

Baccalaureate Program Proposal Requirements for The Florida College System Criteria for Initial *and* Subsequent Degree Programs

This completed cover sheet should accompany each **initial** Community College applications for **Baccalaureate Degree authorization** submitted to the Department of Education for review and approval AND **should also accompany subsequent degree proposals being submitted to the Florida College System for compliance review prior to degree implementation.** ~~to offer a baccalaureate program in accordance with Section 1007.33, Florida Statutes.~~ **Please submit the initial applications by September 1** to the Commissioner of Education with a copy to the Chancellor of Community Colleges. **Subsequent degree proposals should be submitted to the Chancellor of the Florida College System.**

Commissioner
Florida Department of Education
325 West Gaines Street, Suite 1514
Tallahassee, FL 32399-0400

Chancellor
Florida College System
Florida Department of Education
325 West Gaines Street, Suite 1314
Tallahassee, FL 32399-0400

Institution Name:	Baccalaureate Degree Contact: Title: Address: Phone: Fax: Email:	Baccalaureate Degree Secondary Contact: Title: Address: Phone: Fax: Email:
Degree Type (BA, BS, BAS):	Complete Degree Program Title and Department:	Proposed Degree CIP Code : _____ New <input type="checkbox"/> Existing <input type="checkbox"/> If this is an existing CIP, do the proposed prerequisites match those in the <i>Common Course Prerequisites Manual</i> ? Yes <input type="checkbox"/> No <input type="checkbox"/> If no, explain why:
Total Number of Credit Hours in Program:	Proposed Program Implementation Date:	(This cell continues from the previous row)
Proposal Check List: <input type="checkbox"/> Executive Summary <input type="checkbox"/> Description of Planning Process and Time Line for Implementation <input type="checkbox"/> Analysis of the Workforce Need for the Baccalaureate Program, Demand for Graduates, and Impact on Other Institutions <input type="checkbox"/> Alignment with K-20 Goals and Strategic Imperatives <input type="checkbox"/> Academic Content and Curriculum <input type="checkbox"/> Assessment of Current and Anticipated Resources to Deliver the Program <input type="checkbox"/> Enrollment, Performance, and Budget Plan <input type="checkbox"/> Accreditation Plan <input type="checkbox"/> Plan of Action in Case of Program Termination		

Date program was approved by the community college's Board of Trustees: _____

The college President's signature affirms that all items on the Proposal Check List are included and accurate:

President's Signature: _____

Date: _____

Introduction

This document has been prepared by the Division of Florida Colleges ~~Division of Community Colleges~~ as an outline for preparing a written proposal for a baccalaureate program under authority of Section 1007.33, F.S. This outline, and the points pertaining to each section, must be reproduced within the body of the proposal in order to ensure that all sections have been satisfactorily addressed. Included in this outline are: a policy summary, the proposal process, evaluation criteria, proposal implementation, and terms and conditions of program continuation.

Policy Summary:

Initial Baccalaureate Approval

Section 1007.33, F.S. authorizes the State Board of Education (SBOE) to approve requests from postsecondary institutions within the Florida College System to award the baccalaureate degree. Initial requests must be accompanied by a degree proposal (or proposals), approved by the college's Board of Trustees, which identify workforce, academic and geographic needs that meet the employment demands of their service area and the state of Florida. Documentation must demonstrate strategic planning that includes regional dialogue among accredited postsecondary providers in order to avoid unnecessary programmatic duplication and expense. In addition, colleges must meet all required criteria related to curriculum, program length, common pre-requisites, library volumes, facilities, faculty, student services and other resources necessary to deliver baccalaureate degree programs, and must earn Southern Association of Colleges and Schools "Level II" accreditation prior to operationalizing an upper division program.

All requests for initial baccalaureate authorization must be accompanied by a statement signed by the college President and Chair of the Board of Trustees which affirms ongoing commitment to:

~~Based upon the outcome of the SBOE vote on the Commissioner's recommendation, a Memorandum of Agreement (MOA) will be developed for each approved partnership and community college baccalaureate degree program listing the criteria for initial release of funds, and for continuing program approval. The MOA will require a commitment that includes, but is not limited to:~~

- ◆ Service to non-traditional student populations;
- ◆ Service within local **regional** geographic boundaries, ~~preferably on the community college campus;~~
- ◆ Offering flexible instruction during non-traditional hours, as appropriate;
- ◆ ~~Reasonable~~ Costs to the state and students **which are less than those of the state universities.** ~~as stated in a completed three-year budget planning document outlining enrollment and operational, implementation, start-up costs, etc.;~~
- ◆ Adherence to statutory "time-to-degree" program length, general education requirements, prerequisite requirements, and foreign language requirements;
- ◆ Adherence to administrative rule requirements;

- ◆ Adherence to regional and specialized accreditation requirements;
- ◆ Determination and agreement as to the appropriateness of specialized accreditation; and
- ◆ ~~Remaining issues from prior annual reports, as appropriate.~~ Annual accountability reporting.

Policy Summary:

Subsequent Baccalaureate Approval

Section 1007.33 F.S. further authorizes local Boards of Trustees (BOT) to approve requests for subsequent baccalaureate degrees which identify workforce, academic and geographic needs that meet the employment demands of their service area and the state of Florida. Prior to implementation, program proposals must be submitted to the Chancellor of the Florida College System, Department of Education, for a compliance review to ensure that all required criteria have been met, and that SACS has granted substantive change approval.

Following SACS authorization and/or substantive change approval, colleges are further encouraged to seek additional specialized professional accreditations which enhance program quality and facilitate transfer options for students.

~~receive proposals from community colleges to offer specified baccalaureate degree programs in their districts to meet local workforce needs through partnerships and/or through direct authority to grant baccalaureate degrees. Provided that the criteria are met related to student demand, unmet workforce need for graduates from the baccalaureate programs, library volumes, facilities, faculty, and other resources, the SBOE may authorize a community college to pursue a substantive change in regional accreditation status and to grant specified baccalaureate degrees on a limited basis. Funding may be provided to support community college partnerships with four-year postsecondary institutions to expand access to baccalaureate degree programs. This statute provides guidelines for SBOE receipt of community college proposals and the review of such proposals. The guidelines establish an annual window of time for the receipt of proposals. This is followed by a system of review that leads to a presentation to the SBOE and recommendations by the Commissioner of Education, all within a specified period of time. State funding policy is to limit state support to no more than 85% of the amount of state expenditures for direct instruction per credit hour in upper-level state university programs. Approved programs will be implemented in compliance with a Memorandum of Agreement (MOA) between the SBOE and respective institutions outlining administrative oversight and accountability expectations for initial and continued program approval. Start-up and operational funding is contingent on legislative funding and approval by the Commissioner of Education and the State Board of Education.~~

Proposal Process Criteria

Once the decision to offer baccalaureate programs has been approved by the college's President and Board of Trustees, the college President submits a Letter of Intent to the Commissioner of Education with a copy to the Chancellor of the Florida College System (FCS). ~~Division of Community Colleges (DCC) by June 1.~~ After the proposal has been completed by the college, it is submitted by the College President to the Commissioner with a copy to the Chancellor of FCS ~~DCC by September 1,~~ and the Commissioner. ~~officially acknowledges the receipt of the proposal to the college.~~ The ~~DCC~~ FCS coordinates a collaborative review with the Division of Accountability, Research, and Measurement (ARM), the Budget

Office, and others as appropriate, and submits comments to ~~the Commissioner and~~ the college. The college makes the appropriate adjustments, if needed, based on these comments and resubmits the proposal to the Executive Vice Chancellor of ~~the FCS. DCC within 30 days.~~ The collaborative review team, ~~headed~~ chaired by the Executive Vice Chancellor completes a final review and makes a recommendation to ~~the Chancellor and the Commissioner for approval or disapproval.~~ The Commissioner, ~~Chancellor,~~ and college staff and others, as appropriate, present the proposal to the SBOE ~~for approval. usually no later than the February SBOE meeting. With a recommendation from the Commissioner, the SBOE considers and votes on the college's proposal. Notification of approval or disapproval by the SBOE is sent to the college President. Upon approval, a five year Memorandum of Agreement (MOA) is signed by the Commissioner and the college's President.~~

Note: Multiple proposals may be considered simultaneously. ~~and funded contingent on available funds.~~

See attached flowchart of the [Baccalaureate Proposal Approval Process for Community Colleges](#).

Instructions for Completion and Submission of Application Template

- 1) ~~By September 1,~~ Submit two printed copies of the completed application form and any Appendices, ~~one to the Commissioner of Education, and one to the~~ **Chancellor of the Florida College System. Division of Community Colleges.**
- 2) ~~By September 1,~~ Submit one electronic file of the completed application form, the Enrollment, Performance, and Budget form, and any Appendices. Submit this file to Patricia Frohe at Patricia.frohe@fldoe.org. **Please note that this file should be in PDF format.**
- 3) Submit an **additional** Excel file of the Enrollment, Performance, and Budget form(s), **by specific program area. This file must be Excel, not Word or PDF.**
- 4) All pages, including Appendices, must be numbered.
- 5) The Executive Summary should be created entirely in a Word document, and must be submitted to this office as ADA-compliant. Please refer to the Adobe link for ADA-compliancey at http://www.adobe.com/enterprise/accessibility/pdfs/acro7_pg_ne.pdf.
- 6) Note that steps 1 through 5 above must also be followed for revision documents.

Evaluation Criteria

A. Executive Summary

- ◆ At a minimum, the Executive Summary should include summaries of the Planning Process and the proposed program start dates, Workforce/**Academic/Geographic** Needs/Demands for a baccalaureate program, the Academic Content and Curriculum, the Assessment of Current and Anticipated Resources to Deliver the Program, and brief information about the remaining criteria. The maximum length of the Executive Summary should be three pages. Note that similar proposals (such as Education Concentrations) should all be included in one Executive Summary.

B. Description of Planning Process and Time Line for Implementation

- ◆ Describe the planning process, to include faculty, staff, and stakeholder input, task force meetings, and other activities related to planning the program.
- ◆ Include a time line for proposed program implementation.

C. Analysis of Workforce/Academic/Geographic Needs/Demands for the Baccalaureate Program

Each ~~community~~ college must collaborate with its local workforce development board(s), chamber(s) of commerce, and/or economic development councils, as well as business and industry partners, to survey service district customers to determine ~~workforce~~ baccalaureate degree needs and demands. **In addition, colleges are expected to demonstrate a strategic planning effort which includes dialogue with other regional postsecondary providers.**

The Division of Accountability, Research and Measurement has developed the following guidelines that may serve as a resource:

Guidelines for Labor Market Demand and Education Supply Analysis (*Will review/revise*)

- ◆ Provide information outlining the process used to identify workforce need and unmet student demand, and any supporting documentation.

~~Community colleges must seek ways to provide access to identified workforce baccalaureate degrees.~~

- ◆ **In order to avoid unnecessary duplication of effort**, contact public and private four-year institutions to determine the viability of having identified needs met via partnership/**articulation** agreements, ~~and include community and other institutional responses concerning partnership opportunities. Be sure to~~ Include detailed documentation of any meetings or correspondence with other institutions. These partnership agreements may be stand-alone agreements or form a component of an existing university center-type arrangement. ~~This option is the preferred method of access.~~
- ◆ ~~If the college documents an inability to develop partnerships that will satisfactorily meet the identified needs of the community, the college may develop a proposal for submission to the SBOE that will request authorization for the community college to grant the baccalaureate degree on its own.~~

D. Alignment with K-20 Goals and Strategic Imperatives (Add revised Goals)

- ◆ Describe how the proposed program aligns with the appropriate *K-20 Goals and Strategic Imperatives*.

E. Academic Content and Curriculum

- ◆ Provide the complete program title, the department the program will be under, the type of degree (BA, BS, BAS), and a brief program description.
- ◆ Include academic content for each identified degree area to include:
 - The total number of credit hours in the program;
 - The proposed six-digit Classification of Instructional Programs (CIP) code;
 - General education requirements;
 - Common course prerequisites, if applicable, and provide assurance they are the same as the standardized prerequisites for other identical baccalaureate degree programs in the *Common Course Prerequisites Manual*;

- Sequenced course of study for each of the four years of the program, by semester. General education courses, applicable common prerequisites, and other courses should be **identified**;
 - Course descriptions for each course, including course numbers if they already exist in the Statewide Course Numbering System (SCNS); and
 - Expected specific learning outcomes for the program.
- ◆ Provide additional information to include:
 - Potential internships or clinical experiences, as applicable;
 - Plans to preserve current state level articulation agreements; and
 - Plans to meet any additional state program approval requirements such as that for teacher education and other requirements, as applicable.
 - ◆ Describe, briefly, the anticipated delivery system and scheduling for the proposed program as it may relate to resources such as traditional delivery on the main campus, traditional delivery at branches or centers, and/or nontraditional instruction such as distance learning.
 - ◆ Describe the admission standards, including any licensure requirements, if appropriate, and graduation requirements for the program.
 - ◆ Indicate whether the total number of credit hours to earn a degree exceeds 120. If it does, provide a justification for an exception to the policy of a 120 maximum number of credits.
 - ◆ ~~Describe, particularly for a BAS degree program, how students may be able to gain admittance to the program if they have not completed an AS degree.~~
 - ◆ Indicate whether the college intends to seek limited access status for the proposed program. If so, provide a detailed rationale for this decision. *See attached [Baccalaureate Limited Access Program Request Form](#).*

F. Assessment of Current and Anticipated Resources to Deliver the Program

- ◆ For each of the following categories below, 1) assess and describe the current resources available at the institution, and 2) identify and describe any new resources required.
 - Library volumes
 - Serials
 - Classroom, teaching laboratory, office, and any other type of space that is necessary for the proposed program
 - Equipment, focusing primarily on instructional requirements
 - Internship sites and/or clinical sites, if appropriate
 - Other key resources, as applicable

G. Proposed Enrollment, Performance, and Budget Plans (Will be Revised upon completion of work of Funding Committee)

- ◆ Complete the Enrollment, Performance, and Budget Plan form. The form should be submitted in both Excel and PDF formats. Also, provide a budget narrative justifying the estimated and

projected program expenditures as they appear in Section III of the form. The information should include start-up costs, required faculty, library resources, facility renovations/remodeling, and other anticipated operational costs to develop and maintain the program over a three-year period. Note that the state appropriation must be at no more than 85% of the direct instructional cost per FTE for enrollment growth in public universities. **Since this amount is subject to change as determined by the state legislature each year, refer to the Enrollment, Performance, and Budget Plan, below, for the latest figure.**

See attached Enrollment, Performance, and Budget Plan.

H. Accreditation Plan

- ◆ Describe plans for applying for a change of accreditation status through SACS from Level 1 to Level 2, if your institution has not already attained that status.
- ◆ Describe plans for seeking any additional or specialized accreditation, as applicable.

I. Plan of Action in Case of Program Termination

- ◆ Describe provisions the college will make, including student "train out," in the event a program needs to be discontinued while students are still enrolled in the program.

~~The MOA will be signed by the respective institutional President and the Commissioner on behalf of the SBOE.~~

~~Funding appropriated by the Legislature will be contingent on the receipt of the signed MOA and all budget forms as required by the Division of Community Colleges.~~

Terms and Conditions of Program Continuation

~~The State Board of Education will monitor implementation of the program through annual reports. Institutions must submit a written status report to the Commissioner and a copy to the Chancellor of DCC prior to August 15 of every year until the ending date of the MOA. In addition, institutions must present status information to the Commissioner and the SBOE, as requested, at any time during the duration of the MOA. The status and annual report must address, as determined appropriate by the Commissioner, the following criteria:~~

The following annual reports shall be provided to the Chancellor of the Florida College System:

- ◆ Performance accountability requirements **as adopted by the Council of Presidents (2008)**, as identified by the Chancellor of Community Colleges;
- ◆ Current data reporting and cost accounting requirements **as identified by the Chancellor of Community Colleges**; and
- ◆ Revisions to budget information (such as FTE, faculty hires, etc.), as appropriate.

Continued Developmental and operational funding will be based upon performance specified in annual reports and dependent on Legislative funding. Once the program is established, continued funding will be provided via the upper division funding model approved by the Legislature.

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