



Florida College System Legislative Updates

Overview for Presidents
Tuesday, July 20, 2021
1:00 – 2:30 p.m. EDT



FLORIDA DEPARTMENT OF
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Meeting Logistics

Join Zoom Meeting:

<https://zoom.us/j/92265112353?pwd=RnhhMHIRU2E4UmE2NFJ0V3JLT1ErZz09>

Meeting ID: 922 6511 2353

Passcode: E3rLi9

Phone: +13017158592

Please self-mute to minimize background noise. To ask questions, feel free to unmute, raise your hand or use the chat function.

Agenda

1. Discussion of Topics from the 2021 Legislative Session
 - Academic Affairs
 - Student Affairs
 - Business Affairs and Finance
 - Workforce Education
2. Additional Question and Answer

Please feel free to ask questions throughout this discussion!



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Academic, Student and Business Affairs/Finance

Chancellor Kathy Hebda

Mathematics Pathways

- Senate Bill (SB) 366 modifies s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers.
- The bill stipulates a representative committee composed of SUS, FCS, and career center faculty shall collaborate to identify the three pathways and the mathematics course sequence within each pathway.
- The Florida Student Success Center (center) will facilitate implementation of this provision on behalf of the Office of Articulation, building on the work of the Florida Mathematics Re-Design Initiative.

Mathematics Pathways Continued

- In collaboration with the Division of Florida Colleges (DFC), Office of Articulation, Division of Career and Adult Education, and Office of the Board of Governors for the SUS, the center will solicit membership for the committee that will identify the recommended pathways and course sequences.
- FCS institutions will be kept updated on progress of the committee.
- Our preliminary goal is for the State Board of Education (SBOE) to consider the rule no later than fall 2022 for implementation in the 2023-2024 academic year.
- When the pathways are established in the statewide articulation agreement, FCS institutions may need to modify curriculum, advising manuals, program maps, etc., to align programs to the three mathematics pathways.

Alternative Methods to Assess College-Level Computation and Communication

- SB 366 also amends multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work. In addition to identifying approved common placement tests, SB 366 requires the SBOE to adopt rules to develop and implement alternative methods for assessing communication and computation skills.
- *College Credit Admissions Counseling*: SB 366 amends s. 1007.263, F.S., to add alternative methods for measuring achievement in college-level computation and communication for admissions counseling in college credit programs. The bill specifies that career education program advising must measure achievement in basic skills pursuant to s. 1004.91, F.S.

Alternative Methods to Assess College-Level Computation and Communication Continued

- *College Credit Dual Enrollment Eligibility:* SB 366 amends s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement in college-level communication and computation as provided in s. 1008.30, F.S. In effect, this revision allows approved alternative methods to be used in eligibility determinations. The usage of alternative methods includes public, private and home education students.
- *Developmental Education and Meta-Majors:* SB 366 amends s. 1008.30, F.S., authorizing FCS institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement. Also related to developmental education, SB 366 eliminates annual developmental education accountability reporting requirements.

Intellectual Freedom and Viewpoint Diversity Survey

- House Bill (HB) 233 amends sections (ss.) 1001.03 and 1001.706, Florida Statutes (F.S.), to define the terms “intellectual freedom and viewpoint diversity” and “shield.”
- The bill also adds a requirement for Florida College System (FCS) and State University System (SUS) institutions to conduct an annual assessment of intellectual freedom and viewpoint diversity.
- The annual survey is required to be objective, nonpartisan and statistically valid.
- The instrument should assess the extent to which students, faculty and staff feel free to express their beliefs and viewpoints and that competing ideas are presented on campus and in the classroom.

Intellectual Freedom and Viewpoint Diversity Survey Continued

- The State Board of Education (SBOE) will select or create an assessment and create a plan for the survey to be administered at FCS institutions during the 2021-22 academic year.
- FCS institutions will receive additional guidance and reporting deadlines.
- Florida Department of Education (FDOE) will compile and report the results annually, with the first report of the survey results published by September 1, 2022.

Right to Free Speech Activities

- HB 233 also amends s. 1004.097, F.S., to prohibit FCS institutions from shielding students', faculty members' and staff members' access to, or observation of, ideas and opinions they may find uncomfortable, unwelcome, disagreeable or offensive.
- The bill adds the following to the list of protected expressive activities: faculty research, lectures, writings and commentary, whether published or unpublished.
- It also specifies that defamatory speech is not protected.

Right to Free Speech Activities Continued

- Additionally, HB 233 provides the conditions under which a student may record video or audio of class lectures. In accordance with federal and state privacy laws and regulations (including the Family Educational Rights and 130 Privacy Act of 1974, 20 U.S.C., s. 1232g and ss. 1002.22 and 1002.225, F.S.), students may record class lectures:
 - for their own personal educational use;
 - in connection with a complaint to the public institution of higher education where the recording was made; or
 - as evidence in, or in preparation for, a criminal or civil proceeding.
- The lecturer must consent to recorded lectures being published. HB 233 also provides a cause of action for declaratory and injunctive relief, damages, and reasonable attorney fees and court costs for those harmed by a violation of the bill's provisions.
- Effective Date: July 1, 2021.

Student Codes of Conduct

- House Bill (HB) 233 amends section (s.) 1006.60, Florida Statutes (F.S.), to require FCS institutions to adopt codes of conduct and appropriate penalties for violations of codes for students and student organizations.
- Currently, the statute allows institutions to adopt codes and penalties, but does not require them to do so.
- HB 233 requires institutions to post their codes on their websites.
- Additionally, the bill specifies the due process protections for students and student organizations

Student Codes of Conduct Continued

- Specifically, students and student organizations have the right:
 - to timely notice;
 - of a presumption that no violation occurred;
 - to an impartial hearing officer;
 - against self-incrimination and to remain silent;
 - to present relevant information and question witnesses;
 - to have an advisor or advocate who is not serving in any other role;
 - to have an advisor, advocate or legal representation present at formal and informal proceedings;
 - to appeal final decision; and
 - to receive copies of accurate and complete records of relevant disciplinary proceedings; and
 - to be notified through the code of conduct of the institution's time limit for charging them with violations, and the circumstances under which the time limit may be extended or waived.

Student Codes of Conduct Continued

- Institutions should review existing codes of conduct and procedures to determine if they meet the criteria established by HB 233.
- If the current student code of conduct and procedures do not meet the criteria, institutions should modify existing policies and procedures to comply.
- Effective Date: July 1, 2021.

Civic Literacy

- SB 1108 amends s. 1007.25, F.S., to require students initially entering an FCS institution in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy.
- Rule 6A-10.02413, F.A.C., currently identifies approved courses and assessments:
 - Currently Approved Courses
 - POSX041 American Government
 - AMHX020 Introductory Survey Since 1877
 - Currently Approved Assessments and Passing Scores
 - AP Government and Politics: United States 3
 - AP United States History 4
 - CLEP: American Government 50

Civic Literacy Continued

- The bill specifies credits earned through authorized acceleration mechanisms in s. 1007.27, F.S., will count toward the civic literacy requirement.
- In other words, credit received for courses in Rule 6A-10.02413, F.A.C., (AMHX020 and POSX041) via [credit-by-exam](#) will count toward the course requirement.
 - If the exam used as the basis of awarding of credit is in Rule 6A-10.02413, F.A.C., (e.g., AP and CLEP) the student would be considered as having met both the course and the assessment civic literacy competency.
 - If the exam used as the basis of awarding of credit is not in rule (e.g., AICE and IB), the student would be considered as having met only the course requirement. These students would need to be assessed using an approved assessment in rule.

Civic Literacy Continued

- SB 1108 added a requirement that high school students in U.S. Government take a civic literacy assessment.
- The bill specified that high school students who pass the civic literacy assessment will be exempt from the civic literacy competency assessment requirement when they matriculate to postsecondary.
- FCS institutions may need to update current policies and/or create new ones related to the civic literacy requirements to comply with the provisions outlined in SB 1108. In fall 2021, FDOE will begin rule development to align the current rule with the new provisions.
- Effective Date: July 1, 2021.

Charter School Sponsorship

- SB 1028 modifies s. 1002.33(5), F.S., to authorize FCS institutions to solicit applications and sponsor a charter school, upon approval from FDOE.
- If approved, an FCS institution may sponsor a charter school within its service district with the purpose of meeting workforce demands and may offer postsecondary programs leading to industry certifications. FCS institutions may not enter into a sponsorship with an existing charter school until the school's current charter with the local school district has expired.
- FDOE will work with charter school sponsors and operators to develop a sponsor evaluation framework that must address: the sponsor's strategic vision, policies and practices, and the academic and financial performance. Additional information regarding the process for institutions to sponsor charter schools will be forthcoming.
- Effective Date: July 1, 2021.

Dual Enrollment Scholarship

- SB 52 creates s. 1009.30, F.S., to reimburse postsecondary institutions for tuition and related instructional materials for dual enrolled students beginning in fall 2021.
- The appropriation provides \$15.5 million to public postsecondary institutions for private and home education students in the fall or spring terms and all dual enrolled students during the summer term.
- The bill also requires biannual reporting by the institutions for FDOE to reimburse by the bill's deadline.
- FDOE will open the rule for development and continue to provide technical assistance on the implementation of this section.
- Effective Date: July 1, 2021.

Foreign Gifts and Contracts

- HB 7017 creates s. 286.101, F.S., to require institutions that receive a \$50,000 gift or grant from a foreign source to report the gift or grant to the Department of Financial Services (DFS). Institutions that fail to report these gifts or grants may receive financial penalties and a referral to remove the responsible officer for the noncompliance.
- DFS will open rule development to implement the new requirements by December 31, 2021.

The Florida College System – Summary Budget Side-by-Side June 2, 2021 – After Vetoes

	2020-21	
Funding Category	Current Year Budget	Senate Bill 2500 Conference Report After Vetoes June 2, 2021
Program Fund	1,232,409,534	1,293,398,723
Non-Program Fund Appropriations	30,550,000	54,076,322
Performance-Based Incentives	14,000,000	14,000,000
Commission on Community Service	983,182	983,182
Total State Funds	1,277,942,716	1,362,458,227
\$ Increase Over Prior Year		84,515,511
% Increase Over Prior Year		6.61%
Tuition Increase	0%	0%

Florida College System Funding

Florida College System – Total Funds of \$1.36 billion

- Recurring funds to the colleges:
 - \$1.2 billion in Program Funds
 - Includes \$30 million for Student Success Incentive Funds Realignment
- Nonrecurring funds to the colleges:
 - \$25 million for Student Success Incentive Funds
 - \$20 million for Open Door Grant Program
 - \$14 million for Performance-Based Incentive funds for Industry Certifications
- Other funding for the system
 - \$9.1 million for Postsecondary Academic Library Network which will go directly to the host entity

Florida College System Funding

Fixed Capital Outlay Appropriations

- Florida College System received appropriations for 20 projects at 18 institutions
 - PECO (4 projects) \$15,421,126
 - General Revenue (GR) (1 project) \$10,628,108
 - Contingent GR GAA Sec. 152 (15 projects) \$97,355,738*
- Total projects \$123,404,972

*Note: Contingent GR project amounts have been prorated to \$79,578,938.

Florida College System Funding

General Appropriations Act Section 152 also appropriated \$350 million for a Deferred Building Maintenance Program for state, college, and university facilities. The amount has since been prorated to \$286 million. Proposed college projects are to be submitted to DOE by Wednesday, July 21st for review. DOE will then submit a consolidated college project list to the governor's office by August 2nd for determination of funding.

Other Topics of Interest

- SB 1028 creates s. 1006.205, F.S., to maintain fairness for women as it relates to participation in interscholastic, intercollegiate, intramural or club athletic teams or sports.
- SB 366 amends s. 1007.263, F.S., revising the requirements for admission to associate degree programs. The amendment allows for acceptance of a high school equivalency diploma that is issued by another state, is recognized as equivalent by SBOE rule and is based on an assessment recognized by the U.S. Department of Education.
- HB 1159 modifies s. 1004.04, F.S., to remove the requirement that an applicant for a teacher preparation program pass the general knowledge test (GKT).
- HB 847 amends s. 1006.73, F.S., by directing the Board of Governors and SBOE to oversee the chosen host entity who will deliver the services of the postsecondary library network, statewide internet-based catalog of distance learning courses and online student advising services.

Other Topics of Interest

- SB 366 amends s. 1009.25, F.S., to grant SBOE the authority to adopt rules regarding documentation and procedures to implement the fee exemption for students experiencing homelessness.
- HB 1261 creates s. 768.39, F.S., to provide liability protection against lawsuits seeking tuition or fee reimbursements resulting from the campus wide changes during the pandemic.



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Workforce Education

Chancellor Henry Mack

SB 366: Workers Compensation for Minors in Work-Based Learning

- Creates s. 446.54 F.S., to reimburse employers, including school districts and FCS institutions, the workers' compensation insurance premium for students in paid work-based learning opportunities. The bill specifies that the institution is considered an employer when the student is 18 years or younger and providing unpaid services under a work-based learning opportunity.
 - Specifically, students in grades 6-12 who are enrolled in a course in the Course Code Directory which incorporates a work-based learning component that is unpaid is deemed to be an employee of the state for purpose of workers' compensation coverage. Individuals 18 years of age or younger who are enrolled in a FDOE registered preapprenticeship program which requires work-based learning is deemed to be an employee of the state for purposes of workers' compensation coverage.

SB 366: Workers Compensation for Minors in Work-Based Learning

- FDOE is working on additional guidance about institution requirements for compensation premiums for students 18 years of age and younger in an unpaid work-based learning opportunity as well as forthcoming rules and guidance which will establish application and reimbursement protocol, based on the \$2 million appropriation.

House Bill 1507 – Education Related Provisions

- Student Career Services
- Healthcare and Nursing Education Study
- WIOA Eligible Training Provider List
- Money Back Guarantee Program
- Open Door Grant Program
- Associate in Science General Education
- Career Readiness Digital Credential
- Credentials Review Committee & Master Credential List
- Career and Professional Education (CAPE)
- Education Meets Opportunity Platform
- Apprenticeship
- Work-Based Learning

Student Career Services

- Creates s. 1006.75, F.S., to require each FCS institution and career center ensure their respective student career centers prepare students for employment. Institutions must, to the extent possible, use state career planning resources to assist students with:
 - Career exploration and identification;
 - Distinguishing in-demand jobs and the expected earnings;
 - Understanding specific job skills and credentials;
 - Discovering on-the-job experience opportunities; and
 - Creating digital resumes.

Action by institutions: review the new requirements to ensure their current student career services centers offer the mandatory resource.

WIOA Eligible Training Provider List

- For the 2021-2022 program year, DEO and FDOE shall establish the minimum criteria an eligible WIOA training provider must achieve for completion, earnings and employment rates of eligible participants.
- For the 2022-2023 program year, each program offered by a training provider must meet certain minimum requirements.

Money Back Guarantee

- Creates s. 1011.803, F.S., to require each school district and FCS institution to create a money-back guarantee program that will refund tuition to students who are unable to find employment in their field of study within six months of completion of certain workforce education programs.
- Labor Market Estimating Conference (LMEC) to identify a statewide needs list that includes programs leading to in-demand and middle-level to high-level wage occupations. Institutions will need to create a money-back guarantee for:
 1. A minimum of three workforce education programs on the LMEC statewide needs list, or at least 50 percent of workforce education programs if the institution offers six or fewer programs.
 2. All workforce education programs that are not on the LMEC statewide needs list but are established to meet a critical local economic industry need.

Money Back Guarantee

Action by institutions:

- Review program offerings against the statewide needs list to determine the programs that will be offered with a money-back guarantee.
- Establish student eligibility requirements, including student attendance, career service attendance, participation in internships or work-study, job search documentation and development of a student career plan.

The money-back guarantee program begins in the 2022-2023 academic year. By July 1, 2022, each institution must notify SBOE of the money back guarantee programs they offer and include information about these programs on their respective website(s).

Open-Door Grant Program

- HB 1507 creates s. 1009.895, F.S., to establish the Open Door Grant Program, which will provide funds to support student completion of short-term, high-demand credit and non-credit CTE programs at FCS institutions and school district career centers.
- All students must complete the Free Application for Federal Student Aid to be eligible for the grant. The Department will disburse funds, up to \$3,000, to institutions based on whether the student is a recipient of state or federal financial aid. If the student is:
 - In receipt of state or federal aid, grant funds are awarded to cover the unmet need after all eligible aid is applied to the student's account ("last dollar" approach).
 - Not in receipt of state or federal aid at the time of enrollment, the student is responsible for paying one-third of the cost of the program up front. One-third of funds will be disbursed to the institution upon completion of the course or program and the final one-third will be disbursed to the institution upon completion of the associated certification, exam, or license required for employment.

Open-Door Grant Program Continued

- The Florida Legislature appropriated \$35 million to support this program in FY 2021-22. Awards are available on a first-come, first-serve basis. No more than one-quarter of the appropriated funds may be disbursed annually to any one institution. At least one-quarter of the funds are prioritized for rural institutions.
- The State Board of Education (SBOE) will adopt rules to implement this provision. Additional specifications, requirements, and reporting expectations will be communicated as soon as available. The Florida Department of Education conducted a rule workshop on July 16th and is noticing rulemaking for the August State Board of Education meeting.

Associate in Science General Education

- Modifies s. 1007.25, F.S., to amend the general education degree requirements for students completing a technical degree, which is defined in s. 1004.02(13), F.S., as a course of study that leads to an Associate in Science/Associate in Applied Science (AS/AAS) degree.
- Beginning in the 2022-2023 academic year and thereafter, students entering an AS/AAS program must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.

Associate in Science General Education Continued

- Will take effect for students entering an AS/AAS program at the start of the 2022-2023 academic year.
 - In August 2021, FDOE will begin rule development to specify that students in AS/AAS programs must complete at least one (1) course from each of the general education subject areas listed in Rule 6A-14.0303, F.A.C.

Action by institutions: Redesign program maps and course sequencing, as well as update degree audit software, websites, catalogs and other student-facing resources to reflect the new general education requirements for AS/AAS programs.

Career Readiness Digital Credential

- Modifies s. 1007.25, F.S., to require public postsecondary institutions to award students a nationally recognized digital credential upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in the 2022-2023 academic year.
- The FDOE, in partnership with BOG, will develop guidance and an implementation plan, and will communicate with colleges once information is available. Once in effect, institutions will be required to update institutional catalogs to reflect which general education core courses are linked to earning a digital credential. HB 1507 takes effect on July 1, 2021; however, the provisions in this amendment will take effect for students initially entering a postsecondary institution in the 2022-2023 academic year.

Credentials Review Committee & Master Credential List

- Amends s. 445.004, F.S., to require the CareerSource Florida state board (state board) to appoint a Credentials Review Committee (CRC) to identify nondegree and degree credentials of value for approval by the state board and inclusion in the Master Credentials List (MCL). Their duties include:
 - Establishing a definition for credentials of value and create a framework of quality which shall undergo biennial review.
 - Establishing a process for linking Classifications of Instructional Programs (CIP) to Standard Occupational Code (SOC) for all new credentials of value identified on the MCL.
 - Developing a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b).
 - Establishing policy direction for a uniform funding system that prioritizes evidence-based, results-driven solutions by providing incentives to improve the outcomes of career education, registered apprenticeship and work-based learning programs, and focuses resources on occupations related to new or emerging industries that add greatly to the value of the state's economy.

Career and Professional Education (CAPE)

- The formation of the Credential Review Committee for the review and identification of industry certifications and licensures will affect the development of the CAPE Industry Certification Funding List beginning with the 2022-23 lists.
- For the 2021-2022 school year, the Master Credentials List shall be comprised of the CAPE (secondary & postsecondary) Industry Certification Funding List under ss. 1008.44 and 1011.62(1) and adopted by SBOE before October 1, 2021.
 - NOTE: The secondary and postsecondary lists are scheduled for adoption at the August State Board of Education meeting.

Career and Professional Education (CAPE) Continued

- Additional Provisions for K-12 additional FTE membership:
 - Requires the Commissioner to conduct a review of the methodology used to determine additional FTE weights assigned in s. 1011.62(1)(o), F.S., and, if necessary, recommend revised weights by December 1, 2021.
 - amends s. 1003.4203, F.S., to remove the cap on CAPE digital tool certificates and CAPE innovation courses.
 - Amends s. 1003.491, F.S. requiring districts to update their strategic 3-year plan developed jointly by the school district, local workforce development boards, economic development agencies and state-approved postsecondary institutions to be constructed based upon labor projections as identified by the Labor Market Estimating Conference, rather than the US Department of Labor and DEO.

Career and Professional Education (CAPE) Continued

- Additional Provisions:
 - Eliminates the separate CAPE Postsecondary Industry Certification Funding List is from the statute and combines it with the current K-12 CAPE Industry Certification Funding List beginning with the 2022-23 adoption.
 - Amends the annual CTE Audit and requires SBOE to adopt rules to administer the section.
 - Removes occupational areas for CAPE industry certifications for postsecondary funding.

Education Meets Opportunity Platform

- Amends s. 1008.40, F.S., to require the FDOE to work with DEO, the Department of Children and Families and other entities to develop a workforce development metrics dashboard that should do the following:
 - Use statistically rigorous methodologies to estimate, assess and isolate the impact of programs on participant outcomes.
 - Display the impact of workforce related programs, as defined in statute, on credential attainment, training completion, degree attainment and participant wages.
 - Provide demographic breakdowns, including race, ethnicity, age, gender, veteran status, wage, student loan debt, barriers to employment credential or degree outcomes and information on workforce outcomes in different industry sectors.
 - Measure the return on investment in workforce related programs.

Education Meets Opportunity Platform Continued

- The Education Meets Opportunity Platform is in its initial development to provide an interoperable data analytics tool for all of Florida's workforce education and training programs (degree and non-degree) through the state's selected vendor, PAIRIN Inc.
- Aims to secure real-time, accurate and comprehensive data capabilities to provide persistent and reliable analytics.
- Interactive, interoperable data analytics tool/solution will function as a business intelligence tool, with the ability to ingest and integrate large volumes of data, aggregate, analyze, and summarize the data in the form of lucid, clear, and user friendly key performance indicators.

Apprenticeship

- Amends s. 446.032, F.S., to require FDOE to adopt rules to establish and administer uniform minimum standards governing apprenticeship and preapprenticeship programs. The uniform minimum standards must require training providers to submit data necessary to determine program performance, including wage progression of participants.
- Modifies the Pathways to Career Opportunities Grant in s. 1011.802, F.S., to require FDOE to award grants to programs with demonstrated demand that address a critical statewide or regional shortage or to programs that exceed the median completion rate and employment rate. Additionally, grant funds may now be used for instructional personnel and recurring instructional costs.

Work-Based Learning

- Creates s. 446.0915, F.S., to define a work-based learning opportunity as an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned to curriculum and instruction, and is provided in partnership with an educational institution.

Work-Based Learning Continued

- Statute indicates a work-based learning opportunity should prioritize paid experiences such as apprenticeship and preapprenticeship programs
- Requires SBOE to set requirements through rule regarding student eligibility, obligations of employers, and requirements of institutions that offer work-based learning opportunities.

Other Bills

- **HB 7061: Internship Tax Credit**
 - Creates s. 220.198, F.S., to establish the internship tax credit program. Up to \$2.5 million dollars have been allocated to provide an internship tax credit to employers of postsecondary interns.
 - The fund allows employers to receive \$2,000 per intern with a cap at \$10,000 per employer. The Department of Revenue will develop additional rules governing this program.



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Q&A

Additional Webinar Opportunities

Topic	Webinar Details	Registration Link
Academic Affairs	Tuesday, July 27, 2021, from 9:00 – 10:15 a.m. EDT	https://attendee.gotowebinar.com/register/957246234299920653
Workforce Education	Tuesday, July 27, 2021, from 1:00 – 3:00 p.m. EDT	https://attendee.gotowebinar.com/register/5831473639210699535
Student Affairs	Wednesday, July 28, 2021, from 9:00 – 10:15 a.m. EDT	https://attendee.gotowebinar.com/register/1775767769993121293
Business Affairs	Wednesday, July 28, 2021, from 1:00 – 2:15 p.m. EDT	https://attendee.gotowebinar.com/register/1592722173715646991