Klein | Indian River | Grade 3 ELA |
| Tara | Lawrence | Orange | Grade 3 ELA |
| Lindsey | McDowell | Polk | Grade 3 ELA |
| Serena | Mirabella | Gulf | Grade 3 ELA |
| Suzanne | Naiman | Sarasota | Grade 3 ELA |
| Ivette | Padron-Rojas | Miami-Dade | Grade 3 ELA |
| Denise | Reichal | Okaloosa | Grade 3 ELA |
| Aysegul | Ugur | Sumter | Grade 3 ELA |
| Diane | Welch | Hernando | Grade 3 ELA |
| April | Willard | Orange | Grade 3 ELA |
| Pilar | Baldwin | Miami-Dade | Grade 4 ELA |
| Tammy | Butler | Manatee | Grade 4 ELA |
| Loren | Carter | Calhoun | Grade 4 ELA |
| Tracy | Crothers | Hillsborough | Grade 4 ELA |
| Lori | Daniel | Walton | Grade 4 ELA |
| Westah | Daniels | Sumter | Grade 4 ELA |
| Julie | Farr | Hardee | Grade 4 ELA |
| Migdalia | Garcia | Orange | Grade 4 ELA |
| Chakeia | Guyton | Palm Beach | Grade 4 ELA |
| Holly | Harden | Wakulla | Grade 4 ELA |
| Rosa | Ochoa-Yannazzo | Miami-Dade | Grade 4 ELA |
| Kim | Quinlin | Okeechobee | Grade 4 ELA |
| Rebecca | Sirrolli Miller | Marion | Grade 4 ELA |
| Joseph | Stanley | Okeechobee | Grade 4 ELA |
| Tina | Starling | Highlands | Grade 4 ELA |
| Lynn | Taylor | Flagler | Grade 4 ELA |
| Melissa | Vaccaro | Seminole | Grade 4 ELA |
| Dr. Pauline | Ward | Miami-Dade | Grade 4 ELA |
| Robin | White | Palm Beach | Grade 4 ELA |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|--------------|---------------|--------------|-------------|
| Melissa | Alonso | Hillsborough | Grade 5 ELA |
| Kristin | Austin | Flagler | Grade 5 ELA |
| Lindsay | Beam | Calhoun | Grade 5 ELA |
| Erica | Bell-McDowell | Hernando | Grade 5 ELA |
| Jami | Brasington | Marion | Grade 5 ELA |
| Patricia | Coleman | Walton | Grade 5 ELA |
| Kimberly | Coombs | Palm Beach | Grade 5 ELA |
| Temetia | Creed | Hillsborough | Grade 5 ELA |
| Dusty | French | Sarasota | Grade 5 ELA |
| Elizabeth | Greenberg | Leon | Grade 5 ELA |
| Pamela | Harper | Palm Beach | Grade 5 ELA |
| Jamilah | Johnson | Palm Beach | Grade 5 ELA |
| Renee | Kelly | Wakulla | Grade 5 ELA |
| Theresa | Lessard | Broward | Grade 5 ELA |
| Lyssa | Marquez | Seminole | Grade 5 ELA |
| CJ | McNeal | Seminole | Grade 5 ELA |
| Lindsay | Messner | Lake | Grade 5 ELA |
| Christopher | Tincher | Flagler | Grade 5 ELA |
| Gianna | Acevedo Alamo | Volusia | Grade 6 ELA |
| Ashley | Ashley | Polk | Grade 6 ELA |
| Sarah Elaine | Bell | Holmes | Grade 6 ELA |
| Paulette | Bryant | Calhoun | Grade 6 ELA |
| Origin | Call | Seminole | Grade 6 ELA |
| Pamela | Cooper | Palm Beach | Grade 6 ELA |
| Beth | Coryell | Collier | Grade 6 ELA |
| Pamela | Donehew | Sarasota | Grade 6 ELA |
| Seth | Edwards | Lake | Grade 6 ELA |
| Tiffany | Howard | Hernando | Grade 6 ELA |
| Kimberly | Koparan | Hernando | Grade 6 ELA |
| Maricela | Landin | Miami-Dade | Grade 6 ELA |
| Tracy | Lee | Dixie | Grade 6 ELA |
| Michael | Melvin | Osceola | Grade 6 ELA |
| Mary | Navarre | Hillsborough | Grade 6 ELA |
| Valerie | Pringle | Orange | Grade 6 ELA |
| Bryan | Sandala | Palm Beach | Grade 6 ELA |
| Debra | Schroeder | Indian River | Grade 6 ELA |
| Jarutha | Scott | Clay | Grade 6 ELA |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|------------|---------------------|--------------|-------------|
| Vikki | Shackelford | FSUS | Grade 6 ELA |
| Jhamilia | Smith | Seminole | Grade 6 ELA |
| Sharon | Alonso | Hillsborough | Grade 7 ELA |
| Denise | Beattie | Palm Beach | Grade 7 ELA |
| Amanda | Bedford | Hillsborough | Grade 7 ELA |
| Angela | Bown | Miami-Dade | Grade 7 ELA |
| Cara | Cronk | Flagler | Grade 7 ELA |
| Stephanie | Davis | Liberty | Grade 7 ELA |
| Lynn | Dougherty-Underwood | Hillsborough | Grade 7 ELA |
| Chastity | Downing | Pinellas | Grade 7 ELA |
| Tanya | McDowell | Palm Beach | Grade 7 ELA |
| Kelly | Metzler | Seminole | Grade 7 ELA |
| Heather | Ramirez | Marion | Grade 7 ELA |
| Cynthia | Richards | Palm Beach | Grade 7 ELA |
| Lizzette | Sanchez | Flagler | Grade 7 ELA |
| Jazmin | Serrano | Seminole | Grade 7 ELA |
| Martha Ann | Weems | Hardee | Grade 7 ELA |
| Nina | Barth | Seminole | Grade 8 ELA |
| Nicole | Binder | Hillsborough | Grade 8 ELA |
| Amy | Brett | Orange | Grade 8 ELA |
| Terri | Brooks | Wakulla | Grade 8 ELA |
| Beth | Davis | Osceola | Grade 8 ELA |
| Mary | Dietz-Batchelor | Broward | Grade 8 ELA |
| William | Fader | Marion | Grade 8 ELA |
| Angela | Hammond | Palm Beach | Grade 8 ELA |
| Day | Harrington | Leon | Grade 8 ELA |
| Lori | Houchin | Lee | Grade 8 ELA |
| Kathryn | Maddox | Hardee | Grade 8 ELA |
| Kim | McKinnis | Miami-Dade | Grade 8 ELA |
| Cicely | Scheiner | Seminole | Grade 8 ELA |
| Alyson | Shirley | Okeechobee | Grade 8 ELA |
| Tessa | Shuler | Calhoun | Grade 8 ELA |
| Christine | Sikes | St. Johns | Grade 8 ELA |
| Kathy | Adams | Baker | Grade 9 ELA |
| Courtney | Boucher | Seminole | Grade 9 ELA |
| Linda | Davies | Palm Beach | Grade 9 ELA |
| Monica | Fletchall | Monroe | Grade 9 ELA |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|------------------|------------------|------------------------------------|--------------|
| Nicole | Lemme | Lee | Grade 9 ELA |
| Morgan | Luckey | Marion | Grade 9 ELA |
| Beth | Mims | Wakulla | Grade 9 ELA |
| Elizabeth | Oody | Bradford | Grade 9 ELA |
| Melissa | Pratto | Alachua | Grade 9 ELA |
| Lory | Reddel | Hillsborough | Grade 9 ELA |
| Sharon | Scruggs-Williams | Miami-Dade | Grade 9 ELA |
| David | Shelley | Broward | Grade 9 ELA |
| Elizabeth (Mimi) | Storm McLeod | Hernando | Grade 9 ELA |
| Susan | Walden | Leon | Grade 9 ELA |
| Bonnie | Watkins | Lake | Grade 9 ELA |
| Brent | Bechtold | FSDB | Grade 10 ELA |
| Melissa | Bowell | Okaloosa | Grade 10 ELA |
| Elizabeth | Brown | Hillsborough | Grade 10 ELA |
| Camala | Buchanan | Palm Beach | Grade 10 ELA |
| Kathy | Corder | Leon | Grade 10 ELA |
| Kelly Ann | D'Arcy | Hernando | Grade 10 ELA |
| Alicia | Dennis | Osceola | Grade 10 ELA |
| Diana | Fedderman | Palm Beach | Grade 10 ELA |
| Deborah | Hatfield | Marion | Grade 10 ELA |
| Keisha | Johnson | Palm Beach | Grade 10 ELA |
| Jodie | Jové | Miami-Dade | Grade 10 ELA |
| Anita | MacDonald | Volusia | Grade 10 ELA |
| Sandra | Misciasci | Hillsborough | Grade 10 ELA |
| VirKeisha | Palmer | Escambia | Grade 10 ELA |
| Dr. Diana | Ramlall | Palm Beach | Grade 10 ELA |
| Angela | Reed | Flagler | Grade 10 ELA |
| Brian | Spivey | Escambia | Grade 10 ELA |
| Susan | Taylor | North Florida Community College | Grade 10 ELA |
| Mathematics | | | |
| Eileen | Badger | Sumter | Grade 3 Math |
| Lia | Crawford | Hillsborough | Grade 3 Math |
| Tara | Davies Ratasky | Hillsborough | Grade 3 Math |
| Andrea | Goddard | Leon | Grade 3 Math |
| Christina | Horton | Nassau | Grade 3 Math |
| Robin | Hummel | Polk | Grade 3 Math |
| Cynthia | Jones | Seminole | Grade 3 Math |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|--------------|-----------------|--------------|--------------|
| Lyndsey | Matheny | Indian River | Grade 3 Math |
| Mailin | Muy | Leon | Grade 3 Math |
| Meredith | Ness | Walton | Grade 3 Math |
| Amber | Nottidge | Collier | Grade 3 Math |
| Lisa | O'Bryan | Calhoun | Grade 3 Math |
| Lauren | Ortiz | Marion | Grade 3 Math |
| Shannon | Pretorius | Martin | Grade 3 Math |
| Khaveta | Ramnath | Broward | Grade 3 Math |
| Sharon | Summerlin | Palm Beach | Grade 3 Math |
| Maria | Trujillo | Miami-Dade | Grade 3 Math |
| Donna | Wilkerson | Marion | Grade 3 Math |
| Kelly | Ashberger | Marion | Grade 4 Math |
| Tammy | Barton | Escambia | Grade 4 Math |
| Carrie | DeNote | Hernando | Grade 4 Math |
| Angelina | Ferlita-Spencer | Hillsborough | Grade 4 Math |
| Ashley | French | Bay | Grade 4 Math |
| Brian | Hunt | Marion | Grade 4 Math |
| Pat | Johnson | Seminole | Grade 4 Math |
| Danielle | Loudermilk | Nassau | Grade 4 Math |
| Tara | Millette | Flagler | Grade 4 Math |
| Tina | Newberry | Okeechobee | Grade 4 Math |
| Catherine | Oess | Indian River | Grade 4 Math |
| Christine | Percy | Palm Beach | Grade 4 Math |
| Joseph | Ratasky | Hillsborough | Grade 4 Math |
| Artranise | Sawyer | Leon | Grade 4 Math |
| Susanna | Strickland | Palm Beach | Grade 4 Math |
| Kathryn | Tobon | Broward | Grade 4 Math |
| Sandy | Willis | Calhoun | Grade 4 Math |
| Dan | Wolfe | Pasco | Grade 4 Math |
| Tracy | Wood | Lake | Grade 4 Math |
| Erin | Anderson | Hernando | Grade 5 Math |
| Nicole | Castor | Orange | Grade 5 Math |
| Susan | D'Angelo | Sarasota | Grade 5 Math |
| Pamela | Detweiler | Calhoun | Grade 5 Math |
| Maria Teresa | Diaz-Gonzalez | Miami-Dade | Grade 5 Math |
| Jacque | Dyer | Palm Beach | Grade 5 Math |
| Stephanie | Elizondo | Marion | Grade 5 Math |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|----------------|------------------|--------------|--------------|
| Hanady | Elsayed | Seminole | Grade 5 Math |
| Darrell | Frost | Hillsborough | Grade 5 Math |
| Bradley | Hardesty | Polk | Grade 5 Math |
| Tami | Heins | Seminole | Grade 5 Math |
| Brandi | Keen | Columbia | Grade 5 Math |
| Karen | Laing | Miami-Dade | Grade 5 Math |
| Laura | Lane | Indian River | Grade 5 Math |
| Michelle | Lee | Broward | Grade 5 Math |
| Jennifer | Montoya | Escambia | Grade 5 Math |
| Ashli | Newman | Hillsborough | Grade 5 Math |
| Laurel | Rotter | Pinellas | Grade 5 Math |
| Kim | Shumate | Nassau | Grade 5 Math |
| Cristina | Smith | Martin | Grade 5 Math |
| Emily | Streelman | Okeechobee | Grade 5 Math |
| Gail | Burton | Volusia | Grade 6 Math |
| Susan | Clark | FSDB | Grade 6 Math |
| Amy | Eaglowski | Hillsborough | Grade 6 Math |
| Ana | Fajardo | Flagler | Grade 6 Math |
| Karen | Gundal | Seminole | Grade 6 Math |
| Brady | Hannett | Citrus | Grade 6 Math |
| Carla | Kendall | Palm Beach | Grade 6 Math |
| Elizabeth | Kushner | Broward | Grade 6 Math |
| William | Lockley | Marion | Grade 6 Math |
| Heather | McCoy | Taylor | Grade 6 Math |
| Treva | McCroan | Calhoun | Grade 6 Math |
| Tiffany Absten | Murphy | Monroe | Grade 6 Math |
| Laura | Penafiel | Broward | Grade 6 Math |
| Beverly | Perez-Villarreal | Miami-Dade | Grade 6 Math |
| Matthew | Rothenberger | Pinellas | Grade 6 Math |
| Tiffany | Scott | Lake | Grade 6 Math |
| Ricardo | Sinclair | Miami-Dade | Grade 6 Math |
| Jessica | Wells | Wakulla | Grade 6 Math |
| Tamika | A. Moore | Broward | Grade 7 Math |
| Melissa | Castro | Hillsborough | Grade 7 Math |
| Kristen | Condella | Monroe | Grade 7 Math |
| Rebekah | Cook | Marion | Grade 7 Math |
| Tim | Davis | Liberty | Grade 7 Math |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|---------------------------------|-------------|--------------|--------------|
| Nancy | Demeter | Indian River | Grade 7 Math |
| Racquel | Gibson | Miami-Dade | Grade 7 Math |
| Rhonda | Griffin | Wakulla | Grade 7 Math |
| Pamela | Guyton | Orange | Grade 7 Math |
| Celia | Jimenez | Broward | Grade 7 Math |
| Raquel | McKinnon | Miami-Dade | Grade 7 Math |
| George | McManus | Seminole | Grade 7 Math |
| Melissa | Ohel | Lake | Grade 7 Math |
| Barbara | Riherd | Union | Grade 7 Math |
| Leslie | Salinas | Hernando | Grade 7 Math |
| Scott | Sherman | St. Johns | Grade 7 Math |
| Shane | Syfrett | Leon | Grade 7 Math |
| Elizabeth | Umpierre | Marion | Grade 7 Math |
| Vicki | Viverito | Hillsborough | Grade 7 Math |
| Patricia | Williams | Leon | Grade 7 Math |
| Anthony | Armbrister | Miami-Dade | Grade 8 Math |
| Alexandra | Bayuk | Broward | Grade 8 Math |
| Christine | Bell | Pasco | Grade 8 Math |
| Cheryl | Ferrell | Hillsborough | Grade 8 Math |
| Altoria | Henley | Palm Beach | Grade 8 Math |
| Judy | Kern Licata | Palm Beach | Grade 8 Math |
| Annie | Klian | Miami-Dade | Grade 8 Math |
| Mark | Leffler | Monroe | Grade 8 Math |
| Mangayarcarassy | Neelavannan | Martin | Grade 8 Math |
| Elizabeth | Pruitt | St. Lucie | Grade 8 Math |
| Tammy | Rush | Hillsborough | Grade 8 Math |
| Josh | Sandgren | Wakulla | Grade 8 Math |
| Marcus | Sanfilippo | Flagler | Grade 8 Math |
| Desa-Rae | Shirley | Sumter | Grade 8 Math |
| Sandra | Tweedy | Volusia | Grade 8 Math |
| Roberta | Vanhouten | Orange | Grade 8 Math |
| End-of-Course (EOC) Assessments | | | |
| Silvia | Aday | Miami-Dade | Algebra 1 |
| Richard | Bellon | Miami-Dade | Algebra 1 |
| James | Chinn | Broward | Algebra 1 |
| Jonetta | Dawson | Calhoun | Algebra 1 |
| Donna | DeSena | Hillsborough | Algebra 1 |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|------------|----------------|--------------------------|-----------|
| Adrian | Dowdell | Palm Beach | Algebra 1 |
| Jennifer | Fontaine | Broward | Algebra 1 |
| Amy | Hagerty | Charlotte | Algebra 1 |
| Patricia | Hickman-Miller | Miami-Dade | Algebra 1 |
| Donna | Hunziker | Seminole | Algebra 1 |
| Bobbie | Knighton | Marion | Algebra 1 |
| Joe | McNaughton | Polk | Algebra 1 |
| Ryan | Mitchell | Putnam (NEFEC) | Algebra 1 |
| Cynthia | Osborne | Leon | Algebra 1 |
| Doreen | Oswald | Sumter | Algebra 1 |
| Kimberly | Ragusa | Collier | Algebra 1 |
| Vicki | Register | Leon | Algebra 1 |
| Sherwin | Salomon | FLVS | Algebra 1 |
| Kimberley | Smith | Broward | Algebra 1 |
| Clare | Bernier | Polk | Algebra 2 |
| Horace | Buddoo | Broward | Algebra 2 |
| Tracie | Cassery | Broward | Algebra 2 |
| Denise | Chenoweth | Hillsborough | Algebra 2 |
| Sarah | Devereaux | Lake | Algebra 2 |
| LeAnna | Hall | Calhoun | Algebra 2 |
| Becky | Jones | Orange | Algebra 2 |
| Nancy | Kinard | Palm Beach | Algebra 2 |
| Frances | McKee | Okeechobee | Algebra 2 |
| Sheila | Montgomery | Escambia | Algebra 2 |
| Robin | O'Brien | Palm Beach | Algebra 2 |
| Michael | Smith | Hillsborough | Algebra 2 |
| Angela | Thomas | Sumter | Algebra 2 |
| Trung | Vong | Seminole | Algebra 2 |
| Dianne | Wischmeier | Monroe | Algebra 2 |
| Louise | Wolfe | Flagler | Algebra 2 |
| Maria | Campitelli | Florida International U. | Geometry |
| Ken | Caplin | Palm Beach | Geometry |
| Vicki | Goggans | Okeechobee | Geometry |
| Lisa | Greco | Osceola | Geometry |
| Allyson | Howell | Calhoun | Geometry |
| Tracey | Hurt | Martin | Geometry |
| Mark | Ophaug | Broward | Geometry |



FSA Standard Setting
2015 Educator Panel Participant List

| First Name | Last Name | District | Committee |
|------------|------------|-----------------|-----------|
| Cylle | Rowell | Bay | Geometry |
| Diana | Snider | Palm Beach | Geometry |
| Laura | Strickland | Sumter | Geometry |
| Angela | Webster | Hillsborough | Geometry |
| Kristin | Weller | UF Lab/PK Yonge | Geometry |
| Jennifer | Westergom | Highlands | Geometry |
| Samuel | Whitten | Hillsborough | Geometry |
| Misty | Wood | Gulf | Geometry |
| Kim | Wuellner | St. Johns | Geometry |



FSA Standard Setting
2015 Reactor Panel Participant List

| Name | Position | Representation | County |
|----------------------------|--|-----------------------------------|---|
| Dr. Barbara Jenkins | Superintendent | Superintendents | Orange |
| Dr. Diana Greene | Superintendent | Superintendents | Manatee |
| Robert Edwards | Superintendent | Superintendents | Lafayette |
| Marcia Andrews | School Board Member | School Board Member | Palm Beach |
| Mr. Terry Nichols | School Board Member | School Board Member | Jackson |
| Mr. Danny Gaekwad | Enterprise Florida Board of Directors | Business/Community | Marion |
| Rev. Ron Rawls | Pastor, St. Paul AME Church | Business/Community | St. Johns |
| Dr. Manoj Chopra | UCF Engineer Professor, former Board of Governors member | Postsecondary | Orange |
| Dr. Ed Bonahue | Provost and VP of Academic Affairs, Santa Fe College | Postsecondary | Alachua |
| Dr. Susan Neimand | Director of School of Education, Miami Dade College | Postsecondary | Dade |
| Mr. John Barnhill | Assistant Vice President for Enrollment Management at FSU | Postsecondary | Leon |
| Debra Morton | Volunteer Coordinator at Fruit Cove Middle School | Parent | St. Johns |
| Dr. Maria Torres | Executive Director of Federal and State Grants & English Language Learner Programs | ELL Expert | Collier |
| Ronda Bourn | Assistant Director of Instruction for School Programs | District | North East Florida Educational Consortium |
| Dr. Nathan Balasubramanian | Executive Director, Strategy & Continuous Improvement | District | Broward |
| Karen Denbroeder | Retired Research Assistant, FL Center for Reading Research at FSU | Students with Disabilities Expert | Leon |

STATE BOARD OF EDUCATION
Action Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09981, School and District Accountability

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1008.22, 1008.34, 1008.3415, 1008.345, Florida Statutes

EXECUTIVE SUMMARY

This rule is being substantially revised to conform to statutory changes to s. 1008.34, Florida Statutes (F.S.), made by Senate Bill 1642 during the 2014 Legislative Session, (Chapter 2014-23, Laws of Florida) which provided the framework for a new school and district accountability system. The bill simplified and re-focused the school grading system on student outcomes and provided for a baseline calculation, without consequences, in 2014-15.

The proposed rule fulfills the requirements of s. 1008.34, F.S., by providing a description of the grading system that will be used in the calculations, the processes for districts to review data and provide corrected data, updated data, or additional matches to the Department, and the percentages needed to attain a grade.

Additionally, as changes to the statewide assessment program and the school grades calculations are made, Rule 6A-1.09981, F.A.C., must be amended to reflect new requirements. The Florida Standards Assessments (FSA) in English Language Arts (grades 3-10), Mathematics (grades 3-8), Algebra 1, Geometry, and Algebra 2, were first administered in the 2014-15 school year. Achievement levels for the FSA are scheduled for adoption at the January 6, 2016, SBE meeting (Rule 6A-1.09422, F.A.C.). The proposed school and district grading models will use the proposed achievement level cut scores and score scales in the achievement and learning gains components.

Supporting Documentation Included: Proposed Rule 6A-1.09981, F.A.C.; 2014-15 Simulated School Grades are available at <http://www.fldoe.org/core/fileparse.php/12026/urlt/1415SchoolGradesSimulation.xls>; and Rule comments at https://docs.google.com/spreadsheets/d/156AIMLyKOeHm2lQxJy1PfpBt_d5KEO22gHM2tHW6Rc/edit#gid=0

Facilitator/Presenter: Juan Copa, Assistant Deputy Commissioner, Division of Accountability, Research and Measurement

Substantial rewording of Rule 6A-1.09981 follows. See Florida Administrative Code for present text.

6A-1.09981 School and District Implementation of Florida's System of School Improvement and Accountability.

(1) Purpose. The purpose of this rule is to provide the definitions and policies for school and district grades accountability systems.

(2) Definitions. For the purpose of this rule, the following definitions shall apply:

(a) "Full-year-enrolled student" means a student who is present for both the second and third period full-time equivalent (FTE) student membership surveys as specified in Rule 6A-1.0451, F.A.C., and who is still enrolled at the time of statewide standardized testing.

(b) "Learning gains" means that the student demonstrates growth from one year to the next year sufficient to meet the criteria below. Learning gains may be demonstrated in English Language Arts and Mathematics. Students may demonstrate learning gains in four (4) different ways.

1. Students who increase at least one (1) achievement level on the statewide standardized assessment in the same subject area.

2. Students who scored below Achievement Level 3 on the statewide standardized assessment in the prior year and who advance from one subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in same subject area. Achievement Level 1 is comprised of three (3) equal subcategories and Achievement Level 2 is comprised of two (2) equal subcategories. Subcategories are determined by dividing the scale of Achievement Level 1 into three (3) equal parts and dividing the scale of Achievement Level 2 into two (2) equal parts. If the scale range cannot be evenly divided into three (3) equal parts for Achievement Level 1 or into two (2) equal parts for Achievement Level 2, no subcategory may be more than one (1) scale score point larger than the other subcategories; the highest subcategories shall be the smallest.

3. Students whose score remained at Achievement Level 3 or 4 on the statewide standardized assessment in the current year and whose scale score is greater in the current year than the prior year in the same subject area. This does not apply to students who scored in a different achievement level in the prior year in the same subject area; and

4. Students who scored at Achievement Level 5 in the prior year on the statewide standardized assessment and who score in the same Achievement Level in the current year in the same subject area.

(c) “Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher, except for the 2014-15 school year; for the Florida Alternate Assessment, a student must score at Level 4 or higher.

(d) “School grade component” means the areas listed in paragraphs (4)(a), (4)(b), and (4)(c) of this rule.

(e) “School grades school year” means the fall, winter, spring, and the preceding summer for the purposes of the school grades calculation.

(f) “Statewide standardized assessments” means the assessments required in Section 1008.22(3), F.S., including the comprehensive statewide assessments, the end-of-course assessments, and the Florida Alternate Assessment.

(g) “Students in the lowest twenty-five (25) percent” means current year full-year-enrolled students whose prior year assessment scores are in the lowest performing twenty-five (25) percent on the statewide standardized assessments in the subject areas of English Language Arts or Mathematics for each school.

(h) “Subject areas” means the four (4) areas of English Language Arts (English Language Arts in grades 3 through 10), Mathematics (Mathematics in grades 3 through 8, Algebra 1, Geometry, and Algebra 2), Science (Science in grades 5 and 8, and Biology 1), and Social Studies (Civics and U.S. History).

(3) School Accountability Framework.

(a) Each school shall be assigned a letter grade of A, B, C, D, or F annually.

(b) A school shall receive a grade based solely on the components for which it has sufficient data. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. If a school has less than ten (10) eligible students with data for a particular component, that component shall not be calculated for the school.

(c) Student performance data for alternative schools that choose to receive a school improvement rating and are not charter schools shall be included in the school grade of the student’s home-zoned school. This data is limited to the components listed in paragraph (4)(a) of this rule.

(d) Student performance data for hospital and homebound students shall be included in the school grade of the student’s home-zoned school. This data is limited to the components listed in paragraph (4)(a) of this rule.

(e) To ensure that student data accurately represent school performance, schools shall assess at least ninety-five (95) percent of their students to qualify for a school grade, unless the school only has sufficient data for the components found in paragraphs (4)(b) and (c) of this rule.

(f) To be included as an assessed student, in the percent-tested measure, a student must be enrolled during the third period full-time equivalent (FTE) student membership survey, as specified in Rule 6A-1.0451, F.A.C., enrolled at the time of testing, and assessed on the statewide standardized assessments or the English Language Proficiency Assessment, for a student who is a first year English Language Learner as provided in Rule 6A-1.09432, F.A.C., and did not take the English Language Arts statewide assessment.

(g) English Language Learners, as defined in Rule 6A-6.0901, F.A.C., shall be included in the achievement components in subparagraphs (4)(a)1.- 4. of this rule, once they have been enrolled in school in the United States for two (2) years. English Language Learners will be included in the learning gains components in subparagraphs (4)(a)5.-8. of this rule, beginning with their first year in school in the United States. For English Language Learners in their first year in school in the United States, who do not take the statewide standardized English Language Arts assessment, an English Language Arts linked score will be calculated for them based on their English Language Proficiency Assessment results. This linked score will be used as the prior year score in the learning gains calculation.

(h) High school students' statewide end-of-course assessment scores used for achievement and learning gains measures will be scores for the assessments administered to students for the first time in high school and must be for a course in which the student was enrolled. If a student took the assessment for the first time in high school and then retook the assessment during the same school grades school year while enrolled in the course, the highest score will be included in the calculation.

(i) Middle school students' statewide end-of-course assessment scores used for achievement, learning gains, and middle school component measures will be scores for a course in which the student was enrolled. If a student retook the assessment during the same school grades school year while enrolled in the course, the highest score will be included in the calculation.

(4) School Grading System. The school grade components shall be calculated as a percentage, with the possible points listed by the component.

(a) School Grading Components for all Schools.

1. English Language Arts Achievement. (100 points) The percentage of full-year-enrolled students who took and passed a statewide standardized assessment for grades 3 through 10 in English Language Arts or the Florida Alternate Assessment in Reading.

2. Mathematics Achievement (100 points). The percentage of full-year-enrolled students who took and passed the statewide standardized assessment in Mathematics for grades 3 through 8, the statewide standardized end-of-course assessment in Algebra 1, Geometry, or Algebra 2, or the Florida Alternate Assessment in Mathematics. If a student is enrolled in more than one (1) mathematics course that has an associated statewide standardized assessment, the student's highest score shall be used in the calculation.

3. Science Achievement. (100 points) The percentage of full-year-enrolled students who took and passed the statewide standardized assessment in Science for grades 5 or 8, the statewide standardized end-of-course assessment in Biology 1, or the Florida Alternate Assessment in Science.

4. Social Studies Achievement. (100 points) The percentage of full-year-enrolled students who took and passed the statewide standardized end-of-course assessment in Civics or U.S. History. If a student is enrolled in more than one (1) social studies course that has an associated statewide end-of-course assessment, the student's highest score shall be used in the calculation.

5. Learning gains in English Language Arts. (100 points) The percentage of full-year-enrolled students demonstrating learning gains in English Language Arts.

6. Learning gains in Mathematics. (100 points) The percentage of full-year-enrolled students demonstrating learning gains in Mathematics.

7. Learning gains of the lowest twenty-five (25) percent of students in English Language Arts. (100 points) The percentage of full-year-enrolled students who scored in the lowest twenty-five (25) percent in the prior year who demonstrated current year learning gains in English Language Arts.

8. Learning gains of the lowest twenty-five (25) percent of students in Mathematics. (100 points) The percentage of full-year-enrolled students who scored in the lowest twenty-five (25) percent in the prior year who demonstrated current year learning gains in Mathematics.

(b) School Grading Component for Middle Schools. (100 points) The middle school grading component shall be calculated for schools comprised of grades 6, 7, and 8 and schools comprised of grades 7 and 8. In addition, if a school includes grades 6, 7, and 8 or grades 7 and 8 with other grade levels, that school shall be included in the middle school component.

1. An eligible student for this component is a full-year-enrolled student, who is a current year grade 8 student who scored at or above Achievement Level 3 on the Mathematics statewide standardized assessments in the prior

year, or is a full-year-enrolled student in grade 6, 7, or 8, who took a high school level statewide standardized end-of-course assessment or an industry certification identified in the industry certification funding list adopted in Rule 6A-6.0573, F.A.C.

2. The middle school component shall be calculated as the percentage of eligible students who passed one (1) or more high school level statewide standardized end-of-course assessments in Algebra 1, Geometry, Algebra 2, Biology 1, or U.S. History; or who earned a high school industry certification, identified in the Industry Certification Funding List adopted in Rule 6A-6.0573, F.A.C.

3. For the purpose of calculating the middle school component, a student shall be included no more than once.

(c) School Grading Components for High Schools. The high school grading component shall be calculated for schools comprised of grades 9, 10, 11, and 12 or grades 10, 11, and 12. In addition, if a school includes grades 9, 10, 11, and 12 or grades 10, 11, and 12, with other grade levels, that school shall be included for the high school grading component. In addition, schools comprised of grades 11 and 12 shall be eligible for the high school grading component. High school grades shall include the following components.

1. Graduation Rate. (100 points) The four-year high school graduation rate of the school as measured according to 34 CFR § 200.19, Other Academic Indicators, effective November 28, 2008, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-01332>) and referred to as the four-year adjusted cohort graduation rate. This federal regulation is incorporated by reference and may be obtained by contacting the Division of Accountability, Research, and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

2. College and Career Acceleration. (100 points) The percentage of students included as graduates in the graduation rate from subparagraph (4)(c)1. of this rule, who, while in high school, earned the following:

a. A score making them eligible to earn college credit through College Board Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, or Advanced International Certificate of Education (AICE) examinations according to the requirements of Rule 6A-10.024, F.A.C.;

b. College credit through dual enrollment courses according to the requirements of Rule 6A-14.064, F.A.C.; or

c. Career and Professional Education (CAPE) industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List adopted in Rule 6A-6.0573, F.A.C.

For the purpose of calculating a school's college and career acceleration component, a student shall be included

no more than once.

(d) Procedures for Calculating School Grades.

1. A school letter grade of A, B, C, D, or F shall be calculated based on the percentage of possible points earned by each school for the components applicable to the school. In the calculation of a school's grade, 100 points are available for each component with sufficient data, with one (1) point earned for each percentage of students meeting the criteria for the component. The points earned for each component shall be expressed as whole numbers by rounding the percentages. Percentages with a value of .5 or greater will be rounded up to the nearest whole number, and percentages with a value of less than .5 will be rounded down to the nearest whole number.

2. The school's grade is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation shall be expressed as a whole number using the rounding convention described in this subparagraph.

3. Letter grades shall be assigned to schools based on the percentage of total applicable points earned as follows:

- a. Sixty-two (62) percent of total applicable points or higher equals a letter grade of A;
- b. Fifty-four (54) to sixty-one (61) percent of total applicable points equals a letter grade of B;
- c. Forty-one (41) to fifty-three (53) percent of total applicable points equals a letter grade of C;
- d. Thirty-two (32) to forty (40) percent of total applicable points equals a letter grade of D; and
- e. Thirty-one (31) percent of total applicable points or less equals a letter grade of F.

(5) District Grading System. The Commissioner shall assign a letter grade of A, B, C, D, or F to each school district annually as provided in Section 1008.34(5), F.S., based on the components in subsection (4) of this rule and the processes in subsections (2) and (3). In addition to the students included in the district's schools' grades, students who were not full-year-enrolled at a school but who were full-year-enrolled within the district shall be included in the district's grade.

(6) Withholding or Revoking a Grade. Notwithstanding paragraph (3)(a) and subsection (5) of this rule, a school or district grade shall be withheld or revoked, and designated as incomplete, (I), if the data does not accurately represent the progress of the school or district.

(a) The circumstances where data does not accurately represent the progress of a school or district are where:

- 1. The percent of students tested at the school or district is less than ninety-five (95) percent of the school's or

district's eligible student population; or

2. Before, during, or following the administration of any state assessment, the validity or integrity of the test administration or results are under review and investigation based upon allegations of test administration and security violations as described in Section 1008.24, F.S. or Rule 6A-10.042, F.A.C.

(b) Upon conclusion of the review and investigation, and a determination by the Department that the data accurately represent the progress of the school or district, the Department shall assign a letter grade to the school or district, based upon the provisions of this rule.

(7) School District Responsibility and Review Process.

(a) Each school district shall be responsible for providing to the Department accurate, complete, and timely school district data so that the Department can calculate school grades in accordance with the requirements of this rule and Section 1008.34, F.S.

(b) Each school district superintendent shall designate a school accountability contact person who is responsible for verifying the data submitted to the Department for use in school grades.

(c) Based upon the data provided by school districts, the Department shall create data files from which grades will be calculated and provide districts the opportunity to review these files and make corrections, updates, and provide additional matches.

(d) Subsequent to the review process described in paragraph (7)(c) of this rule, the Department shall provide school districts preliminary school grades for the schools in the district.

(e) Districts shall be afforded an opportunity to contest or appeal a preliminary school grade within thirty (30) days of the release of the preliminary school grade.

(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or

2. Where the percent of students tested is less than ninety-five (95) percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school.

(g) An appeal shall not be granted under the following circumstances:

1. It was not timely received;

2. It was not submitted by the district superintendent;

3. It would not result in a different grade, if granted;

4. It relies upon data that the district had the opportunity to correct but failed to do so, under the process described in paragraph (7)(c) of this rule or the data reporting processes as defined in Rule 6A-1.0014, Comprehensive Management Information Systems.

(h) In order to ensure that districts have the opportunity to submit and review data upon which grades are calculated, the Department shall annually publish at www.schoolgrades.fdoe.org, the timeframes and deadlines for these activities. Districts shall be afforded a minimum of fourteen (14) days to submit corrections as a result of the review opportunity set forth in paragraph (7)(c) of this rule.

Rulemaking Authority 1001.02, 1008.22, 1008.34, 1008.345 FS. Law Implemented 1008.22, 1008.34, 1008.345, ~~1008.36~~ FS. History—New 10-11-93, Amended 12-19-95, 3-3-97, 1-24-99, 2-2-00, 2-11-02, 12-23-03, 5-15-06, 6-19-08, 11-26-08, 11-12-09, 6-21-11, 7-16-12, 1-17-13, 5-21-13, 12-3-13.

STATE BOARD OF EDUCATION
Consent Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.0071, Fiscal Reporting Dates

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (2)(n), 1011.01(3)(a), 1011.60(1), (5), Florida Statutes

EXECUTIVE SUMMARY

The purpose of this is to revise forms for the school district annual financial report, as incorporated by reference. Revisions include modification, addition and deletion of federal, state and local revenue accounts and expenditure functions to reflect updates to program revenues and functional expenditures.

Supporting Documentation Included: Proposed Rule 6A-1.0071, F.A.C. Forms ESE 348, Report of Financial Data to the Commissioner of Education; ESE 145, Superintendent's Annual Financial Report; ESE 374, Schedule of Maturities of Indebtedness; and ESE 523, Information Concerning Authorized Obligations Under Sections 1011.14 & 1011.15, Florida Statutes (under separate cover)

Facilitator: Linda Champion, Deputy Commissioner, Finance and Operations

6A-1.0071 Fiscal Reporting Dates.

The following dates shall apply to the fiscal reporting and budgeting process of each school district.

(1) No change.

(2) The annual financial report and all official parts thereof must be submitted to the Commissioner no later than September 11 of each year. The annual financial report is composed of the following forms: Forms ESE 348, Report of Financial Data to the Commissioner of Education (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06314> 04657); ESE 145, Superintendent's Annual Financial Report (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06317> 04658); ESE 374, Schedule of Maturities of Indebtedness (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06318> 04659); and ESE 523, Information Concerning Authorized Obligations Under Sections 1011.14 & ~~and~~ 1011.15, Florida Statutes ~~F.S.~~ (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06319> 04660), which are incorporated by reference in this rule to become effective ~~February 2016~~ ~~November 2014~~. These forms may be obtained from the Administrator of the Office of Funding and Financial Reporting, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

(3) No change.

Rulemaking Authority 1001.02(1), (2)(n), 1011.01(3)(a), 1011.60(1), (5) FS. Law Implemented 1011.01(3)(a), 1011.60(1), (5) FS. History—New 9-12-72, Amended 2-13-74, 12-5-74, 5-5-75, 10-7-75, 7-22-76, 6-7-77, 1-7-81, 7-10-85, Formerly 6A-1.071, Amended 3-12-86, 10-4-88, 9-22-08, 2-1-12, 11-13-12, 11-19-13, 11-4-14.

STATE BOARD OF EDUCATION
Consent Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-6.03315, Private School Scholarship Compliance

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.421(7), Florida Statutes

EXECUTIVE SUMMARY

The proposed rule amendment will revise the Scholarship Compliance Form to include requirements related to the Personal Learning Scholarship Account and to clarify the requirements for student assessments related to the Florida Tax Credit Scholarship Program.

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Supporting Documentation Included: Proposed Rule 6A-6.03315, F.A.C. and Form IEPC SCF-1, Scholarship Program Compliance Form for Private School Participants in State Scholarship Programs

Facilitator: Adam Miller, Executive Director, Office of Independent Education and Parental Choice

6A-6.03315 Private School Scholarship Compliance.

Compliance reporting requirements for the participation of a Florida private school registered with the Department of Education to be determined eligible to participate in one or more state scholarship program(s) are specified in Form IEPC SCF-1, Scholarship Program Compliance Form for Private School Participants in State Scholarship Programs (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06293>) ~~October 2010~~, hereinafter Scholarship Compliance Form, which is hereby incorporated by reference to become a part of this rule effective February 2016 ~~October 25, 2010~~.

(1) through (5) No changes.

Rulemaking Authority 1001.02, 1002.39, 1002.395, 1002.42, 1002.421 FS. Law Implemented 1002.39, 1002.395, 1002.42, 1002.421, 1003.22, 1003.23 FS. History—New 10-13-04, Amended 9-20-05, 1-18-07, 1-5-09, 10-25-10.

Scholarship Program Compliance Form for Private School Participants in State Scholarship Programs - Form IEPC SCF-1

Effective February 2016
Rule 6A-6.03315

| Section 1: Program Participation | |
|--|--|
| Participating school year: | |
| School is a new participant or a renewing participant: | |
| Current scholarship program(s): | |

| Section 2: School Ownership, Affiliation, and Licensing | |
|--|--|
| A) | * School is owned by: |
| B) | * The school is: |
| C) | If the answer to A is "Corporation", does your school have a current Certificate of Status* as required by Section 607.0128 and 617.0128, Florida Statutes or an approved charter as required by Section 623.03, Florida Statutes? *(Document issued by the Department of State when the school applies to become a corporation) |

| Section 3: Financial Solvency | |
|--------------------------------------|--|
| A) | * Pursuant to Section 1002.421(2)(f), Florida Statutes, has the school been in operation for at least 3 years? |
| B) | * If you answered "No" to Item A, has a letter of credit or surety bond been supplied to the Department of Education for an amount equal to the scholarship funding amount for any quarter? |
| C) | * If your school receives more than \$250,000 in funds from scholarships awarded under Section 1002.395 or 1002.385, Florida Statutes, in a state fiscal year, does your school annually contract with an independent certified public accountant to perform the agreed-upon procedures developed under Section 1002.395(6)(o), Florida Statutes, and produce a report of the results? |

| Section 4: School Administration | |
|---|--|
| A) | * Has each Owner, Operator, and Chief Administrative Officer submitted fingerprints to the Florida Department of Law Enforcement for a criminal records check in accordance with Section 1002.42(2)(c)? (Reports must be filed with the private school and made available for public inspection) |
| B) | * Have all employees and contracted personnel with direct student contact submitted their fingerprints to the Florida Department of Law Enforcement for state and national background screening in accordance with Section 1002.421(2)(i), Florida Statutes? |
| C) | * In accordance with Section 1002.421(2)(i), Florida Statutes, does the school deny employment to or terminate an employee or contracted personnel with direct student contact if he or she fails to meet the background screening standards under Section 435.04, Florida Statutes? |

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| | | |
|----|--|--|
| D) | <p>* In accordance with Section 1002.421(4)(a), Florida Statutes, does the school disqualify instructional personnel and school administrators from employment in any position that requires direct contact with students if the personnel or administrators are ineligible under Section 1012.315, Florida Statutes?</p> | |
| E) | <p>* As required by Section 1002.421(4)(b), Florida Statutes, has the school adopted policies establishing standards of ethical conduct for instructional personnel and school administrators that include the following?</p> <ul style="list-style-type: none"> • A requirement to complete training on the standards • A duty to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student • An explanation of the liability protections provided under Sections 39.203 and 768.095, Florida Statutes | |
| F) | <p>* Before employing instructional personnel or school administrators in any position that requires direct contact with students, does the school conduct employment history checks of each of the personnel's or administrators' previous employer, screen the personnel or administrators through use of the educator screening tools, and document the findings in accordance with Section 1002.421(4)(c), Florida Statutes?</p> | |
| G) | <p>* In accordance with Section 1002.421(4)(b), Florida Statutes, does the school prohibit confidentiality agreements regarding instructional personnel or school administrators who are terminated, dismissed, or resign based on misconduct and prohibit the provision of employment references without disclosing the misconduct?</p> | |

Section 5: School Staffing

| | | |
|----|---|--|
| A) | <p>* In compliance with Section 1002.421(2)(h), Florida Statutes, do all of the teachers that your school employs or contracts with meet one of the following requirements:</p> <ul style="list-style-type: none"> • 3 or more years of public and/or private school teaching • Special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught • Baccalaureate Degree or higher | |
| B) | <p>* Does the school have an Unemployment Compensation account with the Department of Revenue, in accordance with Chapter 443, Florida Statutes?</p> | |
| C) | <p>* Does the school employ 4 or more persons (instructional and non-instructional)?</p> | |
| D) | <p>* If the school employs 4 or more persons, does the school have a policy for Workers' Compensation, in accordance with Section 440.10, Florida Statutes?</p> | |
| | Workers Compensation Policy Number: | |
| | Workers Compensation Carrier: | |
| E) | <p>* If the answer to D is "No", does the school have a DWC 250 Exemption Form?</p> | |

Section 6: School Program

| | | |
|----|--|--|
| A) | <p>* Does the school comply with anti-discrimination provisions of 42 U.S.C. Section 2000d that prohibit discrimination on the basis of race, color, or national origin in accordance with Section 1002.421(2)(a), Florida Statutes?</p> | |
| B) | <p>* Does the school demonstrate academic accountability to the parent in accordance with Sections 1002.395(8)(c), 1002.385(8)(c), and 1002.39(8)(c), Florida Statutes, by annually providing the parent a written explanation of the student's progress and cooperating with the scholarship student whose parent chooses to have the student participate in the statewide assessments pursuant to Section 1008.22, Florida Statutes?</p> | |

| | | |
|----|---|--|
| C) | * Does the school demonstrate academic accountability pursuant to Sections 1002.395(8)(c)2., and 1002.385(8)(c)2., Florida Statutes, by administering or making provisions for scholarship students to take a state assessment pursuant to Section 1008.22, Florida Statutes or a national norm-referenced test identified by the Department of Education and reporting the student's scores to the parent and, pursuant to Section 1002.395(8)(c)2., Florida Statutes, the independent research organization selected in Section 1002.395(9)(j), Florida Statutes? | |
| D) | * In accordance with Section 1002.421(2)(f)2., Florida Statutes, does your school require the parent to restrictively endorse the scholarship warrant or check? | |
| E) | * Does the school have a physical location where scholarship students regularly attend classes in accordance with Section 1002.39(8)(d), Florida Statutes? | |
| F) | * Does the school employ or contract with teachers who have regular and direct contact with scholarship students at the school's physical location as required by Sections 1002.395(8)(d), and 1002.385(8)(d) Florida Statutes? | |
| G) | * Does the school offer a program of instruction sufficient to allow students who maintain regular attendance to meet the minimum compulsory attendance requirements in State Board of Education Rule 6A-1.09512 of at least 170 actual school days and 540 net instructional hours for students in kindergarten, 720 net instructional hours for students in grades 1-3, and 900 net instructional hours for students in grades 4-12? | |

Section 7: Student Health, Safety, and Welfare

| | | |
|----|--|--|
| A) | * Does the school complete and maintain Student Health Examination documentation (Department of Health Form DH 3040 or other certification) for each child upon admittance to kindergarten or initial entrance into school in Florida, in accordance with Section 1003.22(1), Florida Statutes, and State Board of Education Rule 6A-6.024, Florida Administrative Code? | |
| B) | * Does the school complete and maintain a Florida Certification of Immunization (Department of Health Form DH 680) or valid Exemption from Immunization documentation for each child, in accordance with Section 1003.22(4), Florida Statutes, and State Department of Health Rule 64D-3.046, Florida Administrative Code? | |
| C) | * If the school enrolls kindergarten or 7th grade students, does the school complete an Immunization Annual Report of Compliance for Kindergarten and Seventh Grades (Department of Health Form DH 684), in accordance with Section 1003.22(8), Florida Statutes, and State Department of Health Rule 64D-3.046(3), Florida Administrative Code? | |
| D) | * If the school enrolls 6th grade students, does the school provide for appropriate screening of students for scoliosis, in accordance with Section 1003.22(4), Florida Statutes, and State Department of Health Rule 64F-6.003, Florida Administrative Code? | |
| E) | * In accordance with Section 1006.061(1), Florida Statutes, has the school posted a notice that all employees have a duty to report all actual or suspected cases of child abuse, abandonment, or neglect; have immunity from liability if they report; and have a duty to comply with child protective investigations? | |
| F) | * In accordance with Section 1006.061(2), Florida Statutes, has the school posted the policies and procedures for reporting misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student; the contact person to whom the report is made; and the penalties for failure to report? | |

Section 8: Student Records

| | | |
|----|--|--|
| A) | * Does the school maintain student records containing permanent information as defined in Section 1002.42(3)(a)2.a., Florida Statutes, to include: student's full name; authenticated birth date, place of birth, race, and sex; last known address of student; names of student's parents; name and location of last school attended; number of days present and absent; date enrolled; date withdrawn; courses taken and record of achievement; and date of graduation or program achievement? | |
|----|--|--|

| | | |
|----|---|--|
| B) | * Does the school maintain student records containing temporary information as defined in Section 1002.42(3)(a)2.b., Florida Statutes, to include at minimum: health information, standardized test scores, honors and activities, personal attributes, work experience, teacher and counselor comments, and special reports? | |
| C) | * Does the school maintain a register of student enrollment and daily attendance, open for the inspection by the designated school representative or the district school superintendent of the district in which the school is located, as required in Section 1003.23(2), Florida Statutes? | |

Section 9: School Facility

[View the Florida Department of Health standards for School Facilities](#)

| | | |
|-----|---|--|
| A) | * Does the school facility meet the prescribed minimum requirements and standards of sanitation and safety for K-12 private schools, in accordance with Section 381.006(6), Florida Statutes, and State Department of Education Rule 6A-2.0040, Florida Administrative Code? | |
| B) | * If the school facility possesses a well that is it licensed or permitted pursuant to the Florida Safe Drinking Water Act or Section 381.0062, F.S., as applicable? | |
| C) | * If the school facility stores, prepares, or serves food to students, does the school possess a current, food service establishment sanitation certificate in accordance with State Department of Health Rule 64E-11.013, Florida Administrative Code, and Section 381.0072, Florida Statutes? | |
| D) | * If the school facility is located in a non-exempt county , does the school possess a current and acceptable Mandatory Measurements Nonresidential Radon Measurement Report (Department of Health Form DH 1777), in accordance with Section 404.056, Florida Statutes, and State Department of Health Rule 64E-5.1208, Florida Administrative Code? | |
| E) | * Does the school facility possess a current, violation free or satisfactory Fire Code inspection and compliance report in accordance with Section 1002.421(2)(g)1., Florida Statutes, Chapter 69A-60, Florida Administrative Code, and county and/or municipal ordinance? | |
| FG) | * If students are transported to and from the school facility by a school-owned vehicle or vehicles, does the school possess a current policy for Auto Liability in accordance with Section 316.615, Florida Statutes? | |
| | Auto Liability Policy Number: | |
| | Auto Liability Carrier: | |

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Submission of Scholarship Compliance Form

(The signed, notarized form must be received by March 1 of each year for the upcoming school year for renewing schools)

I have read the applicable scholarship program rules and understand that by signing this form I am certifying that the school is currently in compliance and agrees to remain in compliance with all scholarship program rules and reporting requirements. If at any point, the school is not in compliance with scholarship rules, or if there is a change in the status of any reporting requirement, the school will have 15 days to notify the Department of Education and will provide all information necessary to document its continued compliance with program rules and requirements.

I understand that in answering "No" to any requirement in Section 9: School Facility, the provision of a reason for answering "No" shall not make the school compliant with the reporting requirement and will be considered an outstanding compliance issue for resolution as described in State Board of Education Rules 6A-6.03315, 6A-6.0960, 6A-6.0961, and 6A-6.0970, Florida Administrative Code.

By signing below, I hereby certify compliance with all relevant state laws including the requirement for all private school employees and contracted personnel with direct student contact to have undergone a background screening pursuant to Section 943.0542, Florida Statutes.

| | |
|-----------------------------|--|
| * School Name | |
| * School Director/Principal | |
| * Signature | |
| * Name (Print) | |

Sworn and subscribed before me this _____ day of _____, 20_____.

| | |
|--------------------------------------|--|
| * Notary Public, State of Florida | |
| * Notary's Name (Print) | |
| * Personally Known | |
| * Produced Identification | |
| * Type | |

Notary Public
 State of Florida at large.
 My commission expires: _____

Notary Seal:

STATE BOARD OF EDUCATION

Consent Item

January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-7.077, Access to State Funded Electronic Library Resources by Accelerated Secondary Students

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1007.27(1), Florida Statute

EXECUTIVE SUMMARY

The purpose of this amendment is to reflect the establishment of the Florida Academic Library Services Cooperative as the single library automation system and resource provider for public postsecondary institutions.

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Supporting Documentation Included: Proposed Rule 6A-7.077, F.A.C. and Form EL-01, Eligibility Verification Form

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-7.077 Access to State Funded Electronic Library Resources by Accelerated Secondary Students.

(1) Students of Florida public secondary schools enrolled pursuant to Section 1007.27(1), F.S., shall have access to state funded electronic library resources that are licensed for Florida colleges and state universities by the Florida Academic Library Services Cooperative ~~College Center for Library Automation and the Florida Center for Library Automation.~~

(2) Each public secondary school shall designate a member of its staff to serve as the authorized administrator for purposes of providing access to state funded electronic resources. In order to access these electronic resources, students shall provide the information requested on Form EL-01, Eligibility Verification Form, Effective February 2016 ~~2011~~, to the authorized administrators at their school. Form EL-01 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00219>) is hereby incorporated by reference in this rule. The form may be accessed at the Florida Library Access-Pass for Accelerated Secondary Students (“FLA-PASS”) webpage at <http://www.FLA-PASS.org>.

(3) through (4) No change.

Rulemaking Authority 1001.02(1), 1007.27(1) FS. Law Implemented 1007.27(1) FS. History—New 6-21-11.

Form EL-01, Eligibility Verification Form

| FLORIDA LIBRARY ACCESS PASS FOR ACCELERATED SECONDARY STUDENTS FLA PASS Eligibility Verification Form <i>Please complete online and print, or write clearly. All data on this form, unless stated otherwise, is required.</i> | | | |
|---|-----------------------------------|---|---|
| STUDENT INFORMATION | | | |
| School district: | | School: | |
| Name: First: | | Middle: | Last: |
| E-mail address: <small>(Required for account activation)</small> | | | |
| Birth Month: <small>(MM)</small> | Birth Day: <small>(DD)</small> | Student ID#: <small>(NOT Social Security Number)</small> | |
| School year: <small>(Example: 2010/2011)</small> | | Grade level: <small>(Check one)</small> | Graduation year: <small>(YYYY)</small> |
| Articulated Accelerated Program(s) enrolled in (check all that apply): <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Dual enrollment Early admission Advanced placement </div> <div style="width: 45%;"> International Baccalaureate Program Advanced International Certificate of Education Program </div> </div> | | | |
| General Terms of Use for Electronic Resources | | | |
| The Florida Academic Library Services Cooperative contracts with a variety of vendors and publishers to provide online access to library resources that support the educational mission of Florida's public higher academic institutions. Use of these resources is regulated by license agreements that specify the terms of access, use, and reproduction of content. If a user violates these terms, the vendor has the right to suspend access to the user or to the entire authorized user group. | | | |
| The specific terms of each license vary, but below are some general guidelines for using online library resources. Use of all library materials must meet standards for fair use under copyright law. | | | |
| Unless otherwise specified in the resource itself: | | | |
| The User May (with proper attribution): | | The User May NOT: | |
| <ul style="list-style-type: none"> • Print, copy or download a single copy each of a limited number of excerpts (citations, abstracts, articles or chapters). • Use excerpts for educational or research needs. • Share excerpts with other authorized users. | | <ul style="list-style-type: none"> • Print, copy or download multiple copies or substantial amounts of excerpts, such as entire journals or books. • Use excerpts for commercial purposes. • Share with third parties outside of the authorized user community. • Post actual content to web sites. • Share his or her access username and password with anyone. | |
| I, the student named above, verify that the information I provided is accurate, and that I have read and agree to the General Terms of Use for Electronic Resources as stated above. | | | |
| Signature of student: _____ | | Date: _____ | |
| PARENTAL OR GUARDIAN CONSENT | | | |
| <i>At least one contact element is required, telephone number or E-mail address.</i> | | | |
| Name: First: | | Last: | |
| Telephone number: <small>(In format xxx-xxx-xxxx)</small> | | E-mail: | |
| I, the parent or guardian, understand that electronic resources licensed for higher academic public institutions may contain subject matter some parents consider as age-inappropriate for secondary school students. I hereby give the student named above my permission to use the e-resources made available through the Florida Academic Library Services Cooperative, which is also authorized to maintain the information included in this form on file for the duration of the student's enrollment in one of the articulated accelerated programs listed above. | | | |
| Signature of parent or guardian: _____ | | Date: _____ | |
| VERIFICATION OF ELIGIBILITY BY PRINCIPAL OR PRINCIPAL'S DESIGNEE | | | |
| Name of Principal or Principal's Designee: | | | |
| I verify that the student named above is currently participating in the articulated accelerated mechanism(s) as indicated: | | | |
| Signature of principal/designee: _____ | | Date: _____ | |

A copy of this form must remain on file at the student's school as long as the student is eligible for this program.

Rule 6A-7.077 - Effective February 2016



What is FLA - PASS?

The Florida State Legislature passed into law a bill¹ on electronic resource licensing that requires the Florida Academic Library Services Cooperative to deem as authorized users of state funded e-resources all students in public secondary school “accelerated” programs. The program by which students have access to these resources is called **Florida Library Access – Pass for Accelerated Secondary Students, or FLA-PASS.**

What are “e-resources”?

E-resources is a general term that applies broadly to a host of research and reference content that is available online via the World Wide Web. E-resources represent content that in the pre-Web print library environment was found in academic journals, annual reviews, indexes, newspapers, reference books, monographs, etc. Today, libraries pay to subscribe to this content online.

What do I need to know as a student to become an authorized user of this program?

Each student participating in an accelerated mechanism who wishes to access FLA-PASS resources must complete the eligibility verification form (available online at <http://www.fla-pass.org>) and have it signed by a parent or guardian and their school principal. Forms will be collected by designated staff at each school. Please note that this form must be completed and submitted for each school year that the student is an eligible authorized user under law. The term for access to FLA-PASS resources is September 1 through August 31. Communications regarding this program, including account activation instructions, will be sent to the student e-mail provided.

What do I need to know as a parent or guardian of a student using the FLA – PASS resources?

The e-resources licensed for higher academic public institutions may contain subject matter that some parents or guardians consider as age-inappropriate for secondary school students. The e-resources currently available via this program may be found on the FLA-PASS website at <http://www.fla-pass.org>. Parental and/or guardian consent is required for registration in this program. All student data will be kept confidential and not shared with parties outside the Florida public school system or the FLA-PASS program.

¹ Florida Chapter Law 2014-56 (<http://laws.flrules.org/2014/56>)

STATE BOARD OF EDUCATION
Consent Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6A-20.060, Nursing Scholarship Program and Repeal of Rules 6A-20.061, Nursing Scholarship Program Scholarship Repayment; 6A-20.062, Nursing Scholarship Program Penalties for Defaulting; 6A-20.063, Payment of Scholarship Funds; and 6A-20.064, Placement of Nursing Scholars

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1009.67, Florida Statutes

EXECUTIVE SUMMARY

The purpose of the Nursing Scholarship Program is to attract capable and promising students to the nursing profession. In 2012, the Florida Legislature transferred administrative responsibility for the program to the Florida Department of Education from the Florida Department of Health.

The proposed rule clarifies program requirements and incorporates the content of four existing rules governed by section 1009.67, F.S., into a single rule that more accurately reflects the program's current administration. As amended, Rule 6A-20.060, F.A.C., will clarify the following:

- A completed Nursing Scholarship Application, form NS1, and a signed, notarized and dated Nursing Scholarship Program Application, form NS2, are required.
- Within 10 working days of receipt of notice of a scholarship award, the scholar must return a notarized affidavit of agreement.
- Scholarship Program staff is replaced with the word department.
- Eligible health care employment facilities are provided.

Rules 6A-20.061, 6A-20.062, 6A-20.063 and 6A-20.064, F.A.C., are being proposed for repeal. Much of the content in these rules has been superseded by implementation changes resulting from the transfer of the program to the Florida Department of Education. Rule 6A-20.064, F.A.C., Placement of Nursing Scholars, exceeds the scope of the statute.

Supporting Documentation Included: Proposed Rules 6A-20.060, 6A-20.061, 6A-20.062, 6A-20.063, and 6A-20.064, F.A.C.; Nursing Student Scholarship Application, NS1; and Nursing Scholarship Program Agreement, NS2

Facilitator: Linda Champion, Deputy Commissioner, Finance and Operations

6A-20.060 Nursing Scholarship Program Application.

~~In accordance with the Nursing Scholarship Program Application Package, October 2001, A~~ scholarship award shall be made to an eligible nursing student who submits:

(1) A completed Nursing Student Scholarship Application, NS1 ~~DH 1931~~, effective February 2016 ~~10/01~~, (DOS link) no later than thirty (30) days after enrolling for the first semester or quarter of nursing school attendance. The Nursing Student Scholarship Program Application is ~~Package and Application are~~ incorporated by reference and is ~~are~~ available from the Department of Education, 325 West Gaines Street, Suite 1314, Tallahassee, Florida 32399-0400.

(2) A signed, ~~notarized~~ and dated Nursing Scholarship Program Agreement, NS2 ~~DH 1930~~, effective February 2016 ~~10/01~~, (DOS link) which is incorporated by reference and available from the Department of Education, 325 West Gaines Street, Suite 1314, Tallahassee, Florida 32399-0400 ~~department~~. The department must receive the Nursing Scholarship Program Agreement; no later than sixty (60) days after enrollment in the first semester or quarter of nursing school attendance. The Nursing Scholarship Program Agreement will be mailed to approved scholarship recipients; by the department.

(3) The department shall provide additional time to enroll in a nursing program, if it finds extraordinary circumstances prevented a recipient from enrolling in nursing school for the semester or quarter indicated on the application. Extraordinary circumstances are: recipient chronic illness, injury or disease, supported by attending physician's statement; chronic illness, injury, disease or death of a recipient's immediate family member, supported by attending physician's statement. Immediate family members of recipient include: spouse, children, parents, brother, sister.

(4) Notice of scholarship award and payment: Within ten (10) working days of the selection of nursing scholars, the department shall inform scholars in writing of their selection. Within ten (10) working days of the receipt of the notice of the scholarship award, the scholars must return a notarized affidavit and grant agreement agreeing to the required period of service in a medically underserved area.

(5) Upon receipt of the signed Nursing Scholarship Program Agreement, NS2 and proof of registration as a full-time student in an approved nursing program, the department shall submit an invoice for payment of one half of the total annual award to the scholar.

(6) Payment of subsequent amounts will require continued proof of full-time enrollment in the nursing program

and proof of continued satisfactory academic standing and progress.

(7) Payment shall not exceed \$8,000 for undergraduate and \$12,000 for graduate nursing studies in any academic year.

(8) Scholarship recipients must begin the full-time employment service obligation no later than three (3) months after receiving Florida licensure or certification and no later than twelve (12) months after graduating from nursing school. Eligible health care facilities are county-, state- or federally-operated medical or health care facilities, colleges of nursing in state universities and the Florida College System institution nursing programs, family practice teaching hospitals as defined in Section 395.805, F.S., or specialty children's hospitals as described in Section 409.9119, F.S.

(9) The department shall provide additional time for repayment if the department determines that circumstances beyond the control of the recipient caused or contributed to the default. Circumstances that will be considered beyond the control of the recipient are: recipient chronic illness, injury or disease, supported by attending physician's statement; recipient dismemberment or death, supported by attending physician's statement or certified copy of death certificate; chronic illness, injury disease or death of a recipient's immediate family member, supported by attending physician's statement. Immediate family members of recipient include: spouse, children, parents, brother, sister. In the case of the death of a recipient, the recipient's surviving family or estate will not be responsible for the scholarship repayment.

Rulemaking Authority 1009.67(6) FS. Law Implemented 1009.67 FS. History--New 3-10-02, Formerly 64E-24.001. Amended

These rules are hereby repealed:

6A-20.061 Nursing Scholarship Program Scholarship Repayment.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History–New 3-10-02, Formerly 64E-24.002, Repealed

6A-20.061 Nursing Scholarship Program Scholarship Repayment.

(1) Scholarship recipients must begin the full-time employment service obligation no later than 3 months after receiving Florida licensure or certification and no later than 12 months after graduating from nursing school.

(2) The department shall provide additional time to enroll in a nursing program, if it finds extraordinary circumstances prevented a recipient from enrolling in nursing school for the semester or quarter indicated on the application. Extraordinary circumstances are: recipient chronic illness, injury or disease, supported by attending physician’s statement; chronic illness, injury, disease or death of a recipient’s immediate family member, supported by attending physician’s statement. Immediate family members of recipient include: spouse, children, parents, brother, sister.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History–New 3-10-02, Formerly 64E-24.002.

6A-20.062 Nursing Scholarship Program Penalties for Defaulting.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History–New 3-10-02, Formerly 64E-24.003, Repealed

6A-20.062 Nursing Scholarship Program Penalties for Defaulting.

The department shall provide additional time for repayment if the department determines that circumstances beyond the control of the recipient caused or contributed to the default. Circumstances that will be considered beyond the control of the recipient are: recipient chronic illness, injury or disease, supported by attending physician’s statement; recipient dismemberment or death, supported by attending physician’s statement or certified copy of death certificate; chronic illness, injury disease or death of a recipient’s immediate family member, supported by attending physician’s statement. Immediate family members of recipient include: spouse, children, parents, brother, sister. In the case of the death of a recipient, the recipient’s surviving family or estate will not be responsible for the scholarship repayment.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History–New 3-10-02, Formerly 64E-24.003.

6A-20.063 Payment of Scholarship Funds.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History—New 12-13-94, Formerly 10D-124.003, Repealed

6A-20.063 Payment of Scholarship Funds.

~~(1) Notice of scholarship award and payment: Within ten (10) working days of the selection of nursing scholars, the Department of Education shall inform scholars in writing of their selection. The scholars must then return a notarized affidavit and grant agreement agreeing to the required period of service in a medically underserved area within ten (10) working days of the receipt of the notice of the scholarship award.~~

~~(2) Upon receipt of the notarized affidavit and proof of registration as a full time student in an approved nursing program, the Scholarship Program staff shall submit an invoice for payment of one half of the total annual award to the scholar.~~

~~(3) Payment of subsequent amounts will require continued proof of full-time enrollment in the nursing program and proof of continued satisfactory academic standing and progress.~~

~~(4) Payment shall not exceed \$8,000 for undergraduate and \$12,000 for graduate nursing studies in any academic year.~~

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History—New 12-13-94, Formerly 10D-124.003.

6A-20.064 Placement of Nursing Scholars.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History—New 12-13-94, Formerly 10D-124.004, Repealed

6A-20.064 Placement of Nursing Scholars.

~~(1) Matching of nursing scholars with employers in medically underserved areas: The Nursing Scholarship Loan Program will give priority to the placement of each scholar in an available nursing job at an approved site in their home community. Sixty (60) days prior to graduation, scholars will be provided a list of eligible job sites to enable them to begin to apply for employment. If the scholar is unable or unwilling to secure employment from the list of eligible sites within three months of the receipt of their Florida nursing license, the Department of Education will identify five employment sites to offer the scholar. The scholar will then be required to select one of five employment sites to fulfill the incurred service obligation. If the scholar is unwilling to select from the list or is~~

unable to secure an offer of employment from one of the five sites provided, the scholar shall be considered in default and the Nursing Scholarship Loan Program staff shall implement the default procedures as described in subsection 6A-20.064(3), F.A.C. Scholars are to receive the same pay and benefits as other nurses with comparable training and experience at their employment sites. Scholars will be expected to serve their obligation at one site. Transfers will be allowed only with the written permission of the department, after review of the scholar's written request for transfer.

(2) Monitoring compliance by nursing scholar: The scholars in underserved areas shall submit quarterly reports from their supervisors to verify satisfactory job performance. Each active scholar placement site shall be contacted by program staff to evaluate the job performance and site utilization of the nursing scholar.

(3) Penalties for Default of Scholarship.

(a) Nursing scholars who fail to complete educational requirements: recipients who fail to complete a nursing program shall repay to the department the entire amount of the scholarship, plus eighteen percent (18%) interest from the date of the scholarship payment. The department will provide an amortization schedule specifying the twelve monthly payment amounts. Repayment shall commence immediately and shall not extend beyond a twelve (12) month period. If repayment is not made by the end of the twelve month period, the department shall turn collection procedures over to a collection agency. The department shall provide additional time for repayment if the department makes a finding that circumstances beyond the control of the scholar contributed to the default, as described in subsection 6A-20.064(4), F.A.C.

(b) Nursing scholars who complete educational requirements but fail to obtain a Florida nursing license: recipients who do not meet licensing requirements within one year after their graduation from their nursing program shall repay to the department the entire amount of their scholarship, plus eighteen percent (18%) interest from the date of the scholarship payment. The department will provide an amortization schedule specifying the twelve (12) monthly payment amounts. Repayment shall commence not later than one year after the scholar's graduation from their nursing program and not extend beyond a twelve (12) month period. If repayment is not made by the end of the twelve (12) month period, the department shall turn collection procedures over to a collection agency. The department shall provide additional time for repayment if the department makes a finding that circumstances beyond the control of the scholar caused or contributed to the default, as described in subsection 6A-20.064(4), F.A.C.

(c) Penalties for nursing scholars who complete educational and licensure requirements but fail to meet the

requirement of working at an eligible site in a medically underserved area: Any scholar who successfully completes the educational program and licensure requirements but does not accept employment as a nurse at an approved health care facility or who does not complete twelve (12) months of approved employment for each year of scholarship assistance received, shall repay to the department an amount equal to three times the entire amount of the scholarship funds received plus eighteen percent (18%) interest from the date of each scholarship loan payment. The amount to be repaid by the defaulter shall be pro-rated so as to take into account any full time employment at an approved site completed by the scholar prior to default. Repayment shall be made within twelve months of notice that the scholar is considered to be in default. If repayment is not commenced and completed by the end of the twelve month period, the Scholarship Loan Program staff shall turn collection procedures over to a collection agency as determined by the department. The department shall grant additional time for repayment if the department makes a finding that circumstances were beyond the control of the nursing scholar, as described in subsection 6A-20.064(4), F.A.C.

(4) In the event of extraordinary circumstances that cause recipients to default on either the school enrollment or employment contract arrangement: Scholars must demonstrate extraordinary circumstances beyond their control caused or contributed to their failure to abide by the terms of their scholarship obligation. If a scholar is unable or unwilling to fulfill the terms of employment as specified in this rule, the scholar shall have the right to petition the Department of Education, in writing, for a waiver of the penalty clause. Extraordinary circumstances shall include: loss of sight, loss of mental competence, loss of the use of extremities; but shall not include: the relocation of spouse, dislike of a school or social system in an area, or dislike of an employment site or supervisor. Requests from scholars seeking a waiver due to extraordinary circumstances shall be forwarded to the department for initial review. Those considered meritorious will then be forwarded to the advisory committee who will review the request and, if again deemed meritorious, the advisory committee will present the request to the State Health Officer for approval.

Rulemaking Authority 1009.67 FS. Law Implemented 1009.67 FS. History—New 12-13-94, Formerly 10D-124.004.



NURSING STUDENT SCHOLARSHIP APPLICATION

NOTICE: Any person who knowingly makes a false statement or misrepresentation on this form is subject to penalties which may include fines, imprisonment or both, under section 837.06, Florida Statutes.

Personal Information:

Applicant Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

E-mail: _____

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Academic Information:

Name of School/Nursing Program: _____ Intended Major: _____

Semester for which application is being made (Term and Year): _____

Credit Hours Earned to Date: _____ GPA: _____

Credit Hours to be taken during semester for which scholarship is awarded: _____

I certify that the statements herein are true to the best of my knowledge. My signature below authorizes (name of college) _____ to release my academic records and transcripts to the Florida Department of Education, Office of Student Financial Assistance (OSFA).

Student Signature: _____ Printed Name: _____ Date: _____

NURSING SCHOLARSHIP PROGRAM AGREEMENT

- A scholarship applicant shall be enrolled in an approved nursing program leading to the award of an associate degree, a baccalaureate degree, or a graduate degree in nursing.
- A scholarship may be awarded for no more than 2 years, in an amount not to exceed \$8,000 per year. However, registered nurses pursuing a graduate degree for a faculty position or to practice as an advanced registered nurse practitioner may receive up to \$12,000 per year.
- Credit for repayment of a scholarship shall be as follows:
 - For each full year of scholarship assistance, the recipient agrees to work for 12 months in a faculty position in a college of nursing or Florida College System institution nursing program in this state or at a health care facility in a medically underserved area as designated by the Department of Health. Scholarship recipients who attend school on a part-time basis shall have their employment service obligation prorated in proportion to the amount of scholarship payments received.
 - Eligible health care facilities are county-, state- or federally-operated medical or health care facilities, colleges of nursing in state universities and Florida College System institution nursing programs in this state, family practice teaching hospitals as defined in s. 395.805, F.S., or specialty children’s hospitals as described in s. 409.9119, F.S. The recipient shall be encouraged to complete the service obligation at a single employment site. If continuous employment at the same site is not feasible, the recipient may apply to the department for a transfer to another approved health care facility.
 - Any recipient who does not complete an appropriate program of studies, who does not become licensed, who does not accept employment as a nurse at an approved health care facility, or who does not complete 12 months of approved employment for each year of scholarship assistance received shall repay to the Department of Education, on a schedule to be determined by the department, the entire amount of the scholarship plus 18 percent interest accruing from the date of the scholarship payment. Moneys repaid shall be deposited into the Nursing Student Loan Forgiveness Trust Fund established in s. 1009.66, F.S. However, the department may provide additional time for repayment if the department finds that circumstances beyond the control of the recipient caused or contributed to the default.
- Scholarship payments shall be transmitted to the recipient upon receipt of documentation that the recipient is enrolled in an approved nursing program. The Department of Education shall develop a formula to prorate payments to scholarship recipients so as not to exceed the maximum amount per academic year.

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If awarded a scholarship, I understand that I must meet the scholarship criteria. I also understand that if I do not complete an appropriate program of study, do not become a licensed nurse, do not accept employment as a nurse at an approved health care facility, or do not complete 12 months of approved employment for each year of scholarship assistance, I will repay to the OSFA, on a schedule to be determined by the OSFA, the entire amount of the scholarship plus 18 percent interest accruing from the date of the scholarship payment.

Student Signature: _____ Printed Name: _____ Date: _____

STATE BOARD OF EDUCATION
Consent Item
January 6, 2016

SUBJECT: Approval of Amendment to Rule 6M-8.100, Definitions

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.213(2), Florida Statutes

EXECUTIVE SUMMARY

The Office of Early Learning (OEL) administers federal and state child care funds and partners with 30 local early learning coalitions to deliver comprehensive early learning services statewide. The office oversees three programs—the School Readiness Program, the Voluntary Prekindergarten (VPK) Education Program, and Child Care Resource and Referral services. OEL is required to submit its proposed rules to the State Board of Education for approval.

The purpose of the revised rule is to update a program definition to align with the VPK accountability rules.

Supporting Documentation Included: Proposed Rule 6M-8.100, F.A.C.

Facilitator: Rodney MacKinnon, Executive Director, Office of Early Learning

6M-8.100 Definitions.

As used in this chapter, the term:

- (1) “Absence” means each instructional day that a child does not attend (is absent from) a VPK program.
- (2) “Advance payment” is the process of a Voluntary Prekindergarten (VPK) provider choosing to receive an advance payment, prior to providing services, instead of a reimbursement for services rendered as described in subsection 6M-8.205(2), F.A.C.
- (3) “Attendance” means an instructional day, either in whole or in part, that a child is present (or attends) a VPK program.
- (4) “Coalition” means an early learning coalition created under Section 1002.83, F.S.
- (5) “Enrollment” is the final step in the process of entering (or enrolling) a child in the VPK program. It means officially entering the child’s name in the statewide information system as a VPK student associated with a VPK provider.
- (6) “Instructional day” means a calendar day that a VPK provider delivers scheduled instruction for the VPK program.
- (7) “Instructional hour” means 60 minutes of instructional time that comprises planned activities or experiences implementing a curriculum that enhances a child’s progress in attaining the VPK performance standards adopted in Rule 6M-8.602, F.A.C.
- (8) “Parent” has the same meaning as the term defined in Section 1000.21, F.S.
- (9) “Program year” means the annual period beginning in one calendar year on the first day that a school-year program may begin instruction under subsection 6M-8.204(3), F.A.C., and ending in the next calendar year on the last day by which a summer program must complete instruction under subsection 6M-8.304(3), F.A.C. A program year is designated by the corresponding calendar years (e.g., 2014-2015, 2015-2016).
- (10) “Provider on Probation” is a VPK private provider or public school whose readiness rate is below the minimum level established by the Office of Early Learning and incorporated in Rule 6M-8.601, F.A.C.
- (11)~~(10)~~ “School-year program” means a school-year prekindergarten program consisting of 540 instructional hours delivered by a private provider under Section 1002.55, F.S., or by a public school under Section 1002.63, F.S.
- (12)~~(11)~~ “Summer program” means a summer prekindergarten program consisting of 300 instructional hours delivered by a private provider or public school under Section 1002.61, F.S.

(13)~~(12)~~ “VPK class” means a private provider’s or public school’s prekindergarten class that includes a child in the VPK program.

(14)~~(13)~~ “VPK program” means the Voluntary Prekindergarten Education program created under Section 1002.53, F.S., and which is organized, designed, and delivered in accordance with Section 1(b) and (c), Article IX of the State Constitution.

Rulemaking Authority 1001.213(2), 1002.79 FS. Law Implemented 1002.51, 1002.53(2), 1002.55(2), 1002.61(2)(a), 1002.63(2), 1002.71(2)(d), 1002.66, 1002.75(2)(a) FS. History—New 1-19-06, Amended 5-24-07, Formerly 60BB-8.100, Amended 3-29-15.