

Associate in Science
and Applied Science
Degree Proposal
Application
Form No. AAS-AS-02

PROPOSAL APPLICATION

Form No. AAS-AS-02

Section 1007.331, Florida Statutes (F.S.), and Rule 6A-14.096, Florida Administrative Code (F.A.C.), outline the requirements for career center or charter technical career center associate in applied science and associate in science degree program proposals. The completed proposal form, incorporated in Rule 6A-14.096 F.A.C., Site Determined Associate in Applied Science and Associate in Science Degree Access, shall be submitted by the school district superintendent to the chancellor of the Division of Career and Adult Education at CAE_SiteDetermined@fldoe.org.

CHECKLIST

The proposal requires completion of the following components:

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

CAREER CENTER INFORMATION

District School Board
Name:

Institution Name:

Institution Director:

PROGRAM SUMMARY

1.1	<p>Program name as adopted by the State Board of Education curriculum framework</p> <p><i>NOTE: If the institution is proposing a new A.S./A.A.S degree program, enter "New Program" for this field. The new program request forms should have been submitted separately for this proposal</i></p>	
1.2	Degree type	<input type="checkbox"/> Associate in Science <input type="checkbox"/> Associate in Applied Science
1.3	<p>How will the proposed degree program be delivered? (check all that apply).</p>	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	<p>How will the general education components of the degree program be delivered?</p>	
1.5	<p>Anticipated program implementation date</p>	
1.6	<p>What is the admissions process for the program?</p>	

PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to: the program demand current supply, and unmet need in the career center's geographic region; primary pathways to program admission; overview of program curriculum; general education course delivery model, career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

2.2 Describe your institution's plans for any related program accreditation (required or not required).

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. The Standard Occupational Classification (SOC) system is used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. For proposed programs, please use the postsecondary CIP to SOC crosswalk available at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>. If using a SOC that is not on the state of Florida CIP to SOC crosswalk, please justify why the SOC aligns with the applied science and associate in science degree program.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table. If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	*Most Recent Year	*Prior Year 1	*Prior Year 2	*Prior Year 3	*Prior Year 4	5-year average or average of years available if less than 5-years
	Total	0	0	0	0	0	0

*Please replace the "Most Recent Year" through "Prior Year 4" headers with the corresponding years reported.

ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

	Demand	Supply		Range of Estimated Unmet Need		
	(A)	(B)	(C)	(A-B)	(A-C)	
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference	
DEO Total				0	0	
Other Totals				0	0	

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

3.3 If the education level for the occupation identified by the Florida Department of Commerce or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of an associate degree, provide justification for the inclusion of that occupation in the analysis.

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

STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for an associate (tuition and fees for lower-division credit hours) at the proposing institution.

	Cost per credit hour	Number of credit hours	Total cost
Tuition for lower division:			\$ -
Other Fee (specify fee)			
Other Fee (specify fee)			
Other Fee (specify fee)			
Tuition & Fees (Total):		0	\$ -

4.2 Complete the following table with the estimated cost for the degree (tuition and fees) at each Florida College System institution in the Career Center’s Geographic region. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution’s website. Please complete this section even if institutions in the geographic region do not offer the same or a comparable program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

4.3 Complete the following table with the estimated cost for a degree (tuition and fees) at each nonpublic institution in the Career Center’s geographic region or at each nonpublic institution operating on a site in the geographic region. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution’s website. Please complete this section even if institutions in the service district do not offer the same or a comparable program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

PROJECTED PROGRAM ENROLLMENT

5.1 To activate the Excel spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

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

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:				
5.3	Program Student Credit Hours (Resident)				
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	0	0	0	0
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	0	0	0	0

PROJECTED DEGREES AND WORKFORCE OUTCOMES

6.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the "Year 1" column in the "Count of Degrees Awarded" row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded				
6.3	Number of Graduates Employed				
6.4	Average Starting Salary				

REVENUES AND EXPENDITURES

7.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		Year 1	Year 2	Year 3	Year 4
7.2	Program Expenditures:	\$ -	\$ -	\$ -	\$ -
7.2.1	Instructional Expenses				
7.2.2	Operating Expenses				
7.2.3	Capital Outlay				
7.3	Revenue:	\$ -	\$ -	\$ -	\$ -
7.3.1	Career Center Workforce Development Funds				
7.3.2	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ -	\$ -	\$ -	\$ -
7.4.2	Total Unexpended Funds (carry forward)	\$ -	\$ -	\$ -	\$ -

*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the associate program.

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Florida College System institutions or other Career Centers in Career Center’s geographic region</p> <p>Date(s):</p> <p>Institution(s):</p> <p>Activity Descriptions and Outcomes:</p>
<p>9.3.2 Non-public Institutions in Career Center’s geographic region that are accredited by an agency recognized by the U.S. Department of Education.</p> <p>Date(s):</p> <p>Institution(s):</p> <p>Activity Descriptions and Outcomes:</p>
<p>9.3.3 Institutions outside of geographic region (If applicable)</p> <p>Date(s):</p> <p>Institution(s):</p> <p>Activity Descriptions and Outcomes:</p>

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date of District School Board approval.	
10.2	Indicate the date the Notice of Intent (NOI) was submitted to DCAE.	
10.3	Indicate the date the completed proposal was submitted to DCAE.	
10.4	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DCAE receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	
10.5	Indicate the date the program is targeting for your institution's institutional accrediting agency's approval pursuant to s. 1008.47, F.S. (if applicable).	

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

11.1 Describe the existing facilities and equipment that the students in the program will utilize.

--

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

--

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

--

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

--

ACADEMIC CONTENT

13.1 List the admission requirements for the proposed associate degree program and describe the process for each admission pathway as reported in section 1.6, including academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

--

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

Year 1	Year 2	Year 3

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

--

13.5 The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the associate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each title.

13.5.1	Course Offerings by Term	
Term 1	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 2	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 3	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 4	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 5	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
	Program Total Credit Hours:	0

13.6 Indicate whether the program is being proposed as a limited or restricted access program.

- Limited Access
- Restricted Access
- N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

PROGRAM TERMINATION

14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.

SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.
