

**BACCALAUREATE PROPOSAL APPLICATION**

**Form No. BAAC-02**

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at [ChancellorFCS@fldoe.org](mailto:ChancellorFCS@fldoe.org).

**CHECKLIST**

The proposal requires completion of the following components:

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

**FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION**

Institution Name.	Seminole State College of Florida
Institution President.	Georgia Lorenz, Ph.D.

## PROGRAM SUMMARY

1.1	Program name.	Elementary Education K-6
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1202
1.5	Anticipated program implementation date.	Fall 2022
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS)  If you selected AS/AAS, please specify the program:  Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Elementary Education K-6

## PROGRAM DESCRIPTION

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

Seminole State is partnering with Seminole County Public schools to create a pathway for students interested in pursuing a career in education, tailored to community needs. Eligible students are offered dual-enrollment courses, relevant field experiences, paid work opportunities, specialized advisement, and mentor teachers. This collaboration not only provides students with support and experiences within the school district, but it also gives them a clear pathway to earn a bachelor's degree and teacher certification, preparing them to fill the county's vacancies.

The proposed Bachelor of Science in Elementary Education (K-6) at Seminole State College of Florida prepares students to become certified Elementary Education K-6 teachers and provides the local school district with a pool of qualified teachers to fill the county's vacancies. This program is proposed as a 2+2 program with Seminole State's existing Associate of Arts in Education degree. Students will graduate with a teaching certificate in Elementary Education K-6, as well as an ESOL and Reading Endorsement.

To meet the competencies that lead to the Reading and ESOL endorsements, Seminole State will be applying to the Florida Department of Education to be approved as an Initial Teacher Program in Florida. According to FLDOE, "a program's application is the blueprint for program implementation. The application and processes for operation, including delivery, curriculum, assessments, field experiences, data collection and continuous improvement." The application is aligned to four initial approval standards: Standard 1. Quality of Selection (candidates), Standard 2. Quality of Content Knowledge and Teaching Methods, Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance, and Standard 4. Quality of Program Performance Management. For Standard 2, the program is required to create and submit curriculum maps and matrices to identify how the program will instruct and assess candidates on the Uniform Core Curricula (UCC) which includes the completion of matrices to be eligible to offer the Reading and ESOL endorsements.

The requirements for the Reading and ESOL endorsements will be met through an infusion model, in which the reading competencies and ESOL endorsement standards are embedded in various elementary education program courses, which will be identified in the Reading and ESOL Matrices (required to be completed for FLDOE ITP approval), and not limited to reading/RED or ESOL/TSL courses.

The “*Florida Reading Endorsement Alignment Matrix* provides a means for institutions of higher education to document the alignment of their courses to the competencies and indicators adopted by the State Board of Education in September 2011.” The Florida Reading Endorsement Alignment Matrix is a lengthy, complex document which requires Initial Teacher Programs to align courses to each of the five reading competencies and indicators which must include: the name and number of the course, required readings, indicator codes, assignments, and formative and summative assessments. This *Reading Endorsement Alignment Matrix* will be provided as part of Seminole State’s Initial Teacher Program application.

“The *ESOL Matrix Template* provides a means for institutions of higher education to document the alignment of courses to the domains, standards, and indicators for the Florida Teacher Standards for ESOL Endorsement 2010.” For each standard, the program must include: the course name and number, description of activity/assignment and how it meets the indicator, as well as the description of the assessment that will be used to validate the teacher candidate has met each standard. This *ESOL Matrix Template* will be detailed in Seminole State’s Initial Teacher Program application.

Program coursework for the bachelor’s degree in Elementary Education will include content-area knowledge, instructional design, teaching methods, classroom management, diverse populations, assessment, special education, human development, continuous improvement, and professional responsibility, as well as Reading endorsement competencies and ESOL endorsement standards. Students will participate in field experiences that may include observing, service learning, volunteering, and tutoring. These required field experiences will take place in Seminole County Public Schools classrooms and provide real-world teaching experience allowing students to hone their teaching skills alongside learning from a mentor.

Since students will graduate with an Elementary Education K-6 teaching certificate, graduates will be eligible to teach kindergarten (SOC code 25-2012), all elementary grade levels (SOC code 25-2021), and sixth grade in middle school (SOC code 25-2022). Additionally, graduates can pursue advanced degrees to expand their employment opportunities. Within education, opportunities for graduates also include administrative and leadership roles, positions outside the traditional public-school setting, and opportunities in careers in publishing, literacy, and instructional design.

The Florida DEO projections indicate a total of **282 jobs are open annually** for kindergarten teachers (16.4% growth; SOC code 25-2012), elementary teachers (15.6% growth; SOC code 25-2021), and middle school teachers (15.3% growth; SOC code 25-2022) requiring a bachelor’s degree **within Seminole County**. The supply of kindergarten, elementary, and middle school teachers in Seminole County is insufficient to meet the needs of SCPS. Currently, there are no institutions located in Seminole County which produce kindergarten, elementary, or middle school teachers. As a result, the DEO projected **unmet need in Seminole County (without including state-wide complete data) is estimated at 282 unfilled elementary teaching positions.**

There are 40 institutions statewide that offer a bachelor’s degree in Elementary Education, none of which is located within Seminole County. According to DEO data, these institutions produce a five-year average of 1,694 graduates per year statewide which comes nowhere near meeting the need for 109,265 job openings for Kindergarten (SOC 25-2012), Elementary (SOC 25-2021) and Middle School (SOC 25-2022) teachers throughout the state of Florida. Therefore, although, Table 3.1.4 shows the unmet need for teachers as a negative 1,378, this figure does not adequately represent the true unmet need for Kindergarten through six grade teachers in Seminole County.

The average hourly wage for graduates of this degree is \$29.00, and the annualized salary is \$60,313, supporting Seminole State College’s commitment to prepare students for high demand, high wage jobs available in Seminole County.

Finally, [Seminole State Fast Facts](#) notes that the College is ranked among the most affordable colleges in America by the National Center for Educational Statistics, and Tables 4.1 and 4.2 demonstrate the affordability of this degree. It’s designation as a \$10,000 degree makes it less than half the cost of a degree from UCF, our regional university.

## WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

### **Demand:**

Seminole County Public Schools leadership has consistently reported to College leadership that they are unable to fill needed Elementary Education teaching positions and asked Seminole State to offer a bachelor’s degree in Elementary Education. The data in Table 3.1.1 from the *Florida Department of Economic Opportunity (DEO)*, shows that there are a total of **282 job openings annually** for kindergarten teachers (SOC code 25-2012), elementary teachers (SOC code 25-2021), and middle school teachers (SOC code 25-2022) requiring a bachelor’s degree within Seminole County. Also, according to Table 3.1.1, for the eight-year period from 2020-2028, there are 296 job openings projected for kindergarten teachers (SOC code 25-2012) and 1344 job openings for elementary teachers (SOC code 25-2021) within Seminole County. The DEO data also show the demand for elementary school teachers is growing. Data show a 15.6% growth for elementary teachers, and a 16.4% growth for kindergarten teachers.

Students from Seminole State's bachelor's degree in Elementary Education will graduate with a teaching certificate, in Elementary Education K-6, qualifying them to teach not only kindergarten and elementary grades but also grade six in middle school. The DEO data in Table 3.1.1 also shows a 15.3% growth for middle school teachers (SOC code 25-2022) and a projected 618 job openings during the 2020-2028 period, for middle school teachers (SOC code 25-2022).

Table 3.1.1 shows that the average hourly wage for graduates of this proposed degree is projected at \$29.00, and the annualized salary is \$60,313.

Based on the additional data produced by Emsi (see Appendix A) and presented in Table 3.1.2, there are a projected total of **290 job openings annually** for kindergarten teachers (SOC code 25-2012), elementary teachers (SOC code 25-2021), and middle school teachers (SOC code 25-2022) requiring a bachelor's degree within Seminole County. Table 3.1.2, for the eight-year period from 2020-2028, reports that there are 208 projected job openings for kindergarten teachers (SOC code 25-2012) and 1,424 job openings for elementary teachers (SOC code 25-2021) within Seminole County. Emsi data also show that demand for elementary school teachers (SOC code 25-2021) is growing. Emsi projects a 17.9% growth for elementary teachers (SOC code 25-2021) and a 16.5% growth for kindergarten teachers (SOC code 25-2012).

Students graduate with a teaching certificate, in Elementary Education K-6, qualifying them to teach not only kindergarten and elementary grades but also grade six in middle school. Emsi data also projects a 16.9% growth for middle school teachers (SOC code 25-2022) and 688 job openings during the 2020-2028 period, for middle school teachers (SOC code 25-2022).

Emsi data reports a projected average hourly wage for graduates of this proposed degree program of \$25.69, and an annualized salary of \$53,428. (See Table 3.1.2).

**Supply:**

The supply of elementary school teachers in Seminole County is insufficient to meet the needs of Seminole County Public Schools. Currently, there are **no institutions located in Seminole County which produce elementary school teachers.**

Located in Orange County (**not in Seminole State College's service district**), the University of Central Florida serves as the regional university producing an average of 325 elementary education graduates per year (based on data from College Navigator). However, UCF, as a regional university, is serving the demands of multiple counties, the largest of which are Orange and Osceola counties which together have teacher demands of over 1500 more than produced annually by UCF. In fact, based on the data produced by *Florida Department of Economic Opportunity*, there are a total of 749 job openings annually for kindergarten teachers, elementary teachers, middle school teachers, instructors, educators, trainers, and library workers requiring a bachelor's degree in Orange and Osceola Counties. These data

support the need for Seminole State College of Florida to begin a BS in Elementary Education as the University of Central Florida is **unable to supply** enough graduates for Seminole County, when they are **unable to meet the demand** (only 325 graduates, less than 50% of the need in Orange and Osceola counties) for educators in their own service district/region.

**Unmet Need:**

Without taking into account statewide completer data, the DEO projected unmet need is estimated at **282 unfilled elementary teaching positions in Seminole County** because there are no institutions located in Seminole County which produce elementary school teachers.

While the data in Table 3.1.4 shows the state-wide unmet need is negative, it does not give a complete picture of the overall state demand, or the context of the need in Seminole County. First, there are no institutions in Seminole County which produce Elementary Education (CIP code 13.1202) graduates. Second, the closest institution to Seminole County producing Elementary Education (CIP code 13.1202) graduates is not producing enough graduates for its own service area. Next, according to IPEDS data and reported in Table 3.1.3, in addition to UCF, there are 39 statewide institutions in Florida that offer an Elementary Education (CIP code 13.1202) bachelor's degree. The total number of statewide Elementary Education completers averages 1,695 graduates annually over the last five years. However, as was the case when examining the supply of elementary teachers produced by UCF and demand in Orange and Osceola counties, the pattern is the same statewide. The 1,695 graduates produced per year by all Elementary Education programs statewide does not come close to meeting the 2020 DEO projected statewide job openings of 109,265 for kindergarten teachers (SOC code 25-2012), elementary teachers (SOC code 25-2021), and middle school teachers (SOC code 25-2022) requiring a bachelor's degree. Furthermore, DEO projects an additional statewide job growth in job openings of 13,060 by 2028 for kindergarten teachers (SOC code 25-2012), elementary teachers (SOC code 25-2021), and middle school teachers (SOC code 25-2022) requiring a bachelor's degree.

Finally, reports from conversations with Seminole County Public Schools leadership and their letters of support (See Appendix), support the need for Seminole State College to develop a bachelor's degree in Elementary Education and provide its service area with qualified individuals to fill the unmet need in kindergarten teachers (SOC code 25-2012), elementary teachers (SOC code 25-2021), and middle school teachers (SOC code 25-2022).





**DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Emsi)**

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2020	2028	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
*Kindergarten Teachers	25-2012	Seminole	218	254	16.51	208	26.17	\$ 54,434	B	B
*Elementary	25-2021	Seminole	1892	2,230	17.86	1,424	26.01	\$ 54,101	B	B
*Middle	25-2022	Seminole	931	1,088	16.86	688	24.88	\$ 51,750	B	B
								\$ -		
								\$ -		
								\$ -		
								\$ -		
*Data from Emsi 3/2021								\$ -		
								\$ -		
								\$ -		
								\$ -		
						Total	290	\$ 25.69	\$ 53,428	

\*Please replace the “Base Year” and “Projected Year” headers with the corresponding years reported.

**SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS**

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

**CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION:** If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2020	2019	2018	2017	2016	5-year average or average of years available if less than 5-years
Ave Maria University	13.1202	4	5	6	6	4	5
Barry University	13.1202	0	0	1	0	1	0
Bethune-Cookman University	13.1202	13	5	0	2	2	4
Chipola College	13.1202	11	9	10	15	18	13
Daytona State College	13.1202	54	38	39	33	37	40
Edward Waters College	13.1202	28	15	11	11	10	15
Flagler College	13.1202	29	41	19	11	10	22
Florida Agricultural and Mechanical University	13.1202	12	8	4	8	18	10
Florida Atlantic University	13.1202	104	112	133	123	203	135
Florida College	13.1202	10	5	4	8	9	7
Florida Gulf Coast University	13.1202	87	73	59	78	81	76
Florida International University	13.1202	113	109	84	115	103	104.8
Florida Memorial University	13	5	5	19	6	11	9
Florida Southern College	13	30	33	30	43	34	34
Florida SouthWestern State College	13	63	70	46	60	41	56
Florida State University	13	60	50	73	69	82	67
Indian River State College	13	28	29	24	20	10	22
Jacksonville University	13	3	2	2	7	4	4

Johnson University Florida	13	5	4	3	5	1	4
Lynn University	13	3	1	0	10	7	4
Northwest Florida State College	13	15	20	15	31	23	21
Nova Southeastern University	13	2	2	1	1	4	2
Palm Beach Atlantic University	13	13	21	18	15	23	18
Polk State College	13	33	16	0	0		12
Rollins College	13	16	21	10	15	19	16
Saint Leo University	13	64	48	63	72	62	62
South Florida State College	13	15	13	8	11	6	11
Southeastern University	13	20	28	44	32	24	30
St Petersburg College	13	42	55	58	59	61	55
St. Thomas University	13	6	8	5	7	5	6
Stetson University	13	16	12	10	23	19	16
The Baptist College of Florida	13	3	7	4	1	4	4
The University of Tampa	13	33	34	25	41	32	33
The University of West Florida	13	25	12	22	18	11	18
University of Central Florida	13	325	403	364	412	430	387
University of Florida	13	87	99	76	127	111	100
University of Miami	13	14	9	10	14	16	13
University of North Florida	13	86	66	76	102	101	86
University of South Florida	13	148	120	134	127	157	137
Warner University	13	35	47	44	29	44	40
<b>Total</b>		<b>1660</b>	<b>1655</b>	<b>1554</b>	<b>1767</b>	<b>1838</b>	<b>1695</b>

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

## ESTIMATES OF UNMET NEED

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

**CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION:** If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need						
	(A)	(B)	(C)	(A-B)	(A-C)					
	Total Job Openings	Most Recent Year **This is state-wide data**	5-year average **This is state-wide data**	Difference	Difference					
DEO Total	282	1660	1695	-1378	-1413					
Other Totals	290	1660	1695	-1370	-1405					

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

The Central Florida Higher Education Consortium requested a program analysis study to validate market demand, identify top employers, evaluate peer programs, and provide curricular guidance, which was completed by EAB in September 2020. The following information was outlined in the EAB (March 2020) report (see Appendix B):

1. "From August 2017 to July 2020, local and statewide **employer demand** for bachelor's-level education professional **increased**."
2. "The local employment in the top five most relevant occupations for bachelor's-level education professionals is projected to **increase faster** or almost as fast as employment across all occupations from 2019 to 2029."
3. "Local degree completions increased 2.99 percent per year on average and suggests some **growth in local student interest** in relevant bachelor's level programs."
4. "Relevant local employment demand **increased** 3.83 percent per month on average from August 2017 to July 2020."
5. "Relevant statewide employer demand **increased** 1.56 percent per month on average from August 2017 to 2020."
6. "Local employment in the top five most relevant occupations is projected to **increase** faster than statewide employment in the same occupations because the 10-county area contains a relatively large fraction of the workforce statewide."
7. Based on local data from August 2019 – July 2020, the **top title in job postings** for bachelor's level education professionals are **elementary school teachers**.

Additionally, Seminole State College's internal survey (see Appendix C) of 179 spring 2020 education students indicated that:

- **Ninety-two percent** of students stated they were very interested or interested in pursuing a bachelor's degree at Seminole State.
- **Seventy one percent** of these students stated elementary education was the track they would be interested in pursuing.
- **Eighty-eight percent** of students stated they would be ready to begin the bachelor's degree in less than three years.

Finally, according to the *Florida Department of Education* (2020), Reading and ESOL (including both the certification and the endorsement) have been identified as critical teacher shortage areas for the 2020-2021 school year (see Appendix D). Students in this proposed initial teacher preparation program graduate with a teacher certificate, as well as an ESOL and Reading Endorsement.

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

Not applicable.

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

Graduates of Seminole State's AA in Education will have the opportunity to enter the workforce as a paraprofessional, tutor, extended day assistant, or substitute teacher while continuing to earn their bachelor's degree. These graduates would seamlessly enter the BS in Elementary Education while being employed with SCPS. This real-world experience and baccalaureate preparation will prepare graduates to become public-school teachers, in grades kindergarten through sixth. Elementary Education graduates will be certified in Elementary Education K-6, qualifying them to teach kindergarten, elementary grade levels (1-5), and sixth grade in middle school. Additionally, graduates may teach in a variety of teaching settings including Florida public, charter, private and virtual schools.

Elementary Education K-6 graduates may also choose to teach other grade levels or subject areas within Florida public, charter, private, and virtual schools, by taking other subject area exams. In addition to the Elementary Education (K-6) certification subject area, there are 36 other subject areas that may be added to a valid Florida Professional Certificate. To add a subject area coverage to a valid Florida Professional Certificate, graduates submit an application (Form CG-10) and achieve a passing score on the appropriate subject area examination. For example, if a graduate decided they wanted to teach 11<sup>th</sup> grade English, they would complete/pass the subject area exam for English (grades 6-12) and submit the application (Form CG-10) to the FLDOE. The Academic Success Center at Seminole State College provides academic support to all currently enrolled Seminole State College students. The ASC supplements classroom instruction by providing in person and virtual tutoring in discipline related subjects as well as test preparation strategies. The

ASC also provides students access to online handouts and practice tests, models, and computers to write papers or complete online coursework in several disciplines.

All program graduates can also pursue advanced degrees beyond this bachelor's degree to expand their employment opportunities and earning potential, either inside or outside the field of education. Administrative and leadership positions within the field of education, which may require an advanced degree, include guidance counselors, deans, occupational therapists, school administrative managers, assistant principals, principals, and superintendents.

Students will have the opportunity to earn multiple industry certificates and endorsements including, but not limited to, Elementary Education K-6, the ESOL Endorsement, Reading Endorsement, and/or Paraprofessional exam prior to graduation. The requirements for the Reading and ESOL endorsements will be met through an infusion model, in which the reading competencies and ESOL endorsement standards are embedded in various elementary education program courses, which will be identified in the Reading and ESOL Matrices (required to be completed for FLDOE ITP approval), and not limited to reading/RED or ESOL/TSL courses.

Students will also have the opportunity to earn a certificate in Instructional Design while working towards their Associate of Arts and bachelor's degree. Students may use their elective credit to meet the requirements for this certificate. As a result, students will learn to design, develop, facilitate, and evaluate instruction for delivery, not only in the face-to-face classroom, but online as well.

## STUDENT COSTS: TUITION AND FEES

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

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	<b>Cost per credit hour</b>	<b>Number of credit hours</b>	<b>Total cost</b>
Tuition & Fees for lower division:	\$ 104.38	60	\$ 6,263
Tuition & Fees for upper division:	\$ 119.91	60	\$ 7,195
<b>Tuition &amp; Fees (Total):</b>	<b>\$ 224.29</b>	<b>120</b>	<b>\$ 13,457</b>

Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above \$10,000 (e.g., institutional scholarships).

Students accepted into the program who meet the following requirements will be eligible to earn a Bachelor's Degree in Elementary Education for a total of no more than \$10,000. Students must enter their AA program College ready and remain continuously enrolled at the College. Once the student's total out-of-pocket tuition/fees costs reach \$10,000, the Seminole State Foundation will assume the remaining tuition costs. Out-of-pocket costs include payments to SSC in the form of cash, checks, credit cards, Florida Pre-Paid Tuition Program payments or tuition-based loans. Not considered to be out-of-pocket costs are Federal or State grants, Bright Future Scholarship awards, dual enrollment, institutional or Foundation scholarships, waivers, and/or exemption fees related to parking, labs, non-resident charges, access, books, graduation, transcripts, full cost tuition, costs incurred at other institutions, developmental education courses, course work taken more than once and courses taken in excess of 150 total credit hours. A degree audit will be done to ensure continued eligibility in the program.



4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Central Florida	\$ 212.28	120	\$ 25,474
			\$ -
			\$ -
			\$ -
			\$ -

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of academic years	Total cost
Rollins (\$61,240.00 per year x 4 years)	\$ 61,240.00	4	\$ 244,960
Stetson (\$61,278.00 per year x 4 years)	\$ 61,278.00	4	\$ 245,112
			\$ -
			\$ -
			\$ -

## PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)
5.2	Unduplicated headcount enrollment:	30	60	60	60
5.3	Program Student Credit Hours (Resident)	1,080	1,800	1,800	1,800
5.4	Program Student Credit Hours (Non-resident)	0	0	0	0
5.5	Program FTE - Resident (Hours divided by 30)	36	60	60	60
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	36	60	60	60

**PROJECTED DEGREES AND WORKFORCE OUTCOMES**

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

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

		<b>Year 1 (2022-23)</b>	<b>Year 2 (2023-24)</b>	<b>Year 3 (2024-25)</b>	<b>Year 4 (2025-26)</b>
6.2	Count of Degrees Awarded	0	29	29	29
6.3	Number of Graduates Employed	0	27	27	27
6.4	Average Starting Salary* (projected from starting teacher salary on Seminole County Public Schools salary schedule, see Appendix E)		\$46,310	\$46,310	\$46,310

## REVENUES AND EXPENDITURES

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

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

		<b>Year 1 (2022-23)</b>	<b>Year 2 (2023-24)</b>	<b>Year 3 (2024-25)</b>	<b>Year 4 (2025-26)</b>
7.2	Program Expenditures:	\$ 121,396.00	\$ 213,829.00	\$ 221,286.00	\$ 231,322.00
7.2.1	Instructional Expenses	\$ 114,196.00	\$ 206,729.00	\$ 212,986.00	\$ 219,522.00
7.2.2	Operating Expenses	\$ 5,200.00	\$ 5,100.00	\$ 7,300.00	\$ 10,800.00
7.2.3	Capital Outlay	\$ 2,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
7.3	Revenue:	\$ 245,997.00	\$ 413,475.00	\$ 417,015.00	\$ 420,555.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 97,646.00	\$ 162,744.00	\$ 162,744.00	\$ 162,744.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees	\$ 9,499.00	\$ 15,831.00	\$ 15,831.00	\$ 15,831.00
7.3.4	Florida College System Program Funds	\$ 138,852.00	\$ 234,900.00	\$ 238,440.00	\$ 241,980.00
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 245,997.00	\$ 413,475.00	\$ 417,015.00	\$ 420,555.00
7.4.2	Total Unexpended Funds (carry forward)	\$ (124,601.00)	\$ (199,646.00)	\$ (195,729.00)	\$ (189,233.00)

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

## ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

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

Based on the College's Bachelor's in Education Student Survey results (2020), one-hundred twenty-seven students indicated they would be interested in pursuing a bachelor's degree in Elementary Grades K-6 at Seminole State College of Florida. Eighty-eight percent of the students surveyed indicated they would be ready to begin the bachelor's program in less than three years. Based on these numbers, a minimum of 30 students would be ready to enroll in the College's bachelor's degree in Elementary Grades K-6 by Fall 2022. (see Appendix C). The annual job opportunities of 282 openings (Table 3.1.1, from DEO) indicates that our graduates will all have opportunities to find teaching jobs paying at least \$46,310 in Seminole County. The projected employment rate of 27 is based off the job placement rates for the College's other workforce related associates and bachelor's degrees. Ninety two percent of students who graduated from our Business, Health Sciences and other bachelor's degrees are employed. In addition, one of Seminole State's [Strategic Goals](#) for our students, is to strive to maintain high rates of career placement and improve rates of baccalaureate transition. A review of the most current job placement data for our Associate of Science degrees also shows exceptional placement rates, supporting the proposal that 90 percent of graduates will obtain employment. Furthermore, the local school district requested the College to add this bachelor's degree with the intent to hire our graduates.

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

The new B.S. in Elementary Education program will be funded through a combination of student tuition and fee revenue dollars and Florida College System Program Funds allocated to the College. Program revenue is based on student enrollment tuition and fees, and the FCS Program Funds. As presented in Table 7.1, enrollment in the B.S. Elementary Education is projected to generate enough revenue to support the program expenditures throughout the initial start-up period. Table 7.1 shows a projected carry forward of \$124,600 during Year 1 of the program, and an average of \$195,000 in each of the next three years. No tuition or fee increases have been projected for the first four years of the program. In the unlikely event that these funds would be inadequate to sustain the program, the College maintains reserves that the Board of Trustees would designate for the first years of the start-up phase of the new program.

## PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-

academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

Multiple college-wide meetings were held at all levels of the College over the course of the past year. The meetings are documented in the table below. Meetings included representatives from the School of Arts and Sciences, Students Affairs, Academic Services, Business Office, eLearning, Institutional Research, Academic Leadership, Executive Team, and Course and Curriculum department.

Date	Individuals	Topics
9/26/19	Dr. Ross Dr. Summers Dr. Valentino Dr. Jobe Dr. Navarro Carlene McNeil	Discussed the potential of Seminole State offering a BS in Education
10/3/19	Dr. Navarro Dr. Fontana	Discussed the potential of Seminole State offering a BS in Education. Reviewed the requirements of writing the Notice of Intent. Discussed brainstorming bullet points for each section on our own, then meeting again to share. Determined Ashley would schedule meetings with Carlene and Brittany.
10/21/19	Dr. Navarro Brittany Resmann	Discussed the potential of Seminole State offering a BS in Education. Discussed the data required to complete the workforce demand and unmet need section on the intent form. Discussed CIP codes. Reviewed some preliminary data to determine unmet needs related to a BS in Education. Determined the need to write two Intents, one for each CIP code. Scheduled a follow up meeting.
10/22/19	Dr. Valentino Dr. Navarro	Discussed timeline for Notice of Intent for BS in Ed, and next steps.
10/29/19	Dr. Navarro Carlene McNeil	Discussed CIP codes and program outcomes. Carlene would request copies of other intents submitted by the College. Scheduled a follow up meeting.
11/5/19	Dr. Navarro Carlene McNeil	Discussed core curriculum
11/7/19	Dr. Navarro Brittany Resmann	Used the data Brittany found to populate drafts of tables 3.1.1, 3.1.2, 3.1.3, 3.1.4 Discussed what the data meant. Discussed the steps needed to survey current education pre major students at Seminole State about a BS in Ed at SSC.

11/8/19	Dr. Ross Dr. Navarro	Dr. Ross approves (via email) the request to survey current education pre major students at Seminole State about a BS in Ed at SSC.
11/9/19	Dr. Valentino Dr. Navarro	Dr. Navarro completed the program summary, program description, workforce demand and unmet need, the planning process, and appendix table sections of the Notice of Intent, and will forward it to Dr. Ross, Dr. Summers, Dr. Valentino, and Dr. Jobe, noting sections that were incomplete. Discussed timeline for Dr. Valentino to enter the necessary information in the APPRISe system, using the information provided by Dr. Navarro. Discussed administering the survey to current education pre major students in January.
1/16/2020	Dr. Navarro Brittany Resmann	Met with Brittany Resmann in Institutional Research about creating and administering a survey to education pre major students.
1/21/2020	Dr. Valentino Dr. Navarro	Met with Dr. Valentino to discuss next steps and the survey to education pre major students.
2/2020	Brittany Resmann	Institutional Research email survey to education pre major students
3/2020		Survey was closed and results were tabulated by IER.
7/6/2020	Dr. Valentino Dr. Navarro	Drs. Valentino and Navarro discussed some updates to the application process. Ashley summarized the survey results. Lisa asked if I would send the survey summary to Dr. Ross, as she would be meeting with her in the next couple of weeks. Survey Summary: <ul style="list-style-type: none"> <li>• Out of 178 responses 166 (92%) students stated they were very interested (140, 79%) or interested in pursuing a bachelor's degree at Seminole State.</li> <li>• Out of 179 responses 127 (71%) students stated elementary education as the track they would be interested in pursuing.</li> <li>• Out of 179 responses 158 (88%) students stated they would be ready to begin the Bachelors degree in less than three years.</li> </ul>
8/24/2020	Dr. Ross	UCF "oks" SSC to submit education degree in Apprise.
8/28/2020	Dr. Valentino	Seminole State entered information for two potential bachelor degree programs in APPRISe: B.S. Exceptional Student Education and Bachelor of Science, Elementary Education. (The comment period for these prospective programs closed on October 12, 2020.)
10/4/2020	Dr. Amy Locklear, Daytona State College Dr. Laura Ross	Email conversation on the proposed modalities for Seminole State's BSED
10/6/2020	Dr. Valentino Apprise System	Comment received in Apprise from University of Central Florida

	University of Central Florida	
10/16/2020	Dr. Laura Ross Dr. Stephen summers Dr. Baboucar Jobe Dr. Ashley Navarro Dr. Lisa Valentino	Internal meeting to discuss results of EAB report commissioned by UCF on Education Bachelor's degrees.
3/1/2021	Dr. Valentino Dr. Navarro	Met with Dr. Valentino to discuss the status of the NOIs and next steps
3/19/2021	Dr. Laura Ross Dr. Stephen summers Dr. Baboucar Jobe Dr. Ashley Navarro Dr. Lisa Valentino	Meeting to discuss the status of the NOIs and next steps
4/14/2021	Dr. Laura Ross Dr. Lisa Valentino	Discussed status of draft NOI documents and timeline for submission to FLDOE
4/15/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed draft of NOI to finalize content and confirm expected submission date.
4/21/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed latest draft of NOI to finalize content
5/3/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed latest draft of NOI documents based on feedback from new information/research received by Dr. Navarro.
6/8/2021	Dr. Georgia Lorenz	Notice of Intent (NOI) was submitted to DFC
9/10/2021	Dr. Baboucar Jobe Dr. Laura Ross Dr. Stephen Summers Dr. Ashley Navarro Dr. Lisa Valentino	Met via Zoom to discuss status of NOI based on feedback from DOE, proposal status and submission timeline.
9/12/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Met via Zoom to discuss and update proposal status.
9/14/2021	Dr. Laura Ross Dr. Ashley Navarro Dr. Stephen Summers Dr. Baboucar Jobe Dr. Lisa Valentino	Met via Zoom to discuss and update proposal status.
9/14/2021	Dr. Lisa Valentino Judi Cooper Ngamy Pham	Dr. Valentino met with Judi Cooper, Associate Vice President, Business Services and Ngamy Pham, Budget Coordinator/Analyst to discuss budget projections in Table 7.1.
9/20/2021	Brittany Resmann Dr. Ashley Navarro	Discuss SACSCOC Prospectus
9/23/2021	Brittany Resmann Dr. Laura Ross Dr. Ashley Navarro Dr. Stephen Summers	Discuss SACSCOC Prospectus



	Dr. Baboucar Jobe Dr. Lisa Valentino	
10/26/2021	Dr. Ashley Navarro Dr. Lisa Valentino	After receiving feedback from DFC, met via Zoom to discuss and revise proposal.
11/2/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Met via Zoom to discuss proposal revisions.

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

Seminole State College’s Vice Presidents of Academic Affairs and Student Affairs meet monthly with their counterparts from Seminole County Public Schools. The concept of Seminole State offering a baccalaureate in education emanated from these ongoing conversations. The dates and brief summaries of these meetings are presented in the table below, See table below.

5/8/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS) Mike Gaudreau, (SCPS)	SCPS-SSC Senior Leaders Joint Meeting: Initial Discussion of Seminole State offering education bachelor’s degrees. Received strong support from SCPS leaders.  Please note: SCPS=Seminole County Public Schools SSC=Seminole State College of Florida
5/20/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS) Mike Gaudreau, (SCPS)	Email exchange and Summary of May 8 meeting with Anna-Marie Cote: “Talk[ed] with Dr. Griffin about interest in supporting a BS in Education from SSC. Dr. Griffin and Dr. Lorenz had a scheduled meeting on May 8th. Dr. Griffin spoke with Dr. Lorenz and both are in favor of SSC pursuing awarding a BS in Education!”  Please note: Dr. Griffin, Superintendent Seminole County Public Schools Dr. Lorenz, President Seminole State College of Florida
6/12/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS)	SCPS-SSC Senior Leaders Joint Meeting: Additional discussion about BS in Education and next steps

	Mike Gaudreau, (SCPS)	
10/13/2019		Email from Anna-Marie Cote (Deputy Superintendent SCPS): SCPS Support for SSC BS in Education Candidates. SCPS could provide more, and earlier internship experiences and mentorships aligned with students' specific areas.
4/2021		Email sent to Dr. Laura Ross from Dr. Walt Griffin, Superintendent SCPS Schools, supporting the development and implementation of the BS in Elementary Education at Seminole State (See Appendix F).
4/2021		Email sent to Dr. Laura Ross from Jason Wysong, Executive Director for Instructional Excellence and System Equity SCPS Schools, supporting the development and implementation of the BS in Elementary Education at Seminole State (See Appendix G).
9/10/2021	Dr. Laura Ross Dr. Michael Sfiropoulos	Phone and email conversation on status of NOI and timeline for proposal submission and presentation to SBOE.
9/15/2021	Dr. Laura Ross, SSC Dr. Ashley Navarro, SSC Dr. Baboucar Jobe, SSC Dr. Stephen Summers, SSC Johnny Craig, SSC Dr. Lisa Valentino, SSC Dr. Regina Fontana, SSC Dr. Jason Wysong, SCPS Shawn Gard-Harrold, SCPS Michael Rice, SCPS Alexandra Hilliard, SCPS Kristin Brilliant, SCPS Adriana Jones, SCPS Danielle Lemons, SCPS Brittany Rogers, SCPS Caroline Legler, SCPS Bridget Dycus, SCPS Dr. Heidi Gooch, SCPS Dr. Michelle Walsh, SCPS Tanya Shores, SCPS	Education Careers Pipeline meeting between Seminole State and Seminole County Public Schools to discuss proposed bachelor's degrees and the College & School System system partnership.

	Dr. Marian Cummings, SCPS Dr. Robin Dehlinger, SCPS	
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9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.

9.3.1 Public Universities in College’s Service District

While the University of Central Florida is **not** part of Seminole State College’s service district, it is part of our region. As one of the Direct Connect Partners with the University of Central Florida, Seminole State College is one of the founding members of The Consortium for Academic Coordination Committee (CACC). The CACC and its subcommittee, The Regional Workforce Group, are comprised of representatives from UCF, Seminole State College, Valencia College, CareerSource, Lake Sumter State College and Eastern Florida State College. The CACC is charged with planning academic programs from a regional perspective, and it has a particular focus on baccalaureate degrees. As part of the coordinated process, all new baccalaureate degrees are submitted to the Regional Workforce Group, of which Seminole State is a member. If it is demonstrated that there is adequate labor demand for baccalaureate degree, it is forwarded to the full CACC. The CACC approved Seminole State’s plan to explore the baccalaureate in Elementary Education in August 2020 and UCF reaffirmed its support of this proposal in an Apprise comment on October 6, 2020.

Date(s): Various Dates – see table below

Institution(s): University of Central Florida

Activity Descriptions and Outcomes:

Discussions were held with UCF regarding Seminole State offering a bachelor’s in Elementary Education and a bachelor’s in Exceptional Education on multiple dates. (See table below.)

UCF did not object to moving forward with the approval process and confirmed this in a comment entered into the Apprise notice in October 2020.

7/22/2019	Pamela “Sissi” Carroll of UCF Georgia Lorenz, Seminole State College	Georgia Lorenz, President of Seminole State, met with Pamela “Sissi” Carroll, Dean of the College of Community Innovation and Education and discussed the BS degree in elementary education at Seminole State.
10/24/2019	Mark Paugh, College of Central Florida Amy Locklear, Daytona State College Linda Miedema, Eastern Florida State College	Consortium Academic Coordination Committee (CACC): Laura Ross announced that Seminole State was considering a BS in education. The Committee decided to ask Education Advisory Board (EAB) to do a report on the regional teacher education programs and the competitive landscape.

	<p>Laura Ross, Seminole State College  Isis Artze Vega, Valencia College  Jeff Jones, UCF  Pam Cavanaugh, UCF  Sissi Carroll, UCF  Harrison Oonge, UCF  Teresa Dorman, UCF  Charles Reilly, UCF  Paul Wilder, Valencia</p>	
12/17/2019	<p>Jeff Jones, Vice Provost for UCF Connect and UCF Global  Georgia Lorenz, Seminole State</p>	<p>Georgia Lorenz, President of Seminole State, met with Jeff Jones, Vice Provost for UCF Connect and UCF Global and discussed the BS degree in elementary education at Seminole State.</p>
6/27/2020	<p>Recipients:  Mark Paugh, College of Central Florida  Amy Locklear, Daytona State College  Randy Fletcher, Eastern Florida State College  Michael Vitale, Lake Sumter State College  Isis Artze Vega, Valencia College  Jeff Jones, UCF  Theodorea Berry, UCF  Pam Cavanaugh, UCF  Melody Bowdon, UCF</p>	<p>Email from Laura Ross to CCAC members:  "I want to give you a heads up that Seminole State College is submitting an elementary education BS in APPRiSe this week. I know we are sponsoring this EAB education research that will provide valuable information for our planning, but the process for BS approval is so long. We want to at least alert the higher education community that we are exploring this degree."</p>
8/28/2020	<p>Dr. Valentino</p>	<p>Seminole State entered information for two potential bachelor's degree programs in APPRiSe: B.S. Exceptional Student Education and Bachelor of Science, Elementary Education.  (The comment period for these prospective programs closed on October 12, 2020.)</p>
9/15/2020	<p>Mark Paugh, College of Central Florida</p>	<p>Consortium Academic Coordination Committee (CACC):  The Committee had a presentation from Jennifer Sumner, UCF, on two of three reports from Education Advisory board</p>

	<p>Amy Locklear, Daytona State College  Randy Fletcher, Eastern Florida State College  Laura Ross, Seminole State College  Isis Artze Vega, Valencia College  Jeff Jones, UCF  Theodorea Berry, UCF  Pam Cavanaugh, UCF  Jennifer Sumner, UCF  Melody Bowdon, UCF  Christopher Childs, UCF</p>	<p>(Market Analysis Pulsecheck for Education in Central Florida and Comparative Analysis for market demand). Discussion followed regarding collaborations between State Colleges and UCF for education cohorts. The group also discussed the importance of School District Partnerships.</p>
10/4/2020	<p>Dr. Amy Locklear, Daytona State College  Dr. Laura Ross</p>	<p>Email conversation on the proposed modalities for Seminole State's BSED</p>
10/6/2020	<p>Dr. Valentino  Apprise System  University of Central Florida</p>	<p>Comment received in Apprise from University of Central Florida in which UCF <b>did not object</b> to Seminole State's moving forward with the approval process and confirmed this in a comment entered into the Apprise notice</p>
10/16/2020	<p>Dr. Laura Ross  Dr. Stephen summers  Dr. Baboucar Jobe  Dr. Ashley Navarro  Dr. Lisa Valentino  Brittany Iglesias, UCF  Dr. Theodorea Berry,UCF  Dr. Pam Cavanaugh, UCF</p>	<p>Meeting to discuss Seminole State's and UCF's relationship and proposed Education bachelor's.</p>
3/25/2021	<p>Mark Paugh, College of Central Florida  Amy Locklear, Daytona State College  Randy Fletcher, Eastern Florida State College  Laura Ross, Seminole State College  Isis Artze Vega, Valencia College  Jeff Jones, UCF  Theodorea Berry, UCF  Pam Cavanaugh, UCF</p>	<p>CACC review of Seminole State College's Notices of Intent for BS degrees in education.</p>

3/30/2021	Dr. Laura Ross Dr. Nasser Hedayat, Valencia College	Dr. Ross shared drafts of Seminole State's NOI's with Dr. Hedayat at Valencia asking for review by the Consortium Workforce Dean's/Leads requesting review.
4/2021		Dr. Ross (SSC), Dr. Berry (UCF) and other members of CACC discussed CACC's support for Seminole State's BS, Elementary Education via email.
4/29/2021	Email Dr. Laura Ross Dr. Nasser Hedayat, Valencia College	Dr. Ross was notified by Dr. Nasser Hedayat that the Consortium Workforce Dean's/Leads had reviewed Seminole State's Baccalaureate Notice of Intents and had no concerns.
4/30/2021	Email	Dr. Ross was notified that the CACC had reviewed Seminole States Baccalaureate Notice of Intents and had no concerns.
8/23/2021	Endorsement Letter from UCF recieved	Dr. Ross received letter of endorsement from Dr. Theodorea Berry, Vice Provost, University of Central Florida (see Appendix H).

### 9.3.2 Regionally Accredited Institutions in College's Service District

Date(s): [Click or tap here to enter text.](#)

Institution(s): [Click or tap here to enter text.](#)

Activity Descriptions and Outcomes:

[Click or tap here to enter text.](#)

### 9.3.3 Institutions outside of College's Service District (If applicable)

Date(s): October 4, 2020

Institution(s): Daytona State College

Activity Descriptions and Outcomes:

Email conversation between Dr. Ross and Dr. Amy Locklear on the proposed modalities for Seminole State's BSED

## PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	8/28/2020
10.2	Indicate the date of District Board of Trustees approval.	4/18/2021
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	6/8/2021
10.4	Indicate the date the completed proposal was submitted to DFC.	9/15/2021
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the <a href="#">next SBOE meeting</a>.</p>	2/9/2022
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2022
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	May 2022
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2022



## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Seminole State College operates and maintains physical facilities that appropriately serve the needs of the College's education program, support services, and mission. Seminole State owns and operates four campus locations and the Geneva Center to serve students and the community in Seminole County, Florida. Each of Seminole State's four campuses provides classrooms, learning labs, libraries and learning resources, student support and other services. Facilities provided at each campus and Center are summarized in the table below. The adequacy of College facilities is ensured through a facility planning process for all educational programs, support services, and other activities.

Space Use (in square feet)	Sanford/Lake Mary	Heathrow
Classrooms	102,637	4,578
Instructional Labs	147,681	11,537
Library/Student Areas	48,207	4,493
Student Services	37,051	413
Offices	146,409	12,034
Instructional Support	362,899	32,736
Total Square Footage	901,046	65,791
Students Served*	13,644	1,519
Average Space/Student	65.8	43.3

\*Annual student headcounts by campus/center 2017/2018

Source: Facilities database, Fall 2018

Seminole State has a robust network infrastructure and wireless network providing Wi-Fi access at all campus locations. Seminole State has worked with its internet service provider, Centurylink, to upgrade its current internet bandwidth from 400 MB to 1GB. Seminole State also has a 1 GB connection to the Florida Lambda Rail, providing high speed internet access to State Universities and to strategic partners like Microsoft and Google. The Florida Lambda Rail connection provides redundancy to Centurylink in the event of an outage.

Seminole State has worked with its primary technology partner, Dell, to improve the wireless infrastructure at the College by purchasing and deploying a new wireless network. The new Aerohive wireless network improved speed and reliability to support the growing demand from students, faculty, and staff for wireless access.

Every classroom has, at minimum, the Microsoft Office Suite, plus other applications. Other applications are installed based on the use of the room to help meet program and course objectives. Nearly all classrooms are Smart-equipped, with the exception of art studio labs, music labs, science labs, and other classrooms designed for a specific purpose. Smart classrooms have a

projector, projection screen, teaching console, touch panel, computer, audio system, media player, document camera, wireless mouse, and cable cubby as standard features.

Beyond the classroom, the College ensures that students have access to technology by providing computer and internet access in public areas and computer labs. Students can find open lab hours for any of the College's four campuses from the College's website.

In addition, students may utilize the many available virtual options to enhance their college experience. To meet the needs of our eLearning community, Seminole State's team of baccalaureate specialists provides advising services to help students plan, begin and successfully complete their educational goals. Advising sessions can be completed via phone or Zoom. Self-help videos relating to instructions on how to search and register for courses, accepting and deferring aid, and financial literacy are also available online.

Canvas is the learning management system for Seminole Online. All online courses are administered through Canvas. Student can access a Canvas Student Tour which will be used to help familiarize them with the Canvas tools used within each course. In addition, Canvas Help is available to students 24 hours a day, seven days a week.

Seminole State also provides resources to students who may not be familiar with learning online. The resources provided can help students who may struggle with procrastination, study skills, or stress management. These tools can help students transform a student's learning experience and support success as online learners.

For students who may not have access to Microsoft Office 365, they may access this suite for free once they register for a class with Seminole State College. Students may download the full version of Microsoft Office 365 on up to five devices.

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

During the initial startup period (one to four years), no new facilities are needed for this degree. Included in the budget are capital equipment costs for computers and printers for faculty.

## **LIBRARY AND MEDIA SPECIFIC TO PROGRAM**

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

Seminole State College's Libraries provide access to resources and services at four campuses and online. Overall, the libraries provide access to more than 300,000 total resources, including over

80,000 eBooks, over 100,000 eVideos, and access to scholarly online journals and more than 120 online databases. For specific Education-related databases, the libraries provide access to Education Source (EBSCO), Educator's Reference Complete (Gale), and ERIC. The libraries also provide access to over 7,500 eBooks on Education (EBSCO and ProQuest) and over 8,000 eVideos on Education (ProQuest and Films on Demand). The libraries also have access to the online test prep resource Testing and Education Reference Center (Gale), and the libraries have physical copies of test prep materials for the FCTE and other educator exams available at the campus libraries. Library services available to students and faculty include intra-campus and interlibrary loan, individual research assistance in-person, on the phone, or online, class group instruction in-person or online, and the option for faculty to have embedded librarians in their courses in the college's learning management system (Canvas). The campus libraries also provide student access to more than 200 computer workstations, loanable laptops, wireless internet access, and study spaces, including reservable study rooms. All of these resources and services are discoverable on the libraries' website, and there is a specific online guide to services and resources for Education students (<https://libguides.seminolestate.edu/education>), which is linked to from each Education course within Canvas. The libraries also provide a librarian liaison to the Education Program, who is the point person for instruction and collection development needs.

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

During the planning process for the B.S Elementary education program, current library resources were reviewed, and new resources were identified by faculty and staff, particularly new collections of eBooks and eVideos, and also new online periodical subscriptions. A recommended core library collection to support the BS program has been compiled. There will be \$20,000 allocated over the next four years to procure the required additional resources for the program. As with all other degree programs, materials are acquired primarily to directly support the curriculum of the College. The teaching faculty and librarians work collaboratively on both collection development and maintenance to ensure that learning outcomes for the BS program will be fully supported by the collection. This program will be designated as a collection development priority during program startup and accreditation. The collection development will comply with SACSCOC for library and media support

## ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

Admission to the BS in Elementary Education:

- Conferred Associate of Arts degree from a regionally-accredited institution
- Have a minimum 2.5 overall GPA
- Grade "C" or higher in EDF 2005
- Complete BS in Elem Ed application
- Meet with an advisor prior to registering for courses

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

Seminole State anticipates that 25% of the upper-level coursework will be taught by faculty with terminal degrees.

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

Year 1	Year 2	Year 3
30:1	30:1	30:1

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

Seminole State will seek accreditation by the Council for the Accreditation of Educator Preparation (CAEP) with a target approval date of 2026-27 academic year. CAEP assures that educator programs prepare quality and successful teachers.

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).

**CIP 13.1202: EDF X005 Introduction to the Teaching Profession**

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

My institution does not anticipate proposing revisions to the common prerequisite manual.

My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

Click or tap here to enter text.

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

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

13.7.1	Program of Study for Students with A.A. Degree (Curriculum Forms: see Appendix I)	
Term 1	Course Title	Credit Hours
EDF 3321	Foundations of Teaching (pc)	3
RED 3042	Principles of Reading Instruction (pc)	3
MAE 3310	Teaching Mathematics I (pc)	3
LAE 3414	Children's Literature (pc)	3
TSL 4520	ESOL Foundations: Language and Culture (pc)	3
	Total Term Credit Hours	15
Term 2	Course Title	Credit Hours
SCE 3310	Teaching Science (pc)	3
SSE 3312	Teaching Social Studies (pc)	3
LAE 4314	Teaching Language Arts(pc)	3
RED 4519	Diagnostic and Instructional Interventions in Reading(pc)	3
EEX 4601	Introduction to Behavior Management (pc)	3
	Total Term Credit Hours	15
Term 3	Course Title	Credit Hours
EDF 4430	Measurement, Evaluation, and Assessment in Education (pc)	3
TSL 4100	ESOL Curriculum, Methods, and Assessment (pc)	3
	Total Term Credit Hours	6
Term 4	Course Title	Credit Hours
RED 4942	Practicum for Assessment and Instruction of Reading (pc)	3
MAE 4326	Teaching Mathematics II (pc)	3
EEX 4070	Teaching Exceptional Students (pc)	3
EDE 4941	Pre-Internship Field Experience I (pc)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
EDE 4936	Seminar in Elementary Education (pc)	3
EDE 4943	Student Teaching Internship II (pc)	9
	Total Term Credit Hours	12
Term 6	Course Title	Credit Hours

	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>60</b>

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

- Limited Access
- Restricted Access
- N/A

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

Not applicable

### PROGRAM TERMINATION

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

In the unlikely event of program termination, and according to [College Procedure 4.0800](#), Seminole State College will ensure the program is phased out over a gradual time period to allow students who have completed at least 50% of the program the opportunity to complete their degree. In addition, we will work with other colleges in neighboring districts to transition the students into similar programs.

### SUPPLEMENTAL MATERIALS

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

Appendix A: Emsi Data Set Occupation Table 2021, Seminole County, Florida  
Appendix B: EAB Assessment of Bachelor's-Level Education Programs 2020, Central Florida  
Appendix C: Seminole State Bachelor's in Education Student Survey Results 2020  
Appendix D: Florida Department of Education Critical Teacher Shortage Areas 2020-2021  
Appendix E: Seminole County Public Schools Teacher Placement Salary Schedules  
Appendix F: Letter of Endorsement, Superintendent (retired), Seminole County Public Schools  
Appendix G: Letter of Endorsement, Executive Director, Seminole County Public Schools  
Appendix H: Letter of Endorsement, Vice Provost, University of Central Florida  
Appendix I: Course Curriculum Forms

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

Seminole State College of Florida is not aware of any objections or alternative proposals for this program.