

THE FLORIDA COLLEGE SYSTEM

GUIDELINES &
PROCEDURES
MANUAL



INDEX

Purpose Of The Manual	2
Process For Approval To The Manual	2
Guidelines On Florida Residency For Tuition Purposes	3
Guidelines For Effective Use Of Part-Time Faculty	4
Guidelines For Vacation Leave	6
Guidelines For Fees For Repeated Enrollment In College Preparatory Classes And For Withdrawal And Forgiveness	8
Guidelines For Concurrent-Use Articulation Agreements.....	10
Guidelines For Student Activity And Service Fee Budget Development	12
Guidelines For The Implementation Of Laboratory/Special Course Fees And User Fees.....	15
Guidelines For Minority Business Expenditure Reporting	16
Guidelines For Advising And Tracking Student Progression.....	21
Statement Of Standards.....	22
Dual Enrollment/Early College Programs	22
In The Florida College System	22
Guidelines For Managing Tangible Personal Property	27
Debt Evaluation Guidelines For Community College Direct Support Organizations	30
Procedures For The Program Review System.....	32
Procedures For Joint-Use Facility Needs Assessment	34
Procedures For Reviewing Audit Reports	35
Procedures For The Determination Of Operating Cost Of New Facilities Within The Legislative Budget Request.....	37
Procedures For Student Fte (Full-Time Equivalent) Estimates And Projections.....	38
Procedures To Request Campus, Center, Special Purpose Center And Instructional Site Designation.....	42
Procedures For Reviewing Community Colleges Direct Support Organizations Audit Reports.....	44
Procedures For Contractual Provisions For Construction Contracts	46

FLORIDA COMMUNITY COLLEGE SYSTEM

GUIDELINES AND PROCEDURES MANUAL

PURPOSE OF THE MANUAL

The manual is a public reference document that seeks to provide coordination and consistency among the community colleges. The Guidelines provide a reference point for local boards of trustees and college presidents to develop local policies. These Guidelines are suggestive, and the Guidelines should **not** be considered mandatory or prescriptive. The Procedures provide a consistent set of processes in the Division relating to colleges reports, requests and college audits.

PROCESS FOR APPROVAL TO THE MANUAL

The standard process for Guidelines and Procedures to be incorporated into the Manual is through a recommendation of the Presidents Council and subsequent approval by the Chancellor of the Division of Community Colleges. When an item is approved, the Manual shall be updated by the Division and made available to the community colleges for reference.

GUIDELINES ON FLORIDA RESIDENCY FOR TUITION PURPOSES

PURPOSE

Section 1009.21, Florida Statutes, outlines the requirements for determination of resident status for tuition purposes. Additionally, the State Board of Education has designated in Rule 6A-10.044, Florida Administrative Code, criteria for classification of students as residents or non-residents for tuition purposes at community colleges. This rule is identical to the residency regulation of the Board of Governors for the State University System of Florida. The purpose of the "Guidelines on Florida Residency for Tuition Purposes" is to maintain consistency of procedures between institutions in both educational sectors so that articulation of students is maintained, which is especially critical for the 2+2 system of postsecondary education in Florida.

GUIDELINES

The most recent version of "Guidelines on Florida Residency for Tuition Purposes" as adopted by the Articulation Coordinating Committee (ACC) and published at the FACTS.org website will serve as the official guidelines on residency for Florida's community college system.

http://www.facts.org/html_sw/residencyGuidelines.html

HISTORY

Date approved by the Council of Presidents: November 1, 2006
Date approved by the Chancellor: November 13, 2006

GUIDELINES FOR EFFECTIVE USE OF PART-TIME FACULTY

PURPOSE

The importance of part-time faculty in community colleges is virtually unchallenged today as colleges recognize the value of the special expertise of many citizens who can enrich the instructional program. In some subjects, part-time faculty who work full-time in the field can provide the most current and relevant instruction that is available. In addition, the increasing need for flexibility in scheduling and the requirement for quick responses to fluctuating enrollments and course demands make the use of part-time faculty an important component of academic management. However, there are certain concerns and considerations that must be addressed as colleges work to assure that part-time faculty are fully assimilated into the work and life of the college.

Although, there is no "magic" in the proportion of courses taught by part-time versus full-time faculty, there is general agreement that a substantial portion of instruction should be provided by full-time faculty to assure continuity in the curriculum and availability of faculty for student advising, curriculum development, work with college committees, and other important non-class activities accomplished by faculty. A reasonable ratio of full-time to part-time faculty should be maintained in each college program, on each campus or instructional site including outreach centers, and collegewide. Colleges must ensure that they have at least one full-time faculty member in each degree program/ discipline as required by accrediting agencies.

When ratios of full-time to part-time faculty are considered, student semester hours or credit hours or, in the case of occupational contact hours programs, contact hour equivalents taught should be used as the measure rather than headcount faculty. Otherwise it will appear that a higher proportion of a college's instruction is accomplished by part-time faculty than is actually the case. Part-time faculty should not be used just to save money as evidenced by individuals who are assigned full instructional loads at reduced salaries.

GUIDELINES

The following guidelines represent sound educational practices. They focus on treating this important component of the faculty as important professionals and on assuring quality teaching throughout the hiring and managing of part-time faculty. In keeping with Florida's long established local governing board autonomy, each community college is responsible for translating these precepts into instructional policies and procedures.

1. Colleges should recruit and maintain a pool of qualified part-time faculty to avoid "last minute" hiring and placement into classes of instructors who are not prepared to begin instruction at the first class meeting. Recruitment and selection of part-time faculty should include appropriate screening, such as reference checks and personal interviews.
2. Qualifications of part-time faculty (i.e., academic and professional preparation and experience) should be consistent with the *Criteria for Accreditation* of the Commission on Colleges for the Southern Association of Colleges and Schools.
3. Orientation of part-time faculty should be conducted prior to beginning teaching or at least within the first term to ensure that each instructor understands the mission of the community college, the nature of the students in their classes, the expectations for their performance, and other aspects of their assignment necessary for their success.
4. A current faculty handbook, which details expectations and college practices, should be provided to each part-time faculty member.
5. Full-time faculty members should be assigned as mentors to new part-time faculty members to assist with the orientation, development, and assimilation of the part-time faculty member into the college community.

6. Part-time faculty members who have been with the college for a number of semesters should be provided professional development opportunities to enhance their pedagogical skills, knowledge of their subjects, and sense of involvement with the college community.
7. Colleges should provide an appropriate workspace for part-time faculty to prepare for classes and meet with students before and after classes, and they should require clearly identified times for part-time faculty to be available to their students outside of scheduled instruction.
8. Part-time faculty should be provided with a sample course syllabus for each course they teach, and they should be required to submit a copy of the syllabus they use for each course they teach to be filed with their supervisor.
9. Part-time faculty should be provided mail services, access to library, audio-visual and other media and technology services and resources, telephones, and word processing/clerical and copying support.
10. Evaluation and supervision of part-time faculty should include periodic visits to the classroom and follow-up interviews as well as other procedures used to evaluate full-time faculty such as student feedback.
11. Part-time faculty members should retain their student class records for 12 months following the end of the term and submit a copy of the official grade report and grade book to be retained by the appropriate authority.
12. Colleges should, when appropriate, invite part-time faculty to participate in departmental and college faculty meetings and professional development activities and include part-time faculty on the distribution list for college newsletters and other publications.
13. Compensation for teaching by part-time faculty should be understood to cover not only the course hours but also out-of-class activities such as course preparation, orientation, faculty meetings, and identified hours to meet with students outside the class time.
14. Colleges should consider implementing a program to recognize part-time faculty for outstanding teaching performance.

HISTORY

Approved by the Council of Presidents: February 10, 1994

GUIDELINES FOR VACATION LEAVE

PURPOSE

The purpose of these guidelines is to provide a framework for boards of trustees to develop local policies for vacation leave that will enable colleges to attract and retain personnel within competitive job markets. This framework is comparable with state universities and general government.

Pursuant to Subsection 1001.64(4)(b), Florida Statutes, The Community College Boards of Trustees are authorized to develop and adopt guidelines relating to fringe benefits and personnel for community colleges.

GUIDELINES

The following guidelines are provided to the boards of trustees for use in the development of rules related to vacation leave:

A. TWELVE MONTH PERSONNEL, EXCLUDING EXECUTIVE, ADMINISTRATIVE AND MANAGERIAL

Provide vacation leave for twelve-month personnel based on related experience as follows:

Year of Related experience	Maximum Leave Accrued on an Anniversary Date	Maximum Leave Accrued	Maximum Days Payout at Termination
01-05	12	44	30
06-10	15	44	30
10+	18	44	30

B. EXECUTIVE, ADMINISTRATIVE AND MANAGERIAL PERSONNEL, EXCLUDING SENIOR MANAGEMENT

Provide vacation leave as follows:

Days Earned Per Year	Maximum Leave Accrued on an Anniversary Date	Maximum Days Payout at Termination
22	44	44

C. SENIOR MANAGEMENT PERSONNEL

Provide vacation leave for senior management personnel as follows:

Days Earned Per Year	Maximum Leave Accrued on an Anniversary Date	Maximum Days Payout at Termination
30	60	60

D. EXCESS VACATION LEAVE

Accrued vacation leave in excess of the maximum on an employee's anniversary date may be transferred to sick leave. Such vacation leave transferred to sick leave shall be without compensation and cannot be used in the calculation of terminal sick leave pay as authorized in Section 1012.865(2), Florida Statutes.

HISTORY

Date approved by the Council of Presidents: November 1, 2006
Date approved by the Chancellor: November 13, 2006

GUIDELINES FOR FEES FOR REPEATED ENROLLMENT IN COLLEGE PREPARATORY CLASSES AND FOR WITHDRAWAL AND FORGIVENESS

PURPOSE

Section 1009.28 and 1009.285, Florida Statutes, Fees for Repeated Enrollment in College-Preparatory Classes and Rule 6A-14.0301, Florida Administrative Code, Withdrawal and Forgiveness Rule, necessitate the need for this guideline.

Pursuant to the provisions of Subsection 1009.28, Florida Statutes, "Each community college shall have the authority to review and reduce fees paid by students due to continued enrollment in a college-preparatory class on an individual basis contingent upon the student's financial hardship, pursuant to definitions and fee levels established by the State Board of Education." In response to this language, the following guidelines were developed to assist the local boards of trustees in developing their policies related to extenuating circumstances.

GUIDELINES

Section 1009.28, Florida Statutes, requires that...

A student shall be funded to enroll in the same college-preparatory class within a skill area only twice, after which time the student shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class and such student shall not be included in calculations of full-time equivalent enrollments for state funding purposes; however, students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class, provided approval is granted according to policy established by the board of trustees. Each community college shall have the authority to review and reduce fees paid by students due to continued enrollment in a college-preparatory class on an individual basis contingent upon the student's financial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges.

In order to provide some consistency and guidance and to assist the boards of trustees in developing their policies related to extenuating circumstances, the guidelines are as follows:

1. Exceptions shall be based only on extenuating circumstances or financial hardship.
2. Extenuating circumstances are those circumstances determined by the college to be exceptional and beyond the control of the student, which may include but not be limited to documented circumstances as follows:
 1. serious illness;
 2. medical condition preventing completion;
 3. death of an immediate family member;
 4. involuntary call to active military duty;
 5. learning disability;
 6. English as a second language background;
 7. change in conditions of employment;
 8. other emergency circumstances or extraordinary situations, such as natural disasters.

Please note that the statute specifies that "students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class."

3. The criteria for determining financial hardship should include, but not be limited to, qualification for federal need-based financial aid. Students with other documented financial hardships may also be

considered. In either case, the exception for financial hardship should be granted only after the student has demonstrated reasonable effort to succeed in the class.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

GUIDELINES FOR CONCURRENT-USE ARTICULATION AGREEMENTS

PURPOSE

Section 1001.64(8)(c), Florida Statutes, provides authority for each community college board of trustees to establish intrainstitutional and interinstitutional programs to maximize articulation. The purpose of these guidelines is to establish: (1) planning procedures for a community college interested in developing a concurrent-use articulation agreement with a state university or independent college to offer baccalaureate degree instruction at a community college site; (2) provisions that should be contained in a concurrent-use articulation agreement; and (3) reporting requirements for community colleges that enter into concurrent-use agreements with state universities or independent colleges.

Concurrent-use agreements do not encompass simple space rentals for a few classes at a community college location, but rather an agreement to provide a baccalaureate degree and related services such as library, computer support, and student services as 2 + 2 partners.

GUIDELINES

The community college should conduct a joint planning process which shall include, at a minimum, all state and independent universities in the community college service area that are interested in providing upper-level course offerings at a community college location.

Concurrent-use articulation agreements shall outline the provisions for the college or university to offer baccalaureate degree instruction at the community college campus. The concurrent-use articulation agreements should contain the following provisions:

1. The name of the public or independent college or university and the baccalaureate degree instruction that the college/university plans to offer at the community college.
2. Assurance that the partner college or university is regionally accredited and that any out-of-state college or university is licensed to operate in Florida as provided in Section 1005.02, F.S.
3. Information that demonstrates the need for the concurrent-use arrangement and the benefits that will accrue from the agreement.
4. The estimated number of students to be served.
5. The locale where the partner college or university will be offering the instruction and the type of facility arrangement (i.e. owned, leased, rented, etc.)
6. The State License Number as recorded by the State Board of Independent Colleges and Universities (SBICU) or the Secretary of State of any independent out-of-state college/university partner.
7. The signatures of the presidents of the local community college and the proposed partner(s) who are parties to the proposed agreement.
8. A statement certifying that the local community college intends to assure that the Criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) related to contracts/consortia, library services, and student support services will be fulfilled in the agreement, i.e., relates to community college responsibilities under the agreement only.
9. A statement related to whether the baccalaureate program is to be offered for a cohort group or as an ongoing degree program.
10. Assurance that upper-level and graduate courses (common course prefixes of 3 or above) will be offered by the partner state university or independent college and lower-level courses (common course prefixes of 0, 1, 2) will be offered by the community college.

Each year, those community colleges that have entered into concurrent-use agreements with state universities or independent colleges shall provide to the Division of Community Colleges the requested data on current program offerings and student enrollments.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

GUIDELINES FOR STUDENT ACTIVITY AND SERVICE FEE BUDGET DEVELOPMENT

PURPOSE

Student Activity and Service fee dollars (restricted funds) are generated by a fee added to each credit semester hour for which students enroll. Fees are determined in accordance with Florida Statute Title XLVIII, Chapter 1900, 1009.23; established locally by each community college board of trustees, the amount of which does not exceed 10 percent of the tuition fee. Traditionally, activities sponsored by the Florida Community College Activities Association (FCCAA) and other extracurricular/co-curricular activities and student services providing a direct benefit to students are deemed appropriate for funding from Student Activity and Service fee dollars. Fees are to be used in a manner consistent with current statute and rule and local Board policy. The Budget Committee composition and guidelines are determined at the local level.

GUIDELINES

The following guidelines are recommended:

I. Budget Committee

The Budget Committee is appointed by the President and comprised of both students and faculty/staff, with students constituting at least half of the committee. Suggested composition of the committee follows:

A. Single campus institutions:

- Student Government Association/Student Activities Board/Campus Advisory Board Advisor
- Other interested faculty/staff members
- Other Student members representing various programs and activities
- The SGA/SAB/CAB President
- Secretary (non-voting)

Student members are comprised of members of the SGA/SAB/CAB Budget Committee, active members of SGA/SAB/CAB, and officers/members from other campus organizations. The committee should elect co-chairs, one student and one faculty/staff with the Student chair as the tie-breaking vote.

B. Multi-campus institutions:

- Student Government Association/Student Activities Board/Campus Advisory Board Advisors
- Other interested faculty/staff members
- The SGA/SAB/CAB President from each campus
- Additional SGA/SAB/CAB and interested program members per campus
- One (1) Secretary (non-voting)

Student members are comprised of members of the SGA/SAB/CAB Budget Committee, active members of SGA/SAB/CAB, and officers/members from other campus organizations.

The committee should elect co-chairs, one student and one faculty/staff with the Student chair as the tie-breaking vote.

II. **Requisition of Student Activities Funds**

- A. An appropriate administrative or staff member will create and distribute a Notice of Requisition to all interested student organizations, and publish same in all campus-wide student publications. The deadline for requests should be no less than thirty (30) days from the first date of announcement. The recommended first date of announcement is February 15th.
- B. Colleges should develop procedures to ensure that all student activity requests are submitted with a detailed, itemized list of needs and costs.
- C. Recipients of funds from the current fiscal year should submit a report detailing the current utilization of student activities dollars and plans for the remainder of the budget for current fiscal year.
- D. The committee should develop guidelines to evaluate how all events, programs, and services funded through the Student Activity Budget support the needs of students. Events should be free of charge whenever possible to allow broad participation.

III. **Requisition of Student Services Funds**

- A. Projected services budgets shall be submitted to the committee for review. Service budgets shall undergo the same budgetary process as student activities requests.
- B. The committee should develop guidelines to evaluate how all services funded through the Student Activity and Services Fee Budget support the needs of students.

IV. **Budgetary Process**

- A. The appropriate financial representative of each institution provides the committee chairman with the anticipated student activities budget allocation for the next fiscal year by March 15th.
- B. The committee chairman solicits from college-wide budget managers their budget reports from the current year and requests (to include dollars requested and justification) for the next fiscal year. The deadline for manager's budget requests will be the same as student activities requests.
- C. The committee meets as necessary to review college-wide budget requests balancing revenue against requests, creates an operating budget for the next fiscal year and recommends the allocations of the college-wide student activity and services budget. The committee should determine the appropriate balance between student activities and student services funded by the budget.
- D. Following committee approval, the Committee Chairman forwards the recommendations to the appropriate administrative parties for approval. The administrative parties have the option of approving, not approving, or returning items to the committee for further review.
- E. The budget shall be completed, finalized, and approved by the close of the Spring Semester. Thereafter, the Budget Committee shall meet as needed to review the budget and process any amendments or late requests.
- F. Campus budget dollar allocations are determined at the local level. Recommended distribution is based on the percentage of unduplicated college credit headcount at each campus in the preceding fiscal year with appropriate consideration for district-wide student activities.
- G. If college-wide carryover/rollover dollars from the previous year are available, the committee will meet during the academic year to recommend how those funds are

reallocated. The President of the institution or appropriate party shall submit a report to the committee detailing the status of said dollars by January 31st. Recommendation of budget for expenditure of carryover/rollover dollars is also the responsibility of the committee.

- H. Any allocation restrictions are determined by the budgetary committee and approved by the President or appropriate representative in accordance with Florida statute.
- I. Since a budget cannot anticipate every contingency, committees should have a plan to address needs or emergency situations requiring an immediate decision.
- J. It is the responsibility of the college to ensure that the committee receives appropriate training and assistance to ensure that restricted Student Activity and Service fees are utilized in a manner consistent with current state statute and rule and local Board policy.
- K. Rules regarding the Budget Committee process should utilize a standard meeting format such as Robert's Rules.
- L. The entire Student Activity and Service Fee budget must be approved by the President of the institution and/or appropriate representative (such as Vice President for Financial Affairs, etc.).

V. **Clubs and Organizations**

Eligible organizations are determined at the institutional level but shall be open to all students and benefit the student population as a whole. Any club or organization receiving funds from the Student Activity and Service fee shall implement standard accounting practices and prepare an annual fiscal report to be forwarded to the Budget Committee and the President or appropriate financial representative.

HISTORY

Date approved by the Council of Presidents: February 28, 2003

GUIDELINES FOR THE IMPLEMENTATION OF LABORATORY/SPECIAL COURSE FEES AND USER FEES

PURPOSE

In Audit Report No. 03-010, Finding 5, the Auditor General recommended that the colleges in consultation with the Division of Community Colleges develop a methodology to determine what constitutes unusual costs relating to a course and the amount of laboratory fees to assess to recover the costs.

Finding 6 of the audit report directed that the colleges in consultation with the Division of Community Colleges develop a methodology to ensure that user fees are based on the costs of services provided.

A committee consisting of college staff and division personnel was formed to respond to the Auditor's recommendation.

GUIDELINES

Laboratory and Special Course Fees:

Each local board of trustees shall establish policies for the implementation of laboratory and special course fees. Such policies shall provide justification for the additional fee. Such policies shall define which costs are in excess of base instructional costs, describe the documentation required to support the additional charge, the time period for review of such additional charges, and the manner of presenting such fees to the board for approval.

User Fees:

Each local board of trustees shall establish policies for the implementation of user fees authorized by law. Such policies shall define the basis for determining the amount of the fee and the manner of presenting such fees to the board for approval.

HISTORY

Date approved the Council of Presidents: September 26, 2003.

GUIDELINES FOR MINORITY BUSINESS EXPENDITURE REPORTING

PURPOSE

The Office of Supplier Diversity (OSD) requires state agencies to report monthly expenditures for transactions conducted with certified minority businesses registered with the state. State universities and community colleges have been granted permission by OSD to submit quarterly reports. A sub-committee consisting of four college purchasing directors, 2 college business officers and representatives from the DOE Purchasing Office and the Community College Budget Office and The Office of Supplier Diversity has helped develop and review the subcommittee recommendations and approved the reporting format to be used by the states community colleges. This was achieved after seven months of negotiations between OSD and a subcommittee of the Cooperative of Purchasing Professionals (COPP) and Council of Business Affairs (COBA). The community college system minority business expenditures will be reported by early August each year as a separate entity in the Governor's annual report.

GUIDELINES

The following provisions are recommended to be followed in the development of the quarterly report.

Program Development:

Funding Sources - All funding sources (including student fees) used to purchase commodities and services may be included in this report.

Certified Minority Business Expenditures Only - Determine whether the minority business is a "certified" minority business by referring to the Office of Supplier Diversity website. The link is: http://www.osd.dms.state.fl.us/DATA_DOWN_LOAD.HTM. Only vendors and sub-contractors or sub-suppliers **certified** by OSD may be identified and included as Certified Minority Business (CMBE's) for the purposes of this report.

Object Code (OC) / General Ledger Code (GLC) Listing - State agencies and the state universities use a different set of object codes (e.g. general ledger codes) than the community colleges. A listing attached and identified as Appendix "A" has been developed so that community college expenditures will be comparable to the state agency and university expenditures. This listing of object codes is included in these instructions below.

Industry Object Codes – Expenditures for the four "Industries" to be reported are: (1) Construction, (2) Architectural & Engineering, (3) Commodities and (4) Contractual Services must be reported with a breakdown for CMBE vendors with detail to include their designated classification (H-Certified African American, I-Certified Hispanic etc).

Below is a summary of the object codes for each industry to be reported.

INDUSTRIES to be reported on	C.C. GLC #'s	State OC #'s
Construction (includes Fixed Capital Outlay)	See Appendix B	1340XX and FCO
Architects and other professional services	See Appendix B	1312XX 1315XX
Commodities	See Appendix B	All remaining object codes.
Contractual Services (does not include Fixed Capital Outlay)	See Appendix B	1312XX 1315XX 1340XX 22XXXX 2400XX 242XXX 2510XX 2520XX 2550XX 26XXXX 2810XX 64XXXX

Check the above GLC Appendix A listing to determine where to apply the expenditure.

Expenditure Exclusions – None

Since the purpose of this report is to capture ONLY the certified minority business expenditures, there are no exclusions to be applied.

Report Completion:

Using the college' expenditure spend data collected from the program developed with the guidelines above, complete Appendix "B". Enter \$ spend data by industry by CMBE code. Totals will be generated by formulas in the report. Do not change the formulas or format of this form.

An optional section has been designed for those community colleges which prefer to track the year to date cumulative total CMBE expenditures. Copy the quarterly expenditures into this section using "Paste Special, Values". The Community College Budget Office will track the community college cumulative year to date expenditures for reporting to OSD.

Comments - The "Comments" section of the report is provided to enable colleges to identify and recommend to OSD locally certified businesses for potential OSD CMBE certification. In other words, if colleges have identified and done business with local certified W/MBE businesses that have NOT been certified by OSD, information may be provided for OSD to contact the business for potential certification. The name of the company, annual expenditure, phone number, email address and contact person's name should be listed in the quarterly report or attached hereto.

Additional Comments - Any additional comments that the colleges wish to submit may be included in the "Comments" section of this report, (e.g. changes in the college's W/MBE procurement program as well as their "total" W/MBE spend \$ can be listed here that includes both CMBE \$ and non OSD certified W/MBE spend \$).

Report Submission

1. Report Due Dates:

(a) Community College Submission to Community College Budget Office: Each community college will allocate IT resources by not later than July 1, 2006 to re-write its financial enterprise system spend reports to capture CMBE spend data elements as defined in Appendix A. Once the colleges' reports are developed, the deadline for submission of the Minority Business Expenditure Report by the community colleges is the 15th of the month following the end of each quarter, (e.g., by October 15th, January 15th, April 15th and the final quarter and year end report by August 1st.)

(b) Community College Budget Office Submission to OSD: The deadline for submission by the Community College Budget Office to OSD is the 20th of the month following the end of the quarter.

2. Adjustments:

(a) Subcontractor Adjustments:

Adjustments for OSD certified CMBE subcontractor or OSD certified sub-supplier expenditures may be submitted quarterly or as part of the year end August 1st report. These adjustments can be included in the cumulative expenditure total. The annual deadline for receipt of these adjustments will be determined by OSD.

(b) Technical Adjustments:

Technical adjustments are corrections to an original submission. Technical adjustments may be made quarterly or annually prior to the defined deadlines.

3. Reports are to be submitted to the:

Community College Office of Budget and Financial Services
325 West Gaines Street, Suite 1224
Tallahassee, Florida 32399-0400
Fax: 850-245-9393 or Suncom: 205-9393

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

Appendix A

OSD W/MBE Report General Ledger Codes (GLC)

The following GLC's are to be included in each College's quarterly report of W/MBE OSD certified suppliers/subcontractors used.

Construction:

75001 – 75008	Building and Fixed Equipment
75010 – 75099	Building and Fixed Equipment
77000	Land
78000	Leasehold greater than \$25,000 per project
790XX	Other Structure and Land improvements greater than \$25,000 per project

Architects & Other Professional Fees:

65001	Consultants
65002	Honoraria fees
65003	Legal fees
65004	Auditing fees
65005	Architectural fees
65006	Engineering fees
65007	Other Professional fees

Other Services:

62001	Printing/Duplicating Vendor
62003	Binding
625XX	Repairs and Maintenance
630XX	Rentals
635XX	Insurance
640XX	Utilities
64501	Other Services
64504	Collecting/Billing Services
64505	Advertising (Required by Law)
64507	Contracted Instructional Services – State Fundable Enrollment
64508	Contracted Non-Instructional Services
64509	Other Services – Non-Contracted
64510	Advertising (Not required by law)
64513	Contracted Instructional Services – Non-Fundable
64514	Technology Services
646XX	Workforce/Wages
65009	Bank Service fees

Commodities:

655XX	Educational, Office and Departmental Materials and Supplies
657XX	Data Software, Non-Capitalized
660XX	Maintenance and Construction Materials and Supplies
665XX	Other Materials and Supplies
675XX	Purchases for Resale
70500	Minor Equipment – Non Capitalized less than \$750 or \$1000
70600	Minor Equipment – more than \$750 or \$1,000 – less than \$5,000
710XX	Furniture and Equipment – greater than or equal to \$5,000
7102X	5-Year Capital Asset Class – greater than or equal to \$5,000
7103X	7-Year Capital Asset Class – greater than or equal to \$5,000
730XX	Library Books and Films

Appendix B Quarterly Certified Minority Business Expenditure Report

Community College: _____
 Quarter _____ Date from _____ to _____

Category:	CMBE CODE	CONSTRUCTION *	ARCHITECTURAL & Other Professional Services *	COMMODITIES *	OTHER CONTRACTUAL SERVICES *	TOTAL CURRENT QUARTER	TOTAL YEAR TO DATE
Certified MBE							
African American	H	\$0	\$0	\$0	\$0	\$0	\$0
Hispanic	I	\$0	\$0	\$0	\$0	\$0	\$0
Asian-American	J	\$0	\$0	\$0	\$0	\$0	\$0
Native American	K	\$0	\$0	\$0	\$0	\$0	\$0
American Woman	M	\$0	\$0	\$0	\$0	\$0	\$0
Total Certified MBE		\$0	\$0	\$0	\$0	\$0	\$0

* = See Appendix "B" of GLC #'s by Category

Note: Above expenditures may include subcontractor payments.

Comments regarding potential vendors for OSD certification:

Additional Comments:

GUIDELINES FOR ADVISING AND TRACKING STUDENT PROGRESSION

PURPOSE

Section 1007.28, F.S. requires the State Board of Education to establish a single, statewide, computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation. The legislation was passed to facilitate, through a statewide student advising system, the progression of students towards their educational goals. The law provides that the State Board of Education develop rules outlining the responsibilities of the department, universities, and community colleges in the design, implementation, promotion, development, and analysis of the statewide student advising system (FACTS.org).

GUIDELINES

The following are guidelines adopted by the Community College Council of Presidents for the development of institutional procedures related to the implementation of s. 1007.28, F.S. and student progression.

Each community college shall establish written procedures that:

1. Implement the FACTS.org 2+2 evaluation.
2. Require each degree-seeking student enrolled in an Associate in Arts degree program to declare a major or pre-major that aligns with a university program by the time they have accumulated 24 college credit hours or sooner. Students who have not declared a major by the time they have acquired 24 college credit hours shall be referred to a career assessment tool and/or advisor to determine a major. Students, who remain undecided, shall be placed in a university liberal arts track.
3. Post notifications that direct associate in arts degree-seeking students, when they are accessing their grades or registering for courses (either on-line or via other mediums), to the FACTS.org 2+2 degree audit (or their institutional audit if it provides comparable information). The notification should alert them to review the courses they need to take in order to stay on track with the requirements for their declared major at the university to which they wish to transfer.
4. Establish point(s) at which students are notified to access their 2+2 evaluation on FACTS.org to assess if they are on track with regards to taking the appropriate courses for their major and maintaining a grade point average in keeping with admission to the university program.

HISTORY

Date approved by the Council of Presidents: January 27, 2006

Date approved by the Chancellor: January 2006

STATEMENT OF STANDARDS
DUAL ENROLLMENT/EARLY COLLEGE PROGRAMS
IN THE FLORIDA COLLEGE SYSTEM

Introduction	As required by the Southern Association of Colleges and Schools (SACS), each of our colleges “ must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. ” To that end, the following Standards provide a statement of the Florida College System’s commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs.
Definition	Section 1007.271, F.S., defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Dual Enrollment does not include remedial or physical education courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
Rigor	Early College/Dual Enrollment allows students who meet program admission eligibility criteria to take and earn credit in actual postsecondary courses offered by a regionally accredited postsecondary institution and taught by faculty credentialed per SACS Commission on Colleges guidelines. Therefore, satisfactory completion of the course fulfills the requirement for earning postsecondary credit. This postsecondary credit is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S.
Role of the Colleges	The Florida College System works with local school districts, private secondary schools and home school families to provide Dual Enrollment or “Early College” postsecondary options to over 30,000 eligible students annually. The term Early College is synonymous with “Dual Enrollment” in the Florida College System.
Purpose of the Standards	These Standards provide measurable criteria of Early College/Dual Enrollment elements that are the basis of quality programs. Colleges are required to submit evidence of implementation of these Standards through periodic program reviews conducted by the Division of Community Colleges, Florida Department of Education.
Categories of Standards	<ul style="list-style-type: none"> ▪ Students ▪ Faculty ▪ Curriculum ▪ Environment ▪ Assessment ▪ Strategic Planning

Students: Standards for Early College Eligibility

S1-Grade Point Average (GPA)	In order to participate in Early College/Dual Enrollment, students must meet the GPA requirements, as specified in Florida Statute, (s. 1007.271, F. S.) for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
S2-Assessment for Placement Purposes	In order to participate in Early College/Dual Enrollment, students must complete the required assessment tests (CPT, SAT/ACT, or TABE). Students seeking to enroll in college credit coursework must meet the same placement test score requirements as all postsecondary students.
S3-Joint AP/Early College-Dual Enrollment	For joint Dual Enrollment and Advanced Placement courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. Under no circumstances will an Advanced Placement student who does not take or pass the AP examination be permitted to earn postsecondary credit for that course through Dual Enrollment. (Credit earned will be posted to the student transcript as either college credit with a grade, or AP credit, but not both.)

Faculty: Standards for Early College Faculty

F1-Faculty Credentials	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty.
F2-Faculty Transcripts	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses must be on file with the college, regardless of who (school district/college or both) actually employs or pays their salary. It is the responsibility of the college to request faculty credentials/transcripts.
F3-Faculty Handbook	All full-time and adjunct faculty teaching Dual Enrollment/Early College classes shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
F4-Student Handbook	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a current student handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
F5-Faculty Liaison/Mentor	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.
F6-Observation/Evaluation of Instruction	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a college faculty member or administrator for evaluation purposes using the same criteria as for all other full-time and/or adjunct faculty delivering college courses.

Curriculum: Standards for Content/Syllabi/Exams/Grades

C1-Course Content	All courses taught as a part of Early College/Dual Enrollment must meet the postsecondary course content requirements as specified in the Statewide Course Numbering System.
C2-Course Plan and Objectives	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses, if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.
C3-Syllabus Requirement	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.
C4-Final Exam	Dual Enrollment/Early College courses taught on the high school campus must meet/fulfill all competencies expected and outlined in the college course plan. To ensure equivalent rigor with on-campus courses, final examinations for all Early College/Dual Enrollment courses taught/delivered on the high school campus must be approved by the appropriate curriculum/department chair from the college granting postsecondary credit as a comprehensive assessment of expected learning outcomes. Final exams will be provided to the high school campus EC/DE instructor by the college in a timely manner which ensures availability prior to scheduled administration dates. Completed, scored exams will be returned to the college (discipline) department and held on file for a period of 1 year.
C5-Textbooks and Instructional Materials	Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same or comparable with those used other postsecondary courses at the college with the same course prefix and number. The college will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.
C6-Tests and Assignments	Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students <u>must</u> be at the same level or rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.
C7-Grades	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in the appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.

Environment: Early College Class/Course Expectations

E1-Classroom Atmosphere	Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student's loss of EC/DE eligibility.
E2-Early College Course Expectations	Students and parents/guardians of students enrolled in Dual Enrollment/Early College courses will be advised of college course-level expectations, including, but not limited to the following: <ul style="list-style-type: none"> ▪ Expectation of 2-3 hours of homework for each hour spent in class. ▪ Firm assignment deadlines. ▪ Any letter grade below a “C” will not count as credit toward satisfaction of the General Education requirement or the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript. ▪ All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary

	<p>admission.</p> <ul style="list-style-type: none"> ▪ While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for “minors.” Courses will not be modified to accommodate variations in student age and/or maturity. ▪ Students/parents should consult a college counselor and/or advisor regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.
E3-Educational Planning	All Early College/Dual Enrollment students are encouraged to work with a college advisor as well as with their high school guidance counselor to develop a postsecondary Educational Plan rather than enrolling in a random selection of college courses.

Assessment/Accountability

A1-Grade Analysis of Subsequent Course Success	The Division of Community Colleges will provide colleges with an annual report of grades for 1) Early College/Dual Enrollment students in select courses to be identified by the Division and 2) Early College/Dual Enrollment students in subsequent college courses taken at their institutions. The report will also provide grades for students in non-EC/DE sections for comparison purposes. Colleges shall analyze these reports to ensure that level of preparation and future success is comparable with non-EC/DE postsecondary students. Analyses and recommendations shall be shared/reviewed with the principal and local school district and the Division of Community Colleges.
A2-Course/Instructor Evaluation	High schools shall conduct and analyze course/instructor evaluations for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other college classes. Analyses and recommendations shall be shared/reviewed with the college.
A3-Consistency in Standard Assessments	Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course. In addition, EC/DE courses taught on high school campuses should follow the specifications detailed in section C4-Final Exam.
A4-Grade Comparison of Early College and “Regular” Student Grades	Colleges shall compare student performance (to include final grade and exam, per C4-Final Exam) of Early College/Dual Enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.
A5-Periodic Program Review	<p>Every 5 years the Division of Community Colleges will conduct a thorough program review of all Early College/Dual Enrollment programs that will include evidence of institutional implementation of the aforementioned Standards, including the areas of assessment. This program review will provide, but not be limited to, system-wide information on the performance of Early College/Dual Enrollment students in subsequent courses in both the Florida College System and the State University System. Measures will include: participation and success rates of all students and also disaggregated by ethnicity and gender, as well as subsequent postsecondary enrollment and/or employment. The results of the program review will be shared with the local school districts, the Commissioner and the State Board of Education.</p> <p>Minimum Performance Measure Summary:</p> <ol style="list-style-type: none"> 1. Annual Participation Rate 2. Annual Participation Rate by gender/ethnicity 3. Grade Distribution for EC/DE students 4. Comparison of Grade Distribution for “regular” college students and EC/DE students 5. Postsecondary enrollment rate by prior year high school graduates (both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregate by ethnicity and gender)

	<p>6. Student success rate (grade) in select postsecondary courses subsequent to Early College/Dual Enrollment.</p> <p>7. Comparison of student success rate in select public college and state university courses for non- EC/DE students with EC/DE students</p>
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Strategic Planning: Interinstitutional Articulation Agreements

S1-Shared Vision	Per statute, school districts and colleges must annually develop/ revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements should involve collaborative strategic planning and promote effective management of resources. The agreements must delineate institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of Early College/Dual Enrollment programs are to be judged. (Section 1007.235, F.S.)
S2-Articulation and Partnership Implementation	Public schools and postsecondary institutions are encouraged to share resources, form partnerships with private industries, and implement innovative strategies, student and faculty workshops, and parental involvement activities that serve the local needs of the educational community. Strategic partnerships promote integrated and inclusive involvement that focus on a shared return on the investment.
S3-Continuous Improvement	The IAA should outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.

HISTORY

Date Approved by the Council of Presidents: February 23, 2007

Endorsed by the Articulation Coordinating Committee on February 28, 2007

Date Approved by the Chancellor: February 23, 2007

Revised and Approved by Council of Presidents: September 4, 2008

GUIDELINES FOR MANAGING TANGIBLE PERSONAL PROPERTY

PURPOSE

A District Board of Trustees of a Florida community college is authorized to adopt rules, procedures and policies regarding college property by section 1001.64(4)(b), Florida Statutes (F.S.), and is charged with the responsibility for control of college owned property by section 1001.64(5), F.S. Furthermore, section 1013.28(2)(a), F.S., requires a District Board of Trustees to dispose of tangible personal property according to procedures in Chapter 274, F.S., specifically sections 274.05, F.S., and 274.06, F.S.

The purpose of these guidelines is to provide assistance to a District Board of Trustees in exercising its authority and responsibility for its tangible personal property.

(Note: These guidelines apply only to tangible personal property. Authority and responsibility regarding the acquisition, control and disposal of real property are found generally in sections 1001.64(4)(b), F.S., and 1001.64(5), F.S., which apply to all college property, and specifically in sections 1001.64(37), F.S., 1013.14, F.S., and 1013.28(1)(a), F.S. Guidelines for managing real property (land and facilities including relocatables and storage sheds) are contained in the State Requirements for Educational Facilities, and can be found online at <http://www.fldoe.org/edfacil/sref.asp>.)

GUIDELINES

The following guidelines are provided to a District Board of Trustees for use in the development of its rules, procedures, and policies related to the management of its tangible personal property, referred to hereafter as "property":

I. Threshold for Recording Property

All property with a value or cost of \$5,000 or more and projected useful life of one (1) year or more should be recorded in the college's financial system as property for inventory purposes. A District Board of Trustees may adopt a lower threshold if desired.

II. Recording of Property

Property records can be maintained in a manual, electronic, or combined format. Individual property records should be maintained on each property item meeting the threshold requirement and may be maintained in a combination of property and accounting systems. These records should include the following information:

1. Identification number (assigned by the institution)
2. Description of item(s)
3. Physical location
4. Name of custodian (and delegate, if applicable) with assigned responsibility for the property item
5. Name, make or manufacturer, if applicable
6. Year and/or model(s), if applicable

7. Manufacturer's serial number(s), or vehicle identification number (VIN) or title certificate number, if applicable
8. Date acquired
9. In the case of a property group, the number and description of the component items comprising the group
10. Cost or value at the date of acquisition for the item
11. Method of Acquisition. If purchased, the record should include the voucher number or check number.
12. Date of last inventory and condition of the item on that date
13. Date and method of disposition, as applicable

III. **Marking of Property**

Each property item should be assigned a property number and permanently marked or decaled with the number unless the value or utility of the item of property would be significantly impaired by the attachment of the property identification number. In such cases, sufficient descriptive data should be maintained in the property file to identify the property item.

IV. **Disposition of Property**

Pursuant to section 1013.28 (2)(a), F. S., community colleges shall follow Chapter 274, F.S., for the disposal of tangible personal property that has been properly classified surplus by the community college's district board of trustees. Specifically, subsections 274.05 and 274.06, F. S., provide direction for the sale, donation, destruction or abandonment of surplus property.

Each college should develop procedures for declaring property as surplus or otherwise unusable, and for disposing of such property. Once an item has been appropriately disposed, the following information should be recorded on the individual property record: date of disposition; manner of disposition; and identity of the employee(s) witnessing the disposition.

V. **Inventory of Property**

A physical inventory of all property should be conducted at least annually and as often as deemed appropriate, such as when there is a change of custodian or custodian's delegate. The custodian or custodian's delegate should not conduct the physical inventory of the property for which he/she is responsible. At a minimum, the inventory form should contain the following information concerning the property item: date of inventory; identification number; physical location per the property record; actual physical location; name and signature of the employee or other individual attesting to the existence of the item; and notation as to whether the property item was located and its condition. A barcode inventory system and/or similar electronic technology, as well as using an electronic signature, is an acceptable alternative to a paper inventory form and process.

Any discrepancies should be reconciled and/or investigated, and corrections or additions made to the inventory record as appropriate.

Unaccounted for property should be reported to the custodian and the individual designated in the institution's approved tangible personal property procedure. Also, an investigation should be conducted for the missing property. If the investigation determines that the property item was stolen, the individual property record should be so noted and a report filed with the appropriate law enforcement agency describing the missing property item and the circumstances surrounding the disappearance.

HISTORY

Date approved by the Council of Presidents: September 4, 2008.

Date approved by the Chancellor: September 4, 2008

DEBT EVALUATION GUIDELINES FOR COMMUNITY COLLEGE DIRECT SUPPORT ORGANIZATIONS

I. INTRODUCTION AND PURPOSE

Subsection 1004.70(4)(e) was created in the 2008 Legislative Session as stated below:

1004.70 Community college direct-support organizations.—

(4) ACTIVITIES; RESTRICTIONS.—

(e) A community college board of trustees must authorize all debt, including lease-purchase agreements, incurred by a direct-support organization. Authorization for approval of short-term loans and lease-purchase agreements for a term of not more than 5 years, including renewals, extensions, and refundings, for goods, materials, equipment, and services may be delegated by the board of trustees to the board of directors of the direct-support organization. Trustees shall evaluate proposals for debt according to guidelines issued by the Division of Community Colleges. Revenues of the community college may not be pledged to debt issued by direct-support organizations.

In response to this legislation, the following guidelines have been developed to meet this legislative requirement. Each community college and state college Board of Trustees shall adopt debt evaluation policies as necessary to conform to these guidelines.

The following guiding principles should be considered with regard to any debt issued by a Direct Support Organization (DSO):

1. The debt should be competitively bid
2. The use of the funds must serve the interest of the College
3. A DSO cannot pledge the endowment or restricted donor funds as collateral
4. The revenue stream pledged to repay the loan must be reasonably certain and able to cover the required annual payments

For purposes of these guidelines:

- a) "debt" means bonds, loans, promissory notes, lease-purchase agreements, certificates of participation, installment sales, or any other financing mechanism or financial arrangement whether or not a debt for legal purposes, for financing or refinancing purposes including any related renewals, extensions and refunding, for or on behalf of a direct support organization for the acquisition of goods, materials, equipment and services.
- b) "short-term debt" is defined for the purpose of these guidelines as any debt issued for a term of not more than five years.
- c) "financing documents" means those documents and other agreements entered into by the DSO establishing the terms, conditions and requirements of the debt issuance.

II. ISSUANCE OF SHORT-TERM DEBT

The community college, college, or state college Board of Trustees may delegate to the board of the DSO the authority to authorize and approve loans and lease-purchase agreements defined as short-term debt. Such delegation of this authority shall require the adoption of a formal policy, procedure or rule that may take any form or limitations as determined by the Board of Trustees, but shall include the provisions 1 through 4 in section I above.

III. ISSUANCE OF LONG-TERM DEBT

The community college, college, or state college Board of Trustees may not delegate the authority to authorize and approve any DSO debt issuance with a term of more than five years (long-term debt). The community or state college board of trustees is responsible to evaluate all such debt in accordance with these guidelines. After completing an evaluation of a proposal for issuance of long-term debt, the college's Board of Trustees must take formal action regarding the proposal.

IV. SUBMITTING PROPOSAL FOR ISSUANCE OF DEBT

The following information shall be submitted to the college's Board of Trustees in support of a request for evaluation of any issuance of debt by a DSO outside of any delegated authority in section II.

- a) A statement describing the purpose or use of the funds to be acquired through the debt issuance, and an explanation of how the project being proposed is consistent with the mission of the college.
- b) Evidence of competitive bidding process to support best proposal.
- c) A description of the contract terms in the loan agreement that specify the collateral to the loan, security interests, and default conditions. The DSO cannot pledge endowment or donor restricted assets as collateral.
- d) An analysis of the revenue stream to repay the loan and cover at least 130% of required annual payments. Exceptions to 130% coverage may be approved by Board of Trustees.
- e) The financial analysis supporting the debt must be reviewed and approved by both the College's President and Chief Business Officer before the DSO may submit the proposal to the Board of Trustees.
- f) A form of a resolution to be adopted by the Board of Trustees approving issuance of the debt.

V. EVALUATION OF PROPOSALS FOR THE ISSUANCE OF DEBT

The Board of Trustees may engage underwriters, financial advisors and other professionals to assist in the evaluation of proposals for the issuance of debt by a DSO. To assure fairness and objectivity in the selection of professionals and to help select the most qualified professional, the selection of underwriters and financial advisors should be consistent with State Statute governing procurement of such services.

VI. EFFECT

The foregoing guidelines shall be effective immediately and may be modified from time to time by the Division of Community College as circumstances warrant. The guidelines are intended to apply prospectively to all DSO debt, and not affect adversely any DSO debt currently outstanding or projects approved by the Board of Trustees prior to the implementation of these guidelines.

HISTORY

Date approved by the Council of Presidents: January 8, 2009
Date approved by the Chancellor: January 8, 2009

PROCEDURES FOR THE PROGRAM REVIEW SYSTEM

PURPOSE

Section 1001.02 (6), Florida Statutes, requires the review of every major program in the Florida Community College System "every five years or whenever effectiveness or efficiency of a program is jeopardized." In addition, Rule 6A-10.039(1), Florida Administrative Code, requires the Division of Community Colleges and Workforce Education (DCCWE) to annually develop "a five-year program review plan or an annual update of the current five-year plan."

PROCEDURES

Program review in the Florida Community College System is continuous and proactive rather than limited to once every five years or to when program effectiveness or efficiency is recognized as being in jeopardy. Program review is conducted by community college personnel, by independent and outside groups, and by staff members of the DCCWE. Examples of outside groups include licensing boards, state agencies, program or specialized accrediting groups, and the Commission on Colleges of the Southern Association of Colleges and Schools.

To that end, the comprehensive program review system designed by the community colleges and the State Board of Education contains three components. The first component is the annual generation by the DCCWE of descriptive and follow-up information about each program and the students therein for study and evaluation. This first component satisfies the cyclical program review requirement in statute and rule.

The second component is additional review of selected programs by community college personnel and by independent and outside groups. The third component is the system wide review of selected programs or groups of programs by the DCCWE to address issues of concern regarding those programs.

PROGRAM REVIEW COMPONENTS

Level I. -- This component includes the annual production of a display of data for each certificate and degree program. The data displays are used by the community colleges and the Division to review the programs to determine programs and elements within the programs that need additional review. The data display for the associate in arts degree program shows the performance of students in State University System upper division programs, and compares SUS native students with transfer students from Florida community colleges and with other transfer students. The performance measures are grade point averages, suspensions, graduations, average course loads, and credits earned for a degree. Performance parameters are established for the measures, and performance outside the parameters is flagged.

Level II. -- This component is the review of certificate and degree programs by the individual community colleges either independently or in cooperation with outside groups. For the associate in arts degree program, the community colleges review the discipline groupings within the degree program. A major element of that review is meetings between the discipline faculties at the community college and at the universities to which most of the community college's students transfer.

The Level I data displays constitute a major source of information upon which to base the selection of programs and discipline groupings for additional review through Level II. The community colleges annually report to the Division the programs and the discipline groupings that they plan to review, and they subsequently report the reviews and discipline grouping meetings actually conducted, along with the results.

Level III. -- This component is the system wide review of selected programs by the Division of Community Colleges to address issues of concern regarding those programs. The programs and issues for such review are determined by the Division based on Level I and Level II information, State Board of Education interests, legislative interests, and other stimuli. The purpose is to identify, study, and respond to issues or problems of system wide or statewide policy, funding, or articulation. Division staff design and conduct the reviews. The reviews are coordinated with other agencies and frequently include involvement

from other agencies. The final product is posted to the DCCWE website for system wide access.

THE PROCEDURE

1. Use Level I data displays for A.S. and Workforce Certificate programs, along with cost data, to meet the 5 year requirements in Statute. The information available from the annual Accountability Report may be incorporated into this program review process.
2. Seek input from college representatives, consultants, and related agencies as needed for Level III reviews.
3. Incorporate SBOE/FCCS strategic plan goals and SACS criteria related to learning outcomes and institutional effectiveness as appropriate.
4. Establish a 5-year schedule of program reviews to be endorsed by the Council on Instructional Affairs (CIA), the Council of Presidents (COP), and the State Board of Community Colleges (SBCC).
5. Involve the entire Division staff in working on program review depending on the nature of the topic thus utilizing the expertise of all Division staff members

HISTORY

Date approved by the Council of Presidents: November 1, 2006
Date approved by the Chancellor: November 13, 2006

PROCEDURES FOR JOINT-USE FACILITY NEEDS ASSESSMENT

PURPOSE

The purpose of the assessment is to determine the need to build a joint-use facility, including the need for the instruction to be conducted therein. Need shall be based on current, actual enrollment in the instruction that will be relocated to the joint-use facility from leased, rented, or borrowed space in the locale. Need shall not be based on projected or anticipated future enrollment.

Section 1013.52 (1) (a), Florida Statutes, requires formal assessment and approval by the State Board of Education of proposals to build facilities to be used jointly by a community college and a public school, university, or other community college.

PROCEDURES

The community college district board of trustees and the other participating board(s) together shall request a formal assessment by the State Board of Education. The participating boards together shall provide written responses to the following items, which shall constitute the basis for the assessment.

ITEMS

1. Identify the instruction that each participating board is conducting in leased, rented, and borrowed space in the locale of the proposed joint-use facility that will be housed in the proposed joint-use facility.
2. Report the full-time equivalent (FTE) and the unduplicated headcount generated by the instruction identified under item one. Report the FTE and the headcount for each participating board according to the enrollment reporting categories for each of the three most recent reporting years, and project the same for the current year and the next year.
3. Identify on a map the location for the proposed joint-use facility.
4. Describe the benefits that will demonstrate the need for the proposed joint-use facility.
5. Provide any other information that will demonstrate the need for the proposed joint-use facility.
6. Complete the written response with the signature of the designee of each participating board.

HISTORY

Date approved by the Council of Presidents: November 1, 2006
Date approved by the Chancellor: November 13, 2006

PROCEDURES FOR REVIEWING AUDIT REPORTS

PURPOSE

Section 1008.32, Florida Statutes, charges the State Board of Education with the responsibility to oversee the performance of district school boards and public postsecondary educational institution boards in enforcement of all laws and rules.

To assist the State Board in fulfillment of its oversight responsibility, the Department of Education as assigned will review community college financial and operational compliance audits.

PROCEDURE

The following process will be used by the Department for reviewing the community college audit reports published by the Auditor General.

1. Upon receipt of a college audit report, it will be assigned to the Community College Office of Budget and Financial Services for review of findings and response from the college.
2. A summary report of findings and the evaluation will be prepared by the Community College Office of Budget and Financial Services-and submitted to the college President requesting the current status of the serious and/or repeat findings
3. Upon receipt of the current status response of serious and/or repeat findings from the college, a summary report of findings, responses and recommendations will be prepared for review by the Chancellor of the Division-of Community Colleges.
4. Before the summary report of findings, responses, and recommendations is submitted to the Chancellor of the Division-of Community Colleges, the Office of Budget and Financial Services will contact the President and the Chief Business Officer as appropriate to obtain answers to any questions relative to the audit and/or response for serious and/or repeat findings.
5. If the auditors and the college are in disagreement on the interpretation of a law or rule, an opinion may be requested from Legal Counsel of the Department of Education.
6. The audit summary reports will be presented to the Chancellor-of the Division of Community Colleges for action on audits as necessary. The college Presidents may be requested to attend a meeting with the Chancellor of the Division of Community Colleges if a more detailed response is required than is in the Audit Finding Response Form. The Community College Office of Budget and Financial Services will review college status to ensure appropriate action has taken place.
7. The colleges-will be notified of the actions and recommendations of the Chancellor of the Division of Community Colleges.
8. The Community College Office of Budget and Financial Services staff will assist the college in resolving issues and problems identified in the audit report findings and accomplishing follow-up actions requested by the Chancellor of the Division of Community Colleges.
9. Audit report findings regarding enrollment issues will be reported by the Chancellor to the Bureau of Research and Information Services so that appropriate follow-up actions may be completed. Such actions include adjustments to the annual count of funded full-time equivalent enrollment.
10. The Community College Office of Budget and Financial Services will work cooperatively with the Auditor General's Office to determine possible solutions to audit problems.

It is the philosophy of the State Board of Education and Chancellor to work cooperatively with all entities and agencies involved with community colleges to resolve problems and issues to eliminate potential audit criticisms or findings. The State Board of Education and/or the Chancellor may commend colleges when appropriate for outstanding audits.

HISTORY

Date Approved by the Council of Presidents: September 20, 2007

Date Approved by the Chancellor: September 20, 2007

PROCEDURES FOR THE DETERMINATION OF OPERATING COST OF NEW FACILITIES WITHIN THE LEGISLATIVE BUDGET REQUEST

PURPOSE

Pursuant to Sections 1001.02(2)(e) and 1011.84(3)(b)4, Florida Statutes, these guidelines are to provide adequate operational funding for additional facilities acquired by community colleges in each fiscal year as a part of the Legislative Budget Request for the Community College Program Fund.

PROCEDURES

I. Eligibility for Inclusion in the Budget Request

- A. Facilities must be owned or contracted for use through a lease with a term of five years or more.
- B. Facilities must be survey recommended as provided for in Section 1013.31, Florida Statutes.
- C. Leases must be effective after July 1, 1994 and must be cost-effective alternatives to new construction. Such space shall be included in the facility inventory of each college.
- D. The funding request shall not include space or facilities used primarily for recreation, intercollegiate athletics, auxiliary enterprises, self-supporting activities, and other specialized purposes which are not used as a component of the general education process.

II. Calculation of Cost

- A. The system annual average cost per gross square foot shall be multiplied by the number of eligible gross square feet for each college to determine the annual amount per college.
- B. Colleges may submit requests for an exception to this process if they can document extraordinary operating cost for specialized facilities and extraordinary usage. For example, indoor firing ranges may require higher utility consumption due to air handling and other environmental requirements.

III. Time Frame for Request

- A. The request shall be based on a fiscal year and made effective the year the facility becomes operational. If the facility is operational for less than a fiscal year, the request shall be proportional to the portion of the year the facility is operational.
- B. The distribution of state funds for new facilities shall be based upon the reported date of the college as to when the facilities is expected to be opened. If the actual date of operations differs from the basis of the budget request, the Division shall adjust the distribution of the Community College Program Fund accordingly in the subsequent fiscal year.

IV. Submission of Requests by Colleges

- A. Colleges shall submit a request in a form approved by the Chancellor for Community Colleges and Workforce Education. The information in the request shall include the name and description of the project, the number of gross square feet, the fund source to construct the project, and the date the facility is expected to become operational.
- B. Requests shall be submitted on or about August 1 and February 10 of each year for the upcoming legislative session.
- C. The request will be reviewed and included in the Department of Education's Budget Request.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

PROCEDURES FOR STUDENT FTE (FULL-TIME EQUIVALENT) ESTIMATES AND PROJECTIONS

PURPOSE

The purpose of this procedure is to establish a consistent and timely method of providing student FTE estimates for the Enrollment Estimating Conference. This method is based on the requirements established by the Enrollment Estimating Conference. The FTE Estimates are annualized estimates of the current reporting year Funded FTE, based on the current FTE enrollment from the Student Data Base. The FTE Estimates are developed at least twice a year and presented to the Enrollment Estimating Conference for approval. The FTE Estimates are used in the preparation of the legislative budget requests for the Community College System by the Office of the Governor, the Senate, the House of Representatives and the Division of Community Colleges and Workforce Education (DCCWE). These estimates provide information to the DCCWE for planning, budgeting and policy development.

PROCEDURES

A. STUDENT FTE ESTIMATES

I. Enrollment Estimating Conference

The Enrollment Estimating Conference (EEC) and its duties are defined in Sections 216.136 and 216.137, Florida Statutes. The duties include developing such official information relating to the state public educational system, including forecasts of student enrollments, as the conference determines is needed for the state planning and budgeting system. The principals for the EEC are professional staff of the Executive Office of the Governor, the coordinator of the Division of Economic and Demographic and professional staff of the Senate and House of Representatives who have forecasting expertise or their designees. The responsibility of presiding over sessions of the conference shall be rotated among the principals. Actions by the conference shall be by consensus. A session of the EEC may be convened, after adequate notice, at the call of any principal.

II. Enrollment Estimating Conference Sessions

The following sessions are generally held each year. The sessions and dates are dependent upon need, except the Impact Conference must be held after each regular session of the Legislature.

June - Impact Conference

Conference to review the impact of changes in the law on FTE enrollment.

September - FTE-3, Final FTE Enrollments for the Year

Conference reviews the final End-of-Term FTE enrollments for the past reporting year. The five-year projections for the FTE Enrollment Plan are reviewed.

November - FTE-1 Estimates

The FTE-1 Estimates are developed from the Summer End-of-Term and Fall Beginning-of-Term submissions of the Student Data Base. The FTE-1 Estimates adopted by this conference are used in the Governor's budget request.

March - FTE-2 Estimates

The FTE-2 Estimates are developed from the Summer and Fall End-of-Term and Winter/Spring Beginning-of-Term submissions of the Student Data Base. The FTE-2 Estimates adopted by this

conference are used in the Senate's and House of Representatives' legislative budget requests.

III. Development of FTE Estimates

The FTE Estimates process and data model were developed by the DCCWE in cooperation with the EEC. For FTE Estimates provided to the EEC, any changes to the process or data model must have consensus approval of the EEC. The DCCWE will use the FTE Estimates developed for the EEC unless special circumstances arise as determined by the Chancellor. The bureau of Community College and Technical Center Management Information Systems (CCTCMIS) will develop the FTE Estimates as required by the EEC. When the FTE-1 and FTE-2 Estimates are produced depends upon the submission dates of the Student Data Base and the needs of the Office of the Governor and the Legislature. Each year, the CCTCMIS will set a date in the Student Data Base submission periods, by which colleges must submit data for generation of the FTE Estimates. For colleges who submit data by this date, the FTE Estimates will be submitted to these colleges for review. For any college who submits data after this date, the FTE Estimates will be generated by the CCTCMIS, but the estimates will not be submitted to the college for review. The CCTCMIS will produce the estimates for students eligible for state funding in the Community College Program Fund. The data will be reported by the program areas required by law and by the needs of the EEC.

IV. Review by Colleges

Upon completing the production of the FTE Estimates, the CCTCMIS will provide the estimates for review to the president of each community college which has submitted data by the date set in the Student Data Base Submission. Presidents will be given as much time as possible to recommend adjustments to the FTE projections. Because of the needs of the Office of the Governor and the Legislature and the time needed by the colleges to submit the Student Data Base, the time allowed for review will be minimal. The colleges may adjust the FTE Estimates based on valid and sufficient justification, but may not replace these estimates with the college's own estimates. Such justification may include addition or expansion of programs, change in designations of sites, curricular changes, new or expanded industry requirements and educational policy issues. Colleges will submit a certification form indicating the college has reviewed the FTE estimates and whether adjustments are being recommended. The certification form must be signed by the President and the Business Officer.

V. Submission to the Enrollment Estimating Conference

Prior to next meeting of the EEC, the DCCWE and CCTCMIS will review the college adjustments to the FTE Estimates and the accompanying justifications to anticipate any questions or concerns the EEC members may have. The DCCWE or CCTCMIS will notify the colleges of any concerns or questions about the estimates or justifications. The college will be given an opportunity to make changes to the data or justifications. DCCWE and CCTCMIS staff will present the FTE Estimates, the college adjustments and the justifications to the EEC. The EEC must approve the FTE Estimates by consensus.

B. FTE ENROLLMENT PLAN

I. Introduction

The purpose of this procedure is to establish a consistent timely method to provide student FTE projections to the DCCWE and to the community college system for planning and policy development. These FTE projections are used in the development of the DCCWE's budget.

II. Development of Projections

Each year before the development of the DCCWE budget request, the CCTCMIS will generate six year FTE projections for students eligible for state funding in the Community College Program Fund. The FTE projections will be reported by the same program areas as used in the FTE Estimates.

III. Review by Colleges

Upon completing the generation of the FTE Enrollment Plan projections, the CCTCMIS will provide the projections to the president of each community college for review. Presidents will have no less than 30 days to recommend adjustments to the FTE projections. The College may adjust the projections based upon valid and sufficient justification. Such justification may include addition or expansion of programs, change in designations of sites, curricular changes, new or expanded industry requirements and educational policy issues. Colleges will submit a certification form indicating the college has reviewed the FTE estimates and whether adjustments are being recommended. The certification form must be signed by the President and the Business Officer.

IV. Submission to the Community Colleges

After consideration of recommended college changes, the CCTCMIS will submit the official FTE Enrollment Plan projections to the community colleges within 30 days of the due date. The first year of these projections will remain in effect until the FTE-1 Estimates are adopted by the Enrollment Estimating Conference. The remaining years will be in effect until the next annual submission of the FTE Enrollment Plan or special circumstances arise as determined by the Chancellor.

V. Development of Ten Year Projections

The CCTCMIS will use the FTE Enrollment Plan projections to develop 10 year projections when the need arises. The 10 year projections will be reported only by college or system totals.

C. STUDENT FTE PROJECTIONS FOR FIXED CAPITAL OUTLAY

I. Introduction

The purpose of this procedure is to establish a consistent and timely method to provide student FTE projections to the Educational Facilities Technical Assistance (EFTA) section of the Office of Educational Facilities. Each community college must do an educational plant survey at least every five years as prescribed in Section 235.15, Florida Statutes. The specifics for completing the survey are defined in the State Requirements for Educational Facilities - 1944 as stated in 6A-2.0111 Florida Administrative Code. The CCTCMIS will provide student FTE projections to the community colleges and EFTA to complete the educational plant surveys. These projections are also intended to provide information to the DCCWE for planning and policy development.

II. Capital Outlay FTE Projection Process

The CCTCMIS will generate the Capital Outlay FTE projections for five years past the latest Appropriation Bill budget year. The FTE projections are reported by Campus, Center or other sites listed in the Facilities and Capital Outlay Data Base. The FTE projections are based on students who require permanent facilities and who are eligible for state funding in the Community College Program Fund. Reports to the EFTA will aggregate data by Occupational and Non-Occupational FTE.

III. Review by Colleges

Upon completing the generation of the Capital Outlay FTE projections, the CCTCMIS will provide the projections to the president of each community college for review. Presidents will have no less than 30 days to recommend adjustments to the FTE projections. The College may adjust the projections based upon valid and sufficient justification. Such justification may include addition or expansion of programs, change in designations of sites, curricular changes, new or expanded industry requirements and educational policy issues. Colleges will submit a certification form indicating the college has reviewed the projections and whether adjustments are being recommended. The certification form must be signed by the President and the Business Officer.

IV. Submission to Educational Facilities Technical Assistance and the Community Colleges

After consideration of recommended college changes, the CCTCMIS will submit the official Capital Outlay FTE projections to EFTA and the community colleges by September 1 of each year. These projections will remain in effect until the next annual submission to EFTA unless an emergency or special circumstance arises as determined by the Chancellor.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

PROCEDURES TO REQUEST CAMPUS, CENTER, SPECIAL PURPOSE CENTER AND INSTRUCTIONAL SITE DESIGNATION

PURPOSE

These procedures are established to facilitate Section 1001.02(7)(e), Florida Statutes and State Board of Education Rule 6A-14.0061, Florida Administrative Code, Campus, Center, Special Purpose Center and Instructional Site Designations.

PROCEDURES

I. Submission of Request to Division

A request to designate a campus, center, or special purpose center shall be made to the Chancellor of the Division of Community Colleges not less than six (6) weeks prior to action by the State Board of Education. The request must indicate approval by the local Board of Trustees of the College. Instructional sites are used at the discretion of each college and do not require State Board approvals. The request format shall answer the criteria specified below.

II. Criteria specified in Rule 6A-14.0061, FAC, for Campus, Center and Special Purpose Center Designations, require that the request:

- A. Explain how the proposed campus, center or special purpose center is a part of and consistent with the long-range master plan of the college. Include a copy of that portion of the college's long-range master plan.
- B. Justify that expanded or new instructional and support services are necessary to adequately serve the community college district.
- C. Document that the official fixed capital outlay student FTE enrollments have already achieved three thousand (3,000) full-time equivalent students at each existing campus and that projected student enrollments are stable or increasing.

Utilize the official fixed capital outlay FTE enrollment projections which illustrate at least one thousand (1,000) full-time equivalent students for a proposed campus, or at least four hundred (400) FTE for a proposed center. Provide also historical enrollments for at least five years prior to the current year by campus and center (existing and proposed) which can be reconciled to the FTE-3 Enrollments Reports for the college. Total FTE enrollments for the college should equal those reported on the FTE-3 Enrollment Report. (Note: Enrollments are based on forty (40) student semester hours and thirty (30) credit hour equivalents equal to one (1) FTE.) The above is not necessary for a special purpose center, however, documentation must be provided to show that the projected enrollments for the special purpose center justify the need for an additional site for the college.

- D. Certify that facilities at existing campuses, centers or special purpose centers (already established by the State Board of Education or by prior state action), are substantially complete and utilized. (Note: If a campus(es), center(s) or special purpose center(s) is not complete, show a completion date and indicate when the proposed campus, center or special purpose center is to be developed, consistent with completion of other campuses or centers.)
- E. Provide documentation that the proposed campus or center is with the cooperation of other educational agencies within the community college district and adjacent to the district. Letters of agreement from the school district, regional coordinating councils and community college president (s) should be included.
- F. Evaluate alternatives to the proposed expansion, such as underutilized, vacant facilities, or leased facilities were considered by the board of trustees. Include a complete analysis of alternatives. Document that if there are projected facility needs for a new campus, center or special purpose center, what facilities are contemplated. What is the justification for such facilities and what are the projected costs.

G. Possible exceptions to these criteria for establishing a campus, center or special purpose center are listed below. Address only those exceptions which apply. For each applicable exception, explain fully how the particular exception impacts upon corresponding criteria. Possible exceptions are:

1. The nature of the services to be provided.
2. The number and types of students to be served.
3. The characteristics of the population to be served.
4. Transportation problems.
5. The lack of acceptable sites and facilities.
6. Energy conservation.
7. Population shifts within the service area.

III. Justification for Designation

The request must provide a strong statement justifying the need for establishing the campus or center. This discussion should provide justification for the expenditure of public funds. The following items should be fully discussed:

- A. Programmatic needs of the area. Identify the degrees and certificate programs to be offered at the proposed location and explain how this request will affect supply and demand for these programs.
- B. Geographic considerations. Explain why the proposed campus or center is to be located in the area selected. Include a map of the community college district which shows distances from the main campus and centers, including the one proposed.
- C. Other factors which contribute to the need for a campus or center including increases or shifts in population.

IV. Division Technical Support

Division staff shall assist and represent all designations to the State Board of Education.

NOTE: If site designation approval is given, the Board of Trustees of the College comply with certain criteria established in Section 1.4, State Requirements for Educational Facilities, before selecting a site.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

PROCEDURES FOR REVIEWING COMMUNITY COLLEGES DIRECT SUPPORT ORGANIZATIONS AUDIT REPORTS

PURPOSE

Section 1001.64(39), Florida Statutes, charges the local community college board of trustees with the responsibilities of audit review and oversight of direct-support organizations.

Section 1001.02(9), Florida Statutes, charges the State Board of Education with the responsibility to "prescribe minimum standards, definitions, and guidelines for community colleges and state universities that will ensure the quality of education, coordination among the community colleges and state universities, and efficient progress toward accomplishing the community college and state university mission."

Section 1004.70, Florida Statutes, requires each Direct Support Organizations (DSO) to submit its annual financial audit report to the State Board of Education for review. These procedures implement that review process.

PROCEDURES

Based on the philosophy of the State Board to work cooperatively with all entities and agencies involved with community colleges to resolve problems and issues in any area, the following process will be used by the Department of Education for reviewing the DSO audit reports published by an independent certified public accountant:

The audit review checklist, which is detailed within these procedures is submitted by the president and transmitted with the DSO audit to the Department of Education.

The DSO audits and the audit review checklist are assigned to the Community College Office of Budget and Financial Services for review.

A. If an audit review checklist is submitted with all responses in the affirmative, the DSO audit shall be transmitted to the Chancellor of the Division of Community Colleges for review.

B. If an audit review checklist does not include all positive responses, the DSO audit shall be sent back to the college for corrective action or justification prior to review by the Chancellor of the Division of Community Colleges.

HISTORY

Date approved by the Council of Presidents: November 1, 2006

Date approved by the Chancellor: November 13, 2006

DIRECT-SUPPORT ORGANIZATIONS AUDIT REVIEW CHECK LIST

COLLEGE PRESIDENT'S RESPONSE TO DSO AUDIT:

In accordance with Section 1004.70 (2), Florida Statutes, did the chairperson of the board of trustees appoint a representative to the board of directors and the executive committee of each direct-support organization established under Section 1004.70, Florida Statutes?

_____YES _____NO

In accordance with Section 1004.70(2), Florida Statutes, did the president or the president's designee serve on the board of directors and the executive committee of the college's direct-support organization?

_____YES _____NO

In accordance with Section 1004.70(4)(c), Florida Statutes, did the board of trustees approve all transactions or agreements between one direct-support organization and other direct-support organizations or between a direct-support organization and a center of technology innovation designated under s.1004.77, Florida Statutes?

_____YES _____NO _____N/A

In accordance with Section 1004.70(5), Florida Statutes, did this direct-support organization submit to the board of trustees a copy of its federal IRS Application for Recognition of Exemption form (Form 1023) and its federal IRS Return of Organization Exempt from Income Tax form (Form 990)?

_____YES _____NO _____N/A

Did the board of trustees review the following issues and accept the annual audit. College support of direct-support organization's operating expenses. Annual change in the direct-support organization's net assets. Direct-Support Organization's ability to cover indebtedness (both current and projected).

_____YES _____NO

PRESIDENT'S SIGNATURE and DATE _____

BOARD OF TRUSTEES
CHAIRMAN'S SIGNATURE and DATE _____

PROCEDURES FOR CONTRACTUAL PROVISIONS FOR CONSTRUCTION CONTRACTS

PURPOSE

The following provisions are recommended to be included in all community college construction contracts in order to promote timely payments to subcontractors for work satisfactorily completed.

PROCEDURES

Subcontractors, forty-five (45) days after satisfactory completion of their work on the Contractor's project, can invoice the Contractor for the remainder of unpaid work, including the full value of the retainage related to their work, less the value of any item contested in accordance with the terms and conditions of the construction Contract. The Subcontractor shall include a conditional release of lien and all appropriate warranties and closeout documentation with this final payment invoice to the Contractor. The Contractor must include this subcontractor payment request in the next Application for Payment in the pay application cycle to the Architect following the receipt of the subcontractor payment request, if deemed to be complete and in compliance with this section. The owner shall process the payment request within 20 days of receipt of the Certificate for Payment from the Architect, and shall include payment of the retainage, less the value of any contested item, in its next payment to the Contractor. When a Contractor receives payment from the Owner for labor, services, or materials furnished by subcontractors and suppliers hired by the Contractor, the Contractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the terms and conditions of the construction Contract, within ten (10) days after the Contractor's receipt of payment.

Colleges should require the contractor to include the following provision in all construction contracts to promote timely payments to subcontractors for services properly completed to the Owner: "When the Contractor receives payment from the Owner for labor, services, or materials furnished by subcontractors and suppliers hired by the Contractor for the project, the Contractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the Contract, within 10 days after the Contractor's receipt of payment from the Owner. When the payment due the subcontractor is for final payment, including retainage, the subcontractor must include with the invoice for final payment a conditional release of lien and all appropriate warranties and closeout documentation. When the subcontractor receives payment from the Contractor for labor, services, or materials furnished by subcontractors and suppliers hired by the subcontractor, the subcontractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the Contract, within ten (10) days after the subcontractor's receipt of payment."

This provision shall not be construed to create a contractual relationship of any kind (1) between the Architect and Contractor, (2) between the Owner and a Subcontractor or Sub-subcontractor (et al.), (3) between the Owner and Architect or (4) between any persons or entities other than the Owner and Contractor.

HISTORY

Date approved by the Council of Presidents: February 27, 2004

Date approved by the Chancellor: March 2, 2004