



**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.	Tallahassee Community College
Institution President.	Jim Murdaugh, PhD

## PROGRAM SUMMARY

1.1	Program name.	Exceptional Education
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).	13.1001
1.5	Anticipated program implementation date.	Fall 2023
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).	N/A

## 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.

Tallahassee Community College proposes a Bachelor of Science (B.S.) degree in Exceptional Education preparing students for certification in Exceptional Education. Students will also complete coursework within the degree leading to endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). With a focus on accessibility, flexibility and educational excellence, this degree provides an opportunity for all students, specifically non-traditional students, to pursue their B.S. degree in an educational setting best suited for their needs. Ultimately, this program is designed to prepare exceptional future educators in a post-pandemic world exceeding the required skills and competencies as outlined in Florida Statutes for teacher preparation programs to meet the demands of our current educational climate.

In addition to offering this as a Bachelor of Science degree in Exceptional Education, our program is also designed to be certified by the Florida Department of Education's Initial Teacher Preparation Program (ITP) per Florida Statutes and standards as specified in [Rule 6A-5.066](#). Our curriculum offers coursework and field experience aligned with [Standard 2: Quality of Content Knowledge and Teaching Methods](#), and [Standard 3: Quality of Clinical Placement, Feedback and Candidate Performance](#) which ensures that students' mastery of the Uniform Core Curricula (UCC) effectively prepares them for all portions of the Florida Teacher Certification Examination (FTCE). Additionally, our program is designed as a holistic approach to teacher education by integrating the professional soft skills in combination with the content knowledge and field experience to effectively position graduates to be competitive in the job market.

This program proposal is in direct response to the gap for an open access Exceptional Education B.S. degree created by the upcoming program closure at Flagler College's Tallahassee campus. This gap in access leaves both traditional and non-traditional students with limited options for pursuing their degree in an open access bachelor's only program. This is particularly impactful for non-traditional students interested in pursuing their B.S. degree and/or any student whose educational needs are not best served in a larger university program but who also desire to obtain a career in the field of teaching and education. The current Flagler program offers opportunities to pursue a degree using a flexible cohort model providing options for course completion that best fits both traditional and non-traditional students. The TCC program is designed to mirror Flagler's program as a flexible cohort model with access to compressed 8-week sessions and/or 16-week sessions taught face-to-face as well as online. The program also

allows students to pursue their coursework within their degree in day or evening cohort model options providing not only a flexible learning environment but also a more accessible and inclusive one. The current Flagler program serves approximately 70 students each year. In addition to the currently served 144 Flagler students, there are approximately 472 students enrolled in the TCC Associate of Arts degree with an intended major in Education. This pipeline will provide a natural matriculation to the 2+2 B.S. program.

Tallahassee Community College (TCC) serves a three-county area including Leon, Gadsden, and Wakulla counties. Within our service area, there are currently two options for students who would like to pursue their degree in Exceptional Education. In addition to the soon closed Flagler College program in Tallahassee, the Exceptional Education program is offered at Florida State University (FSU) as a combined limited access Bachelor's and Master's degree in Special Education leading to certification in Exceptional Education. Florida A&M University (FAMU) does not currently offer an Exceptional Education program. TCC has received letters of support from each of these colleges regarding the development of our Exceptional Education program and support a continued partnership between our programs to best serve the diverse student needs in our service area while meeting the needs of current and future workforce demands in the field of education.

According to the Florida Department of Economic Opportunity, there were 710 job openings in the Leon, Gadsden, and Wakulla Counties area. The potential employment opportunities include occupations locally at Leon, Gadsden, and Wakulla school districts with an average salary of \$46,831. From a national perspective, there is a critical need to hire Exceptional Education teachers in 45 states including Florida. Additionally, it is estimated that nearly 14% of all public-school students receive a form of Exceptional Education services based on data from the National Center for Education Statistics.

Our program provides an open access point to a teacher education program that prepares future educators to enter the field at the B.S. level earning a competitive salary without the immediate need for the advanced degree. Additionally, the projected growth and critical shortage data increases the need to ensure that there are enough graduates with the knowledge, skills, and abilities (KSAs) to meet workforce demands.

## **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.

TCC is committed to preparing students for success in a global economy by offering higher education pathways that lead to entry into their intended professional field. As we continue to rebuild and recover from the impacts of COVID-19, we are committed to ensuring that we offer impactful programs that serve to fulfill the workforce needs of the communities we serve. The B.S. degree provides not only the knowledge, skills, and abilities (KSAs) for certification in Exceptional Education but also the specialized content knowledge for a K-12 Reading and ESOL endorsement added to the teaching certificate will provide upskilling opportunities for our graduates.

The DEO has no data available for the SOC codes aligned to the CIP code (13.1001). Therefore, **Table 3.1.1** displays elementary education demand data as a method to extrapolate unmet need based on trends in the education field. These data show 710 total job openings, and it is conceivable that a similar number of jobs will be available in the field of exceptional education. According to the Florida Department of Economic Opportunity, Educational Services currently ranks as the 8<sup>th</sup> highest growth industry based on growth rate regions for the state of Florida from 2022-2030. According to [Fastest Growing Industries - FloridaJobs.org](https://www.floridajobs.org), the projected growth is 10.4% with annual openings for Special Education Teachers averaging approximately 13,000 positions.

Data presented in **Table 3.1.3** show a 35% increase in Exceptional Education graduates in the last four years from FSU. While there has been an increase in graduates of this program, the number of students moving from 23 to 31 over each of the last four years does not meet the increased demand for qualified educators in this field. Additionally, TCC currently has 472 A.A. enrolled students seeking an academic and professional pathway towards Exceptional and/or Elementary Education. This provides a demand for access to an Exceptional Education program that can serve the educational needs of the diverse population of students who seek to enter the field of education. Offering the B.S. program at Tallahassee Community College provides the opportunity for students an additional access point to their intended field of study while partnering with FAMU and FSU to increase the number of students graduating who can meet the increased workforce demands in Education. Additionally, data from **Table 3.1.4** show that the supply of qualified candidates graduating from an Exceptional Education program does not meet the demands of the workforce. With a most recent unmet demand of 311 positions and a five-year average of 319 positions, our program seeks to help increase the supply of qualified upskilled graduates and meet the demands of not only our service areas but also the statewide critical shortages in Exceptional Educational Services.

For prospective nontraditional students who are either returning adults or working adults, TCC plans to provide convenient and flexible curriculum pathways through different course modalities including online, hybrid, and evening classes. An additional group of prospective students are paraprofessionals who will have the option to upskill and become certified teachers through this program. TCC will also continue to strengthen partnerships with high

school career academics as a potential pipeline of students by connecting students through dual enrollment.

There are 472 additional students enrolled in the TCC A.A. degree track with an intended major in Education which provides a natural matriculation to the B.S. program. There are 144 students that have expressed interest from another institution that is planning to restructure and move to another area. Based on the current needs of the local community, the graduation rates for FSU do not meet the demands of the current local market. Based on the most recent available data, there is an unmet need of 58 graduates from FSU. Offering the B.S. program at TCC will provide additional resources that could fill the unmet need.









## 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.

	<b>Demand</b>	<b>Supply</b>		<b>Range of Estimated Unmet Need</b>					
	<b>(A)</b>	<b>(B)</b>	<b>(C)</b>	<b>(A-B)</b>	<b>(A-C)</b>				
	<b>Total Job Openings</b>	<b>Most Recent Year</b>	<b>5-year average or average of years available if less than 5 years</b>	<b>Difference</b>	<b>Difference</b>				
DEO Total	342	19	22	323	320				
Other Totals				0	0				

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.

During the 2021-2022 academic year, Flagler College-Tallahassee admitted 70 students into their B.S. Exceptional Education program. Due to the closing of the Flagler College (Tallahassee) Exceptional Education program, students not served through this program will only increase the unmet need for the workforce region.

In 2020-2021, the [Florida Department of Education identified](#) critical teacher shortage areas in the following areas: ESOL, Science, English, Exceptional Student Education (ESE), Mathematics, Technical Education, and Reading. The report identified ESE teachers as the highest rank based on the percentage of courses taught by teachers not certified in an appropriate field. Based on statewide data, 11,227 ESE classes were taught in the 2018-2019 academic year with 23.53% of these classes taught by teachers not certified in the ESE field. There is a substantial, documented, and critical need to supply a pipeline of certified ESE teachers throughout the state of Florida. For critical teacher shortages in TCC's service district, the following number of schools were identified as [high priority](#): 18 in Leon County, 8 in Gadsden County, and 2 in Wakulla County.

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.

All the occupations identified by Florida's Department of Economic Opportunity (DEO) correspond to the bachelor's degree as displayed in Sections 3.1.1

Click or tap here to enter text.

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

Students who graduate with an A.A. degree would matriculate into the B.S. Exceptional Education program as a career pathway. Additionally, students from a regionally accredited institution would also be able to enroll and complete the B.S. in Exceptional Education. There are several teaching positions in the Leon, Gadsden, and Wakulla school districts. Graduates for this program are eligible for the Florida Exceptional Teacher Certification for grades K – 12 and endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). According to U.S. Department of Education, Teacher Shortage Areas, ESOL for grades K-12 was listed on the on the teacher shortage area. ESOL for grades K-12 has been on the teacher shortage area list since 2019.

Graduates of this program will have numerous opportunities to work in the field of Exceptional Education in Leon, Gadsden, and Wakulla counties as well as the surrounding Florida region if they so desire. The graduates will be qualified and prepared to teach all grade levels in a variety of school settings including public, private, charter, and virtual schools. Exceptional Education graduates from this program have been provided with upskilled opportunities leading to the addition of additional teaching certificates by taking and passing subject area exams. For example, a teacher can take and pass English Language Arts and become eligible to teach high school and middle school English classes.

In addition, graduates may pursue industry certificates and endorsements such as the ESOL endorsement and a certificate in Reading instruction. Program graduates would also be eligible to pursue advanced degrees in Education to expand employment opportunities and increase earning potential. Positions of interest requiring advanced coursework may include principals, assistant principals, guidance counselors, therapists, and superintendents.

## 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>
<b>Tuition &amp; Fees for lower division:</b>	\$ 100.83	60	\$ 6,050
<b>Tuition &amp; Fees for upper division:</b>	\$ 128.51	60	\$ 7,711
<b>Tuition &amp; Fees (Total):</b>		120	\$ 13,760

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).

Click or tap here to enter text.

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
Florida State University	\$ 215.55	120	\$ 25,866
Florida A&M University	\$ 105.07	120	\$ 12,608
			\$ -
			\$ -
			\$ -

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
Keiser University	\$ 183.73	120	\$ 22,048
			\$ -
			\$ -
			\$ -
			\$ -

## 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 (2023-2024)	Year 2 (2024-2025)	Year 3 (2025-2026)	Year 4 (2026-2027)
5.2	Unduplicated headcount enrollment:	40	80	80	80
5.3	Program Student Credit Hours (Resident)	1200	2400	2400	2400
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	40	80	80	80
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	40	80	80	80

## 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.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	40	80	80
6.3	Number of Graduates Employed	N/A	40	80	80
6.4	Average Starting Salary	N/A	\$ 46,821.00	\$ 46,821.00	\$ 46,821.00



## 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>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>
7.2	Program Expenditures:	\$ 197,142.00	\$ 202,142.00	\$ 212,142.00	\$212,142.00
7.2.1	Instructional Expenses	\$ 162,142.00	\$ 162,142.00	\$ 162,142.00	\$162,142.00
7.2.2	Operating Expenses	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	\$ 35,000.00
7.2.3	Capital Outlay	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
7.3	Revenue:	\$ 273,467.50	\$ 410,201.25	\$ 546,935.00	\$546,935.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 68,617.50	\$ 102,926.25	\$ 137,235.00	\$137,235.00
7.3.2	Upper Level - Nonresident Student Fees Only				
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds	\$ 204,850.00	\$ 307,275.00	\$ 409,700.00	\$409,700.00
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 273,467.50	\$ 410,201.25	\$ 546,935.00	\$546,935.00
7.4.2	Total Unexpended Funds (carry forward)	\$ 76,325.50	\$ 208,059.25	\$ 334,793.00	\$334,793.00

\*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.

Enrollment for the program is based on current enrollment of Flagler College's Elementary Education program of 144 students. Based on a 25:1 teacher/student ratio, the numbers discussed in 5.1-6.1 reflect 2 cohorts in the first year and growing to a total of four cohorts of students by the third year. Enrollment for the first year is 40 students followed by a projected 80 every year afterwards. The projection is that TCC will graduate at least 34 students by year two and 68 students every semester thereafter. These numbers are based on the current Flagler model which will eliminate the gap in need for the TCC program in response to the upcoming closure of the Flagler Tallahassee program.

Additionally, as discussed in the Workforce and Unmet Demand section of this proposal, the data presented in **Table 3.1.3** show a 35% increase in Exceptional Education graduates in the last four years from FSU. While there has been an increase in graduates of this program, the number of students moving from 23 to 31 over each of the last four years does not meet the increased demand for qualified educators in this field. Additionally, TCC currently has 472 A.A. enrolled students seeking an academic and professional pathway towards Education. This provides a demand for access to an Exceptional Education program that can serve the educational needs of the diverse population of students who seek to enter the field of education. Offering the B.S. program at Tallahassee Community College provides the opportunity for students an additional access point to their intended field of study while partnering with FAMU and FSU to increase the number of students graduating who can meet the increased workforce demands in Education.

Additionally, data from **Table 3.1.4** show that the supply of qualified candidates graduating from an Exceptional Education program does not meet the demands of the workforce. With a most recent unmet demand of 311 positions and a five-year average of 319 positions, our program seeks to help increase the supply of qualified upskilled graduates and meet the demands of not only our service areas but also the statewide critical shortages in Exceptional Educational Services.

Our program model is based on 1) the current Flagler model, 2) the current workforce and unmet demand for Exceptional Education teachers, and 3) the available resources for ensuring our students have the opportunity to engage in a meaningful program experience that most effectively positions them for teacher certification with the knowledge, skills, and abilities to be competitive in current workforce demand.

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

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.

Tallahassee Community College is financially prepared to establish this program. The existing facilities and instructional resources are sufficient to support the addition of the program including office space for instructors. Expenditures include faculty positions for the program. Two full-time faculty members will be hired for the 2023-2024 academic year along with additional adjuncts as needed. This new program will be funded through a combination of student tuition and fee revenue dollars. Program revenue is based on student enrollment tuition and fees. Based on the information in 7.1, the program revenue is expected to increase and additional adjuncts and/or faculty will be added as necessary.

### 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 meetings have taken place for the internal planning process. The meetings are documented below:

Activity	Date	Attendees	Description of Activity
Executive Team Meeting	Jan 26, 2022	President, Executive Team Members	Reviewed the workforce demand and current update from Flagler-Tallahassee about closing the program in December 2021. Discussed degree planning.
Faculty Forum	Feb 15, 2022	All Faculty, Deans, Associate Deans, Provost	Reviewed the workforce demand and current update from Flagler-Tallahassee about closing the program in December 2021. Discussed degree planning
Education Degree Planning Workgroup	May 3, 2022 May 12, 2022 May 26, 2022	General Education faculty with teacher	Degree planning and course development.

	June 14, 2022 June 26, 2022 July 19, 2022 August 2, 2022	certifications, Social Sciences, Provost	
Academic Planning Committee Meeting	August 2022	Faculty, Deans, Associate Vice Presidents	New Program Proposal Presentation and voting.
Board of Trustees Meeting	November 2022	TCC Board of Trustees Meeting	Finalized proposal for approval

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.

Multiple meetings have taken place for the external planning process. The meetings are documented below:

Activity	Date	Attendees	Description of Activity
Articulation Meeting with Flagler College-Tallahassee	December 16, 2021	Provost Stringer, Dean Riggs of Flagler College-Tallahassee	TCC was informed that Flagler’s Tallahassee campus was no longer accepting students into the Business program. There were approximately 100 students who had received a notice during the week of December 16 <sup>th</sup> that the Business program was not accepted any students. Discussed future of remaining programs.
Articulation Meeting with Flagler College-Tallahassee	January 13, 2022	Provost Stringer and Dean Riggs of Flagler College-Tallahassee	Meeting to discuss next steps about closing the gap for students unable to get into the Limited Access Business programs at FSU and FAMU. Also discussed the vision of the new Flagler University President

			and direction for remaining Education programs.
Leadership Meeting with Presidents	February 15, 2022	President Murdaugh of TCC and President Delaney of Flagler	The two Presidents met to discuss the future of Flagler in Tallahassee. Timeline of next steps.
Leadership Meeting with FSU Provost and TCC Provost	March 4, 2022	Provost Clark (FSU) and Provost Stringer (TCC)	Regular meeting with the Provost. Discuss Flagler in Tallahassee closing program and solicited support for TCC proposing a BS in Exceptional Education.
Leadership Meeting with FAMU Provost and TCC Provost	March 4, 2022	Provost Edington (FAMU) and Provost Stringer (TCC)	Regular meeting with the Provost. Discuss Flagler in Tallahassee closing programs and solicited support for TCC proposing a BS in Exceptional Education.
Leadership Meeting with Presidents	March 30, 2022	President of TCC and President of Flagler	President Murdaugh and President Delaney met to finalize next steps and the timeline of closing remaining programs at the Flagler-Tallahassee campus.
Leadership Meeting with Flagler Provost and TCC Provost	March 30, 2022	Provost of Flagler and Provost of TCC	Provosts met to discuss next steps and timelines related to the future of Flagler at the closing of the Business program in Tallahassee. Also, discussed Flagler supporting TCC to propose a BS in Exceptional Education.

<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): March 4, 2022</p> <p>Institution(s): Florida State University and Florida A&amp;M University</p> <p>Activity Descriptions and Outcomes:</p> <p>Met to discuss Flagler-Tallahassee closing their education programs. Solicited support for TCC to offer a BS in Exceptional Education to fill the gap. Discussed that FSU’s Exceptional Education program was a 5—year program that led to a Master’s degree and there was need to fill the gap from Flagler closing their program. FAMU does not offer an Exceptional Education program. Received verbal support.</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): December, January, February, March, 2022</p> <p>Institution(s): Flagler College - Tallahassee</p> <p>Activity Descriptions and Outcomes:</p> <p>Several meetings occurred as discussed in the previous timeline with Flagler College – Tallahassee to discuss TCC proposing a new baccalaureate degree in Exceptional Education due to the closing of Flagler’s program. The meetings resulted in support for TCC to propose new baccalaureate degree in Exceptional Education.</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes:</p> <p>Click or tap here to enter text.</p>

## PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	June 2022
10.2	Indicate the date of District Board of Trustees approval.	November 2022
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	June 2022
10.4	Indicate the date the completed proposal was submitted to DFC.	November 2022
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>	April 2023
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2023
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	July 2023
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2023

## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Tallahassee Community College offers a main campus within the city of Tallahassee, a Center for Innovation, the Florida Public Safety Institute, the Ghazvini Center for Healthcare Education, the Wakulla Environmental Institute, and two service centers in Gadsden and Wakulla counties. The main campus, comprised of eight different academic buildings, is the proposed location to house the Exceptional Education program. The main campus also offers academic support buildings for the Library and Learning Commons respectively. In the [Learning Commons](#), students may receive tutoring and academic success coaching, attend workshops and study reviews, and receive other helpful resources: <https://www.tcc.fl.edu/academics/academic-divisions/learning-commons/>

There are no specialized facilities or equipment needed for this program other than those facilities that already exist. All classroom buildings on the main campus are equipped with smart classroom technologies including a projector and speakers. For online course offerings, the College is supported by [TCC Online](#), a team dedicated to ensuring that students, faculty, and administration receive support and resources for Canvas and other online learning modalities.

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

The existing facilities and equipment located on Tallahassee Community College's main campus are shared among academic divisions and programs unless there is a program need for specific resources.

## LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

The [Tallahassee Community College Library](#) is a comprehensive academic resource for students. The services provided include an "Ask a Librarian" feature, citation assistance, and research appointments. Other features of the main campus Library are study rooms, access to printing services, research guides, databases, and information literacy resources. The Library is equipped with tablets, laptops, headsets, webcams, and computer stations for student and faculty use. Librarians offer information literacy sessions to classes and provide embedded academic support as requested by faculty.



Existing TCC Library education databases will be utilized including ERIC (EBSCO), Education source, Educators Reference Complete, and Teacher Reference Center. In addition, the library has test prep databases to aid in teacher certification such as Peterson’s Test Prep and PrepStep. Other databases and research guides can be found here:

<https://tcc.fl.libguides.com/databases/education>

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

The TCC Library will provide additional supplemental resources by acquiring print teacher certification practice exam study materials for the course reserves collection and acquire practice ESL / ESOL exam study materials for students planning to become certified and teach English speakers of other languages.

## 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 requirements are listed below:

- Acceptance to Tallahassee Community College as a degree-seeking student with all required admissions documents such as residency received by the TCC admissions navigator team.
- Conferred Associate of Arts degree from a regionally accredited institution including the following provisions: Students must complete the State mandated 36 hours of general education core prior to applying: Communications - 9 hours; Mathematics – 6-9 hours; Social Sciences – 6-9 hours; Humanities – 6-9 hours; Natural Sciences – 6-9 hours; International/Intercultural requirements – 6 hours; and Gordon Rule courses. Please see the TCC Catalog for General Education requirements for Associates in Arts Degree.
  - Maintain a minimum 2.5 overall grade point average on a 4.0 scale
  - Grade of “C” or higher in EDF 1005 (Introduction to the Teaching Profession)
  - Complete BS in Exceptional Ed application
  - Meet with an advisor prior to registering for courses

Before a student can enroll in Internship courses, fingerprinting and a Level-2 criminal background check are required. This degree requires student teaching internship experiences in the State of Florida.

Students will be required to submit a separate application for this degree program after receiving the AA degree. The application will be submitted to and reviewed by the College prior to the student beginning the program.

In order for graduates of this program to be certified, students must meet specialization requirements as outlined in [6A-4.01795](#) determined by the Florida Department of Education. This administrative rule specifies that students must obtain either a bachelor's or higher degree in fields related to special education or complete a bachelor's or high degree with at least 30 semester hours in exceptional student education. Students will also be required to pass the [General Knowledge Test \(GK\)](#) and [Exceptional Student Education K-12 test](#). On the Exceptional Student Education test, a passing score of at least 200 is required.

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

The estimated percentage is that 25% of the upper-division courses will be taught by faculty with terminal degrees. To satisfy [Southern Association of Colleges and Schools \(SACS-COC\), 3.5.4](#) at least 25% of the course hours in each major at the baccalaureate level must be taught by faculty members with a terminal degree. In most cases, the terminal degree is an earned doctorate or its equivalent. The College strives to hire faculty who possess a doctorate degree to teach in the program.

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
20:1	25:1	30:1

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

TCC will plan to seek accreditation from the [Council for the Accreditation for Educator Preparation](#) (CAEP) with a target approval date of the 2025-2026 academic year. The standards of CAEP are designed to ensure that teacher preparation programs equip teachers with the

knowledge and skills to support the development of all students. The application and approval process is generally 12-18 months in length.

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 Code for Exceptional Education is 13.1001. The common prerequisites based on the most recent Common Prerequisite Manual include the following:

EDFX005 (3 Credits) Introduction to Education

For all majors: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

For education majors: General education courses will be determined by the college or university where the student currently is earning the Associate in Arts or baccalaureate degree and will be published in the institution's existing catalog and delineated in the Statewide Course Numbering System.

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

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.

<b>13.7.1 Program of Study for Students with A.A. Degree</b>		
<b>Term 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
	TSL3080: ESOL Issues and Strategies I (pc)	3
	EDG4323: Professional Teaching Practices (pc)	3
	EDF4430: Classroom Assessment (pc)	3
	EEX4265: Curriculum and Instruction for Students with Disabilities 6-12 (pc)	3
	RED3012: Principles of Reading (pc)	3
	Total Term Credit Hours	15
<b>Term 2</b>	<b>Course Title</b>	<b>Credit Hours</b>
	SCE3310: Teaching Science in the Elementary School (pc)	3
	RED4519: Diagnosis, Intervention in Reading (pc)	3
	EDF4601: Behavior Management (pc)	3
	EDF4603: Critical Issues in Classroom Management, Ethics, Law and Safety (pc)	3
	EEX4221: Assessment of Exceptional Education Students (pc)	3
	Total Term Credit Hours	15
<b>Term 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
	LAE 4314 Teaching Language Arts (PC)	3
	SSE3312 Teaching Social Studies (PC)	3
	RED 4511 Intermediate Literacy, Reading and Thiking (PC)	3
	TSC ESOL Issues and Strategies II (PC)	3
	RED 4844 Reading Practicum (PC)	3
	Total Term Credit Hours	15
<b>Term 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
	MAE 4236 How Children Learn Mathematics (PC)	3
	EDF 4945 Internship Seminar (PC)	3
	ESE 4945 Internship Seminar (PC)	9
	Total Term Credit Hours	15
<b>Term 5</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 6</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Program Total Credit Hours:</b>		<b>60</b>

13.7.2	Program of Study for Students with A.S./A.A.S. Degree	
<b>Term 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 2</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 5</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 6</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>0</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.

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

## PROGRAM TERMINATION

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

A “teach-out” procedure is included in the College’s academic planning process. This procedure is SACSCOC compliant and includes the following steps:

- Once program termination has been determined, TCC will stop accepting new students to the program.
- TCC will develop a timeline and schedule for continuation of courses needed by currently enrolled students.
- TCC will notify currently enrolled students, in writing, of the schedule of courses and last semester being offered.
- TCC will work with individual students on an academic plan to assure opportunity to complete the program or to assist in transfer to a program at another institution.
- Faculty teaching in the program will be assigned to other programs for which they are qualified to teach, will be offered the opportunity to take up to 18 hours of graduate credit in a related field for which TCC needs qualified faculty, or, if no other alternative exists, will be terminated in accordance with TCC policy, Collective Bargaining Agreement, as well as state and federal laws governing such termination.
- TCC will notify appropriate state agencies of the program termination.

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

## 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.

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

TCC has received letter of support from the three current institutions that offer the B.S. program in Exceptional Education. The complete letters of support are included in the supplementary documentation portion of the proposal.

On September 14, 2022, our College received a letter of support from Flagler College whose program is being terminated at their Tallahassee location. As the letter states, "As Flagler re-examines its role in this partnership, we are very eager that the programs continue to exist to fulfill the needs of the capital city region-especially in the field of teacher-training. We can think of no better steward to continue that our institutions have built together than Tallahassee Community College."

On September 7, 2022, our College received a letter from Florida State University in support of our bachelors' program. As their letter states, "As Associate Vice President Jennifer Buchanan expressed on my behalf during your recent meeting, we do support your efforts to prepare qualified teachers to enter the workforce and do not have concerns that TCC programs would impact the FSU College of Education's ability to attract appropriate candidates to its programs in these areas."

On August 18, 2022, our College received a letter of support from Florida A&M University. In their letter, the University extends their support for our bachelors program. As their letter states, "We have reviewed your request and extend this letter of support for the proposed Bachelor of Science in Exceptional Education. FAMU does not offer a program in Exceptional Student Education and believe that this program could aid the State of Florida in addressing the critical teacher shortage in this area."

Our College strives to continue our excellent partnerships with both FSU and FAMU as we work together to graduate excellent educators that can meet the critical shortage areas as well as current and future workforce demands.

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

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.

Tallahassee Community College is not aware of any objections or alternative proposals for this program.