2024 Florida State College at Jacksonville Focused Reports

5.2.b - The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program *(Control of intercollegiate athletics)*

Off-Site Committee Comments:

The institution's organizational chart and other documents provide evidence that athletics is three levels below the Chief Executive Officer (CEO) of the institution, reporting to an associate vice president for student support who then reports to the vice president for student services. The evidence provided appears to indicate that the CEO has delegated all authority for control over athletics to the vice president, and the Off-Site Reaffirmation Committee was unable to find evidence that the CEO periodically reviews the decisions of the vice president, meets with the athletics director, or reviews the operations of athletics.

Response:

Florida State College at Jacksonville (FSCJ) takes steps to ensure that the College's chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's intercollegiate athletics program. The Off-Site Reaffirmation team noted that "evidence provided appears to indicate that the CEO has delegated all authority for control over athletics to the vice president [for student services]" and that they were "unable to find evidence that the CEO periodically reviews the decisions of the vice president, meets with the athletics director, or reviews the operation of athletics."

<u>Review of Operations</u>

Dr. John Avendano, President and CEO of Florida State College at Jacksonville (FSCJ), has ultimate responsibility for, and exercises appropriate control over, FSCJ's intercollegiate athletics programs. Each year, Dr. Avendano signs and submits an Academic [Report](#) to the Council for Athletic Affairs and Florida College System Activities Association (FCSAA). Dr. Avendano is one of only two college presidents that sit on the FCSAA Executive Committee at the state level.

Dr. Avendano is regularly involved in the operations of the athletics program. When a penalty was assessed to the baseball program regarding letter-of-intent violations, Dr. Avendano wrote an [appeal](#) to the president of the National Junior College Athletic Association (NJCAA). He wrote again to the NJCAA to request [permission](#) to move the men's and women's basketball teams to Division II.

<u>Participation in Events</u>

Dr. Avendano regularly attends FSCJ home games such as the October 19 baseball game versus St. Johns River State College, where he was able to evaluate event management. In May of 2023, Dr. Avendano traveled to Oklahoma to attend the NJCAA Division II Baseball World [Series](#). In April of 2023, Dr. Avendano personally oversaw the FSCJ Golf Classic [event](#).

<u>Meetings with Vice President of Student Services</u>

Dr. Avendano meets regularly with the Vice President for Student Services, Dr. Linda Herlocker, to discuss issues regarding the athletics program. A list of meeting dates and topics is provided in Table 5.2.b-1 below. The full [agendas](#) for these meetings are included, as well.

Table 5.2.b-1 – Meetings between College President and VP of Student Services

Date	Attendees	Topic
4/18/2022	Dr. Avendano, Dr. Herlocker	Budget approval for Fund 2 (which includes athletics)
5/03/2022	Dr. Avendano, Dr. Herlocker	Discussion of baseball NJCAA appeal
7/12/2022	Dr. Avendano, Dr. Herlocker	Discussion regarding new athletic director
8/26/2022	Dr. Avendano, Dr. Herlocker	Discussion about timing of scholarships, to include athletics scholarships, as recruiting tools
09/19/2022	Dr. Avendano, Dr. Herlocker	Follow-up on discussion about scholarship award cycles
10/17/2022	Dr. Avendano, Dr. Herlocker	Athletics events with the community
11/15/2022	Dr. Avendano, Dr. Herlocker	Discussion about eSports and sponsorships
12/21/2022	Dr. Avendano, Dr. Herlocker	Discussion about moving basketball to Division 2
01/10/2023	Dr. Avendano, Dr. Herlocker	Follow-up discussion about moving basketball to Division 2
01/23/2023	Dr. Avendano, Dr. Herlocker	Discussion about additional tuition waivers and how to allocate (including focus on athletics)
02/06/2023	Dr. Avendano, Dr. Herlocker	Discussion about athletics reconfiguration long term
03/06/2023	Dr. Avendano, Dr. Herlocker	Discussion of athletics reorganization/recasting of coaching positions (see email follow-up)
03/27/2023	Dr. Avendano, Dr. Herlocker	Discussion of athletic coaches' contract non-renewal
04/03/2023	Dr. Avendano, Dr. Herlocker	Athletics general discussion (included budget discussion)
04/10/2023	Dr. Avendano; Dr. Herlocker; Pam Walker, Assoc. VP, Student Support; Dr. Ford, VP Finance	Athletics budget discussion
05/01/2023	Dr. Avendano, Dr. Herlocker	Athletics and impact of coaches' contract non-renewals

Additionally, an April 21, 2022, email from Dr. Herlocker in response to questions Dr. Avendano asked about athletic scholarships and tuition waivers, and an August 1, 2022, email regarding tuition waivers are provided as further evidence of Dr. Avendano's oversight of intercollegiate athletics at FSCJ.

<u>Meetings with the Athletics Director</u>

The President also meets with the Athletics Director for FSCJ, as necessary. Dr. Avendano met directly with Athletics Director, Jerry Thor, on August 30, 2022, shortly after Mr. Thor was hired. Dr. Avendano summarized the meeting in a follow-up email to Mr. Thor. Additional meetings include a review of gameday operations for the home volleyball game and South Campus operations on October 19, 2022, and the home baseball game and review of North Campus operations on March 24, 2023. Dr. Avendano also discussed plans for athletic items in the College's Five-Year Master Facilities Plan with Mr. Thor on April 25, 2023.

Additionally, on June 22, 2023, Dr. Avendano met with Jill Johnson, Chief Communications Officer; Dr. Herlocker; Pam Walker; Jerry Thor; Stephen Stanford, AVP for Administrative Services and Budget; and Cleve Warren, Executive Director of the FSCJ Foundation, to discuss athletic sponsorships and rebranding, including a new mascot. A follow-up meeting with the same participants occurred on July 20, 2023, to continue the conversation.

Finally, and most recently, following a search for open coaching positions, Dr. Avendano personally spoke with each of the three finalists for the Women's Volleyball, Men's Basketball, and Women's Softball coaching positions, before any offer was made.

5.2.c - The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's fund-raising activities. *(Control of fund-raising activities)*

Off-Site Committee Comments:

The institution provided Florida Statute 1004.70, which authorizes the creation of a Direct-Support Organization (DSO). The institution provided evidence from the President's annual goals that show his accountability for certain foundation metrics, and foundation board minutes that show his participation in these meetings. The Memorandum of Understanding (MOU) between the foundation and the institution documents that the foundation reports to a vice president who, in turn, reports to the president. The agendas of meetings between this vice president and Chief Executive Officer (CEO) show that the president is briefed on a possible campaign. The Off-Site Reaffirmation Committee was unable to find minutes, gift agreements, or other evidence to demonstrate that the CEO exercises authority over the foundation. The Committee was also unable to find any evidence that the CEO periodically reviews the decisions of the vice president or reviews the operations of the foundation.

Response:

At Florida State College at Jacksonville (hereafter referred to as the College or FSCJ), Dr. John Avendano, President and CEO of FSCJ, has ultimate responsibility for the institution's fund-raising activities. All College fund-raising is conducted via the FSCJ Foundation, Inc. (hereafter called the Foundation). The narrative below addresses the concerns of non-compliance noted by the Off-Site Reaffirmation Committee.

There is currently no Vice President that the Executive Director reports to as mentioned in the MOU that was attached to the original Compliance Certification. The College is currently screening candidates for the newly created position of the Vice President for Institutional Advancement and Executive Director of the Foundation. The College anticipates having a candidate named by September with an anticipated start date sometime in October. With no current Vice President over the Foundation, the current organizational structure of the Foundation has the Executive Director of the FSCJ Foundation reporting directly to Dr. John Avendano, President and CEO of FSCJ. As such, the College President has one-on-one meetings with the Executive Director to discuss Foundation operations and fundraising. Table 5.2.c-1 below summarizes the topics discussed during the one-on-one meetings from January 2023 to June 2023.

Table 5.2.c-1: Summary of topics discussed during one-on-one meetings

Agenda	Items Discussed
1/10/2023	- Discussed intended use of Foundation Board self-assessment survey once. Agreed to March presentation of the results. - Discussed start of "I'm in campaign" and how it would be undertaken, conduct of the campaign, conclusion of the campaign, and celebration. Discussed how to decide campus winner of Presidents Cup. - Dr. Avendano invited prospective donors and current donors to the pre-show reception. Discussed other guests for reception.

	• Discussed President's Circle reception remarks, who will say what and when.
1/24/2023	• With Capital Campaign consultant on campus, discussed Executive Leadership Team training on the readiness study. • Discussed restructuring of FSCJ Foundation staff. • Discussed District Board of Trustees retreat on 1/27 and the speaking roles of the Capital Campaign consultant, himself, and Executive Director of the Foundation.
3/20/2023	• Debrief of President's Circle reception. • Discussed updating the President's Circle recognition process and amounts to be recognized. • Discussed request of District Board of Trustee offer to help with donor development. • Dr. Avendano discussed meeting a community member that is also an alum and ways to add him to the development efforts. • Jacksonville Aviation Authority, informed Dr. Avendano of the scholarship winners. • Discussed Silcon Bank's impact on the Common Fund. • Introduction of a new connection to a large donor. • Leaders of Hispanic Chamber of Commerce discussed with Dr. Avendano about beginning a scholarship fund for Hispanic students. • Debrief of The Players Championship events. • Discussed the annual golf outing fundraiser including sponsorships. • Discussed Capital Campaign consultant's next visit, readiness study, case statement, and planning for the survey of donors and prospective donors. • Discussed restructuring of FSCJ Foundation staff.
4/18/2023	• Dr. Avendano said it was proper for Foundation staff to reach out to District Board of Trustee members for fundraising purposes or other events. • Discussed the results of "I'm in Campaign." • Discussed Capital Campaign consultant's next visit, readiness study, case statement, and planning for the survey of donors and prospective donors. • Discussed restructuring of FSCJ Foundation staff.
6/14/2023	• Discussed the May Foundation Board Governance and FSCJ Foundation meetings • Discussed Capital Campaign consultant's next visit, readiness study, case statement, and planning for the survey of donors and prospective donors.

	• Discussed restructuring of FSCJ Foundation staff.

Per Florida Statute 1004.70(2), as President and CEO of FSCJ, Dr. Avendano serves on the Board of Directors and Executive Committee of the FSCJ Foundation. Section 2.2 of the FSCJ Foundation Bylaws state that the College President is a voting member of the FSCJ Foundation Board and all its subcommittees. Table 5.2.c-2 below includes a list of meetings Dr. Avandano attended with a link to the minutes for each.

Table 5.2.c-2: Minutes from Foundation Meetings

Voting Member of:	Minutes
FSCJ Foundation Board of Directors	3/1/2023, 5/18/2023 (in place of the June 2023 meeting)
FSCJ Foundation Finance, Audit, & Compliance Committee	2/8/2023 5/18/2023 (in place of the June 2023 meeting) 8/9/2023
FSCJ Foundation Board Governance & Nominating Committee	5/17/2023

FSCJ is currently preparing for a capital campaign. The College President has been overseeing the stakeholder strategy sessions as demonstrated by the agenda for the January 26, 2023 session along with the invitation for the faculty session on February 22, 2023.

6.2.a - For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. *(Faculty qualifications)*

Off-Site Committee Comments:

The institution has guidelines for credentialing faculty as presented in Qualifications for Instructional Employees published in the Administrative Procedure Manual (APM). These materials outline the process for collecting appropriate documentation for the justification and authentication of faculty credentials and the parties responsible for credentialing. All faculty are expected to meet the same standards of credentialing including adjunct faculty members and those who teach courses at dual enrollment locations.

Faculty credentialing matrices outline the expected qualifications for each academic discipline. The School of Liberal Arts and Sciences (SOLAS) Credentialing Matrix and Baccalaureate, Career, and Technical Education (BCTE) Matrix delineate the specific credentialing standards for each program and discipline.

The institution described alternative credentialing methods including a Letter of Qualification (LOQ), a Letter of Verification (LOV), and a Letter of Exception (LOE). The LOQ is provided when an individual's other degrees, work and life experiences, and awards and honors qualify them in lieu of academic credentials. The LOV was developed to "address faculty credentials for those teaching career/technical courses in Associate of Science (AS) degree programs who may not meet the minimum educational requirements but do meet, with appropriate documentation, minimum alternative credentialing established by the Florida College System for AS and Associate of Applied Science (AAS) programs of study." The LOE was described as generally for one term. The following verbiage is included on the form used to submit a recommendation for an LOE:

Typically, LOE's will only be granted for ONE TERM but maybe extended if documentation is provided to verify that sufficient attempts have been made to attract/hire qualified faculty; the labor market circumstances for these specific credential requirements in concert with our institutional goal of student access; and/or there is a limited availability of interested qualified faculty to teach this course(s).

Further, in the example provided of an LOE, the rationale for alternative credentialing included a lack of availability of qualified faculty for weekend classes.

In reviewing Faculty Rosters, the Off-Site Reaffirmation Committee found the use of the alternative methods, especially the LOV and LOQ, was inconsistent. Further, the use of alternative credentialing established by the Florida College System was not explained and no justification was provided for approving faculty without appropriate credentials particularly when faculty are teaching courses that are identified as undergraduate transfer courses.

In reference to the LOE, the Off-Site Reaffirmation Committee found that inability to hire a qualified faculty member due to scheduling difficulties or workforce shortages or other exigencies was insufficient justification for employing and placing in the classroom an unqualified faculty member.

In some instances, courses were marked UT (Undergraduate Transfer) on the faculty roster and the highest credential shown for faculty was at the associate degree level with no supporting justification. In other cases, faculty did not meet qualifications listed in the credentialing matrix.

In addition to the above, a number of courses listed were from Career Certificates that are shown as credit on the Institutional Summary Form. However, many of the faculty presented for these courses do not have qualifications commensurate with credit instruction. Justification for the qualifications of these faculty was not provided.

See the Request for Justifying and Documenting Qualifications of Faculty.

Response:

Use of Alternative Credentialing Methods

The Off-Site Reaffirmation Committee mentioned that the College's use of alternative methods of credentialing – LOEs, LOQs, LOVs – was inconsistent and that the use of alternative credentialing established by the Florida College System was not explained. Since the submission of the compliance certificate, FSCJ has found out that the Florida College System no longer updates their suggestions for alternative credentialing, so these recommendations are no longer considered when determining alternative credentials. FSCJ uses credentialing matrices to list the minimum and alternate requirements to teach all courses. The School of Language Arts and Sciences (SOLAS) matrix is used for Associate of Arts, general education, and developmental education courses. The Baccalaureate, Career and Workforce Education (BCTE) matrix is used for all Bachelor, Associate of Science, Technical Certificate, and Career Certificate level programs. Only if an individual does not meet the minimum or alternative credentials listed in one of the matrices are alternative credentials used. The College uses three methods for alternative credentialing, each for specific situations:

- Letters of Verification (LOV) are used as supporting documentation when a faculty member is being credentialed using the alternative credentials detailed in either of the credentialing matrices. The letter is used as a record for the credentialing packet approvals, documenting that the Dean credentialed the faculty member and verified the alternative credentials.

- Letter of Exception (LOE) are used when an adjunct instructor does not meet alternative credentials detailed in either of the credentialing matrices. LOEs are only for adjunct instructors and only for one semester. For example, the need arose for an instructor in the Surgical Services program. Goremushandu Zvobgo did not meet the alternative credentials, but he did have over 14 years of professional experience in setting up and operating equipment, regulatory compliance, passing surgical instruments and indirect patient care. He also had a college certificate in surgical technology. Given these professional experiences, it was the judgement of the institution that Professor Zvobgo was qualified to teach this course in the Spring 2022 semester.

- Letter of Qualification (LOQ) are used when the instructor does not meet alternative credentials or typical exceptions, but has relevant qualifications other than degrees to consider, such as significant years of experience and/or specialized licenses or certifications. The LOQs submitted as part of the credentialing packet document that the faculty member is qualified to teach the course(s) he or she is teaching based on the additional qualifications. For example, the need arose for an instructor in the credit version of the College's aviation maintenance program. James Naylor did not meet the alternative credentials but did have over 50 years of experience as an airframe and powerplant mechanic, aviation maintenance training experience, and Federal Aviation Administration (FAA) mechanic and pilot certifications. Given these professional

experiences, it was the judgment of the institution that Professor Naylor was qualified to teach this course on an ongoing basis.

Undergraduate Transfer Courses Mislabeled

The Off-Site Reaffirmation Committee commented that "in some instances, courses were marked UT (Undergraduate Transfer) on the faculty roster and the highest credential shown for faculty was at the associate degree level with no supporting justification. In other cases, faculty did not meet qualifications listed in the credentialing matrix".

In the original faculty roster form submitted in February 2023, several courses were incorrectly identified as Undergraduate Transferable (UT) when they should have been labeled as Undergraduate Nontransferable (UN). These classes are a part of Associate in Science (A.S.) degrees. Most courses in A.S. programs do transfer to universities in Florida, but some programs are not designed to transfer. All courses within the Emergency Medical Services, Cardiovascular Technology, Ophthalmic Technology, Radiography, Respiratory Care, and Surgical Services A.S. programs were mislabeled. A revised Faculty Roster Form with just these courses is included.

Career Certificate Courses

The Off-Site Reaffirmation Committee commented that "a number of courses listed were from Career Certificates that are shown as credit on the Institutional Summary Form. However, many of the faculty presented for these courses do not have qualifications commensurate with credit instruction".

Career Certificate programs taught at FSCJ are non-credit, clock-hour programs. The Institutional Summary Form submitted with the Compliance Report in February 2023 incorrectly identified Career Certificates as "*credit* clock-hour" programs, when they should have been labeled as "clock-hour" programs. The corrected Institutional Summary Form is included with the Focused Reports.

None of the courses in the Career Certificate programs transfer to the university level, and all the Career Certificate courses listed in the original Faculty Roster Form submitted with the Compliance Report were correctly identified with the UN (Undergraduate Nontransferable) indicator. Minimum faculty credentials for Career Certificate courses typically require a bachelor's degree. For certain Career Certificate programs, a high school diploma or an associate degree with a specific number of years of experience in-field or a current license or certification in the discipline are appropriate credentials. All FSCJ faculty teaching Career Certificate courses are appropriately credentialed to teach those courses. A revised Faculty Roster Form with just these courses is included.

Request for Justifying and Documenting Qualifications of Faculty

For certain faculty listed on the initial faculty roster form, the Off-Site Reaffirmation Committee found their academic qualifications to be inadequate and/or that FSCJ did not adequately justify and document the faculty member's other qualifications to teach the identified course(s). A revised Faculty Roster Form with just these faculty members is included. The roster from must be downloaded for the internal hyperlinks to the faculty transcripts to work. Directions for downloading can be found in the instructions document that was included with the Focused Report. The "FRF-Academic Faculty" roster form can also be downloaded from the "Other Materials" tab.

6.2.b - For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)* [CR; Off-Site/On-Site Review]

Off-Site Committee Comments:

The institution and its Faculty Union have clear definitions of full-time faculty and their role within curricular and programmatic review. The institution tracks and compensates faculty teaching overloads but did not provide documentation on the nature and number of overloads. The institution has a general practice that a "sufficient number" has been met when at least 25% of course sections within each of its academic programs are taught by full-time faculty. Many programs and career certificates had full-time faculty teaching well over the 25% threshold. However, eight degree programs (Aviation Administration Associate of Science [AS], Aviation Maintenance Administration AS, Aviation Operations AS, Computer Related Crime Investigations AS, Emergency Administration and Management AS, Professional Pilot Technology AS, Educator Preparation Institute CPP, and Human Services, Bachelor of Science [BS]) and nine Career Certificates (Facials Specialty, Firefighter, Insurance Claims Adjuster, Insurance Customer Services Representative, Life Insurance Marketing, Personal Lines Insurance Agent, Pharmacy Technician, and Property Adjuster Estimating) had less than 25% of sections taught by full-time faculty over both the spring and fall 2022 semesters.

The institution provided a rationale for the four aviation related programs that can be summarized as the institution has chosen to not replace a full-time faculty member who left in 2021. That is contrasted by the ongoing faculty search for the Computer Related Crime Investigations program to replace the full-time faculty member who left in 2022. In all eight of the degree programs listed above, the institution justified the low percentage of courses taught by full-time faculty by referencing the specialized credentials to teach in these programs. It was not clear why needing specialized credentials is a justification for not employing full-time faculty. The institution provided documentation on how the part-time program manager for the Aviation Administration program was involved in curricular changes, but it was not clear how having a part-time faculty member carrying out these duties applies to the standard of employing a sufficient number of full-time faculty to ensure program quality, integrity and review. Additionally, the Adjunct Instructor job description does not include any duties and responsibilities in curriculum or program decisions.

A similar rationale of the challenge of hiring faculty with specialized credentials was made for the Career Certificate (CC) programs, but that justification does not align with the requirements of this standard. The institution also justified not having full-time faculty for the low enrollment certificates, however some of the certificates appeared to have higher enrollments than programs that did have full-time faculty. For example, the Pharmacy Technician certificate offered 13 sections in 2022, and the Insurance Customer Services Representative certificate had 15 sections in 2022. None of those sections were taught by full-time faculty. There is a discrepancy with the institution's rationale when compared to the Diesel Systems Technician certificate, which had 10 sections, and the Electricity certificate, which offered 6 sections. Both of those lower enrollment certificates were completely taught by full-time faculty. It is unclear why lower enrollment programs are taught by full-time faculty 100% of the time when higher enrollment programs are exclusively taught by part-time faculty. The institution did not include the Specialized Career Education, Basic CC program on this list of Career Certificate programs, even though it is listed on the Institutional Summary Form and has a designated program coordinator in Standard 6.2.c.

The institution did not reference or document any of the Technical Certificates or Advanced Technical Certificates that were listed on the Institutional Summary Form, in Standard 6.2.c, and in Standard 8.2.a. The institution did not provide an explanation as to why these programs were not included in this standard when it defines them as "stand-alone programs" in other sections of its Compliance Certification.

Response:

The Off-Site Reaffirmation Committee identified several questions regarding the data and evidence presented by Florida State College at Jacksonville (FSCJ) regarding faculty overloads and the sufficiency of the number of fulltime faculty members for several educational programs. The narrative below addresses the specific questions of the reviewers.

Nature and Number of Overloads

The reviewers noted that FSCJ "did not provide documentation on the nature and number of overloads." Per Article 26 of the Collective Bargaining Agreement (CBA), full-time faculty teach at least 30 workload units (WLU) across two academic terms, usually fall and spring terms. To meet the student and instructional needs of the College, most fulltime faculty choose to teach overload courses, especially during summer term. Table 6.2.b-1 below lists the number of fulltime faculty and sections taught as overload.

Table 6.2.b-1: Number of Fulltime Faculty and Overload Sections Taught

Academic Year	Number of Fulltime Faculty	Number of Fulltime Faculty Teaching Overload	Number of Sections Taught as Overload	Workload Units Taught as Overload
2020-21	343	316	1,310	4,306.08
2021-22	338	308	1,329	4,435.54
2022-23	327	305	1,305	4,406.37

As seen in Table 6.2.b-1, the number of full-time faculty teaching overload, the number of sections taught as overload, and the total workload units taught as overload stays relatively consistent from year-to-year. On average, each fulltime faculty member teaches approximately 14 workload units over the required 30. This equates to about four overload courses per year, including summer term, taught by a fulltime faculty member.

Technical Certificates and Advanced Technical Certificates

The Off-Site Reaffirmation Committee also noted that "the institution did not reference or document any of the Technical Certificates or Advanced Technical Certificates that were listed on the Institutional Summary Form." Technical Certificates (T.C.) and Advanced Technical Certificates (A.T.C.) are embedded, building-block programs within the larger Associate in Science programs. Each technical certificate represents a stackable award within one of these A.S. programs, but students may opt to complete a technical certificate and not continue on for the A.S. degree. Because the individual T.C. and A.T.C. awards are embedded within their respective A.S. programs, the courses encompassing the TCs, ATCs, and A.S. awards represent a larger, coherent program taught by the same faculty. As such, the individual T.C.

and A.T.C. programs were not listed separately in the original table because the courses encompassing those awards were included as part of the counts for each of their respective A.S. programs. Table 6.2.b-2 below identifies the technical certificates that are embedded into each of the A.S. degrees.

Table 6.2.b-2 - Associate in Science Degrees and Embedded Technical Certificates

Associate in Science Degree	Embedded Technical Certificate(s)
Accounting Technology	Accounting Technology Management
	Accounting Technology Operations
	Accounting Technology Specialist
	Banking Specialist – Financial Services (FinTech)
Architectural Design and Construction Technology	Advanced Computer Aided Technical Design
	Computer Aided Technical Design
	(GIS) Geographic Information System Technician
ASL/English Interpreting	N/A
Aviation Administration (Air Traffic Control)	N/A
Aviation Maintenance Administration	N/A
Aviation Maintenance Management	Aviation Mechanic
	Aviation Airframe Mechanics
	Aviation Powerplant Mechanics
Biomedical Equipment Technician	N/A
Biotechnology Laboratory Technology	Biotechnology Specialist (Manufacturing)
	Biotechnology Laboratory Specialist (Health Science)
Building Construction Technology (Construction Management)	N/A
Business Administration	Business Entrepreneurship
	Business Specialist
	Business Operations
	Business Management
Cardiovascular Technology	N/A
Clinical Research Professional	Clinical Research Coordinator
Computer Information Technology	Computer Programming Specialist
	Database Development Specialist
	Information Technology Analysis
	Information Technology Support Specialist
	Web Development Specialist
Computer Related Crime Investigations	N/A
Criminal Justice Technology	Criminal Justice Technology Specialist
Culinary Management	Culinary Arts

	Guest Services Specialist
Data Science Technology	Data Science Technician
	FinTech Technician
Dental Hygiene	N/A
Digital Media/Multimedia Technology	Digital Media/Multimedia Production
	Graphic Design Production
Early Childhood Management	N/A
Emergency Administration & Management	Emergency Administrator and Manager
	Homeland Security and Emergency Manager
Emergency Medical Services	Emergency Medical Technician
	Paramedic
Engineering Technology (Advanced Manufacturing)	Advanced Manufacturing (Automation)
	CNC Machinist/Fabricator
	Engineering Technology Support Specialist
	Pneumatics, Hydraulics and Motors for Manufacturing
	Mechatronics
Environmental Science Technology	Environmental Science Technician
	Hazardous Materials Specialist
Fire Science Technology	Fire Officer Supervisor
Funeral Services	Florida Funeral Director
Health Information Technology	Medical Information Coder/Biller
	Healthcare Informatics Specialist
Health Navigator	Health Navigator Specialist
Histologic Technology	N/A
Hospitality and Tourism Management	Food and Beverage Management
	Guest Services Specialist
I.T. Security	N/A
Industrial Management Technology	N/A
Interior Design Technology	Home Staging Specialist
Medical Assisting Advanced	Medical Assisting Specialist
Medical Laboratory Technology	N/A
Network Systems Technology	Network Support Technician
	Network Infrastructure
	Advanced Network Virtualization
	Digital Forensics
	Network Enterprise Administration
	IP Communications
Nursing	Scientific Workplace Preparation

Nursing (Bridge Option for Paramedics and Licensed Practical Nurses)	N/A
Occupational Therapy Assistant	N/A
Office Administration	Office Support
	Office Specialist
	Office Management
Paralegal Studies	Paralegal Studies (Advanced Technical Certificate)
Physical Therapy Assistant	N/A
Professional Pilot Technology	N/A
Radiation Therapy	N/A
Radiography (Degree Completion)	N/A
Radiography (FSCJ Option)	N/A
Respiratory Care	N/A
Supply Chain Management	Logistics and Transportation Specialist
Surgical Services	Central Sterile Processing Technologist
Theatre and Entertainment Technology	Stage Technology
Automotive Service Management Technology (Associate in Applied Science)	Automotive Service Technician
	Advanced Driver Assistance Systems (ADAS) Technician

Credit Programs with Less than 25% Fulltime Faculty

The Off-Site Reaffirmation Committee noted that "eight degree programs" and "nine Career Certificates…had less than 25% of sections taught by fulltime faculty over both the spring and fall 2022 semesters." Table 6.2.b.-3 below shows the original information that was submitted for the credit degree programs listed where fewer than 25% of course sections were taught by fulltime faculty during the Spring and Fall 2022 Terms.

Table 6.2.b.-3: Spring and Fall 2022 - Credit Programs with Fewer than 25% Fulltime Faculty-ORIGINAL

Plan	Program Name	Spring Sections Taught	Percent Taught by FT Faculty	Fall Sections Taught	Percent Taught by FT Faculty
2319	AS Computer Related Crime Investigations	3	33%	1	0%
2354	AS Aviation Operations	4	0%	4	0%
2360	AS Aviation Administration	4	25%	3	0%
2365	AS Aviation Maintenance Administration	1	0%	1	0%
2258	AS Professional Pilot Technology	17	6%	15	7%

Plan					
2404	AS Emergency Administration & Mgmt.	6	17%	8	0%
F222	Educator Preparation Institute	8	0%	8	0%
T500	BS Human Services	56	20%	56	14%

Table 6.2.b-4 is the revised table for credit degree programs with fewer than 25% fulltime faculty. There are several courses that are duplicated within the four aviation programs. The revised table counts the duplicated courses in each program to more accurately reflect percentages of sections taught by fulltime faculty.

Table 6.2.b.-4: Spring and Fall 2022 - Credit Programs with Fewer than 25% Fulltime Faculty-REVISED
Changes are in Bold

Plan	Program Name	Spring Sections Taught	Percent Taught by FT Faculty	Fall Sections Taught	Percent Taught by FT Faculty
2319	AS Computer Related Crime Investigations	3	33%	1	0%
2354	**AS Aviation Operations** (program closed)	**4**	**0%**	**4**	**0%**
2360	AS Aviation Administration	**11**	**9%**	**10**	**0%**
2365	AS Aviation Maintenance Administration	**2**	**0%**	**3**	**0%**
2258	AS Professional Pilot Technology	**19**	**5%**	**14**	**7%**
2404	AS Emergency Administration & Mgmt.	6	17%	8	0%
F222	Educator Preparation Institute	8	0%	8	0%
T500	BS Human Services	56	20%	56	14%

Rationale

The following narrative explains the rationale for having fewer than 25% fulltime faculty for the programs listed above.

AS Computer Related Crime Investigations – This program consists of 14 courses, only five of which are unique to this program. The others are also taught in other related A.S. programs such as I.T. Security and Criminal Justice Technology. The A.S. in Computer Related Crime Investigations fell below the threshold in the fall term due to the resignation of a fulltime faculty member assigned to this and other related programs. The vacant position has recently been filled and the new faculty member began teaching on August 28, 2023. The percentage of fulltime faculty for this program for Fall Term 2023 is 100% because only one of the unique courses is being taught this term, and it is being taught by the new fulltime faculty member.

AS Aviation Programs – There are currently four Associate in Science aviation programs at FSCJ: Professional Pilot Technology, Aviation Administration, Aviation Maintenance

Management, and Aviation Maintenance Administration. As noted in Table 6.2.b-4 above, the Aviation Operations A.S. program has been closed and should not have been listed in the original table (SACSCOC approved of the closure December 17, 2018). The courses in that program are also part of the Aviation Administration program and were moved to that program in the corrected table. Additionally, some courses are offered in multiple programs. The calculations in the updated table include a count of those courses in each program.

The Aviation Maintenance Management and Aviation Maintenance Administration programs are both targeted to aircraft mechanics. The Management program is geared to newer mechanics and includes courses which prepare students for the FAA mechanic license. The Administration program is for students who already have their FAA license but want a degree. There are four fulltime faculty for the two maintenance programs. Although the four fulltime faculty members primarily teach within the Maintenance Management program, they are credentialed to teach all the courses in both programs. If the count of fulltime faculty for the two programs were combined, the percentage would be 86% for spring and 69% for fall.

The program manager for all aviation programs, Sam Fischer, is a fulltime employee who also teaches. His primary role in the employee data system is Program Manager, and his teaching role is categorized as an adjunct. Mr. Fischer teaches classes in both the Professional Pilot Administration and the Aviation Administration programs (some courses are part of both programs). Even though he is a fulltime employee, he technically is considered an adjunct for the sections he teaches, which reduces the number of sections taught by a fulltime instructor in spite of his fulltime role supporting program coordination and instruction. If he were to be considered fulltime for the sections he taught, the percentage of sections taught by a fulltime faculty member for the Aviation Administration program would be 22% for Spring 2022, and 10% for Fall 2022. For the Professional Pilot Technology program, Spring 2022 would be 26% and Fall 2022 would be 43%.

Additionally, the low percentage of courses taught by fulltime faculty in the Professional Pilot Technology program is misleading because several of the course sections are flight courses with only one or two students enrolled in each because flight time is conducted one-on-one. These sections are primarily taught by one adjunct instructor. Given the unique nature of these flight courses, if they were to be excluded from calculation, the percentage of courses taught by fulltime faculty would be 45% for spring and 55% for fall.

One of Mr. Fischer's duties as Program Manager is to "plan, direct, and control activities concerned with the program's curriculum and instruction," as outlined in the job description. Mr. Fischer facilitates curriculum review, course revisions, and program quality and integrity for all the aviation programs using his own expertise and that of the four fulltime credentialed faculty members in the two aviation maintenance programs. Additionally, two of those fulltime faculty members are professional pilots and also provide curricular input for the Professional Pilot Technology courses.

AS Emergency Administration & Management – There is currently one vacant full-time faculty position for this program. The open position was advertised, but due to the specialized certification required for credentialing a fulltime faculty, none of the applicants were fully qualified. The program will continue to seek a new professor to fill the program's current vacancy. The instructional program manager, a fulltime FSCJ employee, is credentialed to teach in the program. He monitors program quality and outcomes assessment and supervises the curriculum review and revision process.

BS Human Services - The B.S. in Human Services currently has two full-time faculty teaching within the program. The dean and instructional program manager are also credentialed to teach within the program. The credentialing guidelines (pg. 5) from the Council for Standards in Human Services Education, states that faculty should have "education in various disciplines and experience in human services or related fields." Students benefit from having instructors who are presently working in the field in order to bring relevancy and currency to the curriculum. While the number of courses taught by fulltime faculty for the Human Services B.S. program was below the institutional goal of 25%, the current number of fulltime faculty teaching within the program, with additional support from the credentialed dean and instructional program manager, is sufficient to conduct regular review of the curriculum and ensure the quality and integrity of the program.

Educator Preparation Institute – This is a unique, interdisciplinary certificate of professional preparation for students who already have a master's degree and wish to become K-12 teachers. Among the nine courses within the Educator Preparation Institute (EPI) program, instructors are required to hold degrees in the areas of Educational Leadership, Higher Education, and Curriculum and Instruction. Practitioners currently teaching in this program hold these credentials collectively, and students benefit from having instructors who are presently working in the field in order to bring relevancy and currency to the curriculum. The Dean of Education and Human Services and the Program Coordinator, who are both credentialed to teach in the program, provide overall oversight for the program and ensure curriculum and program integrity, quality, and review.

Career Certificate/Clock-Hour Programs with Less than 25% Fulltime Faculty

Table 6.2.b-5 below shows the clock-hour programs where fewer than 25% of course sections were taught by fulltime faculty during the Spring and Fall 2022 Terms.

Table 6.2.b-5: Spring and Fall 2022 - Full-time Faculty Percentages – Clock-Hour Programs

Plan	Program Name	Spring Sections Taught	Percent Taught by FT Faculty	Fall Sections Taught	Sections Taught by FT Faculty
5101	Facials Specialty	4	0%	3	0%
5820	Firefighter	4	0%	5	0%
5728	Insurance Claims Adjuster	9	0%	7	0%
5727	Insurance Customer Services Rep.	8	0%	7	0%
5723	Insurance General Lines Agent	1	0%	2	0%
5726	Life Insurance Marketing	1	0%	1	0%
5737	Personal Lines Insurance Agent	1	0%	2	0%
5771	Pharmacy Technician	6	0%	7	0%
5157	Property Adjuster Estimating	3	0%	4	0%
5290	Specialized Career Education, Basic (added)	0	n/a	1	0%

Rationale

The following narrative explains the rationale for having fewer than 25% fulltime faculty for the programs listed above:

Insurance Programs - All six insurance programs - Insurance Claims Adjuster, Insurance Customer Services Representative, Insurance General Lines Agent, Life Insurance Marketing, Personal Lines Insurance Agent, and Property Adjuster Estimating – consist of one course. Insurance Claims Adjuster is the only program that was consistently taught by a fulltime instructor until he recently retired. None of the programs are eligible for financial aid because of the small number of hours required for each. Therefore, the College decided to move the programs to Continuing Workforce Education, effective Fall Term 2023. SACSCOC approved the closures on July 21, 2023.

Facials Specialty - The Facials Specialty program consists of just one course with 220 contact hours and resides within the Cosmetology program. The required credentials to teach the course are a Florida Cosmetology license or Florida Facials Specialty license and three years of experience. Given the unique nature of the Facials Specialty program, adjuncts work well for this program because of the short duration and the need to bring current industry knowledge into the program. Curriculum integrity and review is ensured by the two fulltime, credentialed faculty members in the larger Cosmetology program.

Firefighter - The Firefighter Career Certificate program is offered alongside the Fire Science Technology A.S. program. Students within the Firefighter program benefit from having instructors who are presently working in the field in order to bring relevancy and currency to the curriculum. A fulltime, credentialed Instructional Program Manager, who also teaches, ensures program quality, integrity, and review of all courses in both the A.S. and Career Certificate programs with the assistance of a fulltime faculty member from the A.S. program.

Pharmacy Technician - The Pharmacy Technician program consists of six courses for a total of 1,050 clock hours. Although there were six sections in the spring term, there were only seven unique students in the program, and twelve in the five fall sections. The program is growing, however, and just recently started being offered at one of the dual enrollment high schools, taught by an FSCJ adjunct professor. Curriculum review for the Pharmacy Technician program is managed by a Program Manager, with input of an adjunct faculty member who holds a Doctor of Pharmacy degree and has five years' experience as a pharmacist.

Specialized Career Education, Basic - This program was inadvertently left off the table of Career Certificate programs in the initial report because it has been a few years since that program was offered. However, the program was started again, beginning with the Fall 2023 Term, at a dual enrollment site. FSCJ has no fulltime faculty currently teaching in the program because the only sections being offered are taught off-site by a qualified adjunct instructor at the site. The curriculum was developed, and will be regularly reviewed, by a credentialed FSCJ Professor of Adult Education, Jeniah D. Jones. Professor Jones has a Master of Education in Curriculum and Instruction and is currently pursuing a Doctor of Philosophy in General Psychology.

6.2.c - For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)* **[Off-Site/On-Site Review]**

Off-Site Committee Comments:

The institution's programs are separated into three divisions: Liberal Arts and Sciences, which is responsible for the Associate of Arts (AA) program; Baccalaureate, Career, and Technical Education, which is responsible for the Bachelor of Science (BS), Associate of Science (AS), Advanced Technical Certificates (ATC), and Technical Certificate (TC) programs; and Workforce Development and Entrepreneurship, which is responsible for the Career Certificate (CC) programs. Program coordinators fall within a variety of titles: Dean, Instructional Program Managers, Faculty Director, and Lead Faculty. The institution provided job descriptions for Academic Department Coordinators, Deans, Instructional Program Managers, and Program Managers, each of which included responsibilities for program coordination. An explanation of Lead Faculty was provided in the narrative. A job description was not provided for Faculty Directors.

For the Associate of Arts program, the institution listed faculty members as program coordinators for disciplines within the Associate of Arts (AA) program. However, there were some disciplines that were missing from the list: Chinese (CHI), Earth and Space Science (ESC), Geography (GEA & GEO), Health, Wellness (HLP), Library Science (LIS), Physical Education and Leisure (LEI, PEM, PEN, & PET), Public Relations (PUR), Reading (REA), and Sports Management (SPM). The Off-Site Reaffirmation Committee could not find a comprehensive list of disciplines in the Associate of Arts program because the list provided in this section did not match the list of disciplines provided in Standard 6.2.a, nor did either of those lists match the list of disciplines in the catalog.

For the Baccalaureate programs, many of the faculty designated as program coordinators had graduate degrees in the discipline or closely related discipline. There was one exception. The program coordinator for the Biomedical Sciences BS program has a doctorate (PhD) in biological sciences, and additional information was not provided to review the qualifications for coordinating a program in biomedical sciences. This person was not listed on the Faculty Roster in Standard 6.2.a, so credentials could not be verified.

For the Associate of Science (AS) and Technical Certificate (TC) programs, many of the faculty designated as program coordinators had both academic coursework and industry credentials that qualified them to serve as program coordinators. In some cases, the program coordinator was a part-time faculty member, and the institution provided evidence of part-time faculty members fulfilling the role of program coordination through the curricular review process. There were, however, some exceptions. The program coordinator for Biomedical Engineering Technology AS has graduate industrial engineering coursework, but no evidence was provided here or on the Faculty Roster linking qualifications to biomedical engineering. The program coordinator for the Biotechnology AS and TC programs has a PhD in biological sciences, and it was not clear how that was directly related to biotechnology. This person was not listed on the Faculty Roster in Standard 6.2.a, so credentials could not be verified. The program coordinator for the Chemical Laboratory Specialist TC program has a PhD in biological sciences, and it was not clear how that was directly related to chemical laboratory experience. This person was not listed on the Faculty Roster in Standard 6.2.a, so credentials could not be verified. The program coordinator for Office Administration AS and the related TCs has a master's in teaching

computers and a bachelor's in business education. It was not clear how these degrees related to office administration. This person was not listed on the Faculty Roster in 6.2.a, so credentials could not be verified.

For the Career Certificate (CC) Programs, which the institution defined as "credit clock-hour" programs on the institutional summary form, the program coordinators had academic credentials, industry recognized certificates, professional licensure, or extensive work experience that directly related to the program curriculum. While the program coordinators for Automotive Collision Technology CC, Commercial Vehicle Driving CC, Cosmetology CC, Diesel Systems Technician CC, and Facials Specialty CC had professional qualifications and adequate work experience, the institution did not provide an explanation on how it is appropriate to assign responsibility to coordinate a credit-bearing certificate program without that person having earned a post-secondary degree. Additionally, the program coordinators for Commercial Vehicle Driving CC and Cosmetology CC, were not listed on the Faculty Roster in Standard 6.2.a, so credentials could not be verified. Finally, the program coordinator for the Pharmacy Technician CC program has degrees in education and certifications related to medical assisting and radiology technology. It was not clear how any of these credentials relate to a pharmacy technician program. This person was not listed on the Faculty Roster in Standard 6.2.a, so credentials could not be verified.

Response:

The Off-Site Reaffirmation Committee noted that "a job description was not provided for Faculty Directors." This is not a position at the Florida State College at Jacksonville (FSCJ) and these individuals should have been listed as "Lead Faculty" for consistency.

The review team also noted that the disciplines of "Chinese (CHI), Earth and Space Science (ESC), Geography (GEA & GEO), Health, Wellness (HLP), Library Science (LIS), Physical Education and Leisure (LEI, PEM, PEN, & PET), Public Relations (PUR), Reading (REA), and Sports Management (SPM)" were missing from the program coordinator list. The reviewers also mentioned that they "could not find a comprehensive list of disciplines in the Associate of Arts program". The following narrative addresses these comments regarding FSCJ's original Compliance Certification narrative for Standard 6.2.c.

Associate of Arts Disciplines

The Off-Site Reaffirmation Committee noted that it could not find a comprehensive list of disciplines in the Associate of Arts programs. The Associate of Arts (A.A.) degree is a single, university transfer degree program. The College clusters disciplines taught within the A.A. degree into broad categories for different purposes. One purpose is for program coordination and curriculum review. For example, history includes African American History, American History, European History, Florida History, Latin American History, and World History. Although the School of Liberal Arts and Sciences Credentialing Matrix lists all those areas together under "History," there are different lead faculty members within the department who are responsible for curriculum for each specific discipline, based on their expertise. Another purpose for clustering A.A. courses into different disciplines is to help students decide which courses will best prepare them for their chosen field when they transfer to a university. The recommended academic roadmaps listed for the A.A. transfer program are based on the most common baccalaureate degrees available at Florida universities, and help students choose not only the

most appropriate general education courses, but also those elective courses that will give them a head start in their chosen major.

List of Missing Disciplines

The Off-Site Committee listed a few programs that were included in the College's School of Liberal Arts and Sciences credentialing matrix but were missing from the A.A. degree program table. The missing disciplines are listed in Table 6.2.c-1 below, along with the program coordinators and their degrees, and a link from their names to the relevant transcript. Note that the Off-Site Review Committee had questions about the program coordinator for Physical Education and Leisure and listed the prefixes LEI, PEM, PEN, and PET. FSCJ does not offer classes with the LEI or PEN prefixes and these prefixes will be removed in Spring 2024 during the annual SOLAS credentialing matrix review.

Table 6.2.c-1: Associate in Arts Disciplines Missing from Table

Discipline or General Education Area	Lead Faculty Member	Degree(s) Held
Chinese (CHI)	Paul Jackson	MA in Chinese (Indiana University)
Earth and Space Science (ESC)	Martin Craig Van Boskirk	PhD and MS in Geology and Geophysics (Yale University)
Geography (GEA & GEO)	James Ewing	MA in Geography (Indiana University of Pennsylvania)
Health, Wellness (HLP)	Virginia Alexander	M.Ed. in Health, Physical Education, and Recreation (Bowling Green State University)
Library Science (LIS)	Mary Dumbleton	Master of Library Science (Florida State University)
Physical Education and Leisure (PEM & PET)	Virginia Alexander	M.Ed. in Health, Physical Education, and Recreation (Bowling Green State University)
Reading (REA)	Megan Glenn (nee McDivett)	MS in Reading (Nova Southeastern University)
Sports Management (SPM)	Virginia Alexander	M.Ed. in Health, Physical Education, and Recreation (Bowling Green State University)

There is only one course in the FSCJ catalog with a PUR prefix. PUR 3801 is taught in the Communications and Media B.S. program. This course was incorrectly listed in the SOLAS credentialing matrix and this prefix will be removed in Spring 2024 during the annual SOLAS credentialing matrix review.

The minimum qualification to teach PUR 3801, as listed for the Communication and Media program in the BCTE credentialing matrix, is a "Master's degree in Communication or Public Relations or Master's degree with 18 graduate credit hours in the PUR discipline." Table 6.2.c-2 lists the program coordinator for this program.

Table 6.2.c-2: PUR Program Coordinator

Program Name	Program Coordinator, Title	Degree(s)/License(s) Held
Communications and Media (PUR)	Claire Rhodes, Lead Faculty	Doctor of Philosophy in Communications (University of Memphis); Juris Doctor (University of Memphis); Master of Arts in Journalism (University of Colorado-Boulder)

Qualifications of Program Coordinators

The reviewers had questions about the qualifications of the program coordinator for the B.S. in Biomedical Sciences. This program consists of a laboratory-based curriculum that emphasizes concentrations in biological sciences and biochemistry and is not a "medical" program. Table 6.2.c-3 lists the program coordinator for this program.

Table 6.2.c-3: Biomedical Sciences B.S. Program Coordinator

Program Name	Program Coordinator, Title	Degree(s)/License(s) Held
Biomedical Sciences B.S. (BCH prefixes)	Jason Matthews, Lead Faculty	PhD in Chemistry with a Concentration in Biochemistry (University of Southern Florida), including the following coursework: BCH 5045 – Biochemistry Core Course (3) BCM 6938 – Advanced Biochemistry (3) PCB 5525 – Mole Genetics (3) BCH 6746 – Physical Biochemistry (3) BCH 6135C – Methods in Molecular Biology (4) BSC 6923 – Cytoskeleton Rep Dev (3) Total: 19 credit hours

The Off-Site Reaffirmation Committee also had questions about the qualifications of the program coordinators for three Associate in Science (A.S.) programs, and seven technical certificates (T.C.). Table 6.2.c-4 below addresses the comments of the reviewers. The name of the coordinator is linked to the relevant transcript.

Table 6.2.c-4: Program Coordinators and Qualifications - Credit Programs

Program Name	Program Coordinator, Title	Degree(s)/License(s) Held
Biomedical Engineering Technology AS	Maximo Vista, Lead Faculty	Associate of Science in Biomedical Equipment Engineer Technology, (Florida State College Jacksonville)

Note: The College does not offer this degree. This should have been listed as *Biomedical Equipment Technician A.S.*		Letter of Qualification – meets the "Typical Exceptions" for this program listed in the BCTE Matrix, pg. 36
Biotechnology Laboratory Technology A.S., Biotechnology Spec. (Health Science) T.C., Biotechnology Spec. (Manufact.) T.C., Business Specialist T.C.	Kasyapa Chitta, Lead Faculty	Master of Science in Biochemistry), (University of Hyderabad), India, Included the following coursework: 500, Biomacromolecules (2.5) 501, Bioenergetics (2.5) 502, Molecular Biology I (2.5) 508, Intermediary Metabolism III (2.5) 600, Molecular Biology II (2.5) 601, Nutrition and Clinical Biochemistry (2.5) 611, Plant Biochemistry (2.5) 624, Neurobiology (2.5) Total: 20 Graduate Credit Hours
Chemical Laboratory Specialist T.C.	Nancy Mullins, Lead Faculty	Doctor of Philosophy in Chemistry (University of Florida)
Office Admin A.S., Office Mgmt. T.C., Office Spec. T.C., Office Support T.C.	Patricia Garrett, Lead Faculty	Master of Education in Vocational Education (University of North Florida), Included the following coursework: BTE 6907 - Dis: Business Ed, (3) BTE 6907 - Dis: Tch Business Communications, (3) COC 3317 - Intro to Information Systems, (3) EME 5403 - Computers in Education, (3) EVT 6907 - Dis: Tch Business Communications, (3) MAN 3025 - Administrative Mgmt., (3) Total: 18 Graduate Semester Hours

Career Certificate Programs

Career certificate programs were unintentionally mislabeled on the Institutional Summary Form submitted with the Compliance Certification report as "credit clock-hour" programs. They should have simply been listed as "clock-hour" programs as they are not credit programs and do not transfer to a university. The student receives a certificate only. The Institutional Summary Form submitted with the Focused Report has been corrected. The Off-Site Committee stated that "the program coordinators for Automotive Collision Technology CC, Commercial

Vehicle Driving CC, Cosmetology CC, Diesel Systems Technician CC, and Facials Specialty CC had professional qualifications and adequate work experience." However, the program coordinators for Commercial Vehicle Driving and Cosmetology were not listed on the Faculty Roster, and there was also a question regarding the credentials of the Pharmacy Technician program coordinator. Table 6.2.c-5 below lists the person responsible for curriculum management for those programs.

Table 6.2.c-5: Program Coordinators and Qualifications - Career Certificate Programs

Program Name	Program Coordinator, Title	Degree(s)/Licenses(s) Held
Commercial Vehicle Driving	Joe Lackey, Instructional Program Manager (with teaching duties)	Class A Commercial Driver's License; Florida Safety Council Certified Commercial Vehicle Driving Instructor; Florida Department of Highway Safety & Motor Vehicles Third Party Tester.
Cosmetology	Schane Brown, Lead Faculty	Cosmetology Career Certificate, FSCJ; Florida Licensed Cosmetologist since 2016
Pharmacy Technician	Ashley Perkins, Lead Faculty	Doctor of Pharmacy, Butler University; Licensed pharmacist since 2008.

10.8 - The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. *(Evaluating and awarding academic credit)*

Off-Site Committee Comments:

Information provided in the response to Standard 10.7 regarding awarding or accepting credit that did not originate from the institution, including conversion of prior noncredit experiences to credit, is relevant to institutional practices for awarding credit under Standard 10.8.

The institution reported that "Students may be awarded credit for non-college credit Career Certificates (formerly Postsecondary Adult Vocational) earned in Florida colleges and technical centers by submitting a certificate or documentation of the coursework to the appropriate program manager. Credit may be granted if the certificate is covered by one of the College's internal articulation agreements or by one of the Florida Department of Education statewide articulation agreements. The Statewide Articulation Manual describes statewide articulation policies, the Articulation Coordinating Committee makeup, and the Statewide Course Numbering System. FSCJ uses the recommended number of credits to be awarded using the State's Articulation Coordinating Committee Credit by Exam Equivalencies." In addition, the institution stated that under its policy for Credit for Prior Learning, credit is only awarded if a certificate matches an articulation agreement where it has already been evaluated as equivalent to an existing college-level course by program managers and faculty from both the noncredit program and the credit program.

In its presentation regarding awarding credit for Career Certificates, it appears that the institution has devised a process (internal articulation agreements) for awarding credit for its non-credit coursework. Further, it appears credit awarded in this manner is entered on transcripts as credit for specific graded courses as though they were provided through direct credit instruction by the institution rather than articulated as prior learning through a non-credit experience.

The institution's administrative procedure entitled Credit for Prior Learning states that the institution may grant credit if the certification is included in one of the institution's articulation agreements. Further, internal articulation requires that "the determination of course equivalency is made by appropriately credentialed faculty" and approved through specified channels. The example articulation form provided states that documentation required includes proof of acquisition of a state or national credential if applicable. Otherwise, completion of the Career Certificate is required.

Awarding credit for acquisition of a state or national credential such as a certificate or license based on faculty evaluation of that credential is an accepted practice. However, awarding credit for coursework taught by faculty who are not qualified was not justified.

See the comments of the Off-Site Reaffirmation Committee regarding Standard 6.2.a.

Response:

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) publishes policies for evaluating, awarding, and accepting credit not originating from the institution. In their review of standard 10.7, the Off-Site Reaffirmation Committee made observations that were relevant to standard 10.8 that are addressed within this narrative.

Specifically, the committee noted that in awarding credit for Career Certificates through internal articulation agreements, that these credits were being "entered on transcripts as credit for specific graded courses as though they were provided through direct credit instruction by the institution rather than articulated as prior learning through a non-credit experience." Furthermore, the committee noted that, with regard to "awarding credit for acquisition of a state or national credential such as a certificate or license," that "awarding credit for coursework taught by faculty who are not qualified was not justified."

Articulated Credit on Student Transcripts

To begin, FSCJ wishes to clarify its processes for transcribing articulated credit. The College documents articulated credit for students' prior learning experiences on their college transcripts as being earned from outside the institution. For example, in the CompTIA A+ articulation agreement students will receive a total of six credit hours for a CompTIA A+ certification. The six credit hours for the certification articulate to CTS 1131C and CTS 1133C, both three credit-hour courses. In the PeopleSoft system the credit is shown as originating from an external source and that there is an articulation agreement. An example of a student transcript shows that the credit is from an external source and articulate to the courses previously mentioned.

Another example is the Child Development Associate (CDA) articulation agreement in which students can receive a total of nine credit hours for the certificate. The nine credit hours articulate to EEC 1001 (3 credits) and EDG 2940 (6 credits). In certain cases, a student will have already taken one of the courses and received a letter grade, so only one of the courses is articulated on the transcript. An example of a student transcript shows the credit earned for EDG 2940 as being from an external source where the credit for EEC 1001 was earned at the College.

Evaluation of Articulated Credit by Qualified Faculty

The finding that some faculty were unqualified to evaluate prior credit was based on erroneous table information in the institution's Institutional Summary Form provided with the compliance certificate. Career Certificate programs taught at FSCJ are non-credit, clock-hour programs. The Institutional Summary Form submitted with the Compliance Report in February 2023 incorrectly identified Career Certificates as "*credit* clock-hour" programs, when they should have been labeled as "clock-hour" programs. The corrected Institutional Summary Form is included with the Focused Reports. Minimum faculty credentials for Career Certificate courses typically require a bachelor's degree. For certain Career Certificate programs, a high school diploma or an associate degree with a specific number of years of experience in-field or a current license or certification in the discipline are appropriate credentials. All FSCJ faculty teaching Career Certificate courses are appropriately credentialed to teach those courses. A revised Faculty Roster Form with just these courses is included in the focused report for 6.2.a.

In the original faculty roster form submitted in February 2023, several courses were incorrectly identified as Undergraduate Transferable (UT) when they should have been labeled as Undergraduate Nontransferable (UN). These classes are a part of Associate in Science (A.S.) degrees but they do not transfer to a university. Minimum faculty credentials for A.S. courses typically require a master's degree or higher. For A.S. programs that do not transfer to a university, an associate degree or a bachelor's degree with a specific number of years of experience in-field or a current license or certification in the discipline are appropriate credentials. All FSCJ faculty teaching in these A.S. courses are appropriately credentialed to teach those courses. A revised Faculty Roster Form with just these courses is included in the focused report for 6.2.a.

13.6 - The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)* **[Off-Site/On-Site Review]**

Off-Site Committee Comments:

The institution has an approved Eligibility and Certification Approval Report from the US Department of Education, which expires on September 30, 2026. The institution also has a Program Participation Agreement which expires June 30, 2026.

The institution provided an audit report from the State of Florida Auditor General for the timeframe ending June 30, 2020. The report cited the institution for lack of timely reporting of enrollment changes to the National Student Loan Data System (NSLDS). For this issue, three (3) out of twenty-five (25) samples tested as non-compliant or 12%. The report also cited the institution for miscalculation of Title IV grant or loan funds. For this issue, thirteen (13) out of twenty-five (25) samples tested as non-compliant or 52%. In both cases, the institution stated that they have updated their procedures to remedy the issues, however the Off-Site Reaffirmation Committee was unable to find updated procedures or evidence of an updated audit report.

Response:

As observed by the Off-Site Reaffirmation Committee, Florida State College at Jacksonville (FSCJ) had two findings in the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards audit dated March 2021, for the fiscal year ending June 30, 2020. These findings were not repeat findings from previous audits. The committee noted that the College "stated they have updated their procedures to remedy the issues," but were "unable to find updated procedures or evidence of an updated audit report." Evidence of the updated procedures implemented by FSCJ is provided here for each of the two findings. Additionally, evidence is provided from the Florida Auditor General's office acknowledging that FSCJ has taken necessary steps to fully correct both findings.

The first finding, on page 116 of the report, was that the colleges listed "did not always accurately or timely report enrollment status changes to the National Student Loan Data System (NSLDS) for Pell Grant recipients and Direct Loan borrowers." FSCJ documented that business processes were updated to properly calculate earned aid as of the withdrawal date and ensure the return of unearned aid. A step-by-step document was also created to show how to process Returns to Title IV (R2T4) calculations. Additionally, email correspondence between the Bursar, Registrar, and Financial Aid offices, demonstrates that corrective measures were taken. A Corrective Action Plan was sent to the state auditors on March 5, 2021.

The second finding, on page 124, was the College did not always accurately calculate the amount of Title IV Higher Education Act (HEA) Pell Grant or Direct Loan assistance that the student earned as of the student's withdrawal date, or always returned unearned funds to the USDOE in a timely manner. The error was caused by one staff member entering the wrong date for a small number of students. To ensure the same error did not happen again, the Records and Registration team documented the correct process and retrained all staff members.

Finally, the Florida Auditor General's office sends a Summary Schedule of Prior Audit Findings each year, which includes the resolution to all findings for state agencies, universities, and colleges. On page 77 of the report, the state acknowledged that FSCJ fully corrected both findings.

14.4 - The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. [Off-Site/On-Site Review]

Off-Site Committee Comments:

The institution has programmatic accreditation by United States Department of Education (USDE) recognized agencies for eight programs. The institution described the process by which it ensures that it is presented accurately to USDE recognized accrediting entities including review by the Office of Institutional Effectiveness of accreditation reports and communications. Consistent with its procedures and internal standards, the institution sent letters to its USDE recognized accrediting entities in April 2022 describing the institution's mission, governance, degrees, types of programs, personnel, finances, and constituencies. Although the content of the letters was identical and provided accurate information about the institution, these letters do not provide sufficient evidence of how the institution represents itself to each of its USDE recognized accrediting agencies in its formal reports to the accreditors. The institution provided two examples of self-study pages to a USDE recognized accrediting entity. Additional evidence was not provided for the remaining agencies.

The institution reported that, in May 2022, it received notice from Commission on Accreditation in Physical Therapy Education (CAPTE), a USDE recognized agency, that the Physical Therapist program was placed on probationary status, effective 04/26/2022, because the program's two-year licensure pass rate fell below the 85% requirement. The institution informed all other USDE recognized accrediting entities including SACSCOC of the change. Copies of correspondence were provided as documentation.

Response:

Florida State College at Jacksonville (hereafter referred to as the College or FSCJ) represents itself accurately to all U.S. Department of Education (USDE) recognized accrediting agencies with which it holds accreditation, and informs those agencies of any change of accreditation status, including the imposition of public sanctions. The narrative below addresses the concerns of non-compliance noted by the Off-Site Reaffirmation Committee, along with an update on the College's status with the Commission on Accreditation in Physical Therapy Education (CAPTE).

There are eight programs at FSCJ with programmatic accreditation from five USDE-recognized agencies, which are identified in Table 14.1-1 below, with links to the self-studies. Excerpts from the self-studies submitted to both the American Board of Funeral Service Education and the Accreditation Commission for Education in Nursing were included in the original Compliance Certification Report; however, those self-studies are included in their entirety within Table 14.1-1, along with the remaining three.

Table 14.4-1: FSCJ Programs Accredited by USDOE-Recognized Agencies

Accreditation Agency	Program Name	Last Self-Study
American Dental Association Commission on Dental Accreditation (CODA)	Dental Hygiene (A.S.)	2018
	Dental Assisting (C.C.)	2018

American Board of Funeral Service Education (ABFSE)	Funeral Services (A.S.)	2021
Accreditation Commission for Education in Nursing (ACEN)	Nursing (B.S.N)	2020
	Nursing R.N. (A.S.)	
	Nursing R.N. Bridge Option for Paramedics and Licensed Practical Nurses (A.S.)	
Accreditation Council for Occupational Therapy Education (ACOTE) / American Occupational Therapy Association (AOTA)	Occupational Therapy Assistant (A.S.)	2017
Commission on Accreditation in Physical Therapy Education (CAPTE)	Physical Therapy Assistant (A.S.)	2014

Accreditation Standing – Update on CAPTE Standing

In the original Compliance Certification, FSCJ explained that the Physical Therapist Assistant program had been placed on probation. In June 2023, the College received a letter from the Commission on Accreditation in Physical Therapy Education (CAPTE), a USDE-recognized agency, that the Physical Therapist Assistant (A.S.) program was removed from probationary status and continued its accreditation of the program through 2025.

Per SACSOC policy, FSCJ sent a letter to SACSCOC and the USDE-recognized accrediting bodies that accredit FSCJ programs, informing them of the removal of probationary status.