



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.

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:	Dr. Georgia Lorenz

PROGRAM SUMMARY

1.1	Program name	Management and Organizational Leadership
1.2	Degree type	<input type="checkbox"/> Bachelor of Science <input checked="" 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)	52.0299
1.5	Anticipated program implementation date	May 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 checked="" type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Business Administration Entrepreneurship and Business Management
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)	General Business Entrepreneurship

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 College proposes to offer a Bachelor of Applied Science in Management and Organizational Leadership (BAS). This degree will provide an opportunity for students to pursue a degree with a diverse curriculum focused on teaching the skills and abilities needed to enter an in-demand, high-skill, and high-wage workforce. Seminole State College is preparing to meet the increasing demand for skilled management within the industry by training students specifically for workforce leadership with this proposed BAS degree. Ultimately, the degree will provide Seminole County businesses with the leadership talent they need as they rebound into a complex post-pandemic globalized economy. The degree will be offered in a hybrid format to accommodate the needs of each student.

Seminole State College currently offers a Bachelor of Science in Business and Information Management (BSBIM) designed primarily to train students to be analysts. The BSBIM degree is a STEM class (Science, Technology, Engineering, Math) degree that is a modern derivation of the traditional Management Information Systems (MIS) degree. Because of the intrinsic MIS nature of the BSBIM, its curriculum has a heavy concentration in software technology and business/data analytics. Consequently, the curriculum also features significant math content including MAC 2233 commonly known as "Calculus for Business and Social Science" or "Concepts of Calculus". This heavy STEM/Analytics focus of the BSBIM competently prepares students to meet the many technical challenges of today's pandemic-transformed business environment. However, it does not effectively address the growing need in our region for management of the Human capital in our ever-changing workforce. Furthermore, recent studies show that 80 percent of community college students experience math anxiety ((Park, Ramirez, & Beilock), 2014 Journal of Experimental Psychology). Math anxiety combined with a lack of appropriate educational choices at the bachelor's level and a false perception that all business requires high math can unfairly discourage students from pursuing a business degree, a high-wage career, and ultimately their dreams. This reality, along with the encouragement of our community partners, has propelled Seminole State College to offer a degree less focused on math and technology. The proposed Bachelor of Applied Science in Management and Organizational Leadership with only a general education math requirement and a primary focus on managing the human side of business as opposed to the technical side satisfies all of these needs simultaneously.

This degree will be the perfect choice for business students interested in Management and Leadership or business students who are math averse and normally would not go beyond a 2-

year program. In addition, our business-related advisory committees have expressed the urgent need for this type of degree program in our service area (see letters of support).

The degree will offer concentrations in Entrepreneurship and General Business. The two tracks are interchangeable allowing the students to choose which educational path is best suited to fit their professional needs. Both specializations are captured in the following SOC Codes: Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111).

The curriculum will focus on learning the skills needed to effectively manage diverse groups of people with varying communication and cultural styles. Students will learn, grow, and excel in skills to effectively lead with integrity and character in virtually any leadership or management scenario. Coursework will cover real-world scenarios that provide students with the opportunity to enhance their critical thinking and communication skills. In addition, students will cover topics related to finance, leadership and professional ethics, analytical thinking, and team building. Management theories and principles will also be examined throughout the program. The coursework will conclude with a capstone project in organizational management.

The curriculum will also build on knowledge gained in the Business Administration Associate of Science Degree, which will be revised to include an AS to BAS concentration. However, students from the Business Administration or Entrepreneurship and Business Management A.S. degrees may apply to the program. All students will be required to complete a series of foundation courses if not already completed in their A.A. or A.S. degree. The coursework will be sequenced so that students may complete the BAS degree in seven semesters. The curriculum will be delivered in all modalities to accommodate the needs of all students. Since the courses in the degree program will be offered in all modalities, we anticipate that some students will be able to complete their BAS degree entirely through an online modality. This option will especially benefit working students desiring to complete their bachelor's degree.

For program admission, the primary pathways into the BAS will be through an A.A. or A.S. degree. Applications for the BAS will be accepted for Fall, Spring, and Summer terms.

As Seminole County rebounds from the impacts of COVID-19, Seminole State College is prepared to meet the complex demands of our local industries by training students not just to join but to lead the workforce into a thriving post-pandemic economy with our proposed BAS degree.

Regarding deployment, students will be able to immediately enroll in a wide variety of courses without having to wait for the curriculum to be developed because several of the proposed courses within the BAS degree are already being offered at the College.

As a final justification, our business-related advisory committees have each expressed the urgent need for Seminole State College to expand its Bachelor level Business offerings to include a degree focused on management and organizational leadership.

Mimi Coenen, CareerSource Central Florida COO, fully endorses the BAS proposal within her letter of support (see “Supplemental Materials” in appendices). Coenen states the following, “It is important to CareerSource Central Florida that we have a four-year degree program in Management and Organizational Leadership in Seminole County which is accessible, affordable, and workforce oriented. In our opinion, this baccalaureate program will increase the percentage of college graduates in the business-related areas of the local workforce, which will assist with existing business organization expansion, as well as provide a high-skill, high-wage pipeline for prospective new employers to our community. Development of world-class talent is essential for establishing a diverse economic climate, and this program will assist in achieving that goal. Training such as proposed, is vital to our community.”

Per Table 3.1.1, data from the Florida Department of Economic Opportunity shows that demand is high for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analysts (13-1111) with projected job openings in Seminole County of 860 per year. These graduates will play a pivotal role in management and operations of Seminole County businesses as they strategize and implement plans to rebuild our local economy in the post-pandemic environment.

Andrew Meadows, Entrepreneurship Advisory Board Member, notes in his letter of support (see “Supplemental Materials” in appendices) that the Entrepreneurship and General Business specializations will “fill a need by providing postsecondary education options within the business field. A highly educated workforce will allow our State and region to better compete in a global economy.” Meadows goes on to say that “it is important for our future and the potential for employment opportunities that this degree is offered at Seminole State.”

David Fravel, former Entrepreneurship Advisory Board Member, states in his letter of support (see “Supplemental Materials” in appendices) that he “was excited to see Seminole State take Entrepreneurship from the conceptual drawing board to a fully developed degree program attracting countless students and providing each student with skills necessary for success in our twenty-first century economy.” Mr. Fravel also imparts that “the textbook to lead and manage in the post-pandemic world has yet to be written. The challenges to leaders and managers will be unprecedented. The campus learning environment, whether experienced through brick and mortar attendance, or on-line, is the incubator to prepare our future leaders with targeted course offerings responsive to this new world.”

Jerry Ross, the President of the National Entrepreneur Center expressed his support for the program (see “Supplemental Materials” in the appendices) and was “encouraged that the proposed curriculum offers specializations in in Entrepreneurship and General Business which is critical to the future growth of our region and our state.” This degree will prepare graduates to

readily launch an entrepreneurial venture or pursue a variety of career opportunities at an established business enterprise, small or large.

The supply of business managers for Seminole County is inadequate to meet the needs and demands of the workforce. The county does not have any other higher education institutions that offer a similar degree program. Students who graduate with the BAS degree will have a have broad skillset, paving the way for a lucrative career path. The career path includes employment opportunities as Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111). The job opportunities have a DEO projected median hourly wage of \$51.53.

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

As Seminole County is expected to rebound from the negative impacts relating to COVID-19, Seminole State is preparing to meet the demand within the industry by preparing students for the workforce with the BAS degree. It is expected that there will be an abundant need for graduates within this field, based on input from the business-related advisory committees and regionwide employers. The BAS would provide students with a broad-based platform to obtain employment within a wide variety of sectors within the region. As the data from the Florida Department of Economic Opportunity (DEO) presented in Table 3.1.1 shows, the county is well-positioned to offer a degree with an annualized salary of \$107,182.

Data from the DEO in table 3.1.1 shows there are 860 projected job opportunities for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111) per year within Seminole County with a median hourly wage of \$51.53.

Table 3.1.2, based on data from Emsi, demonstrates a similar number of projected job opportunities (776) for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111) per year within Seminole County with a higher median hourly wage of \$56.61.

The supply of business managers for Seminole County is inadequate to meet the needs and demands of the workforce. The county does not have any other higher education institutions that offer a similar degree program. Table 3.1.3 was intentionally left blank due to the fact that there are no institutions in Seminole State College's service district that offer the same or similar CIP code. Seminole State College is supported by our business community who feels that there is a significant unmet need in our county for business leaders that justifies the creation of this degree path for our students.

According to the DEO, a baccalaureate degree is required for Chief Executives (11-1011), Financial Managers (11-3031), Management Analyst (13-1111), and Sales Managers (11-2022). Although DEO data lists an associate degree as the entry level for General and Operations Managers (11-1021), Industrial Production Managers (11-3051), and Social and Community Service Managers (11-9151), the Bureau of Labor Statistics (BLS) degree requirement listed is the bachelor's degree. Additionally, Emsi data in Table 3.1.2 lists the baccalaureate as the required educational level for all SOC codes. Furthermore, input from our business advisory boards, as evidenced in the letters of support provided in the Appendices, clearly support the need in Seminole County for bachelor prepared employees in these SOC codes. One such example is the letter from Mariam Davoodian, Entrepreneurship Advisory Board Member, who expresses the urgent need for this degree throughout her letter of support (see "Supplemental Materials" in appendices). Ms. Davoodian shares that she has "not come across the post-pandemic pamphlet or book for how to lead and manage this new society. This will be an unprecedented challenge to leaders and managers." In her opinion, "the degree will make a vital contribution to this important effort, and it will prepare students for the post-pandemic world."

Finally, the historical data from Seminole State's latest annual program reviews of the baccalaureate programs in the School of Business, Health and Public Safety have shown significantly higher enrollments (average 56% diversity with a range of 52-63% diverse population) for minority and underserved students (see "Supplemental Materials" for program review data in the appendices). Seminole State believes that the BAS degree in Management and Organizational leadership can help to increase diversity in various businesses based on this program review data. Students who graduate with the BAS degree will have a have broad skillset, paving the way for a lucrative career path. The career path includes employment opportunities as Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), Management Analyst (13-1111). The job opportunities have a DEO projected median average salary of \$107,182.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

3.1.1 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.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Chief Executives	11-1011	Seminole	1006	1,167	16.00	695	85.07	\$ 176,946	B	B
General and Operations Managers	11-1021	Seminole	3847	4,487	16.64	3,116	39.83	\$ 82,846	A	B
Industrial Production Managers	11-3051	Seminole	128	143	11.72	81	44.20	\$ 91,936	A	B
Management Analysts	13-1111	Seminole	1655	2,029	22.60	1,614	44.89	\$ 93,371	B	B
Sales Managers	11-2022	Seminole	728	851	16.90	606	56.84	\$ 118,227	B	B
Social and Community Service Managers	11-9151	Seminole	115	136	18.26	95	\$ 32.91	\$ 68,453	A	B
Financial Managers	11-3031	Seminole	1011	1,129	11.67	673	\$ 56.97	\$ 118,498	B	B
								\$ -		
								\$ -		
								\$ -		
						Total	860	\$ 51.53	\$ 107,182	

*Please replace the “Base Year” and “Projected Year” headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the “Level Change” column in Table 3.1.1 corresponds to the “Percent Growth” employment projections data produced by the DEO.

***Please note that the “Total Job Openings” columns is preset to be divided by 8.

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	2021	2029	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Chief Executives	11-1011	Seminole	768	760	-1.04	427	89.81	\$ 186,805	B	
General and Operations Managers	11-1021	Seminole	3474	3871	11.43	2,806	50.23	\$ 104,478	B	
Sales Managers	11-2022	Seminole	663	691	4.22	478	59.16	\$ 123,053	B	
Financial Managers	11-3031	Seminole	945	1128	19.37	773	63.95	\$ 133,016	B	
Industrial Production Managers	11-3051	Seminole	118	126	6.78	74	49.63	\$ 103,230	B	
Social and Community Service Managers	11-9151	Seminole	143	173	20.98	136	\$ 34.35	\$ 71,448	B	
Management Analysts	13-1111	Seminole	1633	1878	15.00	1512	\$ 49.12	\$ 102,170	B	
								\$ -		
								\$ -		
								\$ -		
					Total	776	\$ 56.61	\$ 117,743		

*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
	Total	0	0	0	0	0	0

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

ESTIMATES OF UNMET NEED

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

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	5-year average or average of years available if less than 5 years	Difference (C - B)	Difference (D - B)						
DEO Total	860			860	860						
Other Totals	776			776	776						

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.

Based on input from the advisory committees for the BSBIM and the other business-related advisory committees, there was an overwhelming consensus that the BAS be offered to meet workforce needs that have been addressed within the committees. In addition, current and former students within the business programs were surveyed to determine their interest in enrolling in the baccalaureate degree. The survey was met with an overwhelmingly positive response. Those surveyed indicated that the fact that the program would be offered in a hybrid format with an online option and was being offered by an institution that they knew, and trust played a key role in whether not they would be interested in enrolling. The affordability of the program compared to other public universities and opportunities available upon graduation were also important factors in determining ability to pursue a BAS in Management and Organizational Leadership.

As was reported in Section 3.1, Table 3.1.1 shows there are 860 projected job opportunities for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111) per year within Seminole County with a median hourly wage of \$51.53. Table 3.1.2, using data from Emsi, demonstrates a similar number of projected job opportunities (776) for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111) per year within Seminole County with a higher median hourly wage of \$56.61. The data from these tables and feedback from the business advisory boards supports Seminole State College's belief that the supply of business managers for Seminole County is inadequate to meet the needs and demands of the workforce.

Seminole County does not have any other higher education institutions within our service area. Table 3.1.3 was intentionally left blank due to the fact that there are no institutions in Seminole State College's service district that offer the same or similar CIP code.

Additionally, according to the most recent Census [data](#), 39.6% of Seminole County residents age 25+ have a Bachelor's degree or higher. The Florida Chamber of Commerce has set 60% as the goal for Floridians 25-64 with a high-value postsecondary certificate, degree, or training experience in the [Florida 2030 Blueprint](#). The approval of this degree will help meet the Florida Chamber's goal. In addition, Jerry Ross, the President of the National Entrepreneur Center notes in his letter of support (which can be found in the "Supplemental Materials" in the appendices) that "the majority of businesses headquartered in the State of Florida have fewer than 10 employees and require entrepreneurial thinkers with a deep understanding of

finance, leadership, and organizational behavior. This has become more evident as the full impact of the Covid-19 shut-down is being absorbed by our small business community. This degree will prepare graduates to readily launch an entrepreneurial venture or pursue a variety of career opportunities at an established business enterprise, small or large.”

In addition to the strong support of the advisory committees, current and former students within the business programs were surveyed to determine their interest in enrolling in the baccalaureate degree. The survey was met with an overwhelmingly positive response:

- Out of the 171 individuals surveyed, 86% (148 students) were interested in pursuing a degree in Management and Organizational Leadership and only 14% (24 students) were not interested at this time.
- 60% (103 students) responded that the program being offered at Seminole State was an important factor in deciding to pursue the degree.
- 70% (178 students) responded that affordability was a factor in determining whether or not they would enroll.
- 56% (96 students) indicated that the program being online would be an important factor in determining whether or not they would enroll.

Based upon the survey results, students are excited for the opportunity to enroll in the Bachelor of Applied Science Management and Organizational Leadership degree. Regarding affordability, [Seminole State Fast Facts](#) notes that the College is ranked among the most affordable colleges in America by the National Center for Educational Statistics.

[Seminole State Fast Facts](#) also highlights the element that the College consistently receives student satisfaction ratings that exceed national and regional scores. Additionally, as one of our [Strategic Goals](#) for our students, Seminole State strives to maintain high rates of career placement and improve rates of baccalaureate transition. The opportunity to offer a degree of this caliber to our students, will be a testament to our commitment to meet the needs of our students and our region.

Tricia Johnson, Deputy County Manager for Seminole County, notes in her letter of support (See “Supplemental Materials” in appendices), that “it is imperative that Seminole County students have access to a degree program in Management and Organizational Leadership that is affordable and workforce oriented.” Ms. Johnson’s thoughts support the survey data indicated above. What will a near-and long-term post-COVID-19 economy look like? Students will need greater access to higher education as it is a highly productive path for unemployed and under employed populations to better prepare for a competitive job market.

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.

With the complexity of today's businesses, additional knowledge, skills, and abilities are required to compete within a global marketplace. For individuals looking to advance their careers, completion of a baccalaureate degree will open a vast number of doors that an associate's degree will not. Investing in this baccalaureate degree is a worthwhile endeavor that will have an impact on a graduate for the rest of their life. The BAS has the opportunity to increase lucrative employment opportunities, which ultimately has an impact on earning a competitive salary and lifetime income.

The Florida Department of Economic Opportunity lists General and Operations Managers (11-1021), Industrial Production Managers (11-3051), and Social and Community Service Managers (11-9151), below the level of a baccalaureate degree. However, the Bureau of Labor Statistics lists all of the selected SOC codes at a baccalaureate level as does Emsi. It was important to include these SOC Codes within our analysis of occupations as graduates have a high probability of entering into these occupations. Seminole State carefully evaluated this information along with the needs expressed by local companies for a Management and Organizational Leadership degree. Information listed on DEO regarding education level, did not necessarily align with the standards that are expected to be met by our community partners in Seminole County. The degree is needed to fill a void within our region as there are no other institutions within our service district that offer this program.

Former Dean of the Center for Business, Entrepreneurship, and Legal Studies at Seminole State College, Hugh Moore, expresses the need for this degree throughout his letter of support (see "Supplemental Materials" in appendices). Mr. Moore states that there is "a need to fill the gap in the portfolio of degrees with a Bachelor of Applied Science degree to lead our local community and to enable successful business to secure employing growth for our future."

Silvia McLain, Executive Director of Seminole County Bar Association Legal Aid Society, also notes in her letter of support (See "Supplemental Materials" in appendices) that "the curriculum students will be exposed to throughout the program will improve our workforce and its ability to positively affect change within a student's chosen area of employment. Our company believes that this baccalaureate degree program is critical in creating highly skilled, high paying jobs in the field of management, supervision, and organizational leadership."

Seminole State College's primary mission is to support the attainment of certificates and associate degrees. However, offering baccalaureate degree options provides students with the opportunity to gain the skills, rewards, and benefits for the duration of their career. According to the article, [*The Importance of a College Education*](#) (Heckler, 2018), in today's ephemeral job

market, where it is normal to have more jobs in the first three years out of college than our grandparents did during their entire lifetimes, the ability to tackle a wide array of problems, projects and proposals is priceless. Without a college degree, a person could still gain some of these skills, but a defining feature of a four-year degree is a steady stream of classes, experiential learning opportunities like internships or research and interpersonal interactions that uniquely prepare a student for a diverse working world. These are often posited as “soft” skills, yet it is these attributes gained on campus that are often what set one applicant apart from another, making a four-year college degree an integral part of the job acquisition — and retention — process.

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

Students who graduate with an A.S. or A.A. degree would advance into the BAS program as a career pathway. Additionally, students with an A.S. or A.A. degree from a regionally accredited institution would also be able to return to complete the BAS. Many area businesses are seeking employees with baccalaureate degrees in business with expertise in entrepreneurship and management/organizational leadership. In addition, there are vast employment opportunities for BAS degree graduates in mid-level and high-level management positions in business, government, and nonprofit organizations. Many individuals who are currently employed but have not obtained a bachelor’s degree will also be seeking opportunities to obtain a baccalaureate degree. By obtaining the BAS, these individuals will be provided with the tools necessary to advance within their current organization. Finally, supporting Seminole State College’s commitment to prepare students for high demand, high wage jobs, compensation for those entering these mid-to high-level management positions averages over \$107,182 per year.

Jerry Ross, President of the National Entrepreneur Center, notes in his letter of support (see “Supplemental Materials” in the appendices) that “another important consideration that he has observed is that access to the program is affordable, easily accessible, and workforce oriented. These aspects are critical to attracting students to fill the current shortage in the workforce for these specific roles.” Seminole State College’s BAS in Management and Organizational Leadership does exactly this. In his letter Mr. Ross also expresses his appreciation to Seminole State College for our “commitment to working with the business community to meet these needs.” Seminole State College’s history of student support, and commitment to excellence is well established in this region, and continued partnerships with our business community will positively impact our business community for years to come and will create continued opportunities for graduates of this degree.

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.

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 104.38	81	\$ 8,455
Tuition & Fees for upper division:	\$ 119.91	39	\$ 4,676
Tuition & Fees (Total):		120	\$ 13,131

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 requirements (outlined in the “Supplemental Materials” in the appendices) are eligible to earn a Bachelor’s Degree for a total of no more than \$10,000. 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, 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 credit hours	Total cost
There are no non-public institutions within our service district.			

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.

		2021-2022	2022-2023	2023-2024	2024-2025
5.2	Unduplicated headcount enrollment:	70	167	310	436
5.3	Program Student Credit Hours (Resident)	420	3,720	6,120	8,040
5.4	Total Program Student Credit Hours	420	3,720	6,120	8,040
5.5	Program Student Credit Hours (Non-resident)	0	0	0	0
5.6	Program FTE - Resident (Hours divided by 30)	14	124	204	268

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.

		2021-2022	2022-2023	2023-2024	2024-2025
6.2	Count of Degrees Awarded	0	0	64	92
6.3	Number of Graduates Employed	0	0	59	85
6.4	Average Starting Salary	\$ -	\$ -	\$ 65,279	\$ 65,279

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.

		2021-2022	2022-2023	2023-2024	2024-2025
7.2	Program Expenditures:	\$ 168,275.00	\$ 654,512.00	\$ 1,045,024.00	\$ 1,266,892.00
7.2.1	Instructional Expenses	\$ 160,375.00	\$ 631,512.00	\$ 1,018,024.00	\$ 1,225,892.00
7.2.2	Operating Expenses	\$ 4,900.00	\$ 18,000.00	\$ 20,000.00	\$ 32,000.00
7.2.3	Capital Outlay	\$ 3,000.00	\$ 5,000.00	\$ 7,000.00	\$ 9,000.00
7.3	Revenue:	\$ 96,354.00	\$ 860,337.00	\$ 553,228.00	\$ 726,922.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 37,974.00	\$ 336,337.00	\$ 553,328.00	\$ 726,922.00
7.3.2	Upper Level - Nonresident Student Fees	\$ -	\$ -	\$ -	\$ -
7.3.3	Upper Level - Other Student Fees	\$ 5,181.00	\$ 45,886.00	\$ 75,490.00	\$ 99,173.00
7.3.4	Florida College System Program Funds	\$ 53,200.00	\$ 478,268.00	\$ 798,660.00	\$ 1,065,032.00
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 96,354.00	\$ 860,491.00	\$ 1,427,479.00	\$ 1,891,127.00
7.4.2	Total Unexpended Funds (carry forward)	\$ 71,921.00	\$ (205,979.00)	\$ (382,454.00)	\$ (624,235.00)

*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.

A thorough review of the projected enrollments was conducted prior to the decision to move forward with the application for the degree. Each of the business-related Advisory Committees discussed the need for employees who would possess the attributes that would be gained from graduating from the proposed baccalaureate degree. Discussions revealed that employers unanimously agreed that there was a tremendous need for the degree thus concurring that the projected enrollments were accurate. Secondly, the Department of Economic Opportunity data validates the Advisory Committee members' view that there is a definite need for baccalaureate prepared business managers in Seminole County with a documented need of 860 positions for Chief Executives (11-1011), General and Operations Managers (11-1021), Industrial Production Managers (11-3051), Sales Managers (11-2022), Social and Community Service Managers (11-9151), Financial Managers (11-3031), and Management Analyst (13-1111) per year.

Lastly, as was reported in section 3.2, current students enrolled in the business Associate degree and certificate programs were surveyed to determine their interest in the degree with results supporting the projected enrollment numbers. Out of the 171 individuals surveyed, 86% (148 students) were interested in pursuing a degree in Management and Organizational Leadership and only 14% (24 students) were not interested at this time – Seminole State students are excited for the opportunity to enroll in the Management and Organizational Leadership degree. Table 5.1 shows 70 enrollments for the 2021-2022 academic year because, if the degree is approved, the College is prepared to accept the first student enrollments during the summer 2022 term allowing the current AS students the opportunity to seamlessly continue their education.

Furthermore, a majority of students surveyed indicated that affordability was an important factor in determine their enrollment in a bachelor's degree program. [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.

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. Annual program reviews for the baccalaureate degree in Business and Information Management in the College's School of Business, Health & Public Safety, denote an average completion rate of 92%. In addition, a review of the most current FETPIP Data for our business area Associate of Science Degrees show exceptional placement rates:

- Business Administration Associate in Science- 96% Placement Rate
- Entrepreneurship and Business Management Association in Science- 100% Placement Rate
- Accounting Technology Associate in Science-100% Placement Rate

- Administrative Office Management Associate in Science-100% Placement Rate
- Social Media and Marketing Associate in Science-100% Placement Rate

The graduates from our A.S. programs are expected to make up a large portion of enrollment within the baccalaureate program; hence, the projected placement rate outcomes of 59 and 85 graduates employed are based on actual departmental data.

[Seminole State Fast Facts](#) also highlights the element that the College consistently receives student satisfaction ratings that exceed national and regional scores. The opportunity to offer a degree of this caliber to Seminole State students, will be a testament to our commitment to meet the needs of our students and our region.

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.

This new program will be funded through a combination of student tuition and fee revenue dollars. 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. Program revenue is based on student enrollment tuition and fees. There are no tuition increases projected for the first four years of the program as illustrated in Section 7.1. As noted in Table 7.1., the College projects a deficit of \$71,921 during Year 1 of the program. This assumes a Summer 2022 Term start. With projections for Years 2, 3, and 4 denoting that program revenue will be sufficient to maintain costs and even have funding for expansion of the program based on industry need.

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 Business, Health & Public Safety, Arts and Science, Students Affairs, Student Support Services, Library Resources, Business Office, eLearning, Institutional Research, Academic Leadership, Facilities, Executive Staff, the College Foundation, and Course and Curriculum Development staff.

Engagement Activities	Date(s)	Attendees	Description of Activity
Seminole State	8/12/2019	Dr. John Gyllin	Discussions with
Foundation Meeting	4/16/2020	Dr. Cheryl Cicotti	Foundation regarding
	8/4/2020		

	11/3/2020	Members of the External Relations Committee	support for the BAS at Seminole State
Seminole State Academic Leadership Meeting	4/11/2019 8/22/2019 11/14/2019 12/5/2019 1/23/2020 2/13/2020 4/2/2020 4/6/2020 5/17/2020 4/22/2021	Academic Leadership Team	Academic Leadership Team gave its full support of the College pursuing the BAS
Seminole State Strategic Enrollment Management Meeting	10/3/2019	Strategic Enrollment Management Team	Review of Academic Affairs long-term plans
Senior Academic Leadership Exchange of Views	1/16/19 11/6/19	SSC Senior Leadership	Discussion of BAS Development
Deans' Meeting	1/23/2019 8/13/2019 8/28/2019 10/30/2019 1/29/2020 2/17/2020 3/17/2020 3/23/2020 5/8/2020 4/21/2021	Deans from the School of Business, Health and Public Safety	Discussion of BAS Development and Planning
Meetings with AVP and Vice President of Academic Affairs	1/6/2020 2/3/2020 3/2/2020 4/6/2020 5/5/2020 6/1/2020 8/3/2020 9/8/2020 11/5/2020 11/3/2020 9/13/2021 9/14/2021	Dr. Laura Ross Dr. Cheryl Cicotti	Discussions concerning curriculum, enrollments, articulations, and submission of the proposal
BAS Planning Meeting	11/15/2019 12/18/2019	SSC BAS Planning Team	Development of BAS degree with input

	1/21/2020 1/27/2020		from faculty, administration, and baccalaureate advisors
Advising and Admissions Meeting	10/1/2019	SSC staff from Admissions and Advising	Discussion of admission requirements, curriculum, differentiation between BAS and other BACC programs at SSC
Program Managers Meeting	4/3/2019 6/23/2019 7/8/2019 9/18/2019	Program Managers from the Business Area at SSC	Review degree planning including curriculum and pathway from AS to BAS
Seminole State Strategic Planning Initiatives	7/31/2019 11/1/2019	SSC faculty and staff, industry leaders, Seminole County Public Schools, and CareerSource Central Florida	Announcement to pursue BAS degree
Budgeting and Finance Meeting	1/11/2019 2/21/2020 9/14/2021	SSC staff from the School of Business, Health and Public Safety and staff from SSC's finance department	Develop and review proposed degree budget, enrollments and FTEs
AS to BS Meeting	4/22/2019 9/16/2019	AS to BS Committee	Discussion of Curriculum and pathway from AS to BS
Business Department and eLearning Meeting	9/6/2019	Staff from the Business Department and eLearning	Building of template for degree; best practices in online education
Interactions 2020	3/12/2020	College Advisors, Counselors, Specialists, Career Program Advisors, and faculty from the Business programs	Discussion with advising staff regarding the BAS proposal

Business Department Meeting	8/20/2020	Faculty and staff from the Business programs	Discussion with faculty and staff regarding implementation of BAS program
Curriculum Committee	2/23/2021	Curriculum Committee Members and faculty and staff from across the College	The BS Program was presented and unanimously approved at curriculum committee. Program information will be labeled as "pending" until degree has been approved
Board of Trustees	4/19/2021	BOT Members	BOT Members have their full support of the BAS program
Meetings with AVP of Academic Services and AVP of Business, Health, and Public Safety	10/27/2021 11/1/2021 11/5/2021	Dr. Lisa Valentino Dr. Cheryl Cicotti	Review of proposal
Meeting with AVP of Business, Health, and Public Safety and Staff	5/12/2021 8/31/2021 9/2/2021 9/21/2021 11/1/2021 11/5/2021	Dr. Cheryl Cicotti Staff from the School of Business, Health, and Public Safety	Review of proposal and DEO data
Meeting with AVP of Academic Services and newly appointed incoming AVP of Business, Health, and Public Safety	12/17/21	Dr. Lisa Valentino Dr. Molly Kostenbauder	Review of comments from the Division of Florida Colleges
Meeting with Vice President, Academic Affairs and Chief Academic Officer, AVP of Academic Services, AVP of Business, Health, and Public Safety, Academic Dean,	1/10/2022 1/24/2022	Dr. Laura Ross Dr. Lisa Valentino Dr. Molly Kostenbauder Dr. Richard Calloway George Bernard	Review of comments and updates to proposal as requested by Chancellor Hebda

Center for Business, Legal Studies & Entrepreneurship, and Program Manager, Business Administration			
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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.

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 representative 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 was notified of the proposed degree at its annual meeting in March 2021. Additionally, various emails were sent to CACC partners in April 2021 requesting consent for the degree with no negative responses received. We have received a letter of support from UCF for this degree (See Supplemental Materials in appendices).

Engagement Activities	Date(s)	Attendees	Description of Activity
Business Administration A.S. Degree Advisory Committee Meeting	11/19/2020	Business Administration faculty and Advisory Committee	Review of workforce demand, proposed curriculum, proposal and BAS approval process
Council for Workforce Education (CWE)	6/12/2019 2/5/2020 4/2021	Representatives from SSC and other regionally accredited institutions in the College’s service district	Discussions held with the other 27 state colleges’ representatives regarding the development of the BAS

Engagement with Private Colleges in Service Districts	7/8/2019	ECPI (Formerly Remington College) 660 Century P6oint #1050 Lake Mary, FL 32746	Notified that ECPI no longer offers baccalaureate
Meeting with CSCF	9/30/2019 11/11/2019 12/19/2019 4/16/2020 4/2021	SSC Representatives and CareerSource Central Florida	Review of Seminole State labor data, discussion with CSCF Staff regarding BAS program start date
Meeting with Seminole County Public Schools	5/23/2019 11/9/2020	SSC representatives and representatives from Seminole County Public Schools	Discussion of degree planning and input into possible programs of study
Leadership Orlando	9/5/2019 1/9/2020	SSC representative and Leadership Orlando Class	Discussion of proposed degree
Meeting with Community College Baccalaureate Association	2/29/2020 11/3/2020	SSC representatives and Community College Baccalaureate leadership team	Discussion about curriculum, pathway from AS degree, unmet need, and student demographics
Student Interest Survey	3/11/2020	Survey Recipients	Survey sent out to students across the College with a focus on Business in both AA and AS programs to gauge student interest in BAS degree
Orlando Economic Partnership Meeting	11/19/2019	SSC representatives and members of Orlando Economic Partnership	Announcement of proposed degree, discussion of potential unmet needs
Hispanic and African American Chamber of Commerce "Business After Hours" event	8/8/2019	Seminole State representatives and community partners from the Hispanic and African American Chamber of Commerce	Announcement of proposed degree

Center for Business Program Managers Meeting	9/15/2020	Business Faculty and Advisory Board Members	Discussion of BAS degree and request for letters of support
Entrepreneurship Advisory Board Meeting	10/1/2020	Entrepreneurship Faculty and Advisory Board Members	Discussion of BAS degree and request for letters of support
Legal Studies Advisory Board Meeting	10/8/2020	Legal Faculty and Advisory Board Members	Review of BAS curriculum requirements and request for letters of support
Direct Connect Operational Plan	3/30/2021	SSC VP provided Valencia with NOI to be shared with other states colleges	Review from consortium, Workforce Dean/Leads

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Public Universities in College’s Service District</p>
<p>Date(s): 1/14/21</p> <p>Institution(s): University of Central Florida</p> <p>Activity Descriptions and Outcomes: Discussions were held with UCF regarding Seminole State offering the BAS. UCF did not object to moving forward with the approval process.</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): 6/12/2019 and 2/5/2020</p> <p>Institution(s): 28 State Colleges</p> <p>Activity Descriptions and Outcomes: During the Council for Workforce Education (CWE) meetings in 2019 and 2020, a discussion was held with the other 28 state colleges’ representatives regarding the BAS. CWE members were also notified in April 2021 via email of the proposed degree.</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): 6/12/2019 and 2/5/2020</p> <p>Institution(s): 28 State Colleges</p> <p>Activity Descriptions and Outcomes: During the Council for Workforce Education (CWE) meetings in 2019 and 2020, a discussion was held with the other 28 state colleges’ representatives regarding the BAS. CWE members were also notified in April 2021 via email of the proposed degree.</p>

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	1/20/2021
10.2	Indicate the date of District Board of Trustees approval.	4/19/2021
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	5/24/2021
10.4	Indicate the date the completed proposal was submitted to DFC.	11/8/2021
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. 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 next SBOE meeting .	3/30/2022
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	April 2022
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	N/A
10.8	Indicate the targeted date that upper-division courses are to begin.	June 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, biology labs, and other classrooms designed for a specific purpose. Smart classrooms have a projector, projection screen, teaching console, touch panel, computer, audio system, VCR, CDV,

audio system, cassette 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 Library provides materials and services at four campuses. The Libraries house a collection of over 224,000 total items consisting of 45,000 eBooks, access to scholarly

online journals and 131 online databases. Services include selection, acquisition, cataloging, circulation, instructor reserves, intra-campus and interlibrary loan, professional reference service, class instruction, and embedded librarians. The libraries provide student access to more than 200 computer workstations, wireless internet access, and study rooms. Library service, available via the Library website and the learning management system, includes a discovery service for book and database access, library account access, video tutorials and online reference services. The business collection comprises over 4,900 print titles, over 5,100 eBooks, and over 5,300 streaming videos, including hundreds of management, supervision, and organizational leadership related titles.

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

During the planning process for the BAS program, current library resources were reviewed, and new resources were identified by faculty and staff. A recommended core library collection to support the BAS program has been compiled. Over the next four years, there will be \$40,548 allocated to procure the required 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 BAS 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).

Applications for Seminole State College's BAS degree program will be accepted for Fall, Spring, and Summer terms. Admission to the program will be open to all applicants who have completed an Associate of Arts (A.A) or Associates of Science (A.S.), or a different bachelor's degree from a regionally accredited institution and have a GPA of 2.0 or higher. As noted in table 1.6, Seminole State College offers A.S. degrees in Business Administration and Entrepreneurship and Business Management that could transfer into the BAS.

All lower division courses can be taken at Seminole State College or any other Florida State College by prospective applicants prior to admission to the BAS program.

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

Approximately 25% of program upper division courses will be taught by faculty who hold a terminal business degree.

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?

Accreditation Council for Business Schools and Programs (ACBSP). The anticipated specialized program accreditation date is August 2024.

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).

There are no specified common prerequisites for this major.

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-General Business	
Term 1	Course Title	Credit Hours
BUL 3130	Legal and Ethical Environments of Business (pc)	3
	Elective Course (elec)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 2	Course Title	Credit Hours
MAN 3025	Management of Organizations (pc)	3
	Elective Course (elec)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 3	Course Title	Credit Hours
ACG 3024	Accounting for Non-Financial Majors (pc)	3
	Elective Course (elec)	3
LDR 3332	Management and Leadership Development (pc)	3
	Total Term Credit Hours	9
Term 4	Course Title	Credit Hours
	Elective Course (elec)	3
FIN 3403	Principles of Business Finance (pc)	3
MAN 4504	Operational Decision Making (pc)	3
	Total Term Credit Hours	9
Term 5	Course Title	Credit Hours
MAN 3240	Organizational Management (pc)	3
	General Business Specialization Course (conc)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 6	Course Title	Credit Hours
	General Business Specialization Course (conc)	3
	General Business Specialization Course (conc)	3
	General Business Specialization Course (conc)	3
	Total Term Credit Hours	9
Term 7	Course Title	Credit Hours
GEB 4891	Strategic Management and Decision Making (pc)	3
GEB 4900	Capstone in Management and Organizational Leadership (pc)	3
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

13.7.1	Program of Study for Students with A.A. Degree-Entrepreneurship	
Term 1	Course Title	Credit Hours
BUL 3130	Legal and Ethical Environments of Business (pc)	3
	Elective Course (elec)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 2	Course Title	Credit Hours
MAN 3025	Management of Organizations (pc)	3
	Elective Course (elec)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 3	Course Title	Credit Hours
ACG 3024	Accounting for Non-Financial Majors (pc)	3
	Elective Course (elec)	3
LDR 3332	Management and Leadership Development (pc)	3
	Total Term Credit Hours	9
Term 4	Course Title	Credit Hours
	Elective Course (elec)	3
FIN 3403	Principles of Business Finance (pc)	3
MAN 4504	Operational Decision Making (pc)	3
	Total Term Credit Hours	9
Term 5	Course Title	Credit Hours
MAN 3240	Organizational Management (pc)	3
	Entrepreneurship Specialization Course (conc)	3
	Elective Course (elec)	3
	Total Term Credit Hours	9
Term 6	Course Title	Credit Hours
	Entrepreneurship Specialization Course (conc)	3
	Entrepreneurship Specialization Course (conc)	3
	Entrepreneurship Specialization Course (conc)	3
	Total Term Credit Hours	9
Term 7	Course Title	Credit Hours
GEB 4891	Strategic Management and Decision Making (pc)	3
GEB 4900	Capstone in Management and Organizational Leadership (pc)	3
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

13.7.2	Program of Study for Students with A.S./A.A.S. Degree-General Business	
Term 1	Course Title	Credit Hours
BUL 3130	Legal and Ethical Environments of Business (pc)	3
	General Business Specialization Course (conc)	3
	General Education Course (ge)	3
	General Education Course (ge)	3
	Total Term Credit Hours	12
Term 2	Course Title	Credit Hours
MAN 3025	Management of Organizations (pc)	3
	General Business Specialization Course (conc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	9
Term 3	Course Title	Credit Hours
ACG 3024	Accounting for Non-Financial Majors (pc)	3
	General Business Specialization Course (conc)	3
LDR 3332	Management and Leadership Development (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	12
Term 4	Course Title	Credit Hours
	General Business Specialization Course (conc)	3
FIN 3403	Principles of Business Finance (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	9
Term 5	Course Title	Credit Hours
MAN 3240	Organizational Management (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	6
Term 6	Course Title	Credit Hours
MAN 4504	Operational Decision Making (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	6
Term 7	Course Title	Credit Hours
GEB 4891	Strategic Management and Decision Making (pc)	3
GEB 4900	Capstone in Management and Organizational Leadership (pc)	3
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

13.7.2	Program of Study for Students with A.S./A.A.S. Degree-Entrepreneurship	
Term 1	Course Title	Credit Hours
BUL 3130	Legal and Ethical Environments of Business (pc)	3
	Entrepreneurship Specialization Course (conc)	3
	General Education Course (ge)	3
	General Education Course (ge)	3
	Total Term Credit Hours	12
Term 2	Course Title	Credit Hours
MAN 3025	Management of Organizations (pc)	3
	Entrepreneurship Specialization Course (conc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	9
Term 3	Course Title	Credit Hours
ACG 3024	Accounting for Non-Financial Majors (pc)	3
	Entrepreneurship Specialization Course (conc)	3
LDR 3332	Management and Leadership Development (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	12
Term 4	Course Title	Credit Hours
	Entrepreneurship Specialization Course (conc)	3
FIN 3403	Principles of Business Finance (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	9
Term 5	Course Title	Credit Hours
MAN 3240	Organizational Management (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	6
Term 6	Course Title	Credit Hours
MAN 4504	Operational Decision Making (pc)	3
	General Education Course (ge)	3
	Total Term Credit Hours	6
Term 7	Course Title	Credit Hours
GEB 4891	Strategic Management and Decision Making (pc)	3
GEB 4900	Capstone in Management and Organizational Leadership (pc)	3
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

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.

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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 to transition the students into similar programs. Valencia College, Lake Sumter State College and University of Central Florida have agreed to assist Seminole State College with a teach out plan and provide opportunities to those who have completed courses but have not achieved 50% completion of coursework.

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.

1. Advisory Committee Members
2. Letters of Support from the following:
 - Seminole State College Alumnus
 - Andrew Meadows, Pro Air Mechanical, President
 - David Fravel, Former Advisory Board Member
 - David Walsh, Founder and Retired CEO and President of Mitsubishi Power
 - Deepak Sood, Auritas, LLC, CEO
 - Bill Elliott, Evershore Financial Services

- Hugh Moore, Former Dean, Center for Business, Entrepreneurship and Legal Studies, Seminole State College
- Michelle Bedow, CAP-OM
- Michel Fernandez, MICHEL RE LLC, President
- Silvia McLain, Legal Aid Society, Executive Director
- Peter Townsend, Global Solutions, CEO
- Tricia Johnson, Seminole County Government, Deputy County Manager
- Mariam Davoodian, Director of Operation, Dipasqua Ent. (retired)
- Jerry Ross, National Entrepreneur Center, President
- Theodorea Regina Berry, Division of Student Learning and Academic Success, Vice Provost and Dean at UCF
- Mimi Coenen, CareerSource Central Florida, COO

3. Survey Results

4. Program Review Baccalaureate Enrollment Demographics

5. \$10,000 Baccalaureate Degree Requirements

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 is not aware of any objections or alternative proposals.