

## FINAL BILL ANALYSIS

**BILL #:** CS/HB 7151

**FINAL HOUSE FLOOR ACTION:**

90 Y's 27 N's

**SPONSOR:** Rep. Stargel

**GOVERNOR'S ACTION:** Approved

**COMPANION BILLS:** CS/CS/CS/SB 1194 & CS/CS/SB 1732

---

### **SUMMARY ANALYSIS**

CS/HB 7151 passed the House on May 5, 2011, and passed the Senate on May 3, 2011. The bill was approved by the Governor on June 17, 2011, chapter 2011-177, Laws of Florida, and becomes effective on July 1, 2011. The bill requires the Higher Education Coordinating Council (HECC) to submit a report by December 31, 2011, to the Governor, the President of the Senate, the Speaker of the House, the Board of Governors (BOG), and the State Board of Education (SBE) that includes detailed recommendations relating to:

- The primary core mission of public and nonpublic postsecondary education institutions;
- Performance outputs and outcomes designed to meet annual and long-term state goals;
- Florida's articulation policies and practices; and
- A plan to align school district and Florida College System (FCS) workforce development education programs and improve the consistency of workforce education data collection and reporting.

The Department of Education (DOE), in addition to the BOG, must provide administrative support to the HECC.

Additionally, the bill:

- Establishes the Articulation Coordinating Committee with responsibilities;
- Requires DOE to utilize student performance data in subsequent coursework to determine appropriate AP, CLEP, IB, and AICE examination scores for the receipt of college credit;
- Repeals the exemption from the state university system summer term enrollment requirement for students who have earned 9 or more credits through acceleration mechanisms;
- Requires FCS institutions to advise students of the requirements for associate degree completion and state university admission, including financial aid eligibility and the potential costs of accumulating excessive college credit, if the student has accumulated 12 credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing, and mathematics;
- Requires the SBE to establish by rule provisions for alternative remediation opportunities and retesting policies;
- Authorizes DOE to approve community service hours for home education students to be eligible for the Bright Futures Academic Scholars award;
- Authorizes FCS boards of trustees to request from the Commissioner of Education an investigation of a college president by DOE's inspector general in specified circumstances;
- Provides access to postsecondary education for individuals with intellectual disabilities, by allowing for reasonable substitution for admission and graduation requirements;
- Deletes requirements for the SBE to approve community college budgets;
- Revises requirements for the disposal of personal property lost or abandoned on university or FCS institution campuses;
- Authorizes the BOG to adopt a regulation instead of a rule relating to naming of state university buildings; university-acquired patents, copyrights or trademarks; delinquent accounts; purchasing; and university lease agreements for facilities;
- Removes obsolete references and requirements relating to the College-Level Academic Skills Test; and
- Repeals the Florida Business and Education Collaborative and the University Concurrency Trust Fund.

The fiscal impact of the bill is indeterminate. (See FISCAL COMMENTS).

**This document does not reflect the intent or official position of the bill sponsor or House of Representatives.**

## I. SUBSTANTIVE INFORMATION

### EFFECT OF CHANGES:

The bill effects several provisions of law pertaining to Florida's higher education system.

### Higher Education Coordinating Council (HECC)

#### Current Law

The Higher Education Coordinating Council was created by the Legislature in 2010 to identify unmet needs and to facilitate solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers. The Board of Governors (BOG) provides administrative support for the HECC.<sup>1</sup>

The HECC is required to act as an advisory board to the Legislature, the State Board of Education (SBE) and the BOG. Recommendations of the HECC must be consistent with the following guiding principles:

- To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students;
- To promote consistent education policy across all educational delivery systems, focusing on students;
- To promote substantially improved articulation<sup>2</sup> across all educational delivery systems;
- To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians; and
- To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.<sup>3</sup>

HECC is comprised of the following members: the Commissioner of Education; the Chancellor of the State University System of Florida; the Chancellor of the Florida College System; the Executive Director of the Commission for Independent Education; the Executive Director of the Independent Colleges and Universities of Florida; and two members representing the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives.<sup>4</sup>

#### Effect of the Bill

The bill requires the HECC to make detailed recommendations relating to:

- The primary core mission of public and nonpublic postsecondary education institutions;
- Performance outputs and outcomes designed to meet annual and long-term state goals;
- Florida's articulation policies and practices; and
- A plan to align school district and FCS workforce development education programs<sup>5</sup> and improve the consistency of workforce education data collection and reporting by colleges and school districts.

---

<sup>1</sup> Section 1004.015(1), F.S.

<sup>2</sup> Articulation among secondary and postsecondary education institutions and the provision of access to postsecondary education policies are governed by ch. 1007, F.S., and by rules of the SBE and regulations of the BOG. The intent of the Legislature is to facilitate articulation and seamless integration of the K-20 education system by building and sustaining relationships among K-20 public organizations, between public and private organizations, and between the education system as a whole and Florida's communities. The purpose of building and sustaining these relationships is to provide for the efficient and effective progression and transfer of students within the education system and allow students to proceed toward their educational objectives as rapidly as their circumstances permit.

<sup>3</sup> Section 1004.015(3), F.S.

<sup>4</sup> Section 1004.015(2), F.S.

<sup>5</sup> In 2010, the Legislature directed the Office of Program Policy Analysis and Government Accountability (OPPAGA) to conduct a review of public workforce education programs for the purpose of identifying and analyzing the positive and negative aspects of merging school district programs with FCS institution programs. OPPAGA found that school districts and FCS institutions locally determine the workforce education programs that are provided in their service areas and which entities are responsible for those programs. This results in a varied delivery system across the state. However, the entities tend to offer different types of workforce

The bill requires the HECC to submit a report by December 31, 2011, that specifically includes recommendations for legislative consideration during the 2012 Legislative Session. The bill requires the DOE, in addition to the BOG, to provide administrative support to the HECC. Currently, administrative support is provided only by the BOG.

## **Articulation Coordinating Committee**

### **Current Law**

The Articulation Coordinating Committee (ACC) serves as an advisory board to the SBE and BOG on postsecondary transition issues. The ACC provides a unique K-20 forum for cross-sector collaboration that informs the policy decisions of the SBE and the BOG regarding the implementation of the statewide articulation agreement. The ACC consists of 18 members and reports to the Commissioner of Education (Commissioner). The members are as follows:

- Four from the Department of Education (DOE or department);
- Fourteen appointed by the Commissioner for two year terms;
  - Three representing the State University System (SUS);
  - Three representing the Florida College System (FCS);
  - One representing career education;
  - Three representing public schools;
  - Two representing non-public postsecondary institutions;
  - One representing non-public secondary education; and
  - One representing students.

The ACC was once codified in law, but was removed in 2003 during the School Code rewrite.<sup>6</sup> Currently, it is established in Rule 6A-10.024 of the Florida Administrative Code and BOG Resolution.

### **Effect of the Bill**

The bill reestablishes statutory authorization for the Articulation Coordinating Committee (ACC) to make recommendations related to statewide articulation policies to the HECC, the SBE, and the BOG.<sup>7</sup> The membership of the ACC was revised and the duties of the ACC were codified to include: monitoring the alignment between exit and admission requirements between institutions; proposing guidelines for interinstitutional agreements between institutions; recommending dual enrollment course and high school subject area equivalencies for approval by SBE and BOG; reviewing the statewide articulation agreement and making recommendations for revisions; reviewing the statewide course numbering system; publishing a list of courses that meet common general education and common degree program prerequisite requirements at public postsecondary institutions; examining statewide data regarding articulation to identify issues and make recommendations to improve articulation; and recommending roles and responsibilities of public education entities in interfacing with the single, statewide computer-assisted student advising system.

---

education programs and typically avoid duplicating programs within individual counties. OPPAGA suggested that consolidating workforce education could produce benefits. It could help provide more consistent policies and practices for workforce education programs, provide better alignment and articulation of postsecondary career education programs, and make it easier for some students to access financial aid. Consolidating adult education under school districts could help their efforts to address dropout prevention and recovery.

<sup>6</sup> Chapter 2002-387, L.O.F.

<sup>7</sup> Section 1007.23, F.S.

## **Articulated Acceleration Mechanisms**

### **Current Law**

The DOE establishes minimum scores, maximum credit, and postsecondary courses for which credit is awarded for College-Level Examination Program (CLEP), Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB) examinations. Faculty discipline committees review each examination based upon established criteria and make recommendations for appropriate scores and courses for which credit should be awarded.<sup>8</sup>

### **Effect of the Bill**

The bill requires the DOE to utilize student performance data in subsequent postsecondary coursework in determining appropriate Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) examination scores for the receipt of college credit. The DOE must annually identify and publish the minimum scores, maximum credit, and course or courses for which credit is to be awarded. Currently, the DOE regularly solicits input from postsecondary faculty committees representing both the FCS and the SUS in this process. Committees are arranged so that faculty with expertise in each academic discipline area have an opportunity to review each examination and recommend the appropriate examination score and college course for which students should receive credit. The bill requires this process to take place on an annual basis and requires the utilization of student performance data to inform faculty decisions regarding equivalent credit.

## **Common Placement Testing**

### **Current Law**

The SBE, in conjunction with the BOG is required to develop and implement a common placement testing program to assess the basic computation and communication skills of students who intend to enter a degree program at any public FCS or SUS institution.

Minimum college placement test scores are currently established in Rule 6A-10.0315 of the Florida Administrative Code. FCS institutions have the flexibility to establish higher college placement scores. As a result, based on test scores a student may be eligible for college-level coursework at one college but not at another college.<sup>9</sup>

According to the DOE, there is no statewide consistency in remediation policies. Remediation courses have been approved for high schools on the basis of the highest level of developmental education (i.e., remediation) offered at FCS institutions. Currently, the implementation of the high school remediation courses and student enrollment in those courses are voluntary. For high schools offering remediation courses, students who enroll and pass a remediation course with a grade of "C" or better and pass the Basic Skills Exit Test are guaranteed entry to college credit course work without additional testing or remediation upon admission to a Florida college. Colleges may offer students alternative remediation opportunities and retest.

Students may not accumulate more than 12 college credits hours without demonstrating readiness in mathematics, reading, or writing, unless they are co-enrolled in developmental education. The FCS has recently developed statewide developmental education competencies and established common course numbers that will be implemented in Fall 2011.<sup>10</sup>

---

<sup>8</sup> Section 1007.27(2), F.S.

<sup>9</sup> Department of Education analysis of SB 1194 (Feb. 18, 2011).

<sup>10</sup> *Id.*

## **Effect of the Bill**

The bill requires colleges to advise students who have accumulated 12 college credit hours, but have not yet demonstrated proficiency in the basic competency areas, in writing of the requirements for associate degree completion and state university admission. By requiring colleges to inform students of the possible implications of amassing college credit prior to successful completion of developmental education, students will have the necessary information to make informed decisions when registering for courses.

The bill also requires the SBE to establish by rule provisions for alternative remediation opportunities and retesting policies.

## **Bright Futures Community Service Hours**

### **Current Law**

Home school students must complete community service hours to be eligible for a Florida Academic Scholars award.<sup>11</sup> Currently, the Office of Student Financial Assistance, within DOE, certifies home education students' community service hours for the purpose of determining Bright Futures Scholarship initial eligibility.

### **Effect of the Bill**

The bill provides explicit authority for DOE to approve community service hours for home education students to be eligible for the Bright Futures Academic Scholars award.

## **Summer Term Enrollment**

### **Current Law**

The Board of Governors (BOG) regulation requires all students entering a state university with fewer than 60 credit hours to earn at least nine credit hours during at least one summer term prior to graduation. University presidents are authorized to grant hardship waivers from this requirement.<sup>12</sup>

Florida law provides an exemption from the summer enrollment requirement for students who have earned nine or more credits through articulated acceleration mechanisms.<sup>13</sup> Articulated acceleration mechanisms include dual enrollment, early admission, advanced placement, College Level Examination Program, International Baccalaureate, or Advanced International Certificate of Education.<sup>14</sup>

### **Effect of the Bill**

The bill repeals this exemption, allowing a state university to require all students to attend at least one summer term regardless of whether they earned nine or more credits from the acceleration mechanisms. Universities have increased the use of facilities and faculty during the summer term due to increasing access demands and greater competition. This change will provide state universities with more flexibility regarding course scheduling. Increasing summer term enrollment may shorten the time it takes for students to complete their degrees, which will create more openings for prospective students.<sup>15</sup> The provision could create new costs for students who receive state financial aid, including the Bright Futures Scholarships, if the state scholarship programs are only funded for the fall and spring academic terms.

---

<sup>11</sup> Section 1009.534(1), F.S.

<sup>12</sup> Regulation 6.016, Board of Governors.

<sup>13</sup> Section 1007.27(10), F.S.

<sup>14</sup> Sections 1007.27, 100.271, and 1007.272, Florida Statutes.

<sup>15</sup> Interview with Board of Governors Staff (March 18, 2011).

## **Powers of College Boards of Trustees**

### **Current Law**

A college board of trustees has the power to take action without a recommendation from the president and requires the president to deliver to the board of trustees all information it requires in the performance of its duties. However, current law is unclear regarding a course of action for a board to follow if it discovers that action by the college president merits an investigation.<sup>16</sup>

### **Effect of the Bill**

The bill authorizes a FCS board of trustees to request (from the Commissioner of Education) an investigation by DOE's inspector general of the college president's actions, if the board of trustees considers such investigation necessary. The bill requires the inspector general to issue a detailed report and to refer potential legal violations to the Commission on Ethics, the Department of Law Enforcement, the Attorney General, or another appropriate authority.

## **Higher Education Opportunity Act**

### **Current Law**

The federal Higher Education Opportunity Act reauthorization creates incentives for states to provide transition to postsecondary education programs for students with intellectual disabilities (defined under the Individuals with Disabilities Act as students with mental retardation or a cognitive impairment characterized by significant limitation in intellectual and cognitive functioning who are or were provided a free and appropriate public education.)<sup>17</sup> Three Florida institutions – the University of South Florida, St. Petersburg (USFSP); University of North Florida (UNF); and Lynn University have received a grant, funded for \$421,000 a year for five years, to oversee the following grant activities:<sup>18</sup>

- Expansion of the quality and depth of the current transition program on the campuses of USFSP, UNF, and Lynn University;
- Support for other existing transition program for students with intellectual disabilities at institutions of higher education across the State of Florida; and
- Expansion of the transition program in these institutions across Florida.

While students with disabilities<sup>19</sup> are eligible for reasonable substitutions for requirements for graduation, admission to a postsecondary program, or entry into the upper division of a postsecondary program, students who have been documented as having an intellectual disability are specifically excluded.<sup>20</sup>

### **Effect of the Bill**

The bill provides access to postsecondary education for individuals with intellectual disabilities by allowing reasonable substitutions for admission to a program of study, and graduation requirements, provided they do not constitute a fundamental alteration in the nature of the program. The proposed changes align Florida law with the Higher Education Opportunities Act and facilitate activities to help students with intellectual disabilities prepare for gainful employment.

---

<sup>16</sup> Section 1001.64(3), F.S.

<sup>17</sup> Council for Exceptional Children, Higher Education Opportunity Act Reauthorization P.L. 110-315, August 2008.

<sup>18</sup> The Florida Consortium on Postsecondary Education Transition Programs and Intellectual Disabilities.

<sup>19</sup> Section 1007.02(2), F.S., defines a 'student with a disability' as a student "who is documented as having an intellectual disability' a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia."

<sup>20</sup> See Sections 1007.264 and 1007.265, F.S.

## **College-Level Academic Skills Test**

### **Current Law**

Public postsecondary institutions are currently following the requirements established in s. 1007.25, F.S., relating to the mastery of college-level communication and computation skills. The College-Level Academic Skills Test (CLAST) was administered from October 1982 to June 2009 to students seeking associate in arts (AA), bachelor of arts (BA), or bachelor of science (BS) degrees from a Florida public college or university. The CLAST consisted of four subtests: essay, English language skills, reading, and mathematics.

In 2009, the Legislature repealed the use of the CLAST to measure student proficiency and as a degree requirement for undergraduates seeking an AA, BA, or BS in Florida's public colleges or universities. However, the Legislature maintained the requirements that a student obtain a certain score, to be determined by the SBE, on a nationally standardized examination, or demonstrate successful remediation of any academic deficiencies and achieve a cumulative grade point average of 2.5 or above, on a 4.0 scale, in certain postsecondary-level coursework to obtain an associate in arts or baccalaureate degree. In addition, the Legislature authorized a waiver of these requirements under certain circumstances.<sup>21</sup>

### **Effect of the Bill**

The bill repeals the waiver provisions and removes obsolete references to the CLAST examination.

The bill repeals the criteria a student in a public postsecondary educational institution must meet to obtain an associate in arts or a baccalaureate degree and the waivers associated with these requirements. A student will no longer be required, by statute, to achieve a minimum score on a nationally standardized examination or demonstrate successful remediation and achieve a certain grade point average. However, an institution may continue to require similar criteria to ensure a student has met the necessary learning outcomes in accordance with its accreditation process.

## **Florida Business and Education Collaborative**

### **Current Law**

In 2007, the Business and Education Collaborative was established to serve as a state-level advisory group to the Governor, the Legislature, the State Board of Education, the Board of Governors, and other interested parties.<sup>22</sup> Members of the collaborative were to be appointed by the Governor and represent state business leaders, legislative members, leaders of state and non-public postsecondary institutions, and national education and economic development policy leaders.<sup>23</sup> The law does not provide for a specific number of members.<sup>24</sup>

The responsibilities of the collaborative were to: assess the degree of alignment between postsecondary program offerings and state economic development goals; provide recommendations concerning the measurement of performance outcomes; provide recommendations concerning funding approaches; and submit an annual report of findings and recommendations to the Governor, the Legislature, the State Board of Education and the Board of Governors.<sup>25</sup>

The Governor never made any member appointments to the collaborative; therefore, the collaborative never met and no annual report was ever produced.

---

<sup>21</sup> Section 1007.25(12), F.S.; *see also* s. 20, ch. 2009-59, L.O.F.

<sup>22</sup> Section 3, ch. 2007-246, L.O.F.; *see also* s. 1000.07, F.S.

<sup>23</sup> Section 1000.07(2)(a), F.S.

<sup>24</sup> Section 1000.07, F.S.

<sup>25</sup> Section 1000.07(2)(c) and (d), F.S.

However, an additional advisory board was established in 2010 with a similar purpose and member composition. The Higher Education Coordinating Council is an operational body and has already met several times. The council includes representatives from all higher education sectors as well as from the business community. The business community representatives were appointed by the Speaker of the House of Representatives and the President of the Senate and currently serve as co-chairs.<sup>26</sup>

### **Effect of the Bill**

The bill repeals s. 1000.07, F.S., establishing the Florida Business and Education Collaborative.

### **The University Concurrency Trust Fund**

#### **Current Law**

The University Concurrency Trust Fund is a source for universities to fund offsite improvements required to meet concurrency standards.<sup>27</sup> Also, up to 25 percent of the balance in the trust fund for that year may be used to defray the costs incurred in updating those campus master plans. The revenue source for this trust fund has been eliminated and the remaining balance of these funds has been expended.

#### **Effect of the Bill**

The bill repeals s. 1013.63, F.S., establishing the University Concurrency Trust Fund.

### **Review and Approval of Community College Budgets**

#### **Current Law**

Community college boards of trustees are required to submit their budgets to the State Board of Education for approval.<sup>28</sup>

#### **Effect of the Bill**

The bill deletes the requirement in current law that DOE approve community college budgets. Under the bill, DOE will only be required to review the budgets, and the community college boards of trustees would approve the budget.

### **Disposal of Lost or Abandoned Personal Property**

#### **Current Law**

A state university or FCS institution president or president's designee is required to take charge of lost or abandoned property found on campus and make a record of the date the property was found. If within 30 days after the property is found and the property is not claimed by the owner, the president must order it sold at a public auction after giving public notice of the time and place of the sale in a publication of general circulation on the campus and written notice to the owner if known. The proceeds from the public auction must be used for student scholarships and loans.

#### **Effect of the Bill**

The bill revises requirements for the disposal of personal property lost or abandoned on university or Florida College System institution campuses. Institutions would not have to sell the property at public auction after

---

<sup>26</sup> Section 13, ch. 2010-78, L.O.F.; *see also* s. 1004.015, F.S.

<sup>27</sup> Section 1013.63, F.S.,

<sup>28</sup> Sections 1001.64 and 1011.30, F.S.

public notice and would not have to use the proceeds for student scholarships and loans. Instead the institution would dispose of the property in accordance with its policies.

## **Board of Governors Regulations**

### **Current Law**

The Board of Governors has authority to establish rules and regulation.<sup>29</sup> When the BOG is acting pursuant to authority derived by the Legislature, it must adopt rules pursuant to ch. 120, F.S. except that the BOG may adopt regulations for such matters if it is expressly authorized to do so by law. For matters relating to the BOG's constitutional authority, the BOG may adopt regulation. Statutes granting rulemaking or regulatory authority to the BOG specify whether rules or regulations are to be adopted.

### **Effect of the Bill**

The bill authorizes the BOG to adopt a regulation instead of a rule to govern:

- The naming of state university buildings;
- University-acquired patents, copyrights or trademarks;
- Delinquent accounts;
- Purchasing; and
- University lease agreements for facilities.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

#### **1. Revenues:**

None.

#### **2. Expenditures:**

None.

### **B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

#### **1. Revenues:**

None.

#### **2. Expenditures:**

None.

### **C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

None.

### **D. FISCAL COMMENTS:**

#### **Higher Education Coordinating Council (HECC)**

The Department of Education must provide administrative support for the Higher Education Coordinating Council along with the Board of Governors, which may result in additional costs to DOE's administrative budget. The exact costs are indeterminate, but likely insignificant.

---

<sup>29</sup> Section 1001.706(2)(b), F.S.

## **Bright Futures Community Service Hours**

Recipients of a Bright Futures Scholarship who may have previously been exempt from enrolling in the summer term by virtue of earning 9 credits via acceleration mechanisms may be required to pay for classes during the summer term unless funds are appropriated by the Legislature for summer enrollment.

## **Common Placement Testing**

The DOE reimburses Florida Colleges for common placement tests provided to high school students who are evaluated for college readiness. To the extent this bill increases the number of high school students taking such tests, the cost for reimbursements may increase.

According to DOE, the colleges may incur additional expenses relating to the notice requirements for students who accumulate 12 college credit hours with developmental education coursework remaining. The exact cost is indeterminate, but is likely to be insignificant.

## **Higher Education Opportunity Act**

To the extent that the revisions made by the bill to the disability-related statutes result in an increase in the number of students enrolling in colleges, those schools may collect additional tuition and fees revenue.

## **Summer Term Enrollment**

Requiring students to enroll in at least one summer term during the course of their enrollment would generate additional tuition revenue for the universities during the summer term. The tuition generated would help support related operational costs, such as utilities, and the hiring or retaining of faculty to meet the summer demand. It would also support increased capacity for the summer term and make better year-round use of their facilities. This should provide for more timely completion of degrees and may afford some state universities the ability to admit more students and increase capacity.

The provision could create new costs for students who receive state financial aid, including Bright Futures Scholarships, if the state scholarship programs are funded only for the fall and spring academic terms. Bright Futures Scholarships may be used in the summer term if funds are available, but the Legislature has not funded the scholarship for the summer term.<sup>30</sup> Scholarship recipients who would normally qualify for the exemption may be required to find an additional funding source to pay for summer term enrollment.

According to the Department of Education, 21,200 students, who earned a standard high school diploma in 2010, earned nine or more credit hours through an accelerated mechanism, such as Advanced Placement, dual enrollment, International Baccalaureate, or Advanced International Certificate of Education.<sup>31</sup> The average state university tuition and fee cost per credit hour for the fall 2010-2011 semester was \$166 for a resident undergraduate student and ranged from \$175 at Florida State University to \$149 at New College of Florida. At this average rate, nine credit hours calculated a cost of \$1,481 and ranged from \$1,341 to \$1,571. The average state university tuition and fee cost was \$657 for a non-resident undergraduate student and ranged from \$911 at the University of Florida to \$522 at Florida Agricultural and Mechanical University. At this average rate, nine credit hours calculated a cost of \$5,912 and ranged from \$8,196 to \$4,970.<sup>32</sup> These calculations do not address the additional costs associated with room and board, textbooks, and other living expenses which are an estimated average of an additional \$3,367 for a summer term.<sup>33</sup> It is unlikely that all 21,200 standard diploma graduates who

---

<sup>30</sup> Section 1009.53(9), Florida Statutes.

<sup>31</sup> Correspondence with the Department of Education, Office of Legislative and Policy Affairs of the Division of Accountability, Research and Measurement, March 15, 2011.

<sup>32</sup> Board of Governors, Fall 2010 Tuition and Fee Report, available at: <http://www.flbog.org/about/budget/current.php>.

<sup>33</sup> Tuition and Fee Policy Presentation, Board of Governors. February 16, 2011. Confirmed via correspondence with Board of Governors staff.

earned nine or more credit hours through an acceleration mechanism would attend a state university. For those students who attend a FCS institution, there is no summer term enrollment requirement. The existing BOG regulation authorizes each university president to grant hardship waivers of the summer term attendance requirement.<sup>34</sup>

---

<sup>34</sup> Regulation 6.016, Board of Governors.