

SANFORD C. SHUGART, PH.D.
President



May 16, 2003

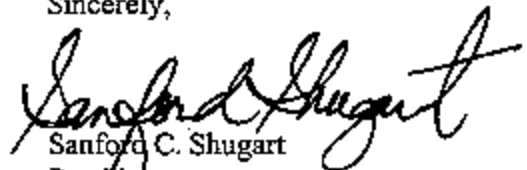
Mr. J. David Armstrong, Jr.
Chancellor
Division of Community Colleges
State Board of Education
1314 Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

Dear David:

On behalf of the District Board of Trustees of Valencia Community College, I am submitting this request to establish a Southeast Campus. Enclosed is the Southeast Campus proposal, prepared in accordance with the requirements of the State Board of Education Administrative Rule 6H-1.040, FAC, for campus and center designations.

We appreciate your assistance and support in presenting this proposal.

Sincerely,



Sanford C. Shugart
President

/ka

c: Tom Powell, Special Assistant to the President
Bill Mallowney, General Counsel
Ron Fahs, Division of Community Colleges

Enclosure

BOARD OF TRUSTEES

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PROPOSAL TO ESTABLISH A SOUTHEAST CAMPUS

FOR

VALENCIA COMMUNITY COLLEGE ORLANDO, FLORIDA

Valencia Community College proposes, by means of submitting this document to the Florida Board of Education, to establish a Southeast Campus to better serve the eastern half of its two-county service district, especially the southeast quadrant of Orange County. The proposal comprises two parts: Criteria for Establishing a Campus, and Justification for Designation.

Criteria for establishing a campus or center (Rule 6H-1.040FAC, Campus and Center Designation)

- A. The proposed Southeast Campus for Valencia Community College is part of and consistent with the Long-Range District Facilities Strategic Plan master plan of the College. See Attachment A for a copy of the plan.

Realizing that population growth in Central Florida is explosive and that planning for Valencia Community College's growth within that environment requires the best knowledge available, the District Board of Trustees awarded a bid to Glatting Jackson to create a master plan using the best available technology and planning resources. The result is the Long-Range District Facilities Strategic Plan, which was presented to and endorsed by the Board in September 2001. The plan recommends that the College establish a campus in the Southeast quadrant of Orange County to accommodate growth expected in the next five years. The Southeast Campus search area is shown in Attachment B.

- B. New instructional and support services on a new Southeast Campus are necessary to adequately serve the Valencia Community College's service district of Orange and Osceola Counties.

Two forces require Valencia Community College to establish a Southeast Campus: First, the southeast quadrant of Orange County is poised to experience dramatic short-term growth over the next 5-10 years and sustained growth over the next 20 years. In the Plan, Glatting Jackson recommended that the College establish a Southeast Campus in the near term to serve the rapidly growing eastern half of the two counties in the service district, and a Southwest Campus in the long term to serve the growing population in the western half that is expected to be realized in the longer term—2010 to 2020. Thus, the Southeast Campus proposed in this document is the College's response to near-term growth and a part of the Long-Range Facilities Strategic Plan.

The second factor requiring a Southeast Campus is the fact that Valencia's East Campus has been developed as far as available land and infrastructure allow. The final building likely to be constructed for the East Campus is scheduled to be completed in 2004, bringing the East Campus's capacity to about 8,000 FTE. Assuming unlimited capacity, East Campus would reach 9,025 FTE by 2007/2008. Thus, there would be an unmet demand of 1,500 FTE for a Southeast Campus from the overflow from East Campus. Limitations for future growth on the East Campus are further discussed in Criterion D.

C. Official FTE projected enrollments and historical FTE enrollment growth demonstrate the need for a Southeast Campus.

According to the Capital Outlay FTE Projections accepted by the Division of Community Colleges in August 2002, the following campus actual totals were shown for the 2001/2002 reporting year:

<u>Campus</u>	<u>FTE Enrollment</u>
East	6,841.3
West	5,456.6
Osceola	1,560.2

The fact that Osceola Campus serves fewer than 3,000 FTE will be addressed in Criterion G (Exceptions).

Annual rates of increase for college-wide FTE enrollments range from 4.4% to 4.6% for the five years in the projection. Increases are projected for all campuses. The College estimates that, with the final building on East Campus, that campus will serve about 7,500 FTE effectively. Even if the College attracted no new students as a result of opening a Southeast Campus, there would still be over 1,000 FTE to serve as a result of growth on the east side of Orange and Osceola Counties, as a result of limiting growth on East Campus when the 8,000 FTE capacity is reached. Projected FTE growth for all campuses, including the proposed Southeast Campus, is shown in Table 1.

Table 1
Capital Outlay FTE Projections
2002/2003 to 2007/2008

Year	West Campus	East Campus	McCoy Center	Winter Park Campus	Osceola Campus	Non Permanent Facilities	Southeast Campus	Collegewide Total*
2002/2003	5,758	7,243	9	1,002	1,646	771		16,429
2003/2004	6,032	7,587	10	1,049	1,724	808		17,210
2004/2005	6,298	7,922	10	1,096	1,800	843		17,969
2005/2006	6,569	8,264	11	1,143	1,878	879		18,744
2006/2007	6,851	8,000	11	1,193	1,952	550	1,000	19,577
2007/2008	7,175	8,000	11	1,247	2,051	800	1,387	20,471

Source: Capital Outlay FTE Projections.

Note: College total for year cannot change. College total must equal sum of sites.
Lifelong learning is excluded.

The College's historical growth in FTE by campus for the past five years is shown in Table 2.

Table 2
Student Data Base FTE Enrollment Report
1997/1998 to 2001/2002

Year	West Campus	East Campus	McCoy Center	Winter Park Campus	Osceola Campus	Non Permanent Facilities	Collegewide Total
2001/2002	5,456.6	6,841.3	8.7	952.4	1,560.2	727.6	15,546.8
2000/2001	5,075.9	6,436.9	19.0	869.2	1,263.3	648.7	14,313.0
1999/2000	4,914.5	6,100.4	14.7	883.4	1,037.7	571.7	13,522.4
1998/1999	4,730.8	5,487.2	21.9	1,059.6	960.1	303.0	12,562.6
1997/1998	5,067.9	5,347.9	36.3	893.8	1,087.4	232.5	12,665.8

Source: Student Data Base FTE Enrollment Report, FTE-3.

Note: FTE is a combined total of FTE Credit and FTE non-Credit from each campus for respective year.

D. Facilities at existing campuses, centers and special purpose centers are substantially complete and utilized.

The Special Purpose Centers and Campuses listed are either built out or are close to being built out. Utilization rates are well above 90 percent. The east side of greater Orlando is in a rapid growth phase and is supported by the Glatting Jackson study. The study established a need for a Southeast Campus due to projected growth which would help relieve an already overcrowded East Campus.

The McCoy Special Purpose Center is built out. The Educational Plant Survey, dated June 2002, lists recommendations for new construction; however, the site will not support additional construction.

East Campus will begin construction on Building 8 in 2003. Prior to seeking funding for Building 8, the College contracted with C.T. Hsu, A.I.A., to revise the East Campus Educational Plant Survey; the District Board of Trustees approved that revision in June 2002. The revised survey includes the possibility of erecting one more building, but limitations in space and infrastructure argue against further major building construction. There is little available land for additional parking, and the present roadways are insufficient to handle additional traffic.

Winter Park Special Purpose Center is built out. There is insufficient land at the site for another building and related parking.

E. Valencia Community College's proposal for a Southeast Campus has been made with the cooperation of the other educational agencies within the community college district and adjacent to the district.

Valencia has reviewed its intent to establish a new campus with the school district superintendents for its service district, with the president of the University of Central Florida, and with the presidents of the adjoining community college districts.

Enclosed with this application (Attachment C) are letters of support from the following:

Ron Blocker, Superintendent, Orange County Public School District
 Blaine Muse, Superintendent, Osceola Public School District
 Thomas Gamble, President, Brevard Community College
 Ann McGee, President, Seminole Community College
 Charles Mojock, President, Lake Sumter Community College
 John Hitt, President, University of Central Florida

F. Alternative facilities were considered, but Glatting Jackson was unable to identify acceptable facilities in the southeast quadrant of Orange County.

In their report, Glatting Jackson acknowledges the unavailability of alternate facilities. In particular, the results of interviews with representatives of private and public property owners support this conclusion.

G. Exception to Criteria

The only criteria for which Valencia Community College claims an exception is the part of III.C which requests documentation that each campus has achieved an enrollment of 3,000 FTE. The Osceola Campus achieved 1,649 FTE in 2001/2002, and is projected to achieve 2,051 in 2007/2008, the year in which the Southeast Campus would most likely open. The Southeast Campus is proposed to relieve the over-crowding on the East Campus resulting from the dramatic growth in Orange County north and east of Orlando International Airport. The geographic separation of southeast Orange county and the limited roadways from northeast Osceola County make it unlikely that students living in southeast Orange County would commute to Valencia's Osceola Campus, even if space were available. Consequently, Valencia Community College is proposing to establish a Southeast Campus before Osceola Campus reaches 3,000 FTE.

Justification for Designation

Background:

Valencia continues to expand to meet the growing needs of its student and business community. The College's East Campus is adding an additional 72,000 GSF building to its inventory. Based on work of both an architectural firm's master plan update and a local land-planning firm, there is little additional space remaining for future growth. East Campus is the fastest growing campus in response to the growth in the area. Very shortly, Valencia will be unable to meet those needs at the present East Campus location.

With the county growth study completed by the College's consulting firm, an area SE of the Orlando International Airport (OIA) is identified as a future high growth area. This area lies between both Lockheed Martin plants and between the College's East and Osceola Campuses. With an engineering and technology initiative statewide, this would be a good location for a new campus to provide additional engineering courses and high-tech business courses to meet the local demand. It would also provide opportunities for shared resources for business and industry as well as joint space with the University of Central Florida and ventures with the local school district and the Airport Authority.

Approximately 200 acres would be required, a portion of which would be set aside for retention and some for natural wetlands which could be living laboratories for class study. This size would provide sufficient acreage for future growth and joint ventures.

The Campus:

The College would require dollars to first purchase the property and then master plan the site. Construction of infrastructure on the property—retention, roads, utilities, parking, and the first phase of buildings would follow. Infrastructure would be developed as a phasing plan over time. The first phase would consist of three permanent buildings each approximately 60,000 to 70,000 gross square and related parking for the development of the campus. The first permanent building would house student support services—admissions/registration, counseling, finance, financial aid, a small library, administration and classrooms and labs. Other support services would be housed in relocatables on a temporary basis until the campus constructed additional buildings at which time, services in relocatables would be moved into permanent spaces, and existing spaces remodeled for additional classrooms and laboratories.

The entire campus would be designed as a high-tech campus with all spaces having inter- and intra-net capabilities. Students would have access to on-line registration, access to their records, plan their program of study, and know at all times what courses they have remaining in their program. Classrooms and laboratories would be designed a “Smart Classroom.” These spaces would all have the ability for Internet connections, projecting computers, laptop computer access for students, and world libraries of all forms of media, providing a sound and exciting learning environment.

The Programs:

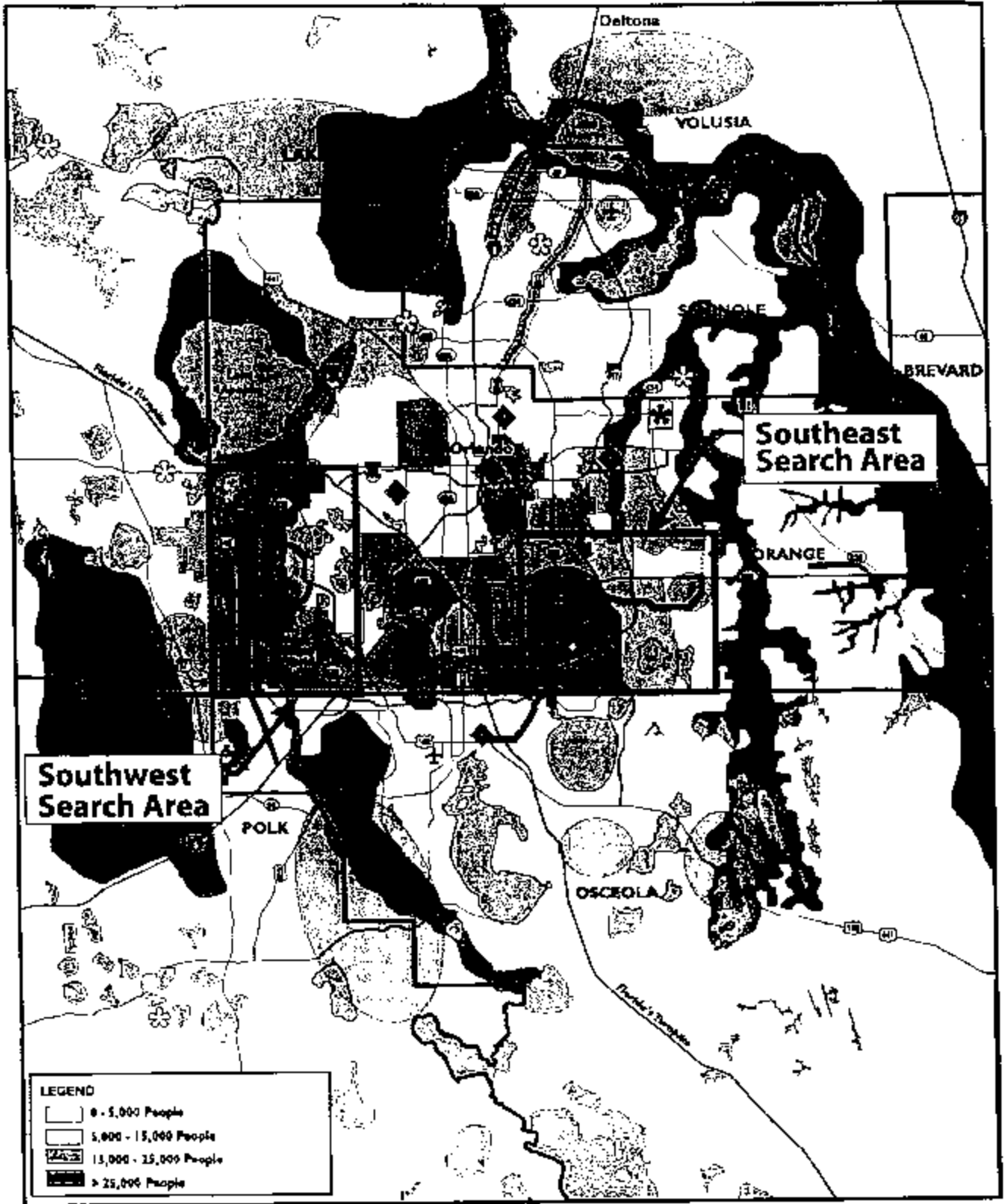
Courses will be flexible to provide appropriate resources for student learning. Courses offered could include but would not be limited to the following:

- Electronic Engineering
- CADD - Drafting and Design Technology
- Micro-Electronic Computer Engineering
- Laser/Electronic Computer Technology
- Civil Engineering Technology
- Architectural Technology
- Mathematics
- Computer Programming and Applications
- e Business
- Computer Engineering, Microsoft
- Database Technology, Oracle

With projecting computers and stationary cameras above the professor’s control station in both classrooms and laboratories, students see and learn complex information with real life examples providing linkage from theory to practical. This works in all types of learning environments from art to zoology.

Conclusion:

Limited space at the East Campus has required the College to look at other options to meet the growing demand. The College hired professional firms to help us identify those options and provide the data necessary to make high quality decisions for our students’ and community’s future. Valencia must be able to train a highly skilled workforce to meet the demands of the 21st century.



Growth Analysis Conclusions

6H-1.040 Campus, Center, Special Purpose Center and Instructional Site Designations.

The State Board of Community Colleges shall receive proposals from local boards of trustees to establish campuses, centers, and special purpose centers, and shall recommend for or against the establishment of the requested campus or center. The State Board of Community Colleges shall approve or disapprove the proposal for special purpose centers. The following shall apply.

(1) A campus is an instructional and administrative unit of a community college, consisting of college owned facilities and staffed primarily by full-time personnel. It houses a full range of instructional services and of institutional, instructional, and student support services. Facilities and other resources are sufficient to accommodate at least one thousand (1,000) full-time equivalent students and is in compliance with the certain criteria established in Rule 6A-2.039(1)(a)5., FAC.

(2) A center is an instructional and administrative unit with limited support services. It consists of college owned or unowned facilities and is staffed primarily by full-time personnel. It does not necessarily offer a full range of instructional programs or courses and is in compliance with the criteria established in Rule 6A-2.039(1)(a)5., FAC.

(3) A special purpose center is a unit of a community college consisting of college owned facilities or unowned facilities leased for more than one year that provides a limited number of special, clearly defined programs or services, such as instruction or administration, and is in compliance with Rule 6A-2.039(1)(a)6., FAC.

(4) An instructional site is an instructional unit of a community college that offers students a very limited range of instructional programs or courses in unowned facilities leased for one year or less with no support services.

(5) Proposals to establish campuses or centers shall document the following conditions.

(a) The proposed expansion is part of and consistent with the master plan of the community college.

(b) Expanded or new instructional services and support services are necessary to adequately serve the community college district.

(c) Existing campuses have at least three thousand (3,000) full-time equivalent students each, and projected enrollments are stable or increasing, when the proposal is to establish a campus.

(d) Facilities at existing campuses, as identified in the master plan of the community college, are substantially complete.

(e) Enrollment projections in the master plan of the community college are for at least one thousand (1,000) full-time equivalent students for a proposed campus or at least four hundred (400) for a proposed center. A proposed center to provide central administrative services for a community college shall be exempt from this enrollment condition.

(f) The proposed expansion is in conjunction with other educational agencies within the community college district and adjacent to the district.

(g) Alternatives to the proposed expansion were considered by the board of trustees.

(6) Proposals to establish a special purpose center shall document the following:

(a) The proposed expansion is part of and consistent with the master plan of the community college.

(b) The proposed services are necessary to adequately serve the community college district.

(c) Projected enrollments justify expansion.

(d) Projected facility needs justify expansion.

(e) Proposed expansion is in conjunction with the other educational agencies within the community college district.

(f) Alternatives were considered by the board of trustees.

(7) Exceptions to (5) and (6) herein are authorized when justified in the judgment of the State Board of Community Colleges due to the nature of the services to be provided, the number and types of students to be served, the population to be served, transportation problems, the availability of acceptable sites and facilities, energy conservation, or population shifts.

(8) The State Board of Community Colleges may use the services of the office of Educational Facilities and of others to evaluate proposals and develop recommendations.

Specific Authority 240.311(2)(3)(j) FS. Law Implemented 235.19, 240.311(3)(g)(I)(j), 240.319(3)(e)(f), 240.327 FS. History - New 2-27-84, Formerly 6H-1.40, Amended 6-22-87.

6H-1.041 Substitute Admission and Graduation Requirements.

(1) Each district board of trustees of a public community college shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Chapter 86-194, Laws of Florida. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the

institution, admission to a program of study, entry to upper division, or graduation shall be provided. For purposes of this rule, the following definitions shall apply.

(a) **Hearing impairment.** A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

(b) **Visual impairment.** Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) **Specific learning disability.** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

(2) The policies and procedures shall include at least the following:

(a) A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability.

(b) A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability.

(c) A mechanism for making the designated substitutions known to affected persons.

(d) A mechanism for making substitution decisions on an individual basis, and

(e) A mechanism for a student to appeal a denial of a substitution or to appeal a determination of ineligibility.

(3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

(4) Coordination of the provision of technical assistance in the implementation of this rule shall be provided by the Division of Community Colleges in conjunction with the State Department of Education.

(5) Each community college shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied.

Specific Authority 240.311 FS. Law Implemented 240.152, 240.153 FS History - New 5-12-87.

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