Contents

[HB 3: Enforcement Officer, Benefits, Recruitment, and Training – effective July 1, 2022 (signed by Governor 4/1/22) 2](#_Toc100311838)

[HB 7: Individual Freedom – effective July 1, 2022 (signed by Governor 4/22/22) 3](#_Toc100311839)

[HB 45: Educational Opportunities for Disabled Veterans – effective July 1, 2022 (if signed by Governor) 3](#_Toc100311840)

[HB 1577: Homeless Youth – effective July 1, 2022 (signed by Governor 4/6/22) 4](#_Toc100311841)

[HB 7065: Child Welfare – effective July 1, 2022 (signed by Governor 4/11/22) 5](#_Toc100311842)

[SB 566: Mental Health Professional Licensure – effective upon signature from Governor (signed by Governor 4/6/22) 5](#_Toc100311843)

[SB 632: Occupational Therapy – effective July 1, 2022 (signed by Governor 4/6/22) 6](#_Toc100311844)

[SB 2524: Education – effective July 1, 2022 (signed by Governor 4/19/22) 6](#_Toc100311845)

[Section 3: Florida Center for Nursing 6](#_Toc100311846)

[Section 8: Performance-based funding 7](#_Toc100311847)

[Section 9: Performance-based funding 7](#_Toc100311848)

[Section 33: Florida Talent Development Council 7](#_Toc100311849)

[Section 34: Public accountability and state approval for teacher preparation programs 8](#_Toc100311850)

[Section 36: Postsecondary educator preparation institutes 8](#_Toc100311851)

[Section 40: Florida Postsecondary Academic Library Network 8](#_Toc100311852)

[Section 41: Dual Enrollment Programs 9](#_Toc100311853)

[Section 46: Fee Waivers 9](#_Toc100311854)

[Section 50: Linking Industry to Nursing Education (LINE) Fund 9](#_Toc100311855)

[Section 51: Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund 10](#_Toc100311856)

[Section 53: Education Research Centers: Specifies that the fees for a university educational research center for child development are determined by the university board of trustees, and are not required to be approved by the Board of Governors. 11](#_Toc100311857)

[SB 7044: Postsecondary Education – effective July 1, 2022 (signed by Governor 4/19/22) 11](#_Toc100311858)

SB 520 - Public Records - effective March 15, 2022 (signed by Governors 3/15/22)…………………………12

## HB 3: Enforcement Officer, Benefits, Recruitment, and Training – effective July 1, 2022 (signed by Governor 4/1/22)

1. College credit for law enforcement training
   1. Requires the Board adopt regulations that create a process that enables eligible law enforcement officers or former law enforcement officers to earn uniform postsecondary credit across all Florida public postsecondary educational institutions for college-level training and education acquired while serving as a law enforcement officer.
   2. The regulations shall include procedures for credential evaluation and the uniform award of postsecondary credit or career education clock hours, including, but not limited to, equivalency and alignment of law enforcement training with appropriate postsecondary courses and course descriptions.
2. Workgroup
   1. Requires the ACC convene a workgroup by Sept 1, 2022, that is responsible for responsible developing a process for determining postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience.
   2. Four members of the workgroup must represent academic affairs administrators and faculty from state universities, appointed by the chair of the Board of Governors.
   3. Requires the workgroup provide recommendations to the Board by March 1, 2023, for approval at the next meeting of each board to allow for adequate public notice.
   4. The workgroup terminates upon submission of its recommendations.
3. Approved List
   1. Within 1 year after approval of the workgroup's recommendations by the Board of Governors, the Articulation Coordinating Committee shall approve a prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience.
   2. The list must be updated annually.
   3. The Board of Governors shall timely adopt the list approved by the
   4. ACC at the next meeting of the board to allow for adequate public notice. C. For the purpose of statewide application, postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience shall be delineated by the State Board of Education and the Board of Governors in the statewide articulation agreement required by s. 1007.23(1).
4. Awarding of credit: State universities, Florida College System institutions, and career centers must award postsecondary credit or career education clock hours for law enforcement training and experience based on the list adopted by the Board of Governors and the SBE if the credit or career education clock hours are applicable toward the student's degree or certificate. Institutions may award additional postsecondary credit or career education clock hours if appropriate. Credit or career education clock hours awarded in accordance with minimum postsecondary credit and clock hour requirements, respectively, are guaranteed to transfer to other state universities, Florida College System institutions, and career centers.

#### Implementation notes: Florida Department of Education’s Office of Articulation has lead.

## HB 7: Individual Freedom – effective July 1, 2022 (signed by Governor 4/22/22)

Provides that subjecting individuals to specified concepts under certain circumstances constitutes discrimination based on race, color, sex, or national origin; revising requirements for required instruction on the history of African Americans; requiring the department to prepare and offer certain standards and curriculum; authorizing the department to seek input from a specified organization for certain purposes; prohibits instructional materials reviewers from recommending instructional materials that contain any matter that contradicts certain principles; requires DOE to review school district professional development systems for compliance with certain provisions of law.

1. Unlawful employment practices: The bill clarifies that certain behavior constitutes unlawful discrimination based on race, color, sex, or national origin. The bill specifies that subjecting any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe certain concepts constitutes discrimination based on race, color, sex, or national origin. (Delineates the concepts.)
2. Discrimination against students and employees in the Florida K-20 public education system prohibited: The bill expands the protections of the Florida Educational Equity Act by explicitly providing that subjecting a student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe certain concepts constitutes discrimination as contemplated by the Act. (Delineates concepts). Does not prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.
3. Performance-based funding penalty: Cross-reference with SB 2524 Section 9.

#### Implementation notes: As this affects the entire university, the President’s cabinet should be working collectively. All training and orientation materials are impacted for all university students, faculty, and staff. Obtaining guidance from the general counsels and human resource directors will be essential. It is likely that university compliance officers will have a key role in monitoring and compliance. The PBF penalty is under discussion.

## HB 45: Educational Opportunities for Disabled Veterans – effective July 1, 2022 (if signed by Governor)

Provides that disabled veterans receiving certain federal educational assistance benefits are eligible to receive waiver for tuition and fees at certain institutions; provides calculation for waiver amount; requires amount awarded by state to be contingent on application of specified federal benefits; requires institutions to submit annual report to Board of Governors.

1. Beginning with the 2022-2023 academic year, a disabled veteran enrolled in a program of education approved for educational assistance under 38 U.S.C. s. 3313 at a state university who does not qualify for the 100-percent eligibility tier under federal law is eligible to receive a waiver for tuition and fees.
2. The waiver amount is equal to the difference between the portion of tuition and fees paid in accordance with federal law and the full amount of tuition and fees at the institution attended.
3. The amount awarded by the state is not to be determined until after the application of federal benefits.
4. Requires the university to report to the Board the number and value of all fee waivers granted annually.
5. Requires the Board to adopt a regulation.

#### Implementation notes: Board regulation to be revised and an annual reporting template to be developed.

## HB 1577: Homeless Youth – effective July 1, 2022 (signed by Governor 4/6/22)

Revises and provides provisions relating to specified homeless youth, including ability to receive documents at no charge, aid in achieving postsecondary education success, assistance in acquiring motor vehicle insurance and driver licenses, certification as unaccompanied homeless youth, removal of disability of nonage, card issued by school board containing specified information, ability to consent to certain care, and fee exemption eligibility.

1. Postsecondary Liaisons
   1. Requires the use of postsecondary education liaisons, instead of campus coaches, to provide current or former foster youth or those who are experiencing homelessness with on-campus support.
   2. Requires institutions where a student may use a tuition and fee exemption under s. 1009.25, F.S., to have, at a minimum, a knowledgeable, accessible, and responsive staff member to help students with any problems related to the use of the exemption.
   3. Requires a liaison’s contact information to be provided to each student using the exemption, on the institution’s website, and to DCF and community-based care lead agencies.
   4. Requires institutions to maintain the original documentation that proves a child or young adult’s eligibility for the tuition and fee exemption and prohibits additional requests for such documentation.
   5. Allows institutions to provide coaching services and other supports, in addition to campus liaisons, to promote successful completion of postsecondary education and transition to independent living.
   6. Removes reference of Board of Governors in s. 409.1452, F.S., and replaces it with the State University System to clarify that DCF should collaborate with individual state university institutions and not to the board that oversees these institutions.
2. Tuition and Fee Exemptions: Assumes that a student determined to be an unaccompanied homeless youth for the tuition and fee exemption for a preceding year to be homeless for each subsequent year at the same institution unless the student informs the institution that circumstances have changed or the institution has specific conflicting information.

#### Implementation notes: Board regulation to be revised. OPPAGA conducting study that will require extensive input from university staff, particularly the campus liaisons for these students. Official notice to CAVP/CSA will come from either OPPAGA or Board office.

## HB 7065: Child Welfare – effective July 1, 2022 (signed by Governor 4/11/22)

Requiring the Department of Children and Families and Department of Juvenile Justice to identify and meet the needs of dually-involved children within a specified timeframe; revising information that must be included in a transition plan; requiring prenatal and infant health care delivery programs to include certain father engagement activities; requiring the Department of Children and Families to contract for the development and implementation of the Responsible Fatherhood Initiative and to provide grants to community-based not-for-profit organizations to offer certain mentorship programs; designating the month of June as "Responsible Fatherhood Month", etc.

1. Increases the monthly stipend awarded to young adults in PESS from $1,256 to $1,720 to assist young adults in meeting their needs while in postsecondary education.
2. Requires on-campus liaisons to provide children and young adults currently in or formerly in foster care or who are experiencing homelessness with on campus support.
3. Requires each institution where a student is exempt from the payment of tuition and fees under s. 1009.25, F.S., to have, at a minimum, a knowledgeable, accessible, and responsive staff member who can provide effective assistance to students using the exemption in resolving any problems related to use of the exemption.
4. Allows postsecondary institutions to provide coaching services and other supports, in addition to liaisons, to such students to promote their successful completion of postsecondary education and transition to independent living.
5. Requires postsecondary institutions to maintain the original documentation submitted regarding a child or young adult’s involvement in the child welfare system that confers eligibility for the tuition and fee exemption.
6. Prohibits the postsecondary institution from making additional requests for such documentation.

#### Implementation notes: No changes to Board regulations needed.

## SB 566: Mental Health Professional Licensure – effective upon signature from Governor (signed by Governor 4/6/22)

The bill amends the minimum education requirements for licensure as a clinical social worker, marriage and family therapist, or a mental health counselor in s. 491.005, F.S.

1. Marriage and Family Therapist Licensure: Amends current law to create three pathways to licensure by requiring applicants for a marriage and family therapy license to meet the minimum educational requirements by one of the following methods:
   1. A minimum of a master’s degree in marriage and family therapy from a college or university that is accredited by the CAMFTE;
   2. A minimum of a master’s degree with a major emphasis in marriage and family therapy from a college or university that is accredited by the CACREP and graduate courses approved by the Board; or
   3. A minimum of a master’s degree with an emphasis in marriage and family therapy or a closely related field, with a degree conferred date before September 1, 2027, from an institutionally accredited college or university and graduate courses approved by the Board.
2. Mental Health Counselor Licensure: Amends current law to create additional pathways to licensure. Beginning July 1, 2025, applicants for a mental health counseling license must meet the minimum educational requirements by attaining a minimum of a master’s degree from a mental health counseling program.

#### Implementation notes: None.

## SB 632: Occupational Therapy – effective July 1, 2022 (signed by Governor 4/6/22)

Revising eligibility requirements for the occupational therapist licensure examination; authorizing certain licensed occupational therapists to use a specified title and the associated initials; prohibiting certain persons from using a specified title and the associated initials; providing criminal penalties, etc.

1. Scope of Practice of Occupational Therapy
   1. Expands the scope of practice of the occupational therapist and the occupational therapy assistant.
   2. Expands the scope of practice for occupational therapy practitioners by defining the term “occupation” to include meaningful and purposeful everyday activities performed and engaged in by individuals, groups, populations, families, or communities which occur in contexts and over time.
2. Occupational Therapy Licensure
   1. Provides that an occupational therapy license applicant who has practiced as a state-licensed or American Occupational Therapy Association-certified occupational therapy assistant for four years and who, prior to January 24, 1988, completed a minimum of six months of supervised occupational-therapist-level fieldwork experience, may take the licensure examination without meeting the education requirements set out in s. 468.209(1)(b), F.S.
   2. Reduces the minimum required weeks of supervised occupational-therapist-level fieldwork experience for applicants attempting to utilize this licensure path from six months (approximately 26 weeks) to 24 weeks.
3. Occupational Therapy Services: Expands the scope of list of services that may be included in occupational therapy.

#### Implementation notes: None.

## SB 2524: Education – effective July 1, 2022 (if signed by Governor)

### Section 3: Florida Center for Nursing

1. Gap Analysis: Requires the Center to conduct a statistically valid biennial data-driven gap analysis of the supply and demand of the health care workforce. The demand must align with the Labor Market Estimating Conference.
2. Additional duties of the Center:
   1. Develop recommendations to increase nurse faculty and clinical preceptors, support nurse faculty development, and promote advanced nurse education.
   2. Develop best practices in the academic preparation and continuing education needs of qualified nurse educators, nurse faculty, and clinical preceptors.
   3. Collect data on nurse faculty, employment, distribution, and retention.
   4. Pilot innovative projects to support the recruitment, development, and retention of qualified nurse faculty and clinical preceptors.
   5. Encourage and coordinating the development of academic-practice partnerships to support nurse faculty employment and advancement.
   6. Develop distance learning infrastructure for nursing education and advancing faculty competency in the pedagogy of teaching and the evidence-based use of technology, simulation, and distance learning techniques.

#### Implementation notes: None.

### Section 8: Performance-based funding

Changes the metric for 2-year grad rate for AA transfer students to 3-years, beginning in fiscal year 2022-2023.

#### Implementation notes: Board regulation to be revised and benchmarks to be developed this fall.

### Section 9: Performance-based funding

If any institution is found to have a substantiated violation of s. 1000.05(4)(a), (from HB 7), the institution shall be ineligible to receive performance funding during the next fiscal year following the year in which the violation is substantiated. Substantiated findings are those as determined by a court of law, a standing committee of the Legislature, or the Board of Governors.

#### Implementation notes: Under discussion.

### Section 33: Florida Talent Development Council

1. Removes the requirement that the Board and SBE conduct a data-driven gap analysis of the supply and demand of the healthcare workforce.
2. Requires the Board/universities to provide data, by institution and program, on the outcomes of students enrolled at institutions participating in the Linking Industry to Nursing Education (LINE) Fund or the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund.
3. Requires the Board/universities to provide the outcomes of graduates who have received a nursing student loan forgiveness repayment under s. 1009.66. The data must include, for the previous four fiscal years, the number of graduates who have received a repayment, the amount repaid on behalf of each graduate, each graduate’s employer of record for each repayment and the length of employment at each employer, and the level or levels of nursing licensure earned by each graduate.

#### Implementation notes: Board staff working on new regulation and process for LINE and PIPELINE.

### Section 34: Public accountability and state approval for teacher preparation programs

Revises program evaluation criteria for teacher preparation programs to remove subgroup performance on statewide, standardized assessments and teacher retention and replace it with candidate readiness based on Florida Teacher Certification Examination (FTCE) passage rates and provide additional weight for placement in teacher shortage areas.

#### Implementation notes: Florida Department of Education has lead.

### Section 36: Postsecondary educator preparation institutes

1. Revises the uniform core curricula for teacher preparation programs to include strategies that support evidence-based, standards-aligned content and grading practices.
2. It authorizes the SBE to weight certain evaluation criteria and approve programs based on national accreditation.
3. Requires the SBE to adopt criteria for streamlining evaluations for small programs.
4. The act requires that, beginning with candidates entering a program in the 2023-2024 school year, candidates in a traditional preparation program complete 60 hours of field experience before participating in a culminating field experience and candidates in an educator preparation institute complete a period of field experience as determined by SBE rule before becoming the teacher of record.

#### Implementation notes: Florida Department of Education has lead.

### Section 40: Florida Postsecondary Academic Library Network

1. Support: Requires the FPALN provide support for the adoption, adaptation, and creation of open educational resources by faculty members from FCS institutions and state universities.
2. Open Educational Resources
   1. Requires the chancellors of the FCS and SUS to collaborate and take the lead in identifying and developing processes to coordinate and support the adaptation or development of OER. Defines OER. Outlines what must be included.
   2. Establishes the Student Open Access Resources (SOAR) Repository, a statewide, searchable database of open education resources.
   3. Establishes the SOAR Grant Program providing funding support to FCS and SUS institutions for the development and curation of open education resources and for migrating existing content to the SOAR Repository. The FPALN must prioritize courses with high student enrollment, courses with high textbook or materials costs, and courses identified as general education core courses pursuant to s. 1007.25 when establishing award criteria. Grants must be provided by FY 2023-24.
3. Transparency: Requires each institution to post prominently in its course registration system and on its website, as early as is feasible, but at least 45 days before the first day of class for each term, courses that utilize open educational resources and have zero textbook costs as indicated by an icon next to each eligible course. A Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network may be used for this purpose.
4. Reporting: Adds the following information to the required annual report:
   1. The number and value of grants awarded and the distribution of those funds.
   2. The number and types of courses placed in the Student Open Access Resources Repository.
   3. Information on the utilization of the Student Open Access Resources Repository and utilization of open educational resources in course sections, by Florida College System institution and state university.
5. Requires the Board and DOE include any necessary funding increases in the annual LBR.

#### Implementation notes: Board staff working with FCS and FLVC staff.

### Section 41: Dual Enrollment Programs

Specifies that instructional materials for use in dual enrollment courses must be made available to all participating students free of charge, rather than only to public school students.

#### Implementation notes: Board regulation to be revised.

### Section 46: Fee Waivers

Increases the number of waiver-eligible Programs of Strategic Emphasis (PSE) from eight to 10. Beginning in the 2022-2023 academic year, students will be eligible to receive the tuition and fee waiver in two additional PSE, specifically in the critical workforce gap analysis category, as adopted by the Board. Includes ability to reimburse for summer waivers.

#### Implementation notes: Board to select additional programs in June. Board regulation and guidance likely will be revise.

### Section 50: Linking Industry to Nursing Education (LINE) Fund

1. Establishment and purpose: Establishes the Linking Industry to Nursing Education (LINE) Fund, a competitive grant program that provides matching funds, on a dollar-to dollar basis, to participating institutions that partner with a healthcare provider to recruit faculty and clinical preceptors, increase capacity of high-quality nursing education programs, and increase the number of nursing education program graduates who are prepared to enter the workforce. Requires the Board to adopt regulations to administer the LINE Fund.
2. Funds: Subject to available funds, for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-to-dollar match to the participating institution. Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds cannot be used for new buildings.
3. Participation
   1. An institution must submit a timely and completed proposal to the Board, in a format prescribed by the Board.
   2. The proposal must identify a health care partner located and licensed to operate in the state whose monetary contributions will be matched by the fund on a dollar-to-dollar basis.
   3. The Board must review and evaluate each completed and timely submitted proposal according to the minimum criteria listed.
   4. Each institution with an approved proposal must then notify the Board upon receipt of the health care partner provided funds identified in the proposal.
   5. The Board of Governors shall release grant funds, on a dollar-for-dollar basis, up to the amount of funds received by the institution.
4. Reporting
   1. Annually, by February 1, each institution awarded grant funds in the previous fiscal year shall submit a report to the Board that demonstrates the expansion as outlined in the proposal and the use of funds.
   2. At minimum, the report must include, by program level, the number of additional nursing education students enrolled; if scholarships were awarded using grant funds, the number of students who received scholarships and the average award amount; and the outcomes of students as reported by the Florida Talent Development Council.
   3. Requires the Board to adopt regulations to administer the fund, establish dates for the submission and review of proposals, award funds, and other regulations and rules necessary to implement this section.

#### Implementation notes: Board staff working on new regulation and process.

### Section 51: Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund

1. Establishment: Establishes the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund to reward school districts, Florida College System (FCS) institutions, and State University System (SUS) institutions that meet nursing education program performance metrics.
2. Awards
   1. Subject to appropriation, each institution shall receive an allocation based on the performance of its respective nursing education program or programs according to the following metrics:
      1. The number of nursing education program completers, by program.
      2. The first-time National Council of State Boards of Nursing Licensing Examination passage rate of the institution’s nursing education program completers, by program.
      3. The allocations shall reward excellence among nursing education programs with an average first-time National Council of State Boards of Nursing Licensing Examination passage rate above the national average.
   2. Requires Board to adopt regulations to administer this 3718 section.

#### Implementation notes: Board staff working on new regulation and process.

### Section 53: Education Research Centers: Specifies that the fees for a university educational research center for child development are determined by the university board of trustees, and are not required to be approved by the Board of Governors.

Specifies that the fees for a university educational research center for child development are determined by the university board of trustees, and are not required to be approved by the Board of Governors.

#### Implementation notes: None.

## SB 7044: Postsecondary Education – effective July 1, 2022 (signed by Governor 4/19/22)

Authorizing the Board of Governors to adopt a regulation regarding post-tenure reviews for state university faculty; revising the maintenance requirements of, and information that must be included in, the statewide course numbering system; requiring the Board of Governors and State Board of Education to identify and determine accrediting agencies or associations best suited for public postsecondary institutions by a specified date; requiring Florida College System institutions and state universities, respectively, to post specified information relating to tuition and fee rates and proposed changes to such rates on their websites, etc.

1. Tenure: The Board of Governors may adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years. The board may include other considerations in the regulation, but the regulation must address:
   1. Accomplishments and productivity;
   2. Assigned duties in research, teaching, and service
   3. Performance metrics, evaluations, and ratings; and
   4. Recognition and compensation considerations, as well as improvement plans and consequences for underperformance.
2. Textbook and instructional materials affordability and transparency
   1. The lists of required and recommended textbooks and instructional materials required must:
      1. Be posted as early as is feasible but at least 45 days before the first day of class for each term.
      2. Remain posted for at least 5 academic years.
      3. Be searchable by the course subject, the course number, the course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material.
      4. Be easily downloadable by current and prospective students.
   2. If a course is a gen ed core course option, course syllabi information containing sufficient detail to inform students of all of the following must be included:
      1. The course curriculum
      2. The goals, objectives, and student expectations of the course
      3. How student performance will be measured
3. Statewide Course Numbering
   1. Adds course titles, credits awarded, and other identifiable information, to what is required at the registration process.
   2. Requires the universities to accept and apply gen ed courses and credit including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements before applying the course credit as elective credit.
4. Accreditation
   1. By September 1, 2022, the Board must identify and determine the accrediting agencies or associations best suited to serve as an accreditor.
   2. Prohibits an institution being accredited by the same agency for consecutive cycles.
   3. In the year following reaffirmation or fifth-year review by its accrediting agencies, each institution must seek and obtain accreditation from an accrediting agency identified by the Board before its next reaffirmation or fifth-year review date.
   4. Requires quarterly reports of institutions to the Board during this search process.
   5. If a public postsecondary institution is not granted candidacy status before its next reaffirmation or fifth-year review date, the institution may remain with its current accrediting agency or association.
   6. Provides a cause of action for an institution impacted by retaliatory action by the accreditor, including liquidated damages.
   7. Sunsets December 31, 2032.
5. Student Fees
   1. All tuition and fees described in this section, and any proposed changes to such tuition and fees, must be prominently posted on the university’s website in an area that is transparent and easily accessible.
   2. Requires information on how tuition and fees are expended, and a necessity.
   3. Requires the proposed changes emailed to all enrolled students.
   4. Requires any university proposal or action to raise, impose, or authorize any fee, as authorized by law, except for tuition, to be approved by at least nine affirmative votes of the members of the board of trustees (out of a total of 13 members), if approval by the board of trustees is required by general law, and at least 12 affirmative votes of the members of the Board (out of a total of 17 members), if approval by the Board is required by general law, in order to take effect.

#### Implementation notes: Board staff to work with CAVP on drafting post-tenure review regulation. Textbook and instructional materials requirements must be met by July 1, 2022. Statewide course numbering may require revisions to Board regulation. Board staff working with accreditation liaisons, CAVP, and CSA regarding accrediting; other university staff to be included as needed. Student fees will require revisions to Board regulation.

## SB 520: Public Records – effective March 15, 2022 (signed by Governor 3/15/22)

Providing an exemption from public records requirements for any personal identifying information of an applicant for president of a state university or a Florida College System institution held by a state university or a Florida College System institution.