

BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org. In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

The proposal requires completion of the following components:

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

Florida College System Institution Name: Seminole State College of Florida
 Florida College System Institution President: Dr. E. Ann McGee

PROGRAM SUMMARY

1.1	Program Name:	Health Sciences (B.S.H.S.)		
1.2	Degree type:	<input checked="" type="checkbox"/> Bachelor of Science	<input type="checkbox"/> Bachelor of Applied Science	
1.3	How will the program be delivered (check all that apply):	<input checked="" type="checkbox"/> Face-to-face	<input checked="" type="checkbox"/> Hybrid	<input checked="" type="checkbox"/> Online only
1.4	List the counties in the college's service district:	Seminole County		
1.5	Degree CIP code (6 digit):	51.0000		
1.6	Anticipated program implementation date:	May 2016		
1.7	What is the primary associate degree pathway for admission to the program?	Associate in Science (AS) in healthcare related area or Associate in Arts (AA) degree		
1.8	Is the degree a STEM focus area?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

1.9	List program concentration(s) (if applicable):	Respiratory Therapy and Clinical Leadership, Health Coaching, Healthcare Management and Professional Services, Simulation in Healthcare Education, Community Paramedicine
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1.10	Will the program 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?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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2.1 Describe the program.

The Bachelor of Science in Health Sciences (B.S.H.S.) will be an interdisciplinary completion program focused on providing the skills, competencies, and values students need to advance and professionally contribute to the evolving health-care industry. The Baccalaureate in Health Sciences will include specializations in: Respiratory Therapy and Clinical Leadership, Health Coaching, Healthcare Management & Professional Services, Simulation in Healthcare Education, and Community Paramedicine. The program will consist of 120 credit hours, including 36 hours of general education, and credits from the related AS in a healthcare field. The proposed CIP code is 51.000.

The curriculum model will include a central core of health science courses, such as: health-care economics, legal and ethical health practice, health information systems; and community and national health-care challenges, risks, and solutions. The curriculum core will allow clinicians from different health-care disciplines the opportunity to work and collaborate as an interdisciplinary team. A major feature of the program will be the experiences students, from various health-care professions, gain in collaborating in the design and simulated delivery of integrated healthcare.

Once the core health sciences courses are completed, students will enter their areas of clinical specialization. Specializations will allow students the opportunity to gain critical in-depth knowledge in their particular field.

Graduates with a Bachelor of Science degree in Health Sciences will:

- Demonstrate an enhanced understanding of diverse populations in order to provide culturally responsive and effective healthcare to individuals and groups.
 - Analyze the political, social, legal, and ethical issues encountered in healthcare delivery, which have a significant impact on health-care practice.
 - Develop knowledge that helps bridge critical inquiry, health care leadership, and resource management to improve healthcare delivery.
 - Communicate professionally on a variety of topics related to healthcare.
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WORKFORCE DEMAND AND UNMET NEED

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

Students who have graduated with A.S. or A.A. degrees can earn their B.S. degree in Health Science by completing one of the five specializations: Respiratory Therapy and Clinical Leadership, Health Coaching, Healthcare Management and Professional Services, Simulation in Healthcare Education or Community Paramedicine.

Feeder A.S. degree programs include: Emergency Medical Services; Pharmacy Management; Physical Therapist Assistant; Respiratory Care; and Health and Human Services. More employers are requiring a bachelor's degree in these fields, particularly for Physical Therapist Assistant and Respiratory Care, so a B.S. in Health Sciences will improve employability for these students. The bachelor's degree will also provide opportunities for students to advance into management positions. In addition, attainment of the B.S.H.S. will provide the foundation for graduate study in the chosen field.

Career/jobs that this degree will prepare students to enter are:

- Medical and Health Services Managers
 - Compliance Officers
 - Rehabilitation Managers
 - Respiratory Therapy Managers
 - Health Educators
 - Health Coaches
 - Athletic Trainers
 - Health Case Managers
 - Pharmacy Managers
 - Medical Sales
 - Health Insurance Professionals
 - Community Paramedics
 - Medical Simulation Specialists/Managers
 - Secondary and Postsecondary Health Educators
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3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

The January 2012 issue of the Monthly Labor Review provided occupational employment projections to 2020. These projections indicate the fastest growth in occupations is among healthcare, personal care, and community and social service occupations. Healthcare occupations are projected to add 2.0 million new jobs from 2010 to 2020, the second most of any major group. The growth rate of 25.9% in these occupations is also the third fastest. The fast growth for this group is driven by increased spending on healthcare services, particularly by an aging population. The healthcare reform legislation will also have a large impact on the growth rate for healthcare practitioners:

According to the U.S. Bureau of Labor Statistics, employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. In our regional workforce area, the level of change for this occupation from 2014 to 2022 is 22.9%. Source: Florida Department of Economic Opportunity (DEO.) As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. This demand will in turn result in an increase in the number of physicians, patients, and procedures, as well as in the number of facilities. Managers will be needed to organize and manage medical information and staffs in the healthcare industry.

In the field of health coaching there is an emerging demand for wellness professionals. Companies are seeing wellness as an investment toward decreasing health care costs. Prevention-based health coaching models are being implemented to help patients manage chronic diseases and prevent disease occurrence. Additionally, community-based wellness programs are increasing. Labor market trends also indicate a strong and growing need for wellness professionals in both health care settings and corporate settings. The level of change in Region 12 projected by the DEO for health coaches is 26.6% from 2014-2022.(see table A.1.1).

For nearly 75 million people living in rural areas of the United States, health care needs far outnumber health care options. These communities already include disproportionate numbers of elderly citizens, immigrants, impoverished families and those in poor health. Residents often must travel great distances—incurring great expenses—to receive even the most basic care. Or worse, they receive no care at all. The Community Paramedic specialization within the B.S.H.S. closes the gap by expanding the role of EMS personnel. First responders will be trained to serve communities more broadly in the areas of:

- Primary care
- Re-hospitalization prevention
- Public health
- Disease management
- Prevention and wellness
- Mental health

The Community Paramedic adapts to the specific needs and resources of each community. It will succeed through the combined efforts of those that have a stake in maintaining the health and well-being of its residents. Although there is no data available for this new and emerging occupation, our regional workforce labor market data indicates the level of change for EMT's from 2014-2022 is 26.6%. (Table A.1.1).

Respiratory therapist job markets are predicting a much higher than national average growth rate, according to current Bureau of Labor Statistics projections for the coming decade. The expected job growth rate is over 20%. The current job market is reflecting strong demand in the US, with job ads appearing regularly on both major job boards and specialist health care sites. The career progression in this situation is as much related to qualifications as employment. Increasing demand has a definite upside in this regard, because as the demand for services increases, the demand for qualifications also naturally increases across the new services. The B.S.H.S. degree will provide trained and licensed respiratory therapists with the qualifications necessary to move into clinical management positions. In the commercial sector, developing and marketing pharmaceuticals and health care equipment is another option. The DEO employment projections for this occupational area indicate a 28.5% employment level increase in our region. (table A.1.1)

Simulation has a well-known history in the military, nuclear power, and aviation industries. It is also a recommended teaching and learning strategy supported by several landmark studies. Although in the past 20 years simulation has become more integrated into the education of nurses and physicians, it has not been thought of as an occupation within itself. Educational institutions and hospitals have increased the number of simulation labs dramatically. The Simulation in Healthcare Education specialization will provide the training necessary for medical simulation specialists and managers. This occupation is subsumed within the Medical and Health Services Manager occupational title with a projected 22.9% level change. (Table A.1.1)

The estimates of unmet need (Table A.1.3) provides the following information:

- Demand = DEO indicates 234 job openings; EMSI indicates 142 job openings.
- Supply = 28 in the most recent year
- Supply = 19 (five year average)
- Range of estimated unmet need is 114 to 215

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

The U.S. Bureau of Labor Statistics states ten of twenty fastest growing occupations are related to health care, with employment projected to increase 22% through 2018.

Regional labor market data indicates this metro area has the second highest number of job openings for Medical/ Health Managers. Along with expanded medical and health care services, the need for baccalaureate level healthcare providers increases.

Central Florida is home to a 1.2 million square foot V.A. facility with 134 patient beds, 120 community beds, and numerous clinics. The V.A. has a stated preference to hire baccalaureate health professionals.

Central Florida Regional Hospital opened an ER in Oviedo. This facility will employ 35 full-time health care employees. Florida Hospital has purchased land in Lake Mary for an emergency medical center which will also focus on health maintenance and health promotion. Avatar Solutions, a health survey company in Lake Mary, will expand its employee numbers based on expanded requirements in the Affordable Care Act. The Healthcare Management and Professional Services specialization will help meet their need.

The development of the Health Coaching specialization is in response to Florida Hospital's focus on health prevention. The Central Florida YMCA is shifting its business model from a fitness organization to a health/ wellness organization. Dr. Kollas, Director of Health Outcomes, discussed the YMCA's growing need and difficulty hiring qualified health coaches.

Seminole county EMS Director, Dr. Todd Husty, is anxious to use baccalaureate prepared Community Paramedics in a demonstration project focused on reducing the staggering re-hospitalization rates in the county. Re-hospitalization in Seminole County alone is in excess of \$60,000,000/annually.

According to Tom Tomerlin, Economic Development Director for Lake Mary, the city is becoming a hub for specialty pharmaceutical companies which will increase the need for healthcare managers.

A major focus of the Affordable Care Act is its focus on the treatment and prevention of obesity in its citizens. According to the *2014 State of Obesity; Better Policies for a Healthier America*, Florida's adult obesity rate is 26.4% and is projected to increase to 58.6% by 2030. The Health



Coaching specialization, with its three fold approach to health, nutrition, fitness and health promotion is well suited to help address this growing national risk.

The health compliance officer SOC is not linked to the CIP code 51.000. Our advisory committee members feel that with the new emphasis on compliance and health data analysis brought about by the Affordable Health Care Act of 20, and the changes in health insurance, health reimbursement for hospitals, and all other healthcare organizations, that the compliance officer as interpreted by healthcare professionals is a new and emerging field that warrants a baccalaureate degree in a health related field.

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

The education level for **SOC 29-1126 Respiratory Therapist** is identified as an Associate's Degree. A bachelor's degree with specialization in respiratory therapy and clinical leadership prepares students for an advanced respiratory therapy career. This specialization within the BSHS degree is available for healthcare professionals who already have an associate's degree or advanced certification. Students can build on their prior education by learning the advanced theoretical and administrative knowledge necessary to work in a management position within the field of respiratory therapy. Respiratory therapists with proper education and experience may administer a large facility such as the respiratory therapy unit in a hospital, or a smaller facility, such as a sleep disorder clinic, home healthcare center, or nursing home. In smaller facilities, health and medical services managers with respiratory therapy degrees are often responsible for staff issues, accounts payable and receivable, and patient admissions. In larger facilities, they may develop policies and procedures, create and maintain budgets, and hire, retain and train personnel. Because this is a new and an emerging occupation, we have used the SOC code and associated data for respiratory therapists until such time as a code for respiratory therapy managers has been developed.

Community paramedicine is an emerging field in U.S. healthcare that utilizes the services and medical expertise of paramedics to serve the population. Community paramedicine is a locally designed, community-based, collaborative model of care that leverages the skills and knowledge of paramedics and EMS systems to address care gaps identified through a community specific health care needs assessment. A community paramedic is a paramedic with additional standardized training and education who works within a designated community paramedicine program under local medical control as part of a community-based team of health and social services providers. In Seminole County our EMS Director, Dr. Todd Husty, Swannie Jett, DrPH, MSc, the director of Seminole County Health Department in collaboration with our EMS faculty developed the community Paramedicine specialization to specifically focus on reduction of re-hospitalization rates as well as other pressing health issues in this county. The BSHS program's specialization in Community Paramedicine will provide the additional education required for Paramedics with an Associate of Science Degree to earn a baccalaureate degree qualifying the students to work as community paramedics. The SOC code used for workforce data is **29-2041 EMT/Paramedic** because there is currently no SOC code for the occupation of Community Paramedic.

The educational level for **Compliance Officers, SOC code 13-1041** indicated on DEO employment projections is stated as postsecondary vocational training. For employment within the health community, a baccalaureate degree with training in

the healthcare industry is required. Compliance officers are interpreted by the healthcare community as those who work as quality assurance officers for hospitals, those working with health insurance companies on claims, disability issues, etc. Many of the jobs within this category involve assuring healthcare organizations compliance with the accreditation criteria of the Joint Commission of Hospital Accreditation, and other compliance and regulating organizations. These jobs involve policy/procedure development coordinating, supervising, managing, assuring compliance and personnel training and monitoring.

PLANNING PROCESS

4.1 Summarize the internal planning process.

Seminole State College began deliberations concerning the B.S.H.S. degree in the Summer of 2009 when UCF announced it was discontinuing its B.S. in Cardiopulmonary Sciences. In response to UCF closing this degree program, it was decided by the Direct Connect Consortium that Valencia College would develop a degree in Cardiopulmonary Science and Seminole State College would develop the B.S. Health Sciences with a specialization in Respiratory Care. Seminole State College employed its three phase process used for the identification and feasibility determination of new programs. Phase One answered questions concerning need for the program in the region and most importantly, current and future employment gaps. Phase Two assessed the college's ability to offer this program as a high quality degree. This phase involved the identification of resources, facilities, expertise, and financial resources available for degree development and implementation. Phase Three is the actual development of the degree including curriculum, faculty recruitment and/or development, accreditation standards plan, recruitment of students, and industry partners.

As part of Phase One, the academic leaders in the School of Career and Professional Programs met with students impacted by UCF's program closure. More than 90% reported that they had planned on continuing their education at UCF in this degree area.

Discussions with our industry partners and advisory committees regarding current and future needs for employees with baccalaureates in Health Sciences provided the college with compelling evidence of the need for the program. Support letters from all of our partners bear testament to this fact. (Appendix A.4) Over the past several years, program advisory committee members and more than 50

business/industry partners have identified the specializations chosen as those with the largest current and future employment gaps in our region.

Early in Phase Two, discussions took place to determine whether the college had the expertise in the content area. It was concluded that expertise was currently available at the college. Since one of SACS accreditation requirements is that 25% of coursework be taught by faculty with doctorates, the current faculty were polled as to their plans with regards to seeking the doctorate. At this time, more than 50% of the directly involved faculty have earned or are in the process of earning their doctoral degrees.

Given the healthcare faculty's recommendation that a degree in Health Sciences incorporate a rigorous science component, meetings were held with the School of Arts and Sciences administration and faculty to determine interest, feasibility and resource availability. The science faculty was enthusiastically supportive of the program and identified that current resources (labs, coursework, and faculty) were adequate for the degree. There are 24 faculty members in the sciences area with doctoral degrees.

A portion of the next phase involved the identification of resources needed to develop a quality program. An institutional interdisciplinary team was formed, consisting of faculty, administration and staff from the following areas: Career and Professional Programs, college workforce personnel, library, student affairs, curriculum office, business office, academic support, Arts and Sciences, and associate deans from several areas. These staff members, along with faculty from Nursing, Physical Sciences, Biological Sciences, EMS, and Healthcare formed the B.S.H.S. core team and worked to complete program development. Minutes (Appendix A.5) and agendas (Appendix A.6) for our B.S.H.S. core team meetings are included in the appendices section. One of the last components of internal planning consisted of completing and submitting for approval the budget with enrollment projections.

In September 2013, the Associate Vice President of the School of Career and Professional Programs brought the recommendation to pursue the BS in Health Sciences (B.S.H.S.) to the Academic Leadership Team. The Academic Leadership Team voted unanimously to forward the recommendation to Executive Leadership of which Dr. E. Ann McGee, President of Seminole State College, is chair. The Executive Team approved the recommendation. The Letter of Intent (Appendix A.1) was endorsed by the college's Board of Trustees and forwarded to the Department of Education in December, 2013.

To better assess the future educational needs of our current healthcare students, a survey was conducted in the Spring of 2014. The survey was completed by 458 students enrolled in one or more healthcare or biological science courses. 82% of

the surveyed students indicated they would be ready to begin a B.S.H.S. degree program in less than three years. Student survey results are located in Appendix A.7.

Baccalaureate degrees which support the needs of our students, and which have the support of our community and regional university partners, have been a part of the College's Strategic Plan since 2008. The Meetings Table highlights the level of internal and external collaboration on the development of the BS in Health Sciences. (Appendix A.19)

4.2 Summarize the external planning process.

University of Central Florida phased out several degrees, including the Bachelor of Health Sciences in Cardiopulmonary Sciences, by 2011. Therefore UCF administration initiated meetings with presidents of Valencia, Lake Sumter, Daytona, Seminole, and Eastern Florida State Colleges to determine any resulting regional unmet labor supply needs. An intended outcome of the meetings was to determine which curtailed programs were necessary and which state colleges might offer the necessary degrees to ensure meeting workforce needs.

These presidential consortium meetings were held beginning in 2010 to determine the baccalaureate degrees each institution would offer. The consortium agreed that Seminole State College would submit proposals to offer four baccalaureate degrees including the B.S. in Health Sciences. (Appendix A.8)

Subsequently Dr. McGee, in meetings with Dr. Waldrop, UCF Provost and Executive Vice President and others, shared SSC's plans for the B.S. in Health Sciences. Dr. Waldrop gave his and President Hitt's support for Seminole's degree. Further discussions on degree collaboration followed with UCF administration, Dr. Jeff Jones, Interim Provost of Regional Campuses, Dr. David Mealar, Associate Vice President Regional Campuses, and Dr. Stephen Holmes, Associate Vice President Regional Campuses. More recent planning meetings with UCF were held in 2014 wherein Dr. McGee again shared the proposal with Dr. Hitt, and UCF's new Regional Provost. UCF made one request; that Seminole exclude the A.S in Health Information as a feeder program to Seminole's proposed degree, and we complied.

In parallel, meetings were held with Valencia College and hospital partners. Florida Hospital, Orlando Health, Health South, and Central Florida Regional Hospital, were all in support of SSC offering a Health Sciences degree focused on clinical leadership/management and Valencia offering a Cardiopulmonary Science degree focused on clinical practice. Due to the gap between planning and proposal submission, more recent discussions with Valencia College were held to review SSC's degree proposal. The gap between consortium agreement and this proposal

was to allow sufficient time for the implementation of four other new baccalaureate programs. Valencia, which offers a Bachelor of Science in Cardiopulmonary Sciences, agrees that Seminole's degree in Health Sciences is necessary and not duplicative. Discussions with Dr. Hedayat, Associate Vice President, Workforce Education, and Dr. Williams, President, West Campus, resulted in a strong letter of support from Valencia College signed by Dr. Shugart. (Appendix A.9)

Discussions of SSC's intent to offer the B.S.H.S. were held with Florida's Occupational Education Standing Committee (OESC), Appendix A.10, over the past eighteen months. There were no concerns of duplication expressed by OESC members; several members asked if their graduates would be eligible to attend Seminole State's baccalaureate program.

During the Fall 2013 and again Spring of 2014, the Associate Vice President of Career and Professional Programs had discussions with Dr. Polifko, V.P. Operations and Academic Affairs at Remington College of Nursing. Dr. Polifko supported SSC's B.S. in Health Sciences proposal and stated the degree would not duplicate their B.S. in Nursing. Similarly, Dr. Len M. Archer, Associate Vice President, Academic Administration, Adventist University (AU) Health Sciences, acknowledged AU would have no problem with Seminole State initiating a B.S. in Health Sciences (Appendix A.11.) Dr. Archer elaborated the majority of AU students are out of state residents.

SSC engaged in discussions during 2014 with leadership at Rollins College and Stetson University. Stetson Vice President and Provost Dr. Paul gave full support to the program and stated no duplication existed with Stetson's offerings. Dr. Bresnahan, Vice President of Academic Affairs, Rollins College, also provided backing for the degree. (Appendix A.12) Dr. Angela Kersenbrock followed up with Dr. Bresnahan in February and March 2014 when she learned Rollins was developing a Healthcare Administration degree. Both parties discussed content of respective degrees and intended audiences. Dr. Bresnahan stated the degrees were focused very differently; theirs offered through the College of Business, with few health courses focused more on preparing individuals for chief officer positions. SSC's degree is intended for students with an associate's in healthcare and interested in clinical management. Rollins' degree is focused on those in the executive healthcare administration pipeline, i.e. CEOs, CIOs, and COOs, not those in clinical leadership positions.

In addition to meetings with postsecondary institutions, SSC's administrative staff participated in meetings with workforce and economic development partners. In January of 2014, Dr. McGee participated in a workforce forum, spearheaded by CareerSource Central Florida, with industry partners including Seminole County Public Schools, UCF, Seminole County Economic Development, Greater Orlando

Economic Development, the Hispanic Chamber, Valencia College, Orange County Public Schools and multiple industries to launch a talent gap analysis (Appendix C.1). As a result of these meetings, support letters from Seminole County Public Schools, CareerSource and others were received. (Appendices A.13 and A.14)

During February 2014, and again in April 2015 meetings were held between SSC's executive staff and leadership of Florida Hospital. During these meetings Florida Hospital executive staff discussed their growth plans and need for healthcare professionals with baccalaureate degrees. Preliminary curriculum was presented to the hospital and dialogue followed on specific curriculum content. The college was pleased with the hospital's response. COO Rob Fulbright stated SSC was "...on point with program planning". In addition Florida Hospital discussed their movement to hire Health Coaches as part of interdisciplinary health teams for all new facilities.

The shift to health coaching was echoed in discussions with John Cardone, Senior V.P. of Health Strategies, Central Florida YMCA. Mr. Cardone detailed the YMCA's move from a fitness organization to a health organization. In a meeting on October 1, 2014, with Dr. Kollas, Executive Director, Health Outcomes & Program Integration, YMCA, reported on the YMCA's struggle to find 20 health coaches and encouraged the college to continue on this path. Dr. Kollas volunteered the YMCA for curriculum development, internships, and teaching. Dr. Kollas continued by saying the Central Florida YMCA would be interested in hiring graduates.

SSC held multiple meetings with all of the college's major health related advisory committees to discuss the proposed degree. Topics included current labor gaps, possible degree specializations, emerging professions and competencies required. The strong support of the advisory committee members from Respiratory Care, Physical Therapist Assistant, Emergency Medical Services and Pharmacy Management, is illustrated in support letters. (Appendix A.15)

Support from Florida Hospital, Orlando Health, Central Florida Regional Hospital, Central Florida YMCA and many other groups is evidence of the current and projected labor gap for healthcare professionals and managers. Other companies such as Physicians Associates, Omega Pharmaceutical Research, Tru-Valu Specialty Pharmacy, Seminole County Health Department, Dr. Husty, medical offices and Advant Care provided support for the specializations. Medical offices, Tru-Value, and other businesses were particularly supportive of Healthcare Management and Professional Services specialization.

Dr. Jett, Medical Director of Seminole County Public Health Department gave support for the degree and specializations designed, noting that the shortage of public health workers could be addressed by those in the Health Coaching specialization. Both Dr. Jett and Dr. Husty, Medical Director for Seminole County

EMS, and the EMS director for several central Florida cities, discussed the emerging need for community paramedics and voiced strong support for the development of this baccalaureate specialization. A major focus of the community paramedic is to reduce hospital return rates. The cost of re-hospitalization in Seminole County alone is in excess of \$60,000,000/annually.

On November 14th, 2014, SSC convened 50 industry and educational partners to review and critique the proposed degree. These partners embraced the new degree and specializations, and the opportunities they provide to the community. The meeting agenda, participant listing, employer survey with results and program materials are in Appendices A.16 and A.17.

4.3 List engagement activities; this list shall include APPRISe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

Central Florida Consortium presidents from UCF, Seminole State, Valencia, Lake Sumter, and Eastern Florida State College met during the time period of 2010-2011 to determine how the region would respond to UCF closing several workforce related programs. These presidential level meetings were held to determine whether or not the degree was needed and which baccalaureate degrees each of the state colleges would offer. This was a regional approach to existing and emerging labor needs. The consortium agreed that Seminole State would submit proposals to offer four baccalaureate degrees including the BS in Health Sciences.

	Date(s)	Institution	Description of activity
APPRISe	N/A		
Public universities in college's service district	2010-11 7/13/2013, July 31, 2013, 2014	University of Central Florida	Consortium president meetings (see above). Meetings with Regional Provost, Dr. Hitt. Email in support of B.S.H.S. received from UCF 2014, meetings with Dr. David Mealor, Dr. Jeff Jones, and Dr. S. Holmes re: B.S.H.S. proposals submitted and accepted.
Regionally accredited institutions in the college's service district	2010-11, 8/29/2013	Valencia College	Consortium presidents meet to determine workforce needs. Meetings with Dr. Nasser Hedayat, and Dr. Williams, discussions re; B.S.H.S. Dr. McGee had discussions with President Shugart. Results were a; strong letter of support.
	9/19/2013 Spring, 2014	Remington College of Nursing	Discussions of SSC offering B.S.H.S. with Dr. Polifko and A. Kersenbrock
	Fall and Spring, 2013-14	Adventist University of Health Sciences	Two phone conversations with Dr. Don Williams; Adventist U. provides support for SSC B.S.H.S.
	9/27/2013, Spring February and March, 2014	Rollins College	Discussion of B.S.H.S. Renewed discussion between SSC and Rollins to determine any degree duplication. None found. Verbal and written support of the need for the degree.
	10/9/13 Spring, 2014	Stetson University	Seminole State received verbal and written support from Stetson U.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

5.1 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program.

Since 2010-11 state colleges have not been provided additional state funding for baccalaureate degree programs. Therefore, this new program will be funded through a combination of student tuition and fee revenue, foundation dollars (if necessary), as well as general operating dollars from state appropriations. In the unlikely event that these funds would be inadequate to sustain the program, the College maintains adequate reserves that the Board of Trustees could designate for the first years of the start-up phase of the new programs. It is expected that during year 2016-17 funds from revenue will meet the operational needs of the proposed program. (See Appendix A.3).

<u>Year</u>	<u>Projected Funds Needed</u>	<u>Available Sources of Funds</u>
2015-16	\$67,500	Fl. College System Fund (\$67,500)
2016-17	\$149,837	Resident Student Tuition(\$110,148) Fl. College System Funds (\$75,000)
2017-18	\$299,751	Resident Student Tuition (\$252,801) Fl. College System Funds (\$50,000) Carry Forward (\$35,311)
2018-19	\$457,161	Resident Student Tuition (\$438,345) Fl. College System Funds (\$0,000) Carry Forward (\$38,641)

5.2 Provide a narrative justifying the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Table A.2

Students will be first admitted to the program during Summer term 2016 (reporting year 16-17). We anticipate that pent up demand for the program will be due to delays in start-up and strong student interest as demonstrated by student survey results. Therefore 100 students will be admitted during the first year of the program, approximately 30-35 students each term. Students in the first cohort group will enroll in 12 credits year one of the program. This slower than normal pace will provide ample opportunity to work out any challenges that occur with typical program start-up.

Year two we anticipate admitting an additional 50 students over the three terms for a total annual headcount of 150 students. Depending on the specialization selected, previous course work, term admitted and pace of the student enrollment during the second program year, we project approximately 24 graduates by reporting year end.

Year three we will admit an additional 74 students over the three terms for a total of 200 enrolled students, and anticipate completing 48 students by end of report year.

Revenues:

Tuition revenues are based on the first year summer admitted students taking 12 credits total year one; fall admitted students taking 9 credits year one, and spring admitted students taking 6 credits for the academic reporting year. During the second year of the program and thereafter we project that students will take an average of between 6-18 credits, per year depending upon entry term. This projection is based on prior experience with our baccalaureate students.

Estimated projected tuition	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>
	\$110,148	\$ 252,801	\$ 438,345

Program expenditures are based on enrollment projections during the four year start-up phase. The initial major personnel expenditures are for a full-time faculty member with a doctorate in field (as required by SACS) and one full-time student support professional. Both of these positions would begin employment one to two semesters prior to the official start of the program so that goals of a completed curriculum and a full inaugural class can be met. Both positions are critical in that potential student requests are expected to be heavy. Adjunct faculty funds are allocated for years two through four and are based on enrollment projections. An additional full-time faculty position is allocated for year three, with another projected for year four. Part time library support will be

added year two of the program and increased over the next 3 years. Part time support staff personnel will be added in year three.

Since the College already has several large health AS Degrees, facilities are currently available and do not require renovations, etc.

The College has a full complement of health focused library resources and technology equipment, therefore additional expenditures are not estimated to be high during the initial start-up. During years two, three and four additional funds will be necessary to provide library support and resources for enrollment growth. During years three and four, technology funds will be used to purchase laptops for student testing. The current estimates included in the budget are based on faculty requests and their associated cost. Student tuition and the Florida College System Program Funds are expected to cover programmatic costs.

Operating expenses are based on other health related AS degrees as well as current baccalaureate degrees. Academic administrative cost will be allocated for a program manager to lead the new B.S.H.S. Since this program is for those who already possess a health care license, we do not anticipate skills lab materials expected to be very high in comparison to other health programs.

Travel funds, professional services and accreditation funds will be used for faculty and administration to visit other more established programs to ascertain best practices and to explore possible accreditations.

STUDENT COSTS: TUITION AND FEES

6.1 Anticipated cost for a baccalaureate degree (tuition and fees for lower and upper division credit hours) at the proposing FCS institution (tuition and fees x credit hours).

	Cost per credit hour			Number of credit hours		Total cost
Tuition & Fees for lower division:	\$104.38	X	Credit hours	78	=	\$8,141.64

Tuition & Fees for upper division:	\$119.91	X	Credit hours	42	=	\$5,036.22
Tuition & Fees (Total):		X	Credit hours	120	=	\$13,177.36

6.2 Estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district.

Institution Name: University of Central Florida

Tuition & Fees:	\$212.28	X	Credit hours	120	=	\$25,473.60
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6.3 Estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district (if available)*

Institution Name: Rollins College

Tuition & Fees:	\$	X	Credit hours	--	=	\$179,040
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Institution Name: Remington College of Nursing

Tuition & Fees:	\$	X	Credit hours	--	=	\$57,000
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Institution Name: Adventist University of Health Sciences

Tuition & Fees:	\$	X	Credit hours	--	=	\$47,400
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Institution Name: Keiser University

Tuition & Fees:	\$	X	Credit hours	--	=	\$59,715
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Note. *If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website.

PROGRAM IMPLEMENTATION TIMELINE

7.1	APPRISe notice:	N/A
7.2	Board of Trustees approval:	November 19, 2013
7.3	Notice of Intent:	January 14, 2014
7.4	Completed proposal submission:	August 3, 2015
7.5	Targeted State Board of Education consideration:	August 26, 2015
7.6	Targeted SACSCOC approval (if applicable):	January 2016
7.7	Targeted initial teacher preparation program approval(if applicable):	N/A
7.8	Targeted date upper division courses are to begin:	May 2016

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

8.1 Describe the existing facilities and equipment that will be utilized for the program.

SSC's existing facilities and equipment will support the proposed B.S.H.S. program. The program will be housed at the Altamonte Springs campus. The major focus of this facility are the health sciences programs. This 100,000 square foot building has state-of-the-art smart classrooms, laboratories, two fully equipped healthcare simulation labs, four clinical labs, a medical office simulation space, a fully-equipped apartment for home health care practice and a media center with discipline-specific resource areas, all in a completely wireless environment. The College is planning a new Wellness Center, which will also act as a clinical facility for students.

The SSC's Altamonte Springs campus has a full service library, an academic success center, café, bookstore, full service student affairs area, and print shop. There are 15 classrooms, seven computer classrooms, and one auditorium which holds 115 students. Students can access the network from remote locations to continue their studies.

8.2 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. The College's recent strategic realignment has resulted in one of the larger classrooms becoming available at the SSC Altamonte Springs Campus. This will serve as a priority classroom for the program.

Future development of the Altamonte Springs Campus will include the addition of facilities on the 42.5 acre site to increase access to higher education by residents of Seminole County and the Central Florida region. (Appendix D.1)

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

9.1 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, comprising 48,273 SF, 150,000 collection items including 33,000 e-books, subscriptions to hundreds of periodicals and 109+ online databases. Services include selection, acquisition, and cataloging of materials; circulation of materials; instructor reserves; intra-campus and interlibrary loan; professional reference service; and imbedded librarians. More than 200 computer workstations, wireless internet access, and library services are sufficient to meet the needs of all college

programs. Virtual services, available via seminolestate.edu/library, include an online catalog for book and database access, student library account access, streamed tutorials with PDF files and virtual reference service. The library is a joint use facility for the UCF students at Seminole State College's Sanford/Lake Mary campus. The health sciences collection includes 8,588 print titles, 1,437 e-books, reference e-resources, and is part of a union catalog supporting the 28 Level I and Level II institutions in Florida.

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

A recommended core library collection to support the B.S.H.S. program has been compiled, and \$16,000 over the four years is included in Table A.2 Revenues and Expenditures to procure the required resources and maintain them for the first four years. During the planning process for the B.S.H.S. program, current library resources were reviewed and new resources were identified. As with all of our degree programs, materials are acquired primarily to directly support the curriculum of the College. The teaching faculty and librarians worked collaboratively on both collection development and maintenance to ensure that learning outcomes for the B.S.H.S. program are fully supported by the collection. This program will be designated as a collection development priority during program startup and accreditation. Collection development will comply with SACS for library and media support.

ACADEMIC CONTENT

10.1 List the admission requirements for the program.

Applications for Seminole State College's Bachelor of Science in Health Sciences (B.S.H.S.) degree program will be accepted for Fall, Spring, and Summer terms. There is no application fee and admission to the program will be open to all applicants who meet the following requirements:

- Prospective students submit a college application to the Bachelor of Health Science program and must have a 2.0 or higher GPA in previous course work.
- Complete an associate degree from any regionally accredited institution. Degree requirements for the specializations are:
 - B.S.H.S.—Respiratory Therapy and Clinical Leadership requires an Associate in Science degree in the following areas from any regionally accredited institution with licensure or eligibility:
 - A.S., Respiratory Care (CIP 1351090800)
 - A.S., Cardiovascular/Cardiopulmonary Technology (CIP1351090100)
 - B.S.H.S.—Community Paramedicine Specialization requires an A.S. Degree in Emergency Medical Services from a regionally accredited institution, licensure or eligibility of licensure as a Florida paramedic and a 2.0 GPA.

- All other B.S.H.S. specialty tracks require an Associate in Science degree, or an Associate in Applied Science in a healthcare related area from a regionally accredited institution with licensure or licensure eligibility. Students with an awarded Associate of Arts degree from a regionally accredited institution may be required to complete 18 credits in lower division healthcare related coursework as part of the upper division curriculum.

All lower division courses can be taken at Seminole State College or any other FSC by prospective applicants prior to admission to the B.S. Health Sciences program.

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

Seminole State College will adhere to the established SACS guidelines as follows: at least 25% of the upper division coursework will be taught by faculty with terminal degrees. For the B.S.H.S. at Seminole State College it is anticipated that 50% of the courses will be taught by faculty with terminal degrees.

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

Enrollment is projected to be 100 students in the first year and 150 in the second year. The average class size at Seminole State College is 24 students. Based on prior new program implementation history at Seminole State College, it is anticipated that the student/teacher ratio will be approximately 20-24 students to one faculty member.

10.4 What is the anticipated SACSCOC accreditation date, if applicable?

Seminole State College is currently accredited as a Level II institution by the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC). After the proposed Bachelor's degree in Health Sciences receives approval by the State Board of Education, the substantive change prospectus seeking approval of the new degree will be submitted to SACS-COC according to the Commission on Colleges guidelines. As required by SACS, the degree will not be offered without prior SACS approval. The current timeline allows for securing SACS approval by January-February 2016, with the degree program beginning in Summer 2016.

10.5 What is the anticipated Florida Department of Education initial teacher preparation approval date, if applicable?

N/A

10.6 What specialized program accreditation will be sought, if applicable?

Once the program is past the initial implementation and we have graduated our first class SSC will explore the possibility of specialized accreditation.

10.7 What is the anticipated specialized program accreditation date, if applicable?

N/A

10.8 Are there similar programs listed in the Common Prerequisites Manual for the CIP code (and track, if any) proposed for this program? Yes No

51.0000 Health Science, Track 5/7

10.9 List the established common prerequisites for this CIP code (and track, if any) as listed in the Common Prerequisites Manual proposed for this program:

No prerequisites

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

It is anticipated that Seminole State will seek a technical change for CIP 51.0000 Health Science Track 5/7 to allow for completion of a Respiratory Therapy AS degree for the Respiratory Therapy and Clinical Leadership Specialization, and completion of an EMS program for the Community Paramedicine specialization.

10.11 List all courses required once admitted to the baccalaureate program by term, in sequence. For degree programs with concentrations, list courses for each concentration area. Include credit hours per term, and total credits for the program:

**Bachelor of Science in Health Sciences
Respiratory Therapy and Clinical Leadership Specialization**

Junior Year – First Semester

Course Number	Course Name	Credits
xxx	General Education Credits	18
Total for Term		18

Junior Year – Second Semester

Course Number	Course Name	Credits
HSA 4553	Legal and Ethical Aspects in Health Care	3
RET 3536	Cardiopulmonary Rehabilitation	3
HSC 3661	Communication for Healthcare Professionals	3
HSA 3191	Health Information Systems	3
Total for Term		12

Senior Year – First Semester

Course Number	Course Name	Credits
HSC 4404 or HSA 3883	Medical Disaster Management or Continuous Quality Monitoring and Accreditation	3
HSC 4555	Pathophysiology	3
MAN 3320 or HSA 4184	Management of Strategic Human Resources or Leadership in Healthcare	3
ECP 4530	Health Care Economics	3
Total for Term		12

Senior Year – Second Semester

Course Number	Course Name	Credits
RET 4xxx, RET 4175, or RET 4285	Adult Critical Care, Neonatal Pediatric Critical Care or Advanced Cardiopulmonary Medicine	3
HSA 4050	Health Science Research	3
HSC 4922	Capstone Project in Healthcare Management	3
Total for Term		9

Credit Breakdown	
Total Credits from Associate of Science Degree	69
Required General Education Courses	18
Required Core Courses	21
Required Technical Courses	12
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Respiratory Therapy and Clinical Leadership Specialization**

Program Information:

- **Required General Education Courses (18 credit hours)**
- **Required Core Courses (21 credit hours):**
 - HSA 3191 Health Information Systems
 - HSA 4553 Legal and Ethical Aspects in Health Care
 - HSC 3661 Communication for Healthcare Professionals
 - MAN 3320 Management of Strategic Human Resources or HSA 4184 Leadership in Healthcare
 - HSA 4050 Health Science Research
 - HSC 4922 Capstone Project in Healthcare Management
 - ECP 4530 Health Care Economics
- **Required Technical Courses (12 credit hours):**
 - RET 3536 Cardiopulmonary Rehabilitation
 - HSC 4404 Medical Disaster Management or HSA 3883 Continuous Quality Monitoring and Accreditation
 - HSC 4555 Pathophysiology
 - RET 4xxx Adult Critical Care, RET 4175 Neonatal Pediatric Critical Care, or RET 4285 Advanced Cardiopulmonary Medicine

Credit Breakdown	
Total Credits from Associate of Science Degree	69
Required General Education Courses	18
Required Core Courses	21
Required Technical Courses	12
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Health Coaching**

Junior Year – First Semester

Course Number	Course Name	Credits
xxx	General Education or Technical Credits	18
Total this term		18

Junior Year – Second Semester

Course Number	Course Name	Credits
HSA 4553	Legal and Ethical Aspects in Health Care	3
HSC 4xxx	Major Diseases in the U.S. Population	3
HSC 3661	Communication for Healthcare Professionals	3
MAN 3320 or HSA 4184	Management of Strategic Human Resources or Leadership in Healthcare	3
Total this term		12

Senior Year – First Semester

Course Number	Course Name	Credits
PET 3101	Introduction to Exercise Science and Personal Training	3
HSC 4xxx	Behavior Modification in Health Coaching	3
MAR 3023 or MAR 3415	Principles of Marketing or Professional Selling and Negotiation	3
HSC 2222 or HUN 3205	Advanced Personal Training or Nutritional Management for Chronic Illness	3
HSC 4694	Individual, Group and Worksite Health Promotion	3
Total this term		15

Senior Year – Second Semester

Course Number	Course Name	Credits
HUN 4296 or PET 3932	Dietary Plans for Health and Weight Management or Exercise for Chronic Diseases	3
MAN 3025 or GEB 3376	Management of Organizations or The Entrepreneurial Manager	3
HSC 4231	Client Education in Healthcare	3
HSA 4050	Health Science Research	3
HSC 4922	Capstone Project in Health Management	3
Total this term		15

Credit Breakdown	
Total Credits from Associate of Science Degree	60
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	15
Required Technical Courses	27
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Health Coaching**

Program Information:

- **Required General Education Courses (18 credit hours) for A.S. degree students.**
- **Required lower division technical coursework for students with an A.S. degree in a NON-healthcare related area or an A.A. degree as follows (18 credit hours):**
 - HSC 1531 Medical Terminology
 - HSC 1000 Introduction to Healthcare
 - HIM 1453 Anatomy and Physiology or BSC 1020 Human Biology
 - HUN 1201 Principles of Nutrition
 - HIM 1442 Pharmacology and Lab Medicine
 - HSC 2400 First Aid and CPR
- **Required Core Courses (15 credit hours):**
 - MAN 3320 Management of Strategic Human Resources or HSA 4184 Leadership in Healthcare Organizations
 - HSA 4553 Legal and Ethical Aspects in Health Care
 - HSC 3661 Communication for Healthcare Professionals
 - HSA 4050 Health Science Research
 - HSC 4922 Capstone Project in Healthcare Management
- **Required Technical Courses (27 credit hours)**
 - HSC 3502 Major Diseases in the U.S. Population
 - PET 3102 Introduction to Exercise Science and Personal Training
 - HSC 4xxx Behavior Modification in Health Coaching
 - MAR 3023 Principles of Marketing or MAR 3415 Professional Selling and Negotiations
 - HSC 2222 Advanced Personal Training or HUN 3205 Nutritional Management for Chronic Illness
 - HSC 4694 Individual, Group and Worksite Health Promotion
 - HUN 4296 Dietary Plans for Health and Weight Management or PET 3932 Exercise Management of Chronic Diseases
 - Client Education in Healthcare
 - MAN 3025 or GEB 3376 Management of Organizations or The Entrepreneurial Managers

Credit Breakdown	
Total Credits from Associate of Science Degree	60
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	15
Required Technical Courses	27
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Healthcare Management & Professional Services**

Junior Year – First Semester

Course Number	Course Name	Credits
XXXX	General Education or Technical Credits	18
Total for term		18

Junior Year – Second Semester

Course Number	Course Name	Credits
HSA 4553	Legal and Ethical Aspects in Health Care	3
MAN 3320 or HSA 4184	Management of Human Resources or Leadership in Healthcare Organizations	3
HSC 3661	Communication for Healthcare Professionals	3
ECP 4530	Healthcare Economics	3
HSA 3191	Health Information Systems	3
Total for Term		15

Senior Year – First Semester

Select 15 credits from the following list:		
Course Number	Course Name	Credits
MAN 3025	Management of Organizations	3
MAR 3023	Principles of Marketing	3
MAR 3415	Professional Selling and Negotiation	3
HSA 4170	Healthcare Financial Management	3
HSA 4383	Continuous Quality Monitoring and Accreditation	3
HSC 4231	Client Education in Healthcare	3
HSC 4404	Medical Disaster Management	3
HSC 4555	Pathophysiology	3
HSC 4500	Epidemiology	3
Total for Term		15

Senior Year – Second Semester

Course Number	Course Name	Credits
HSA 3113	Healthcare Trends and Issues	3
HSA 4050	Health Science Research	3
HSC 4922	Capstone Project in Healthcare Management	3
XXXX	Any Science Elective or any Health Science Elective	3
Total for Term		12
Credit Breakdown		
Total Credits from Associate of Science Degree		60
Required General Education Courses or Lower Division Technical Courses		18
Required Core Courses		21
Required Technical Courses		21
Total Credits for BS in Health Science		120

**Bachelor of Science in Health Sciences
Healthcare Management & Professional Services**

Program Information:

- **Required General Education Courses (18 credit hours) for A.S. degree students.**
- **Required lower division technical coursework for students with an A.S. degree in a NON-healthcare related area or an A.A. degree as follows (18 credit hours):**
 - HSC 1531 Medical Terminology
 - HSC 1000 Introduction to Healthcare
 - HIM 1453 Anatomy and Physiology or BSC 1020 Human Biology
 - HUN 1201 Principles of Nutrition
 - HIM 1442 Pharmacology and Lab Medicine
 - HSC 2400 First Aid and CPR
- **Required Core Courses (21 credit hours):**
 - MAN 3320 Management of Human Resources or HSA 4184 Leadership in Healthcare Organizations
 - HSA 4553 Legal and Ethical Aspects in Health Care
 - HSC 3661 Communication for Healthcare Professionals
 - HSA 3191 Health Information Systems
 - ECP 4530 Healthcare Economics
 - HSA 4050 Health Science Research
 - HSC 4922 Capstone Project in Healthcare Management
- **Required Technical Courses (6 credit hours):**
 - HSA 3113 Healthcare Trends and Issues
 - HSC 4922 Any Science Elective or Health Science Elective
- **Technical Courses (Select 15 credits from the following list :)**
 - MAN 3025 Management of Organizations
 - MAR 3023 Principles of Marketing
 - MAR 3415 Professional Selling and Negotiations
 - HSA 4170 Healthcare Financial Management
 - HSA 4383 Continuous Quality Monitoring and Accreditations
 - HSC 4231 Client Education in Healthcare
 - HSC 4404 Medical Disaster Management
 - HSC 4555 Pathophysiology
 - HSC 4500 Epidemiology

Credit Breakdown	
Total Credits from Associate of Science Degree	60
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	21
Required Technical Courses	21
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Simulation in Healthcare Education**

Junior Year – First Semester

Course Number	Course Name	Credits
xxx	General Education or Technical Courses	18
Total for Term		18

Junior Year – Second Semester

Course Number	Course Name	Credits
HSA 4553	Legal and Ethical Aspects in Health Care	3
MAN 3320 or HSA 4184	Management of Strategic Human Resources or Leadership in Healthcare	3
HSC 3661	Communication for Healthcare Professionals	3
HSA 3191	Health Information Systems	3
Total for Term		12

Senior Year – First Semester

Course Number	Course Name	Credits
HSC 4xxx	Trends and Theoretical Foundations in Healthcare Simulation	3
HSC 4xxx	Theory and Practice of Teaching Health Science	3
HSC 4xxx	Instructional Technologies in Healthcare Simulation	3
ECP 4530	Health Care Economics	3
HSA 4050	Health Science Research	3
Total for Term		15

Senior Year – Second Semester

Course Number	Course Name	Credits
HSC 4xxx	Managing a Simulation Program	3
HSC 4xxx	Simulation Operations	3
HSC 4170	Healthcare Financial Management	3
HSC 4922	Capstone Project in Healthcare Management	3
Choose three (3) credits from any Science, Information Technology or Health Science courses as elective technical course credits.		3
Total for Term		15

Credit Breakdown	
Total Credits from Associate of Science Degree	60
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	21
Required Technical Courses	21
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Simulation in Healthcare Education**

Program Information:

- **Required General Education Courses (18 credit hours) for A.S. degree students.**
- **Required lower division technical coursework for students with an A.S. degree in a NON-healthcare related area or an A.A. degree as follows (18 credit hours):**
 - HSC 1531 Medical Terminology
 - HSC 1000 Introduction to Healthcare
 - HIM 1453 Anatomy and Physiology or BSC 1020 Human Biology
 - HUN 1201 Principles of Nutrition
 - HIM 1442 Pharmacology and Lab Medicine
 - HSC 2400 First Aid and CPR
- **Required Core Courses (21 credit hours):**
 - MAN 3320 or HSA 4184 Management of Strategic Human Resources or Leadership in Healthcare
 - HSA 4553 Legal and Ethical Aspects in Health Care
 - HSC 3661 Communication for Healthcare Professionals
 - HSA 3191 Health Information Systems
 - ECP 4530 Healthcare Economics
 - HSA 4050 Health Science Research Seminar
 - HSC 4922 Capstone Project in Healthcare Management
- **Required Technical Courses (21 credit hours):**
 - HSA 4170 Healthcare Financial Management
 - HSC 4xxx Trends and Theoretical Foundations in Healthcare Simulation
 - HSC 4xxx Theory and Practice of Teaching Health Sciences
 - HSC 4xxx Instructional Technologies in Healthcare Simulation
 - HSC 4xxx Managing a Simulation Program or Center
 - HSC 4xxx Simulation Operations
 - Choose three(3) credits from any Science, Information Technology or Health Science

Credit Breakdown	
Total Credits from Associate of Science Degree	60
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	21
Required Technical Courses	21
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Community Paramedicine Track**

Junior Year – First Semester

Course Number	Course Name	Credits
xxx	General Education	18
Total for Term		18

Junior Year – Second Semester

Course Number	Course Name	Credits
HSC 3661	Communication for Healthcare Professionals	3
HSA 4xxx	Introduction to Community Paramedicine	3
HSA 4553	Legal and Ethical Aspects n Health Care	3
HSA 3191	Health Information Systems	3
Total for Term		12

Senior Year –First Semester

Course Number	Course Name	Credits
ECP 4530	Health Care Economics	3
HSA 4553HSA 4xxx	Mobile Integrative Healthcare Delivery I	3
HSA 4xxx	Mobile Integrative Healthcare Delivery II	3
MAN 3320 or HSA 4184	Management or Human Resources or Leadership in Healthcare	3
Total for Term		12

Senior Year – Second Semester

Course Number	Course Name	Credits
HSA 4xxx	Advanced Practice Paramedicine	3
HSA 4050	Health Science Research	3
HSC 4922	Capstone Project in Healthcare Management	3
Total for Term		9

Credit Breakdown	
Technical Credits from Associate of Science Degree	69
Required General Education Courses or Lower Division Technical Courses	18
Required Core Courses	21
Required Technical Courses	12
Total Credits for BS in Health Science	120

**Bachelor of Science in Health Sciences
Community Paramedicine Track**

- **Required General Education Courses (18 credit hours) for A.S. degree students.**
- **Required Core Courses (21 credit hours):**
 - HSA 4184 Leadership in Healthcare Organizations
 - HSA 4553 Legal and Ethical Aspects in Healthcare
 - HSA 3191 Health Information Systems
 - HSC 3661 Communication for Healthcare Professionals
 - ECP 4530 Health Care Economics
 - HSA 4050 Health Science Research Seminar
 - HSC 4922 Capstone Project in Healthcare Management
 -
- **Required Technical Courses (12 credit hours):**
 - HSA Introduction to Community Paramedicine
 - HSA 4xxx Mobile Integrative Healthcare Delivery I
 - HSA 4xxx Mobile Integrative Healthcare Delivery II
 - HSA 4xxx Advanced Practice Paramedicine

Credit Breakdown	
Total Credits from Associate of Science Degree	69
Required General Education Courses	18
Required Core Courses	21
Required Technical Courses	12
Total Credits for BS in Health Science	120

10.12 Is the program being proposed as a limited access program? (If yes, identify admission requirements and indicate enrollment capacity): Yes No

PROGRAM TERMINATION

11.1 Plan of action if program must be terminated, 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. Indian River State College and Adventist University have both agreed to assist Seminole State College with a teach out plan and provide opportunities for students who have completed courses, but are not at the 50% completion mark.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the CIP to Standard Occupational Classification (SOC) crosswalk of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

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

A.1.1	Occupation	SOC Code	County / Region	Number of Jobs			Salary		Education		
				Base Year 2014	Projected Year 2022	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage		Annualized Salary	
	Medical & Health Services Manager	11-9111	12	1,386	1,703	317	72	\$49.71	\$103,397	B.S.	
	Health Coaches	21-1091	12	384	486	102	21	\$23.87	\$49,650	B.S.	
	Compliance Officer	13-1041	12	1,332	1,503	171	36	\$29.17	\$60,674	PSAV	
	Respiratory Therapy Manager	29-1126	12	869	1,117	248	47	\$27.31	\$56,805	A.S.	
	Community Paramedic (EMT) Manager	29-2041	12	1,096	1,388	292	58	\$15.84	\$32,947	A.S.	
							Total	234	\$29.18	\$60,694	

Note: Respiratory Therapy Manager and Community Paramedic are both new and emerging occupations; as such, there is no data for these occupations. For this report we used the SOC code and associated data for Respiratory Therapist and EMT.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE –EMSI

A.1.1.1.

2

Name/Title	SOC Code	County/Region	Base Year	Number of Jobs			Salary		Education Level	
				Projected Year	Level Change	Total Job Openings	Avg. Hourly Wage	Annualized Salary		
Medical & Health Services Manager	11-9111	12	1,440	1,853	413	52	\$47.16	\$98,093	B.S.	
Health Coaches	21-1091	12	386	469	83	10	\$21.38	\$44,770	B.S.	
Compliance Officer	13-1041	12	1,459	1,692	233	29	\$28.45	\$59,176	PSAV	
Respiratory Therapy Manager	29-1126	12	837	1,006	169	21	\$26.48	\$55,078	A.S.	
Community Paramedic (EMT) Manager	29-2041	12	849	1,087	238	30	\$16.32	\$33,946	A.S.	
Total							142	\$27.96	\$58,213	

Note: Respiratory Therapy Manager and Community Paramedic are both new and emerging occupations; as such, there is no data available for these occupations. For this report we used the SOC code and associated data for Respiratory Therapist and EMT.

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1.2: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college's service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2

Institution Name	Program	CIP Code	Number of Degrees Awarded					Most Recent Year	5-year average or average of years available if less than 5 years
			Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Prior Year 1		
Adventist University of Health Science Orlando, Florida		51.00	16	15	12	25	28	19	

Total 28 19

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1.3: To complete the following table, column A should be derived from Tables A.1.1 and A.1.1.2 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 and A.1.1.2 for total job openings and Table A.1.2 for most recent year and 5-year average (these figures should be same for all sources). The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A. Add rows for additional sources as needed.

ESTIMATES OF UNMET NEED

A.1.3

	DEMAND		SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)	
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference	
DEO	234	28	19	206	215	
Economic Modeling Specialists, Intl. (EMSI)	142	28	19	114	123	

Appendix Table A.2

INSTRUCTIONS FOR COMPLETING THE PROJECTED BACCALAUREATE PROGRAM ENROLLMENT SECTION OF APPENDIX TABLE A.2:

To complete the following table, enter 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.

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT					
	2015-16	2016-17	2017-18	2018-19	
A.2.1 Unduplicated headcount enrollment:					
A.2.1.1		100	50	74	
A.2.1.2	0	100	150	200	
A.2.2 FTE Enrollment:					
A.2.2.1	0	1,200	2,700	3,600	
A.2.2.2	0	0	0	0	
A.2.2.3	0	1,200	2,700	3,600	
A.2.2.4	0.0	40.0	90.0	120.0	
A.2.2.5	0.0	0.0	0.0	0.0	
A.2.2.6	0.0	40.0	90.0	120.0	

INSTRUCTIONS FOR COMPLETING THE PROJECTED DEGREES AND WORKFORCE OUTCOMES SECTION OF APPENDIX TABLE A.2:

To complete the following table, enter 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.

PROJECTED DEGREES AND WORKFORCE OUTCOMES					
	2015-16	2016-17	2017-18	2018-19	
A.2.3	0	0	24	48	
A.2.4	0	0	24	48	
A.2.5	\$0	\$0	\$48,430	\$51,398.00	

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

REVENUES AND EXPENDITURES		2015-16	2016-17	2017-18	2018-19
I. PROJECTED PROGRAM EXPENDITURES					
INSTRUCTIONAL					
1.	Faculty Full-Time FTE	1.0	1.0	2.0	3.0
2.	Faculty Part-Time FTE	0.0	0.1	0.2	0.2
1.	Faculty Full-Time Salaries/Benefits	43,000	86,000	176,000	270,000
2.	Faculty Part-Time Salaries/Benefits	0	6,000	12,000	12,000
3.	Faculty Support: Lab Assistants	0	0	0	0
OPERATING EXPENSES					
1.	Academic Administration	1,000	4,000	8,000	11,520
2.	Materials/Supplies	500	2,000	8,900	22,100
3.	Travel	0	2,000	4,600	7,800
4.	Communication/Technology	0	0	0	0
5.	Library Support	0	2,000	8,000	15,000
6.	Student Services Support	22,000	44,837	45,375	46,838
7.	Professional Services	0	0	5,000	6,000
8.	Accreditation	0	1,000	2,000	3,000
9.	Support Services	0	0	21,876	22,760

CAPITAL OUTLAY									
1. Library Resources	1,000	2,000	8,000	5,000					
2. Information Technology Equipment	0	0	0	20,000					
3. Other Equipment	0	0	0	15,143					
4. Facilities/Renovation	0	0	0	0					
TOTAL PROJECTED PROGRAM EXPENDITURES	67,500	149,837	299,751	457,161					
II. NATURE OF EXPENDITURES									
1. Recurring	67,000	147,837	284,471	408,018					
2. Nonrecurring	500	2,000	15,280	49,143					
TOTAL	67,500	149,837	299,751	457,161					
III. SOURCES OF FUNDS									
A. REVENUE									
1. Special State Nonrecurring	0	0	0	0					
2. Upper Level - Resident Student Tuition Only	0	110,148	252,801	438,345					
Upper Level - Nonresident Student Fees Only	0	0	0	0					
Upper Level - Other Student Fees	0	0	0	0					
3. Contributions or Matching Grants	0	0	0	0					
4. Other Grants or Revenues	0	0	0	0					
5. Florida College System Program Funds	67,500	75,000	50,000	0					
6. Unrestricted Fund Balance	0	0	0	0					
7. Interest Earnings	0	0	0	0					
8. Auxiliary Services	0	0	0	0					
9. Federal Funds - Other	0	0	0	0					
B. CARRY FORWARD	0	0	35,311	38,641					
TOTAL FUNDS AVAILABLE	67,500	185,148	338,112	476,986					
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	0	35,311	38,641	19,825					

Supplemental Materials B.1

SUPPLEMENTAL MATERIALS

B.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts.

List of Supplemental Materials (Appendices)

Appendix ID	Appendix Title	Page Number(s)
A.1	SSC Letter of Intent	1
A.2	Letter from DCF	6
A.3	B.S.H.S. Budget	8
A.4	Support Letters from Industry Partners <ul style="list-style-type: none"> • Ability Rehabilitation (9) • American Lung Association (10) • Avant Healthcare Professionals (11) • BeFit Health Studio (12) • Central Florida Regional Hospital – Dr. Khayat (13) • Central Florida Regional Hospital – Ms. Wendy H. Brandon (14) • City of Altamonte Springs (15) • City of Lake Mary (16) • Department of Public Safety, Seminole County EMS-Fire-Rescue Division (17) • Dr. Todd Husty, D.O., M.D. (18) • Florida Hospital – Mr. Fulbright (19) • Florida Hospital – Dr. Berlin (20) • Lake Tech College – Dr. Culpepper (21) • Omega Research Consultants (22) • Orlando Health – Ms. Lisa Cannata (23) • Orlando Health – Ms. Nancy Dinon (24) • Orlando Health – Dr. Lube (25) • Physical Therapy Specialists (26) • SNI Companies (27) • Seminole County Department of Health (28) • Tru-Value Drugs of Sanford (29) 	9 - 29
A.5	B.S.H.S. Core Team Meeting Minutes	30 - 46
A.6	B.S.H.S. Core Team Meeting Agendas	47 - 52
A.7	Student Survey Results	53 - 54
A.8	Consortium Colleges Agreement	55 - 56
A.9	Valencia College Letter of Support	57
A.10	Occupational Education Standing Committee (OESC) Membership	58a-58f
A.11	Adventist University of Health Sciences Letter of Support	59

List of Supplemental Materials (Appendices) continued		
Appendix ID	Appendix Title	Page Number(s)
A.12	Rollins College Letter of Support	60
A.13	CareerSource Central Florida Letter of Support	61
A.14	Seminole County Public Schools Letter of Support	62
A.15	SSC Program Advisory Committees' Letters of Support <ul style="list-style-type: none"> • Pharmacy Technology & Management Advisory Board Chairperson – Dr. Nyanteh (63) • Pharmacy Technology & Management Advisory Board Member – Dr. Donald R. Reed (64) • Physical Therapist Assisting Program Advisory Board Members (65) 	63 - 65
A.16	B.S.H.S. Breakfast Development Meeting Agenda, PowerPoint Presentation and Participant Listing	66 - 86
A.17	Employer Survey <ul style="list-style-type: none"> • Employer Survey Instrument (87) • Employer Survey Results (88) • Employer Survey Comments (89) • Employer Survey List of Respondents (90 – 93) 	87 – 93
A.18	Proposal for BS Programs Submitted to the University of Central Florida	94 - 95
A.19	B.S.H.S. Proposal Meetings Table	96 - 100
B.1	B.S.H.S. Proposal Project Management Plan	101 - 106
C.1	Central Florida Talent Gap Analysis Executive Summary	107 - 117
C.2	Region 12 Regional Demand Occupations List 2015-16	118 - 120
C.3	Florida Jobs by Occupation, Workforce Region 12	120a-120e
D.1	Plans for Future Development of SSC Altamonte Springs Campus	121-122
H.1	Common Prerequisites Counseling Manual (CPCM) – CIP Code 51.00 Track 5/7	123
H.2	Course Descriptions for All Specializations	124-166

B.2 List any objections or alternative proposal received from other postsecondary institutions for this program.

N/A



SEMINOLE STATE COLLEGE
OF FLORIDA

100 Weldon Boulevard | Sanford, FL 32773-6199 | 407.708.2010 | seminolestate.edu

E. Ann McGee, President

November 21, 2013

Chancellor Randall Hanna
Division of Florida Colleges
325 West Gaines Street, Suite 1544
Tallahassee, FL 32399

Dear Chancellor Hanna

In accordance with the Baccalaureate Proposal Approval Process as established by the Florida Department of Education and SBOE Rule 6A-14.095(3) Site Determined Baccalaureate Access, I am providing this letter of intent. Seminole State College of Florida plans to submit a proposal to offer the Bachelor of Science in Health Sciences.

The Seminole State College of Florida District Board of Trustees has authorized the College to submit this Letter of Intent. If you have any questions regarding this matter, please do not hesitate to contact me.

Sincerely,

E. Ann McGee
President

Enclosure

cc: Seminole State College District Board of Trustees
Dr. Laura Ross, Vice President for Academic Affairs and Chief Academic Officer
Dr. Angela Kersenbrock, Associate Vice President for School of Career and Professional Programs

Appendix A.1

Page 1

District Board of Trustees

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Altamonte Springs | Geneva | Heathrow | Oviedo | Sanford/Lake Mary

A Diverse Learning Community | An Equal Access/Equal Opportunity College



**BACCLAUREATE PROGRAM
LETTER OF INTENT**

1. *Name of the Program:* **Health Sciences**
2. *Type of degree to be conferred under the program:* **Bachelor of Science**
3. *Brief description of the program:*

The Bachelor of Science in Health Sciences (B.S.H.S.) will be an interdisciplinary completion program focused on providing the skills, competencies, and values students need to advance and professionally contribute to the evolving health-care industry. The Baccalaureate in Health Sciences will include specializations in: Emergency Medical Services; Respiratory Care; Physical Therapist Assistant; Pharmacology Management; and Clinical Management. The program will consist of 120 credit hours, including 36 hours of general education. The proposed CIP code is 51.000.

The curriculum model will include a central core of health science courses, such as: health-care finance; health law; health-care systems; and community and national health-care challenges, risks, and solutions. The curriculum core will allow clinicians from different health-care disciplines the opportunity to work and collaborate as an interdisciplinary team. A major feature of the program will be the experiences students, from various health-care professions, gain in collaborating in the design and simulated delivery of integrated healthcare.

Once the core health sciences courses are completed, students will enter their areas of clinical specialization. Specializations will allow students the opportunity to gain critical in-depth knowledge in their particular field.

4. *Key Skills expected of graduates:*

Graduates with a Bachelor of Science degree in Health Sciences will be able to:

- Enhance the health-care professional's understanding of diverse populations in order to provide culturally responsive and effective healthcare to individuals and groups.
- Enhance the health professional's understanding of the political, social, legal, and ethical issues encountered in care delivery, and which have a significant impact on health-care practice.
- Develop knowledge that helps bridge critical inquiry, health care leadership, and resource management to improving healthcare delivery.
- Communicate professionally on a variety of topics related to healthcare.

- Demonstrate the knowledge and ability to evaluate information and materials related to improving individual clinical practice or overall health policy concerns.
- Describe and demonstrate management / leadership skills which can be applied to effectively lead in today's complex and ever changing health-care environment.
- Effectively apply health-care models and theories, to strengthen the clinical practice of existing healthcare professionals.

5. *Description of the career path or potential employment opportunities for graduates of the program:*

Feeder A.S. degree programs include: Emergency Medical Services; Pharmacy Management; Physical Therapist Assistant; Respiratory Care; and Health and Human Services. More employers are requiring a bachelor's degree in these fields, particularly for Physical Therapist Assistant and Respiratory Care, so a B.S. in Health Sciences will improve employability for these students. The bachelor's degree will also provide opportunities for students to advance into management positions. In addition, attainment of the B.S.H.S. will provide the foundation for graduate study in the chosen field.

6. *Summary of discussion with the State University in the Florida College's service district and other public and nonpublic postsecondary institutions in the region regarding evidence of need, demand, and economic impact:*

Administrative staff from Seminole State College, including President Dr. E. Ann McGee; Vice President for Academic Affairs, Dr. Laura Ross; and Associate Vice President for Career and Professional Programs, Dr. Angela Kersenbrock, have reached out to the institutions within the region to ascertain their support for this new Bachelor of Science in Health Sciences.

University of Central Florida

- After a meeting with Dr. E. Ann McGee, Dr. Laura Ross, and Dr. Tony Waldrop, Provost of University of Central Florida, subsequent discussions led to UCF's support of the new Bachelor of Science in Health Sciences. Dr. David Meador, Associate Vice President and Professor of Administrative Services, UCF, sent an email to Dr. Laura Ross on July 31, 2013, indicating that Dr. Waldrop approved of the Health Sciences degree.

Valencia College

- During meetings with Valencia College, Dr. Nasser Hedayat, the Associate Vice President of Workforce Education, confirmed Valencia College's support of Seminole's proposal for a new Bachelor of Science in Health Sciences. The most recent meeting with Valencia personnel was conducted on August 29, 2013.

Remington College of Nursing

- On September 19, 2013, Dr. Angela Kersenbrock had discussions with Dr. Karin Polifko, Vice President of Operations and Academic Affairs at Remington College of Nursing. Dr. Polifko supported Seminole State's proposal to develop a Bachelor of Science in Health Sciences.

Rollins College

- September 27, 2013, Dr. Laura Ross had a conversation with Dr. Carol Bresnahan, Vice President of Academic Affairs at Rollins College. Dr. Bresnahan said that Rollins had no objection to the Bachelor of Science degree in Health Sciences.

Stetson University

- On October 9, 2013, Dr. Beth Paul, Provost at Stetson University, approved of the Health Sciences degree during a discussion with Dr. Laura Ross.

Adventist University

- Dr. Don Williams, the Senior Vice President for Administration and Academics at Adventist University, formerly Florida Hospital of Health Sciences, spoke to Dr. Angela Kersenbrock and supported the initiation of a Bachelor of Science in Health Sciences at Seminole State College.

7. *Workforce demand and unmet need for graduates of the program to include evidence from entities independent of the institution:*

Seminole State College of Florida's plan for the Bachelor of Science Health Sciences (B.S.H.S.) degree acknowledges a critical need for growth in health related program degrees. Employment projections identify high employer-demand occupations and suggest further areas of targeted growth to meet the developing needs of the state and region's economy. Health science occupations are included in these areas of targeted growth.

Employment of medical and health services managers with a bachelor's degree in health sciences is strong. According to the Bureau of Labor Statistics, the projected growth from 2010-2020 in this field will range from 20% to 28%, faster than the average for all other occupations. The job openings during that time are projected to be 141,900.

As the large baby boom population ages and people remain active later in life, the healthcare industry will see an increase in the demand for medical and health related services. The median annual wage of medical and health services managers was \$88,580 in 2012, making this an occupational area with above-average wages. According to the Bureau of Labor Statistics, wages in Florida are higher than the national average, with a median wage of \$91,000 annually.

8. *Expected term and year of the first upper division enrollment in the proposed program:*

Spring term 2015

9. *Description of funds available for program startup costs, including promised support from local businesses and industries.*

The College has identified existing faculty with terminal degrees and faculty positions needed to support this program. The College has made a commitment to fund these positions with tuition from the courses to cover expenses. No facility startup costs are required.

BACCALAUREATE DEGREE CONTACTS:

PRIMARY

Name: Dr. Laura Ross

Title: Vice President for Academic Affairs and Chief Academic Officer

Phone: 407-708-2511

Email: rossl@seminolestate.edu

SECONDARY

Name: Dr. Angela M. Kersenbrock

Title: Associate Vice President, School of Career and Professional Programs

Phone: 407-708-2315

Email: kersenba@seminolestate.edu

PRESIDENTS SIGNATURE & DATE:





E. Ann McGee
President, Seminole State College

Date

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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BARBARA S. FEINGOLD
REBECCA FISHMAN LIPSEY

Pam Stewart
Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Ms. Abbey Ivey, Director of Academic Affairs

DATE: January 14, 2014

SUBJECT: Letter of Intent from Seminole State College of Florida

The purpose of this correspondence is to inform you the Division of Florida Colleges received a Letter of Intent (LOI) from Seminole State College of Florida on January 14, 2014.

The LOI is attached. The degree proposal being developed by Seminole State College of Florida is:

- Bachelor of Science in Health Sciences

Section 1007.33, Florida Statutes, requires the Division of Florida Colleges to forward the LOI to the chancellor of the State University System, the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please disseminate the information herein to the institutions within your respective systems as appropriate.

RANDALL W. HANNA
CHANCELLOR, THE FLORIDA COLLEGE SYSTEM

Appendix A.2



Letter of Intent from Seminole State College of Florida

Page Two

January 14, 2014

If you have questions or concerns, please contact me at 850-245-9492 or Abbey.Ivey@fldoe.org.

AI

Attachment

cc: Ms. Pam Stewart, Commissioner, Florida Department of Education
Mr. Randy Hanna, Chancellor, Division of Florida Colleges (DFC)
Dr. Julie Alexander, Vice Chancellor for Academic and Student Affairs, DFC
Dr. Jan Ignash, Vice Chancellor and Chief Academic Officer, State University System of Florida
Dr. Elizabeth McAuliffe, Vice President for Research and Policy Analysis, Independent Colleges and Universities of Florida
Ms. Susan Hood, Research Analyst, Commission for Independent Education
Dr. E. Ann McGee, President, Seminole State College of Florida (SSCF)
Dr. Christine Broeker, Director, Curriculum, Articulation and Academic Advising, SSCF

FLORIDA DEPARTMENT OF EDUCATION



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REBECCA FISHMAN LIPSEY

ANDY TUCK

Pam Stewart
Commissioner of Education

TO: Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Ms. Abbey Ivey, Director of Academic Affairs *AI*

DATE: March 19, 2014

SUBJECT: Alternative Proposals Related to Section 1007.33, Florida Statutes

The purpose of this correspondence is to inform you that no state university alternative proposals have been submitted to the Division of Florida Colleges (DFC) for the proposed baccalaureate program listed in the chart below. Therefore, section 1007.33, Florida Statutes, requires the State Board of Education to provide regionally accredited private colleges and universities 30 days to submit alternative proposals or objections to the proposed program, if they so choose.

Please disseminate the information herein to the institutions within your respective systems as appropriate.

Florida College	Degree Type	Degree Program
Seminole State College of Florida	BS	➤ Health Sciences

RANDALL W. HANNA

CHANCELLOR, THE FLORIDA COLLEGE SYSTEM

325 W. GAINES STREET • TALLAHASSEE, FL 32399-0400 • 850-245-0407 • www.fldoe.org/fcs

Appendix A.2

Page 7



Dr. Ed Moore and Mr. Samuel Ferguson

Page Two

March 19, 2014

If you have questions or concerns, please contact me at Abbey.Ivey@fldoe.org or 850-245-9492.

AI

cc: Mr. Randy Hanna, DFC
Dr. Julie Alexander, DFC
Dr. E. Ann McGee, Seminole State College of Florida (SSCF)
Dr. Christine Broeker, SSCF
Ms. Susan Hood, Commission for Independent Education
Dr. Elizabeth McAuliffe, Independent Colleges and Universities of Florida



Ability Rehabilitation

1200 Lexington Green Lane, Sanford, Florida 32771

Ph. (407) 688-0070
Fax (407) 688-0071

January 17, 2014

Dr. E. Ann McGee
College President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee,

I am writing this letter on behalf of Ability Rehabilitation in support of Seminole State College developing a new Baccalaureate Degree Program in Health Sciences.

Ability Rehabilitation is a therapist-owned and operated provider of physical and occupational therapy in Central Florida. One of our core values is education. Our clinics consistently support the entry-level education of physical therapists and physical therapist assistants by serving as clinical internship sites. Our commitment to education does not end there. We value each one of our clinicians continuing to learn to improve his/her clinical skills. By doing this, they bring new ideas into the clinics, bettering themselves, their colleagues, and most importantly, their patients.

A Baccalaureate Degree Program would enable many of our employees to advance their education. This would enable some to become better leaders within the clinic and others to begin the process of transitioning from Physical Therapist Assistant to Doctor of Physical Therapy. In both examples, a more skilled and professional clinical environment will be a natural outcome, benefitting every patient who we have the privilege of treating.

For the aforementioned benefits of the entire Central Florida community, it is with a full vote of confidence that Ability Rehabilitation supports your development of a Baccalaureate Degree Program in Health Sciences.

Sincerely,

Paul Lopes

Managing Partner

Ability Health Services, Inc.

Appendix A.4

Serving Central Florida

December 30, 2013

American Lung Association
851 Outer Road
Orlando, FL 32814
Phone: (407) 425-5864
Toll Free: (800) LUNG-USA
Fax: (407) 425-2876
www.LungFLA.org

Dr. E. Ann McGee
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

Dear Dr. McGee:

David A. Brinckerhoff, CFP®
Leadership Board Chair

On behalf of the American Lung Association in Florida – Central Area, I am pleased to provide this letter of support for Seminole State's efforts to offer a Bachelor of Science degree in Health Sciences.

David H. Harris, Esq.
Leadership Board Vice Chair

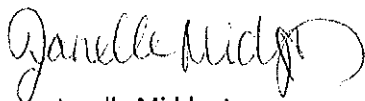
Our organization has a long history of partnering with Seminole State College in training the students through volunteer opportunities to make a difference in our community. The support of Seminole State's students has led to a tremendous for both children and adults facing lung health issues.

Janelle Middents, M.A.
Area Director

It is important to the American Lung Association to have a four-year degree program in Health Sciences that is affordable, accessible, and workforce-oriented.

Based on our positive experiences working with your students, the American Lung Association will continue to strongly consider Seminole State graduates for any employment opportunities in the future. We look forward to this collaboration.

Sincerely,



Janelle Middents
Area Director



February 3, 2014

Dr. E. Ann McGee
President
Seminole State College
100 Weldon Blvd.
Sanford, FL 32773

Dear Dr. McGee:

It is with pleasure that I support Seminole State College's proposal for the Baccalaureate in Health Science Degree. Avant Healthcare Professionals is an employer of many of the area's health professionals so the offering of this degree at Seminole State is, not only a positive for our community, but very valuable to my organization. The commitment to excellence through advanced knowledge that healthcare professionals could gain with this needed degree directly aligns with my organization's goals.

As we both know, the healthcare environment is becoming more complex by the day. I truly believe that Seminole State's commitment to meeting community needs is admirable. Again, this letter is to support the approval process for the Baccalaureate in Health Sciences Degree at Seminole State. Please contact me if you need any assistance with the development of this needed degree.

Sincerely,

A handwritten signature in black ink, appearing to read "Shari Dingle Sandifer".

Shari Dingle Sandifer, MBA, RN
Chief Executive Officer

Appendix A.4

Page 11



December 1, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773-6199

Dear Dr. McGee,

I am writing to you in support of the development of the B.S. in Health Sciences program. As Co-Owner of a small business in the Health & Fitness field in Lake Mary, I feel there is a huge need for this type of program in our area.

As SSC continues to develop programs that address future workforce needs and current employment opportunities. With the B.S.H.S., the college will fill a need by providing postsecondary education options in the fast growing health and fitness field. This ability to expand your baccalaureate degree offerings can only mean an increased opportunity for students to obtain degrees and internships and possibly employment locally in critical need areas. We believe that these programs are extremely important to create highly skilled future employees that will have a good understanding of the field they are choosing to pursue.

We are also extremely excited to also have the opportunity to work with you regarding this endeavor, specifically in the curriculum development, internship opportunities, advisory committee participation and placement of graduates.

Yours in Health & Fitness,

A handwritten signature in black ink, appearing to read "Justin Bedor", with a long horizontal flourish extending to the right.

Justin Bedor

Appendix A.4

Page 12



December 16, 2013

Dr. E. Ann McGee
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

Dear Dr. McGee:

On behalf of Central Florida Regional Hospital, I am pleased to provide this letter of support for Seminole State's efforts to offer a Bachelor of Science degree in Health Sciences.

Our organizations have a long history of training highly qualified individuals to make a difference in our community by improving the quality of healthcare to citizens throughout Central Florida.

It is important to Central Florida Regional Hospital to have a four-year degree program in Health Sciences that is affordable, accessible, and workforce-oriented.

Based on our positive experiences employing your graduates, Central Florida Regional Hospital will continue to strongly consider Seminole State graduates for any employment opportunities in the future. We look forward to this collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Khayat", with a long horizontal flourish extending to the right.

Joseph Khayat RRT
Cardiopulmonary Director



RECEIVED JAN 02 2014

December 16, 2013

Dr. E. Ann McGee, President
Seminole State College
100 Weldon Blvd
Sanford, Florida 32773

Dear Dr. McGee:

I am honored to write this letter supporting Seminole State College in the development of a new and much needed Baccalaureate Degree in Health Sciences.

Seminole State College and Central Florida Regional Hospital have a long history of partnership and collaboration in providing students with quality educational opportunities in healthcare sciences. Our hospital has served as a main site for clinical internships in Respiratory Care, Nursing, Physical Therapist Assistant, Health Information Management, EMS and other healthcare programs. In addition, our hospital has had the privilege of partnering in the development and expansion of these programs over the course of the last twenty years. We have been fortunate to hire Seminole State College graduates who have gone on to provide excellent patient care to our patients.

As you are well aware, healthcare is one of the largest and fastest growing employment sectors in the country, and we are pleased to stand with Seminole State College as we build toward the future.

Central Florida Regional Hospital has a strong commitment in our community, and we recognize the benefit Baccalaureate Degree attainment offers to our patients, our employees and our community.

Kindest regards,

A handwritten signature in black ink, appearing to read "Wendy H. Brandon", written over a horizontal line.

Wendy H. Brandon
Chief Executive Officer

WHB/eo

Appendix A.4

Page 14



The CITY OF ALTAMONTE SPRINGS

OFFICE OF THE MAYOR

March 5, 2014

Lynn Garrett, Campus Dean
Seminole State College of Florida
Altamonte Springs Campus
850 S. State Road 434
Altamonte Springs, Florida 32714

Dear Ms. Garrett,

As the Mayor of Altamonte Springs, where Seminole State's Altamonte Campus is located, I am writing in support of the development of the Bachelor of Science in Health Sciences program. With all of the health degree programs housed at the Altamonte Campus, I am excited for the addition of a Baccalaureate Degree for the residents, not only of Altamonte Springs, but also residents of our surrounding communities.

The ability to expand your baccalaureate degree offerings can only mean an increased opportunity for students to obtain degrees locally in critical need areas such as healthcare professions. I believe that these baccalaureate degree programs are a critical component of creating highly skilled, high paying jobs, assisting our efforts to develop and grow our economy in Central Florida.

The Bachelor of Science in Health Sciences program will allow our region to retain our best and brightest students by offering the opportunity to transition their A.S. degrees to this new B.S. degree. This degree will allow those individuals the chance to expand their career options in the healthcare field with the advanced knowledge gained.

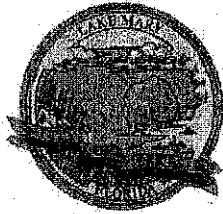
As a consumer of healthcare, it is important that patients have the most knowledgeable caregivers possible. The complexity of healthcare demands such individuals. Therefore, the Baccalaureate in Health Sciences at Seminole State is crucial. Dean Garrett, please contact me if I can be of further assistance in this worthy endeavor.

Sincerely,

Pat Bates, Mayor

Appendix A.4

Page 15



City of Lake Mary

Incorporated in 1973

November 17, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee:

I am writing in support of the development of the Bachelor of Science in Health Sciences program. There is a critical need in our region for this program.

Seminole State College continues to develop and promote programs that address future workforce needs and current employment opportunities. With the Baccalaureate Degree in Health Sciences, the College will fill a need by providing postsecondary education options in the healthcare field. This ability to expand your baccalaureate degree offerings can only mean an increased opportunity for students to obtain degrees locally in critical need areas. Our organization believes that these baccalaureate degree programs are critical in creating highly skilled, high paying jobs and assisting our efforts to develop and grow our economy in Central Florida.

It is important for our future and the potential for employment opportunities in our rapidly expanding healthcare workforce that Seminole State College offers this baccalaureate degree program. We look forward to the opportunity to work with you regarding this endeavor, specifically in curriculum development, internship opportunities, advisory committee participation and placement of graduates.

Sincerely,

Tom Tomerlin
Economic Development Manager

Appendix A.4

Page 16

A 4

DEPARTMENT OF PUBLIC SAFETY
EMS-FIRE-RESCUE DIVISION



December 18, 2014

Angel J. Nater, MS, Paramedic
EMS Program Manager
Seminole State College
Center for Public Safety, EMS Program
natera@seminolestate.edu

Dear Angel J Nater:

I would like to express my strong endorsement of the Community Paramedic Program proposed by Seminole State College. The utilization of these trained professionals will facilitate more appropriate use of emergency care resources and enhance access to primary care for our medically underserved populations.

As we enter an era of higher demands in all medical fields, I would expect the expanded scope to integrate well into needs for future services. Our history with Seminole State College gives me full confidence that they will deliver a quality program that will prepare our paramedics to function outside their customary emergency response and transport roles.

Sincerely,

Leeanna R. Mims, Fire Chief
Seminole County EMS/Fire/Rescue

Appendix A.4

Page 17

Honor Those You Work For; Respect Those You Work With; Serve Those Who Work For You

SEPD Commissioning Creed

Todd M. Husty, D.O., FACEP
Office of the Medical Director

December 12, 2014

Ref: Letter in support of a community paramedicine program

To Whom It May Concern,

I am strongly supportive of a community paramedicine program at Seminole State College. For over 30 years I have been impressed with the ability of paramedics to receive additional training. Ever since my corpsmen in the Navy showed me their ability in suturing, casting, and other advanced modalities of treatment, I have been a witness to and been a participant in expanding the roll of traditional paramedicine. Because of that experience, I have been promoting EMT and Paramedics in emergency departments for 20+ years. Now, it is apparent that medicine is expanding its role, as it should, into the community yet there are not enough personnel to do so. The concept of community paramedicine may be new but it is needed. There is a missing link in the hierarchy of care that could be filled by community paramedics.

Again, I wholeheartedly support Seminole State College initiating a community paramedicine program.

Sincerely,



Todd M Husty, DO FACEP
Medical Director
Seminole State College

TMH/pp

Appendix A.4

Page 18



FLORIDA HOSPITAL
Altamonte

601 East Altamonte Avenue
Altamonte Springs, Florida 32701
407/303-2200

December 16, 2013

E. Ann McGee
President
Seminole State College
100 Weldon Blvd
Sanford, FL 32773

Dear Dr. McGee:

Please accept this letter as my support of Seminole State College's development of a new Baccalaureate Degree in Health Sciences. This degree will create a pool of highly skilled health professionals to meet the needs of Central Florida's healthcare organizations. The proposed curriculum that includes leadership, finance, and health related courses will allow graduates to readily advance in their chosen careers.

Florida Hospital has enjoyed a valuable partnership with Seminole State College and, this new degree, will continue to expand our collaboration. Therefore, I am pleased to offer my support and encouragement with the Baccalaureate Degree in Health Sciences.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rob Fulbright', written over the word 'Sincerely,'.

Rob Fulbright
Senior Executive Officer



**FLORIDA
HOSPITAL**

601 East Rollins Street
Orlando, FL 32803
407/303-6611

December 16, 2013

Dr. E. Ann McGee
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

Dear Dr. McGee:

It is my privilege to provide this letter of support on behalf of the plan to offer a baccalaureate in health science at Seminole State College.

As you are no doubt aware, the profession of respiratory care, through the AARC's "2015 & Beyond" project, is working to make the bachelor's degree the representation of entry level academic preparation to work as a respiratory therapist. The availability of this degree program at Seminole State has the potential to greatly enhance the recruiting base for hospitals in Central Florida to better position us to meet the growing respiratory care needs of our community. In addition, your baccalaureate program will help many practicing respiratory therapists with an associate's degree position themselves for professional growth.

I strongly support your effort to strengthen your product, our profession, and ultimately our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas Berlin".

Thomas Berlin, D.H.Sc, M.Sc, R.R.T.
Director, Respiratory Care
Florida Hospital Orlando

TB:



RECEIVED DEC 05 2014

December 2, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee:

Subject: Bachelor of Science in Health Sciences

I am writing in support of the development of the Bachelor of Science in Health Sciences program. There is a critical need in our region for this program.

It is important for future graduates of Lake Technical College, and the potential for articulation opportunities in the rapidly expanding healthcare workforce, that Seminole State College (SSC) offer this baccalaureate degree program. We look forward to the opportunity to work with you regarding this endeavor, specifically in curriculum development, advisory committee participation, and articulation opportunities.

Seminole State College continues to develop and promote programs that address future workforce needs and current employment opportunities. SSC will fill a need by providing postsecondary education options in the healthcare field. Our organization believes that these baccalaureate degree programs are critical in creating highly-skilled, high-paying careers and assisting our efforts to develop and grow Central Florida's economy.

The Bachelor of Science in Health Sciences program will allow our region to retain our topmost, brightest students by offering the opportunity to articulate their career and technical certificates to A.S. degrees and on to B.S. degrees. This will also give those individuals the chance to expand their career options in the healthcare field.

Sincerely,

A handwritten signature in cursive script that reads "Diane Culpepper".

Dr. Diane W. Culpepper
Director

DWC/dez

Appendix A.4

Page 21

Lake Technical Center



70 Spring Vista Dr
Debary, FL 32713

324 Par St
Orlando, FL 32804

2877 Delaney Ave
Orlando, FL 32806

November 18, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee,


First of all, we wish to let you know of how proud we are of Seminole State College as a premier college in our state and nation. Your institution is a solid academic presence in our state that indicates the commitment of our community to excellence in practice.


We are writing in support of the development of the Bachelor of Science in Health Sciences program. This program will surely add the necessary steppingstone to meet the critical need for a postsecondary education that will prepare students for advancing their careers in the healthcare field. The offering and completion of the degree program will mean increased educational and employment opportunities for the student population. The program will develop skills and strengthen the expertise of our future workforce which is a solid requirement for a thriving community.

With Seminole State College's commitment to innovation, the development and commitment to the Bachelor of Science in Health Sciences program will prove to be a variable that will contribute towards job growth, per capita income growth and the growth of a creative and diverse class of professionals. Truly, the program will meet the criteria of innovation that will contribute towards making Seminole County a great place to live and thrive. Seminole State College is at the forefront of a truly dynamic community for students and residents alike. We foresee that, in the future, Seminole State College will be able to attract more and more national and international students due to its commitment to academic innovation and excellence in practice. We believe in this innovation and we would be glad to participate in the areas of advising, curriculum development, teaching and guidance, placement of graduates and program evaluation.

We look forward to collaborating with you in this journey of innovation and excellence.

Cordially,


Harry Nyanteh, M.D., MPH, MSo, CRCP


Victoria Martinez, Ph.D.
Omega Research Consultants, LLC
70 Spring Vista Drive
Debary, Florida 32713
(386) 668-4202



1414 Kuhl Ave.
Orlando, FL 32806
321.843.7000

OrlandoHealth.com

RECEIVED DEC 05 2014

November 24, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee:

I am writing in support of the development of the Bachelor of Science in Health Sciences program. There is a critical need in our region for this program. Seminole State College continues to develop and promote programs that address future workforce needs and current employment opportunities. With the Baccalaureate Degree in Health Sciences, the College will fill a need by providing postsecondary education options in the healthcare field. This ability to expand your baccalaureate degree offerings can only mean an increased opportunity for students to obtain degrees locally in critical need areas. Our organization believes that these baccalaureate degree programs are critical in creating highly skilled, high paying jobs and assisting our efforts to develop and grow our economy in Central Florida.

It is important for our future and the potential for employment opportunities in our rapidly expanding healthcare workforce that Seminole State College offers this baccalaureate degree program. We look forward to the opportunity to work with you regarding this endeavor, specifically in curriculum development, internship opportunities, advisory committee participation and placement of graduates.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Cannata".

Lisa Cannata
Chief Learning Officer

cc: Angie Laxton

Appendix A.4

Page 23

A thick, dark, curved line that sweeps across the bottom right portion of the page.



1414 Kubi Ave.
 Orlando, FL 32806
 321.843.7000
 orlandohealth.com

December 12, 2013

E. Ann McGee
 President
 Seminole State College
 100 Weldon Blvd
 Sanford, FL 32773

Dear Dr. McGee:

I am pleased to write this letter of support for Seminole State College's proposed Baccalaureate Degree in Health Sciences. The Central Florida area is continually seeking health care professionals who have the required expertise and knowledge to care for our patient populations in a variety of healthcare settings. With a proposed curriculum that includes leadership, finance, human resources and quality improvement from a health care focus, this new degree will be an asset for local employees in healthcare professions to advance their level of academic preparation.

Orlando Health has enjoyed and valued a collaborative partnership with Seminole State College for many years. I am pleased to offer my support and encouragement with the proposed Baccalaureate Degree in Health Sciences program.

We look forward to the opportunity this will provide to local health care professionals.

Sincerely,


Nancy Dinon
 Vice President, Human Resources

Appendix A.4

Page 24



1414 Kuhl Ave.
Orlando, FL 32806
321.813.7000

orlandohealth.com

RECEIVED FEB 14 2014

Department of Surgery
Academic Office
86 W. Underwood Street, Suite 201
Orlando, Florida 32806
Telephone 407-841-5142
Facsimile 407-648-3686
www.orlandohealth.com

Michael L. Cheatham, MD, FACS, FCCM
*Chairman, Department of Surgery
Program Director, General Surgery Residency*

Pat B. Quijada, MD, FACS
Associate Program Director

Howard G. Smith, MD, FACS
Director, Burn Service

John T. Promes, MD, FACS
*Associate Program Director, Acute Care Surgery Fellowship
Director, Trauma Services*

Matthew W. Lube, MD, FACS
*Assoc Program Director, Surgical Critical Care Fellowship
Director, Outpatient Center for Surgery*

Rodrigo F. Alban, MD, FACS
Program Director, Acute Care Surgery Fellowship

Chadwick P. Smith, MD, FACS
Program Director, Surgical Critical Care Fellowship

Joseph A. Ibrahim, MD, FACS
Associate Program Director, General Surgery Residency

Karen "Toby" Safcsak, RN, BSN
Research Coordinator

Joann Whittington
Academic Program Manager

January 31, 2014

Dr. E. Ann McGee
Seminole State College of Florida
850 South State Road 434
Altamonte Springs, FL 32714

Dear Dr. McGee,

Please accept this letter of recommendation for Seminole State College to move forward in the transition to a Baccalaureate Degree Program. I have been the medical director for the Respiratory Program for nearly ten years and have had the opportunity to work closely with the students and graduates in our Level One Trauma Center's busy Surgical Trauma Intensive Care Unit. I have been impressed by the quality of the students and therapists that the college has graduated with regard to their skills, knowledge, work ethic and enthusiasm.

In my opinion, moving forward to a Baccalaureate Degree Program will further strengthen the current program that exists, will allow the college to attract the most qualified applicants, and most importantly will infuse quality respiratory care professionals into our growing community in the years ahead.

Please do not hesitate to contact me if you have any further questions about our program.

Sincerely,

Matthew W. Lube M.D., F.A.C.S.
Associate Director of Medical Education
Department of Surgical Education
Orlando Regional Medical Center
86 W. Underwood Street, Suite 201
Orlando FL 32806
Assistant Professor of Surgery and Surgical Clerkship Director University of
Central Florida College of Medicine
Medical Director, Respiratory Program at Seminole State College

Appendix A.4

PTS PHYSICAL THERAPY SPECIALISTS

Physical Therapy Specialist
14115 Town Loop Blvd Suite 200
Orlando, Florida 32837
O (407) 601-3922
F (407) 601-3934
WWW.PTSPECIALISTS.ORG

March 11, 2014

Dr. E. Ann McGee
College President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee,

I am writing this letter on behalf of Physical Therapy Specialists in support of Seminole State College developing a new Baccalaureate Degree Program in Health Sciences.

Physical Therapy Specialists is a therapist owned and operated rehabilitation company. Our goal is to provide top quality care and service to our patients, returning them to their active lifestyles. As a Central Florida small business, we know the importance of providing our patients with the best possible clinical outcomes in a professional and caring environment.

We pride ourselves not only on our dedication to clinical excellence, but also on our commitment to the future of the profession. Because we understand the importance of academic excellence, we frequently serve as a site for the clinical education of Seminole State College's Physical Therapist Assistant students. By serving as working learners in our clinics, the students are able to apply their didactic knowledge in a hands-on environment.

A Baccalaureate Degree Program at Seminole State College would enable some of our employees to advance their education while continuing to provide care to our patients. It would offer educational opportunities for them to improve their leadership, management, and decision-making skills. This will serve as a benefit not only to our small business, but also to every patient who we have the privilege of treating.

For the aforementioned benefits for the Central Florida community, Physical Therapy Specialists supports your development of a Baccalaureate Degree Program in Health Sciences.

Appendix A.4

Page 26A

PTS PHYSICAL THERAPY SPECIALISTS

Physical Therapy Specialist
14115 Town Loop Blvd Suite 200
Orlando, Florida 32837
O (407) 601-3922
F (407) 601-3934
WWW.PTSPECIALISTS.ORG

Should you have any questions please do not hesitate to contact me. I look forward to seeing you at the Seminole State Physical Therapy Assistant Advisory Board meetings.

Sincerely,

Mark MacGregor, PT

Mark MacGregor, MSPT, CSCS, COMT

Chief Operating Officer

Physical Therapy Specialists of Hunters Creek, LLC



February 17, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Re: Bachelor of Science in Health Sciences

Dr. McGee:

I am sending this letter to support the creation of the Bachelor of Science in Health Sciences program for Seminole State College. I believe there is an emerging need for this program regionally, the program gives current and potential students the option of staying in their community and will provide a more impactful education than currently offered by technical colleges.

By providing programs that fulfill local hiring needs, you give students an increased opportunity to acquire gainful employment and give back to the community. The Bachelor of Science in Health Sciences program will also allow your current students the opportunity to stay home and transition their Associate's to the new B.S. degree.

As a professional in staffing, I often see the need for not only degrees or certifications in a certain field but impactful employees who can learn and grow with a company. The healthcare field has its share of technical schools but those institutions, in my humble opinion, do not prepare students adequately for the medical field like a Bachelor's program could.

Technical colleges may give practical training in a certain field but lack the in-depth, well-rounded, formal education that only a 4-Year program can give. i.e) Business/HR Philosophies, Practice Management, etc.

To recap, I fully support this program as it will help satiate your local hiring needs, provide a better alternative to technical schools and keep your future leaders in the community.

I look forward to the opportunity to work with you regarding this endeavor, specifically in curriculum development and placement of graduates.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon Bartek", is written over a horizontal line.

Jon Bartek, Executive Recruiter

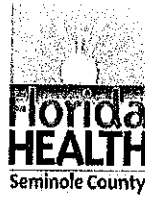
SNI Technology

Appendix A.4

Page 27

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



DEC 17 2013

Rick Scott
Governor

John H. Armstrong, MD, FACS
State Surgeon General & Secretary

Vision: To be the Healthiest State in the Nation

December 9, 2013

Dr. E. Ann McGee
President
Seminole State College
100 Weldon Blvd
Sanford, FL 32773

Dear Dr. McGee:

As a longstanding partner of the Seminole State College, the Florida Department of Health in Seminole County is pleased to endorse your efforts for the new Baccalaureate Degree in Health Sciences. As health care organizations become more complex, the added knowledge the graduates will have will help both our community and the area health care organizations. With the addition of a Health Sciences degree, there will be a broader selection of programs from which to choose, which will increase employment and promotional opportunities of the graduates.

Again, this letter is to offer my support and encouragement with the Baccalaureate Degree in Health Sciences. Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Swannie Jett", is written over a horizontal line.

Dr. Swannie Jett, DrPH, MSc
Health Officer

Florida Department of Health in Seminole County
Dr. Swannie Jett, DrPH., MSc, Health Officer
400 West Airport Boulevard, Sanford, FL 32773
PHONE: 407/665-3000

www.seminolecohealth.com
Appendix A.4

Page 28

Tru-Valu Drugs of Sanford, Inc.

503 East First Street
Sanford, FL 32771
407-323-6413

November 21, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773-6199

RE: Bachelor of Science in Health Sciences

Dear Dr. McGee:

Thank you for the opportunity to review the proposal for the new Seminole State College's proposal for a program that would allow students to earn the Baccalaureate in Health Science Degree. I am hopeful this program will very soon become available at this school.

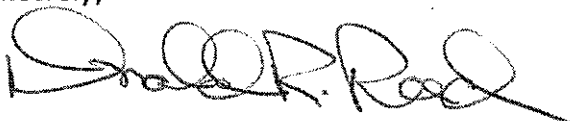
As an employer and Pharmacist myself I personally can appreciate how valuable to my business it would be to hire trained graduates of such a program that has been long awaited personally. From a pharmaceutical point of view, these graduates would be better positioned to serve our customers and patients with more knowledge and expertise which is needed in healthcare today.

This degree would serve as a much better background for those students interested in pursuing further study in medicine or pharmacy school. Additionally, the tuition savings would be substantial considering the number of years required for advanced degrees in these fields and the savings most local students could have by living at home.

As Seminole State College continues to develop and promote programs that address our current employment opportunities, my business believes that these baccalaureate degree programs are critical in creating highly skilled and high paying jobs which will help to retain our best and brightest students here at home in Seminole County.

I look forward to the opportunity to work with you in the future.

Sincerely,



Donald R. Reed, R.Ph., President
Tru-Valu Drugs of Sanford, Inc.

Appendix A.4

B.S. Health Sciences – 12/6/13

Attendees: Laura Aromando, Michelle Birkeland, Mark Carey, Cheryl Cicotti, Angela Kersenbrock, Jeff Miller, Pam Ocasek, Lynne Voltaggio, Molly Yanni (*Missing: Mary Lou Hilbert and Nagi Youssef*)

Introduction:

Update on baccalaureate proposal for nursing (Angela):

- AK and CC need to meet with UCF again
- LOI will then be needed
- Currently, Remington College does not want us to offer a B.S.N.
- Once we get agreement from UCF, we will finish LOI and get to our Board of Trustees that same month.

Purpose of task force: To develop a successful proposal for the B.S. Health Science

Letter of Intent (LOI):

 Reviewed with group

- Adding specializations
- Central healthcare core
- Low clinical % (most of clinicals will be done in A.S. portion)

Degree structure:

- AS – 120 credits
 - 45 lower division
 - 36 general education
 - 15 health science core
 - 24 specialization
- AA – 120 credits
 - 36 general education
 - 18 health foundation courses
 - 48-51 life sciences courses
 - 15-18 health science core
- Existing courses that could be included in core for AA students:
 - Medical terminology, nutrition/diet therapy, intro to health, concepts of disease (human patho), first aid, CPR, pharmacological course
- Common course pre-requisites:
 - Look at track 5 – most general

Follow up: Pam will check with Christine to see if we can offer a second track from the common course manual that would fit better for AA students (maybe 1/7).

Review Timeline:

- Went over proposal deadlines – March 20th is 100 days after the LOI was submitted. The earliest that we could submit proposal is 100 days after LOI was submitted.
- Our goal is to submit proposal on March 20th, 2013.
- Approval: Everyone needs to go to the State Board of Education (SBE) meeting in July. We will let the team know once the dates for 2014 are posted.

Follow up: Pam will email the team copies of the SSC B.S. in Information Systems Technology proposal and the Indian River State College proposal for a B.S. in Healthcare Management.

Major Components of Proposal:

Letters of support:

- Advisory Committees – need two letters of support from each committee, which should be signed by all members.
 - Respiratory – Mark Carey
 - PTA – Jeff Miller
 - Pharmacy – Nagi Youssef
- Industry Letters:
 - CFRH (Wendy B.) – Angela
 - Nemours – Mark
 - Orlando Health – Cheryl
 - Florida Hospital – Cheryl
 - WCF – Lynne
 - Health Department – Cheryl
 - American Lung Associate – Mark
 - Ability – Jeff
 - Cora – Jeff
 - Dr. Luby – Mark
 - Foundation Board Member (consulting firm) – Name? **Follow up: Cheryl/Pam**
 - SCPS – Laura Ross
 - Bob Turk – Angela
 - Randy/FHTCC – Angela
 - Walgreens – Nagi
 - CVS (or another pharmacy) – Nagi
 - Chamber of Commerce/Linda Reynolds – Angela
 - Mayor of Altamonte Springs – Lynn Garrett (Colon)
 - RDV – Cheryl
 - VA Hospital – Cheryl
- No advisory committee meetings will be taking place before March. Members will need to be contacted individually.

Student surveys:

- In addition to January surveys: Mark's seniors, Carol's function (list/Nelda)

All meetings need to be documented.

- Internally - whole college effort
- Meeting with leadership team
- Meetings with Christine
- Advisory committee meetings
- Core Team meetings
- UCF Meetings – closed programs (2009 cancelled RT program)

Possible specializations from Group:

- RT Care and Leadership
- Life sciences track (pre-clinical)
 - Pre-pharmD
 - Pre-PT
 - Pre-dental
 - Pre-PA
- Pharmacy Operations and Management
- Clinical Operations and/or Management
- Sports/Nutrition/Wellness
- Healthcare Business Management
 - Entrepreneurship
- Community health/public health (need clinicals)
- Healthcare reimbursement
- Modeling/simulation
- Medical Sales (could be a course)
- Specialization/Elective/Internship (could be a course)

Prioritized specializations

- RT and Leadership
- Life sciences (pre PT – DPT)
- Healthcare business/operations/management – **Follow up: Michelle** will work on name for this.
 - Could include courses in sales/entrepreneurship, reimbursement, marketing, accounting, business finance, project management, logistics and operations
- Sports/nutrition/wellness
 - **Follow up: Angela** will look up clinical nutrition specialist (two people that she knows)

Curriculum:

- Mark presented a draft for RT (attached)
- Program learning outcomes completed
- Course objectives
- All students do the core (select 15 credits)
- Major curriculum threads:
 - Evidence based research
 - Diversity/culturally competent
 - Quality assurance and improvement performance
 - Inclusion
- Match terms (of courses) to industry

AA = 36 gen ed
 24 sciences (or depending on major)
 60

If no AS degree, at least 18 credits Health Foundation Courses (med term, intro to health, etc.)
 + health core

AS Degrees	RT	RT (option 2)	RT (option 3)	PTA
Credits from AS degree	76	76	66 (out of 76)	71 (out of 74)
Additional general education	24	24	24	19
Upper division health courses	37	30	30	30
Total	137	130	120	120

Additional Action items before next meeting:

- **Angela** to work on rough draft of proposal – **Pam** to convert existing proposal to word as a starting point and send to Angela
- **Molly** to get with CTS on shared folder options for group
- **Laura/Molly** – after receiving proposals, start working on curriculum courses (objectives, descriptions, etc.).
- **Pam** – Work with IER to get surveys to Michelle for FTIC students that will be on campus on 12/13/13 (about 300 to 400 students)

Next Meeting: January 9, 2014 (Thursday), Altamonte Campus – Room 214, 1:30 – 4:30 p.m.

B.S. Health Sciences – 1/17/14

Attendees: Michelle Birkeland, Cheryl Cicotti, Angela Kersenbrock, Jaime Magnetico, Pam Ocasek, Roger, Portman, Stephen Summers, Lynne Voltaggio, Molly Yanni, Nagi Youssef (*Missing: Laura Aromando, Mark, Carey, Jeff Miller*)

Update on baccalaureate proposal (Angela):

- LOI not received by state, needed to resend
- This may affect timeline and change start date (possible summer or fall start instead of spring)
- Stephen and Roger have been added to the group for the life-sciences track.

Curriculum Update (Molly):

- 3000-4000 level courses
- Roger mentioned that there was a strict plan for students planning to go pre-med, etc.
- Stephen/Roger need to let the group know what courses are required to go professional
- Need to check on EMS option – should they be included here?
- Possible track 5 – modeling and simulation (Need to check with Mike Staley to see if they are doing anything in that area)
- Community public health would be hard to do.
- Life sciences track would be good option for PTA path.
- Need to explore long term care option: Cheryl says they could have general health sciences but would need special certifications.
- Some other tracks (pre-vet, dental hygiene) would be more expensive to run.
- Michelle said that Student Services would be able to sell the proposed 5 tracks.

Catalog change:

- Progression requirements – “C” for all baccalaureate courses
- Remove accredited “Florida” institution

Student Services (Michelle):

- When would students pick specialty?
- Do we allow them in the degree first and then they can pick their track? That option is not good for planning purposes.
- Students in the construction bacc pick track.
- Online application questions are not clear to the students.
- They will definitely need another advisor for this program.

Stephen/Roger:

- Issue with 3000-4000 level courses in their area (they do not have many)
- Concerns about strict requirements of medical schools (test prep, mock interviews, etc. for students). We may need to avoid pre-med option specifically.
- Dr. Youssef will research requirements for Rollins pre-med program
- We can always articulate with medical schools at a later time.

Student Learning Outcomes (SLO's):

- Molly reviewed SLO's
- Computerized testing which can connect course objectives back to learning outcomes
- Maybe some internships can be put in capstone course(s).
- Please send any comments about curriculum/SLO's to Molly and Laura Aromando.

Course descriptions:

- Hugh needs to rewrite course description for MAN3320 since that is included with required courses (pick 5 of 6):
 - ✓ MAN 3320
 - ✓ HSA 4191 (heavy technology)
 - ✓ HSA 3430
 - ✓ HSA 4652
 - ✓ HSA 4180
 - ✓ HSA 4702
- Program managers and advisory committee can revise the curriculum once they are in place.
- Remember credentialing requirements for **HSA** course prefixes
- Should run course objectives by others
 - ✓ Jordan Camenker for legal/ethics
 - ✓ Malpractice person, etc.

Advisory Committee Letters:

- Jamie and Dr. Youssef will also have to provide these.
- Each member of the advisory committee can sign the same letter.

Industry letters:

- Reviewed letters that have been received (dates and letters received can be viewed in project plan in shared folder.

Survey Updates:

- Student surveys
 - Done and waiting for mass communication approval.
 - Pam will send out survey to group.
 - Angela will write verbiage that will go in email to students.
- Employer surveys
 - Reviewed draft as a group
 - Phone calls to your contacts will be necessary to get employer participation
 - Roger suggested we may want to field test survey.
 - Advisory committee meetings can be scheduled by departments – surveys can also be done in those meetings.
 - Need pictures of advisory committees and students in programs – Cheryl has a department camera that can be used.

Other items to work on:

- Facilities – Lynn Garrett
- Library resources
- Cost

- Academic
- Budget – Meet with Lynn Powers on budget
 - Schedule meeting with Angela and Lynn first
- Plan of action if program terminated
 - Follow college procedure
 - Letter from IRSC to see that they will accept our students

Miscellaneous Action Items:

- Add Stephen and Roger to shared drive and let them know when they have access.
- Angela will talk to Molly about existing faculty numbers.
- All programs need to provide copies of advisory committee minutes where the health sciences proposal has been discussed.
- Stephen – needs to provide background on himself for proposal
- Need to get BOT minutes where health sciences program was discussed.
- Need list of BOT members
- Need kudos items:
 - National Science Foundation Grant
 - Cheryl has other items to add
 - Search for articles about Seminole State and rankings, etc.
 - Locate recent honors for Dr. McGee
 - Pass rates for all programs – Pharmacy students will be taking first exams soon.
- Need to schedule next meeting for task force.

Baccalaureate of Science in Health Sciences – Core Team Meeting

Altamonte Campus, Room 214

2/28/14, 9:00 a.m.

Attendees: Laura Aramando, Michelle Birkeland, Cheryl Cicotti, Angela Kersenbrock, Jaime Magnetico, Jeff Miller, Dorothy Mitchell-Danzy, Pam Ocasek, Roger Portman, Linda Sutton, Lynne Voltaggio, Molly Yanni, Nagi Youssef

Meeting Minutes Review: Meeting minutes from the 1/17/14 meeting were placed in the shared folder. Please let Pam know if you have any questions on these.

Review DOE/FCS Timeline: As mentioned in the last meeting, the timeline has shifted due to the letter not being received as expected. April 30th (100 days) is the earliest date that the proposal can be submitted.

Update on Letters of Support (Industry):

- Cora – Jeff will get a letter from a different company.
- Bob Turk – Angela emailed him yesterday.
- Chamber of Commerce – not needed
- RDV Complex – difficult to get a contact – letter not needed.
- Physician's Associates – waiting on contact person from Robyn.
- Nemours – Cheryl has requested.

Update on Letters of Support (Advisory Committees):

- PTA – Received
- Respiratory – Meeting in April
- Pharmacy – Meeting in March

BSHS Proposal Narrative Review (Budget, Enrollments, Performance):

- As part of the Admissions/Marketing recruitment plan, at first we will target our A.S. graduates (PTA, RT, etc.). A billboard that can be seen from I-4 was suggested as a marketing idea.
- Linda Sutton would like to do interviews with program specialists to better figure out projected library costs. They are currently low on funds for journals and other research materials. Discussed importance of Embedded Librarian.
- Cheryl indicated that laptops need to be included in the budget. There will be a lot of computerized testing that takes place in this program.
- Roger doesn't think his area needs other library support at this time.
- Student Services: Program will really need one full-time advisor to start in the fall before program actually starts.

Follow up:

- Need to find out where marketing (billboards) expenses should be put in the Operating Expenses portion of the budget plan.
- Lynne and Pam will input numbers into budget based on group discussion.
- Verify that laptops will go into other equipment
- Embedded librarian position
- Michelle will check with Pamela M. on advisor position.

Appendix A.5

- o Linda Sutton also checking to see if she ever received any funds for the BIM and BSIST programs once they started.

Curriculum (tracks and courses): The potential tracks were revisited at the meeting. Following are some suggestions to the titles:

1. Respiratory Care and Leadership changed to Respiratory Care and Clinical Leadership
This track would be strictly for RT's.
2. Health Care Management and Entrepreneurship changed to Health Care Management and Professional Services

Update: The original Track 3 below (Life Sciences) will be part of the Health Care Management and Professional Services.

- a. Life Sciences: This track is for AA students that have a strong science foundation. The science department already offers the Science Diploma which includes a strong core of science courses. There may not be very many higher science courses that are actually needed. Roger mentioned that the pool of AA students is a lot different and smaller than the AS graduates that we will be marketing to.
3. Nutrition and Wellness (still working on name for this track)
4. Simulation in Healthcare Education

Collaboration Examples: Per the DOE, one of the sections in our proposal that needs more information would be the collaboration section. Both internal and external meetings should be documented. Please make sure that you are adding meetings (in person and via phone/email) to the meeting list located in the shared folder. If you prefer, you can email Pam with this information (who was there, when was it held, was it phone/meeting/email, and what was discussed).

Follow up: Program managers should add any meetings or conversations that they have had with their Advisory Committee members or other industry contacts.

Student and Employer Survey update: Both surveys are under way and will wrap up before we go on spring break. The student survey is currently being distributed in live classes in Respiratory, PTA, and Pharmacy. It is also being given to HIT students in an online course.

Follow up: Roger will get with Kim M. and they will provide section numbers of biology and A&P courses to Pam so that IR can prepare paper surveys to distribute to those class sections next week. (Update: As of 3/4/14, Roger provided the section numbers and IR has brought over the surveys for them to distribute).

Business/Industry BSHS Task Force Meeting: We would like to hold a breakfast meeting for industry to discuss the B.S.H.S proposal.

- Possible locations – Citrus Club, Hilton in Altamonte (by I-4), or hotel in Lake Mary. (Update: Since the meeting, it has been determined that the Breakfast Meeting will be held at the Hilton Orlando in Altamonte Springs.)
- Each program manager should bring some people from industry and even students.
- Need to include Workforce, Economic Development, SCPS (maybe health academy director) and Walt Griffin or Anna-Marie Cote
- Admissions – Pamela, Kris G., Michelle
- Robyn Bartek and Jon Bartek

Appendix A.5

- Leanna Mims (EMS)
- Does John Scarpino know anyone fitness/wellness related that could be invited?
- Create invite that can be sent to group Monday or Tuesday of next week (Update: Lynne sent out invite to group so that it can be shared.)
- Invite Dr. McGee after making sure we get good response back from invite (Update: Dr. McGee has been invited but she will not be able to make this.)
- Handout and powerpoint for meeting (include curriculum)
- Q & A session
- Possibly group tables by tracks/specializations
- Need another group meeting before breakfast takes place.

Next Meeting Date: March 21st from 9:00 a.m. to 2:00 p.m. at the Altamonte Campus

Follow up: Pam to send appointment and let Cheryl know how many people will attend for lunch. (Update: Appointment for meeting was sent out on 2/28/14).

Follow up: All - please let Lynne know who you are inviting to the breakfast so that she can track them as they RSVP.

Baccalaureate of Science in Health Sciences – Core Team Meeting
Altamonte Campus, Room 214
3/21/14, 9:00 a.m.

Attendees: Laura Aramando, Michelle Birkeland, Cheryl Cicotti, Lynn Garrett, Angela Kersenbrock, Jaime Magnetico, Pam Ocasek, Roger Portman, Lynne Voltaggio, Molly Yanni, Nagi Youssef

Meeting Minutes Review: Pam advised that Meeting minutes from the 2/28/14 meeting were emailed to all and placed in the shared folder on 3/6/14.

Update on Student Survey: Survey results have been collected and summarized. The results were very positive with almost **70% of 458** students indicating that they were either **interested** or **very interested** in a BSHS program.

Update on Employer Survey (PO): Eight employers responded to the survey. We are presently waiting on IR to tabulate the responses and share the results with us. (**Update:** IR has tabulated results from both surveys. Report will be saved in shared folder).

Follow up: Angela suggested that we could have paper surveys at the Breakfast meeting on the 4th so that employers could fill them out at that time.

Legislative Update (AK): Senator Negrón has presented a bill to the senate which would prevent state colleges from starting any new baccalaureate programs. If this passes, it would be retroactive to March 31st and state colleges would not be able to go forward with any new programs from that date. More information will be provided when it becomes available.

Follow up: Cheryl asked if we considered a media campaign – She will ask Don.

Curriculum (MY,LA):

- Molly and Laura reviewed course lists by track.
- Cheryl and Roger mentioned that we might need more chemistry labs in the future. Something to keep in mind as Altamonte is expanded.
- Classroom space will be available due to inactivation of vocational health programs.
- Students coming in to program with existing AA degree might have several scenarios depending on what courses they took in their AA program. Based on the following credits, need to make sure there are enough elective credits for students to choose from.
 - 60 credits (student comes in with)
 - 21 credits (health core)
 - 15 credits bacc core
 - 15 credits bacc speciality
 - 111 credits + 4 (biology) = 115 credits (would need 5 more elective credits)
- Nutrition and Wellness
 - Cheryl will ask Janet Hinson to see if she wants to attend the breakfast.
 - John Scarpino has been talking to Wellness Centers – that type of job would require a person to also have knowledge in nutrition, rehab, managing injuries, etc. (Health Coach)
 - Jeff Miller may want to sit at this table at the Industry Breakfast due to his background.
 - Aging well across the life span was mentioned as a course for this track.

- Possibly consider AS in athletic training later on.
- Prevention and treatment of chronic diseases – need to build this type of course.
- Simulation in Healthcare Education
 - Courses – drafts of course lists are in the shared folder.
 - Working with Maureen to tie this to certifications (could be stand-alone cert)
 - Invite Maureen to sit at this table at the Industry Breakfast (**Update:** Maureen will be at a grant function that day and won't be able to attend breakfast.)
 - Simulation will continue to grow so this will need to be advertised nationally. Note: We will not be able to advertise nationally, but will advertise the program regionally and statewide.

BSHS Proposal Narrative Review (Budget, Enrollments, Performance):

- Need number of faculty in sciences with doctoral degrees – (**Follow up:** Roger and Kim. **Update:** information was provided on 3/27/14)
- Companies – Specialty Pharmacies – Tru Valu & Omega (**Follow up:** Lynne V. will look at letter of support for official name. **Update:** Omega Research Consultants, LLC).
- Need Rob Fulbright's new title (**Update:** found title on internet and sent to Lynne V. to put in proposal).
- In draft, Lynne V. will move April 11th meeting after April 4th meeting to be chronological.
- Section E. Facilities and Equipment
 - Possible needs are computer labs for SPSS (Statistical Package for the Social Sciences)
 - Laptops for testing
 - Room 349 will be available (holds 60)
- Section F. Academic Resources
 - FT faculty
 - Is bacc advisor in Pamela's budget? Where would this person be located because there is no room in ALT per Lynn Garrett?
 - Library won't need support until second year.
 - Add Academic Success Center
 - Does testing need to be expanded upon?
- Section G. Cost to Students
 - Lynne V. needs to fill out what she has for this section
 - Need to review with Lynn Powers
- Use BSHS through entire document for consistency
- Faculty: $19 + 6 = 27$ (at least 25% would need doctorate)
- Per survey results, need to provide part-time educational plan.
 - Molly and Laura will review what IRSC did in their proposal.

Follow up: Pam/Lynne need to email draft of proposal to Core Team. Members can use track changes and indicate any changes or suggestions that they might have.

Follow up: Angela will be sending draft of internal/external portion to Abby Ivey to review.

Business/Industry BSHS Task Force Meeting:

- Currently looks like we have about 60 people coming.
- Photographer and Jay Davis
- Welcome – Laura Ross
- Intro to Community College baccalaureate and lead into health science
- Review survey and labor data.
- Structure of degree (core and specializations) – Cheryl
- Discussed removing assigned seating because many people will want to hear all conversations. Instead, may set up 4 tables with info on specializations so that people could go to at the end.

- Structure of degree (core and specializations) – Cheryl
- Discussed removing assigned seating because many people will want to hear all conversations. Instead, may set up 4 tables with info on specializations so that people could go to at the end.
- **Follow up:**
 - Lynne V. will forward Breakfast invitation to Lynn Garrett so that she can invite Mayor Pat Bates. (**Update:** Mayor Bates has accepted invitation).
 - Pamela M. and Michelle – need to be with SCPS at the meeting.
 - Send reminder to all attendees about Breakfast meeting (send by Wed of that week).
 - Verify that UCF does not offer a Bacc in Health Sciences (**Update:** Roger sent email that he reviewed UCF's programs and they offer a BS in Health Services Administration).
 - Section C. - #6 and 7: (**Follow up:** Lynne V will add completions for 2012 and correct gap based on 2012 corrections. #8 Qualitative data – add that Lake Mary is focusing on health)
 - Need timeline for draft document (to editor, to Laura/Exec Staff/to DFC (then DOE).

Next Meeting Dates:

- Core Group: TBA
- Molly, Laura, Pam, Lynne and Angela will meet 3/31/14 at 10:00 am to discuss curriculum and presentation for Breakfast.
- Breakfast Meeting at Hilton Altamonte Springs is 4/4/14 at 7:30 am. We should be there by 7 am. (**Update:** Lynne and Jose from Media Services will visit the Hilton on Monday afternoon (3/31) to check out media placements, etc.).

Baccalaureate of Science in Health Sciences – Core Team Meeting

Altamonte Campus, Room 214

7/22/14, 2:00 p.m. – 4:30 p.m.

Attendees: Michelle Birkeland, Cheryl Cicotti, Angela Kersenbrock, Jaime Magnetico, Pam Ocasek, Roger Portman, Lynne Voltaggio, Molly Yanni, Nagi Youssef, Mark Carey, Jeff Miller, Stephen Summers

Meeting Minutes Review: Pam advised that Meeting minutes from the 3/21/14 meeting were emailed to all and placed in the shared folder.

BSHS Proposal Update:

Curriculum –

- Core courses look good but should move Health and Social Services out of core. Molly will check into similar courses.
- A research course should be mandatory.
- Specialty courses: 18 credits (no choice)
 - Medical Disaster – good but not mandatory
 - May need peds/neonatal
 - What will be needed for eventual certification?
 - Need capstone (course or working with preceptor) – add to core
 - Will also follow CoARC requirements
 - What about sleep medicine (sleep study)? Hot topic right now. Maybe we could add this later.
- AS degree already in healthcare field
 - Healthcare Management & Prof Services – maybe Nagi & Jeff's students
 - Core good (add capstone in all options)
 - Specialty – choose 18
 - Remove Management of Healthcare Orgs
 - Remove Electronic Medical Records
 - Remove Pharmacology
 - Remove Cultural Diversity
 - Possibly add travel studies course (3 credits) – globalization of healthcare?
- AS degree – other than healthcare field
 - Core is good
 - Lower level
 - Take out basic nutrition
 - Add HIM 1453 and remove A&P II
 - Remove epidemiology (from upper)
 - Consider (major diseases) course instead of patho? – Molly will look for titles
 - Add pharmacology (maybe billing course in HIT/one credit course online)
 - Take out First Aid/CPR
 - Specialty courses
 - Make the same as option for students with AS in healthcare field
- Miscellaneous notes

- Remove cultural diversity from all plans
- Add risk management course but change title to Continuous Quality and Accreditation Monitoring
- Remove health & illness
- Angela will have Pat Ferguson review this track and check on lower division courses
- Take out First Aid/CPR and Community Health
- Cheryl mentioned that if *we had to* remove a lower level course would take out Intro to Health but she really feels that it is needed.
- We could remove the 1 credit pharmacology course.
- Sport/Nutrition track – need to at least create the skeleton at this point.

BSHS Proposal Budget Review:

Budget review

- Hopeful for a Term IIB start for enrollments
- Add one full baccalaureate coordinator position
- Mark Carey could be program manager temporarily if needed

BSHS Stakeholder Breakfast Update:

Now that we are moving forward on preparing proposal for submission, does group still think we can hold breakfast for stakeholders? Yes. Need to send a "Save-the-Date" email out once date is determined and then can follow up with actual invitation. Consider October 10th – Friday morning at 7:30 am.

Lynne will send the list of invitees to the group to see if anyone needs to make changes.

Other Discussion:

Angela mentioned a possible A.S. degree in Sports/Training, etc.

Massage Therapist: Dr. Youssef indicated that placement is really hard in that field and many programs are closing.

Angela will send draft of proposal to the group.

Next Meeting Dates:

- Core Group: TBA, maybe mid-September

Baccalaureate of Science in Health Sciences – Core Team Meeting

Altamonte Campus, Room 310
10/27/14, 9:00 a.m. – 12:00 a.m.

Attendees: Michelle Birkeland, Cheryl Cicotti, Angela Kersenbrock, Pam Ocasek, Roger Portman, Lynne Voltaggio, Molly Yanni, Mark Carey, Stephen Summers

Timeline:

- We would like to have proposal done before Christmas break.
- We are hopeful that the moratorium will be lifted at the end of May once the year is done.
- With 6 months needed for SACS approval, after FCS approval, we are hoping for a 2016 Spring B start.
- By Fall 2015, would need to advertise position to start developing curriculum.
- Ph.D. in some health field or possible an m.d.
- May also need the baccalaureate advisor at that point

Meeting List on Shared Drive Reminder: The group was reminded to update the meeting spreadsheet on the server with any internal or external meetings or phone calls that take place in regards to this proposal. This includes any discussions with community members and advisory committee members. They can also send information to Pam or Lynne and we can add it to the spreadsheet.

Curriculum Review and Update:

- Pat Ferguson is helping with the AA educational plan.
- RT – CoARC updates...We should be okay. Degree enhancement programs so that they are CoARC accredited
 - Need sentence from Mark Carey for proposal. Molly has some information on admissions standards – requiring CRT instead of RRT.
 - RT – 72 credits total
 - General education bucket – starting Fall 2015 – FTIC
- Healthcare Management and Professional Services
 - A.S. degree – preferred health field
 - A.S. degree – outside of health (or AA)
 - All will do core courses
 - All do lower level health courses although A.S. in health field may exempt some students.
 - Add cultural diversity to specialty but no patho and no epidemiology
 - If AA with science diploma, need HSC1531 – for upper level prereqs

Budget Overview:

- Spring IIB – 2016
 - 50 students?
 - Maybe just roll out 2 courses
 - So about 20 students for 2015-16
 - Actual budget:
 - 2016-17: 100 – okay
 - 2017-18: 150 - update

BSHS Stakeholder Breakfast Update:

- Date: 11/14/14
- Invitations: Lynne to add Kim M. and Debbie Mead
- Simulation table: Alliance people, Laerdal, Maureen & Carlos
- Pharmacy/business table: Pharmacy job description includes more business
- Health Coaching: Chelsea, John Scarpino, Physical trainers
- AA: Roger, Kim, Kris G. & Michelle B.

At tables:

- Is bachelor's in health sciences a good idea?
- Curriculum?
- Put survey on table
- Get business cards from everyone

Health coaches – meeting with YMCA

- Add sports nutrition
- Nutrition for weight loss
- Healthy eating (basic nutrition)
- Maybe 9 credits in personal training (PT I, PTII, PTIII), 9 credits in nutrition, 9 credits in behavioral modification
- Lower level: basic nutrition, A&P, medical terminology, and CPR, nutritional management for chronic illness, and healthy weight management

Agenda

Baccalaureate of Science in Health Sciences

12/6/2013

Altamonte Springs Campus
Room ALT-310

Meeting called by: Angela Kersenbrock

Note takers:

Pam Ocsek

Lynne Voltaggio

Attendees: Laura Armando, Mark Carey, Cheryl Cicotti, Kris Gidden, Jeff Miller, Pam Ocsek,
Steve Summers, Lynne Voltaggio, Molly Yanni

Agenda Topics

- Introduction
- Purpose of Task Force
- Letter of Intent
- Review Degree Structure
 - Common Course Pre-requisites
- Review Timeline
- Major Components of Proposal
 - Advisory Committee
 - Student Survey
 - Employee Survey
 - Letter of Support from Industry
 - Letter of Support from Other Colleges (UCF, Rollins, Adventist, Stetson, Remington, Valencia)
 - Curriculum
 - Budget
 - Facilities
 - Faculty
- Project Plan for Proposal
- Identify Possible Specializations/Tracks

Agenda

Baccalaureate of Science in Health Sciences

1/17/14

Altamonte Springs Campus
Room ALT-310

Meeting called by: Angela Kersenbrock

Note takers:

Pam Ocasek

Lynne Voltaggio

Attendees: Laura Armando, Mark Carey, Cheryl Cicotti, Kris Gidden, Jamie Magnetico, Jeff Miller, Pam Ocasek, Roger Portman, Steve Summers, Lynne Voltaggio, Molly Yann

Agenda Topics

- Curriculum Update Slides 7 and 8
- Purpose of Task Force Review
- Meeting Minutes Review
 - 12/6/13
- Review Timeline
- Major Components of Proposal Update
 - Advisory Committee Letters Received
 - Industry Letters Received
 - Letters of Support from Other Colleges
 - Foundation for Nursing Scholarship Letter
- Student Survey Update
- Employer Survey Discussion
- Meeting Documentation in Shared Folder
- Update on Possible Specializations
- Timeline Review
- Next Steps

Agenda

Baccalaureate of Science in Health Sciences

2.28.14

Altamonte Springs Campus
Room ALT-214

Meeting called by: Angela Kersenbrock

Attendees: Laura Armando, Michelle Birkeland, Cheryl Cicotti, Pat DeSalvo, Jamie Magnetico, Jeff Miller, Pam Ocasek, Roger Portman, Stephen Summers, Lynne Voltaggio, Molly Yanni, Nagi Youssef

Agenda Topics

- Meeting Minutes Review
- Review DOE/FCS Timeline
- Letters of Support
 - Advisory Committee Letters
 - Letters from Business/Industry
 - Letters from Other Colleges/Universities
 - Letters from Hospitals
- BSHS Proposal Narrative Review
 - Budget
 - Enrollments
 - Performance
- Finalize Areas of Specialization
- Curriculum Outline in Proposal Narrative
- Collaboration Examples
 - Internal
 - External
- Student and Employer Survey Update
- Business/Industry BSHS Task Force Meeting
 - Identify Participants
 - Schedule Date for Meeting (early April)
- Next Steps/Next Meeting Date

Agenda

Baccalaureate of Science in Health Sciences

3.21.14

Altamonte Springs Campus

Room ALT-214

Meeting called by: Angela Kersenbrock

Attendees: Michelle Birkeland, Mark Carey, Cheryl Cicotti, Kristen Giddens, Jamie Magnetico, Jeff Miller,
Pam Ocasek, Roger Portman, Stephen Summers, Lynne Voltaggio, Molly Yanni, Nagi Youssef

Agenda Topics

- Meeting Minutes Review Pam
- BSHS Proposal Update Angela, Molly
 - Status Report
 - Curriculum Review
- BSHS Proposal Budget Review Angela
 - Budget
 - Enrollments
 - Performance
- Student and Employer Survey Update Pam
- BSHS Stakeholder Breakfast Update Angela
 - Reschedule for September
- Next Steps/Next Meeting Date All

Agenda

Baccalaureate of Science in Health Sciences

7.22.14

2:00 – 4:30 p.m.

Altamonte Springs Campus
Room ALT-214

Meeting called by: Angela Kersenbrock

Attendees: Michelle Birkeland, Mark Carey, Cheryl Cicotti, Kristen Giddens, Jamie Magnetico, Jeff Miller, Pam Ocsek, Roger Portman, Stephen Summers, Lynne Voltaggio, Molly Yanni, Nagi Youssef

Agenda Topics

- Meeting Minutes Review Pam
- BSHS Proposal Update
 - Status Report Angela
 - Curriculum Review Team
- BSHS Proposal Budget Review Angela
 - Budget
 - Enrollments
 - Performance
- BSHS Stakeholder Breakfast Update Angela
 - Reschedule for September
- Next Steps/Next Meeting Date All

◀ August	~ September 2014 ~						October ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	Notes:				

B.S. in Health Sciences Team Meeting

AGENDA

Date: 10/27/14

Time: 9:00–12:00 a.m.

Place: Altamonte Campus

- Proposal Timeline Revision
- Meeting List on Shared Drive *Reminder*
- Curriculum Review and Update
 - Health Coaching
- Proposal Narrative Update
- Budget Overview
- BSHS Development Breakfast Meeting
November 14, 2014, Hilton/ Altamonte Springs, 7:30 – 9:30 a.m.



**SEMINOLE
STATE COLLEGE**
OF FLORIDA

STUDENT SURVEY

Student Survey: Bachelor of Science, Health Sciences

Please complete the survey below to give us an idea of the demand for and value of offering a bachelor's degree in Health Sciences.

Not Interested Slightly interested Interested Very interested

1. Please rate your level of interest in pursuing a bachelor's degree in Health Sciences.

① ② ③ ④

2. Healthcare is the fastest-growing industry sector in the country. Seminole State is developing a bachelor's degree in Health Sciences with several specialization tracks. Select the track(s) that you would be interested in pursuing:

- | | |
|----------------------------------|---------------------------------|
| ① Healthcare Administration | ⑤ Pharmacy |
| ② Healthcare Business Management | ⑥ Physical Therapy |
| ③ Leadership | ⑦ Respiratory |
| ④ Nutrition, Sports and Wellness | ⑧ Other (Please Specify): _____ |

3. When would you be ready to begin a bachelor's program in Health Sciences?

Less than 3 Years Within 3 to 5 Years More than 5 Years

① ② ③

4. What factors are important to you in deciding whether to pursue a bachelor's degree in Health Sciences?

Check all that apply:

- | | |
|---|--|
| ① Entire program is offered online | ⑤ Availability of financial aid and other support services |
| ② Program is offered at Seminole State | ⑥ Ability to find a high-paying career |
| ③ Program has a flexible schedule that fits around work and family responsibilities | ⑦ Other (Please Specify): _____ |
| ④ Affordability | |

5. What is your current employment status?

- ① Employed full-time (35-plus hours per week)
- ② Employed part-time (less than 35 hours per week)
- ③ Currently Not Employed

6. If you were to enroll in classes for a bachelor's degree, what is your class schedule preference?

(Check all that apply)

- Weekday classes
- Weekend classes
- Morning classes
- Afternoon classes
- Evening classes

7. If you were to enroll in classes for a bachelor's degree, how many days per week would you prefer to attend class?

(check all that apply)

- One day per week
- Two days per week
- Three or more days per week

8. If you were to enroll in classes for a bachelor's degree, what is your preferred delivery method?

(check all that apply)

- On-campus classes
- Online campuses
- Hybrid classes (classes with a combination of on-campus and online delivery)

9. Are there any special considerations that would affect whether you would enroll in a bachelor's degree program in Health Sciences offered by Seminole State? If yes, please explain:

10. Please share any comments:

SN 458

Student Survey: Bachelor of Science, Health Sciences

Please rate your level of interest in pursuing a bachelor's degree in Health Sciences.

Not Interested		Slightly Interested		Interested		Very Interested		Total	Mean
N	%	N	%	N	%	N	%	N	N
62	13.5%	75	16.4%	97	21.2%	224	48.9%	458	3.05

2. Healthcare is the fastest-growing industry sector in the country. Seminole State is developing a bachelor's degree in Health Sciences with several specialization tracks. Select the track(s) that you would be interested in pursuing:

	N	%		N	%
Healthcare Administration	118	25.8%	Pharmacy	96	21.0%
Healthcare Business Management	74	16.2%	Physical Therapy	131	28.6%
Leadership	28	6.1%	Respiratory	97	21.2%
Nutrition, Sports and Wellness	96	21.0%	Other	121	26.4%

3. When would you be ready to begin a bachelor's program in Health Sciences?

	N	%
Less than 3 Years	347	82.0%
Within 3 to 5 Years	69	16.3%
More than 5 Years	7	1.7%
	423	100.0%

What factors are important to you in deciding whether to pursue a bachelor's degree in Health Sciences?

Check all that apply:

	N	%		N	%
Entire program is offered online	90	19.7%	Availability of financial aid and other support services	273	59.6%
Program is offered at Seminole State	233	50.9%	Ability to find a high-paying career	253	55.2%
Program has a flexible schedule that fits around work and family responsibilities	295	64.4%	Other	15	3.3%
Affordability	288	62.9%			

5. What is your current employment status?

	N	%
Employed full-time (35-plus hours per week)	98	22.2%
Employed part-time (less than 35 hours per week)	194	43.9%
Currently Not Employed	150	33.9%
	442	100.0%

7. If you were to enroll in classes for a bachelor's degree, how many days per week would you prefer to attend class? (Check all that apply)

One day per week	62	13.5%
Two days per week	284	62.0%
Three or more days per week	190	41.5%

6. If you were to enroll in classes for a bachelor's degree, what is your class schedule preference? (Check all that apply)

Weekday classes	331	72.3%
Weekend classes	74	16.2%
Hybrid classes	251	54.8%
Afternoon classes	171	37.3%
Evening classes	161	35.2%

8. If you were to enroll in classes for a bachelor's degree, what is your preferred delivery method? (check all that apply)

On-campus classes	286	62.4%
Online campuses	128	27.9%
Hybrid classes	180	39.3%

DIRECT CONNECT TO UCF

BREVARD COMMUNITY COLLEGE
LAKE-SUMTER COMMUNITY COLLEGE
SEMINOLE COMMUNITY COLLEGE
VALENCIA COMMUNITY COLLEGE
UNIVERSITY OF CENTRAL FLORIDA

July 23, 2009

Dr. Willis Holcombe, Chancellor
Division of Florida Colleges
325 W. Gaines Street
1314 Turlington Building
Tallahassee, FL 32399-0400

Dear Dr. Holcombe:

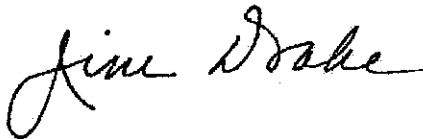
We appreciate your awareness of and support for our Central Florida Higher Education Consortium, comprising four community colleges and the University of Central Florida. We have affiliated to work collaboratively to assure access to higher education in central Florida, including access to the bachelor's degree, and to leverage our state and local resources for the benefit of our community.

Recently, the University of Central Florida's Board of Trustees decided to begin a phase out of several degree programs that have traditionally functioned as bachelor's degree completion programs in occupational areas largely populated by community college AS transfer students. Consistent with our regional collaboration, all of the colleges in the Consortium were notified by UCF in advance of this action so that we could consider its impact on our students, communities and region. Since that time we have been meeting together to determine what unmet needs the discontinuation of these degree programs may leave in our communities, and how best we can meet those needs together. Although not all Consortium colleges are affected by the University's decision, we are committed as a group to determine how best we can meet the needs of our communities. We should have a plan by early fall to address these needs with proposals for degrees at local colleges offered in partnership with one another.

Because we are aware that other colleges from outside our Consortium service area may be contacting you to fast-track new degrees in response to UCF's program decision, we want to make you aware of our plans. You may consider this letter a first notification of our intent to meet the community's needs in the areas of engineering technology, design and construction management, radiologic sciences, cardio-pulmonary sciences, and management information services. As our planning progresses, specific applications for each area will be forthcoming. Should other colleges seek to use our community's data to justify programs in their service areas, please be informed that our needs can and will be well met from within our own consortium.

We believe strongly that our collaborative efforts, as they have in the past, will be the most efficient and effective response to our community's needs and will be designed to meet current and future projected workforce goals. Applications for authorization of any new degrees will reach your office in the fall. Meanwhile, if you have any questions, please do not hesitate to call.

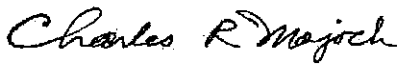
Yours truly,



Jim Drake
President
BCC



Ann McGee
President
SCC



Chuck Mojock
President
LSCC



Sandy Shugart
President
VCC

VALENCIA

Sanford C. Shugart, Ph.D.
President

October 7, 2013

Dr. E. Ann McGee
President
Seminole State College
100 Weldon Boulevard
Sanford, FL 32773

Dear Ann:

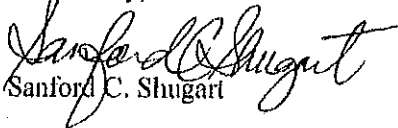
I am pleased to provide this letter of support of Seminole State College's application to offer the B.S. Health Sciences degree.

Seminole State College, Brevard College, Lake Sumter Community College, Valencia College, and the University of Central Florida have continued to build on a long history of collaboration, including the formal establishment of the Central Florida Higher Education Consortium in 2005. This important regional consortium now known as **DirectConnect to UCF**, has demonstrated tremendous success guaranteeing our AA and AS degree graduates admission to UCF, assuring them of access to affordable higher education at the baccalaureate degree level.

Now, more than ever, Central Florida's workforce needs high quality baccalaureate degree programs that are accessible, affordable, and workforce oriented. With the addition of this baccalaureate degree at Seminole State College, local residents will be able to pursue this field of study without the need to relocate outside the Orlando area. Central Florida's need for higher education is a direct response to business and industry's demand for an educated and highly skilled workforce.

The consortium colleges have collaborated and agreed to endorse and support each other in our respective baccalaureate degree program applications. Please accept this letter as a demonstration of Valencia College's support of Seminole State College's intent to offer the baccalaureate degree in Health Sciences to meet the workforce needs of Seminole County.

Yours truly,


Sanford C. Shugart

c: Susan Ledlow
Vice President, Academic Affairs & Planning

Appendix A.9

Page 57

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
		No		Linda	J.	Austin	Dean of Career Education	Florida State College at Jacksonville-Downtown Campus	904-633-8450	laustin@fscj.edu	101 West State Street	Jacksonville	FL	32202
		No		Marilyn		Barger	FLATE, Executive Director	Hillsborough Community College	813-259-6578	mbarger@hccfl.edu	10414 East Columbus Drive	Tampa	FL	33619
		No		Catherine		Beam	Director of Support Services for Career & Technical Programs	Eastern Florida State College (Brevard)		beamc@easternflorida.edu	Cocoa Campus, 1519 Clearlake Road, Bldg #25, Room 101	Cocoa	FL	32922
8/04/14	2008	No		George		Bishop	Vice President Academic Affairs	Gulf Coast State College	850-872-3804	gbishop@gulfcoast.edu	5240 West US Highway 98	Panama City	FL	32401
8/05/14	1997	Yes		Kevin		Brown	Dean of Applied Sciences and Technology	South Florida State College	863-784-7424	kevin.brown@southflorida.edu	600 West College Drive	Avon Park	FL	33825
8/13/14	2010	Yes		Mary	E.	Braun	Associate Vice President College of Workforce and Continuing Education	Bayton State College	386-506-3618	braunm@davtonastate.edu	1200 W. International Speedway Blvd. Bldg. 140, Room 225	Daytona Beach	FL	32114
		No		Amy		Brush	Career Pathway/Workforce Specialist	Saint Petersburg College	727-341-3198	brush.amy@spcollege.edu	PO Box 13489	St. Petersburg	FL	33733
8/05/14	2012	Yes		Daniel		Busse	Dean Workforce Education	Pensacola State College	850-484-1158	dbusse@pensacolastate.edu	1000 College Blvd Suite 9612	Pensacola	FL	32504
		No		Jane		Cebelak	Dean, Health Sciences	Indian River State College	772-462-7544	icebelak@irsc.edu	3209 Virginia Avenue	Fort Pierce	FL	34981
8/11/14	2007	No	Dr.	Eriger		Clark	Vice President Workforce Training	Hillsborough Community College	813-753-7144	erclark@hccfl.edu	39 Columbia Drive	Tampa	FL	33606
		No		Caren		Coleman	Director of Program Development	Florida State College at Jacksonville	904-632-3050	ccoleman@fscj.edu	501 West State Street	Jacksonville	FL	32220
		No		Marie	A.	Collins	Dean, School of Health Professions	Florida Southwestern State College	239-489-9214 x1214	Marie.Collins@fsw.edu	8099 College Parkway	Fort Myers	FL	33919
		No		Ann		Cooper	Senior Vice President of Academic and Student Affairs	Saint Petersburg College	727-341-3323	coopera@spcollege.edu	PO Box 13489	St. Petersburg	FL	33733

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
	2014	Yes		Joseph		Coslin	Gulf Breeze Campus	Gulf Coast State College	850-227-9970 ext 110	jcoston@gulfcoast.edu	3808 Garrison Ave	Port St Joe	FL	32456
08/05/14	2004	Yes		Mildred		Coyle	Associate Vice President Career and Technical Education	Broward College	954-201-7631	mcoyle@broward.edu	111 E. Las Olas Blvd.	Fort Lauderdale	FL	33301
		No		Ellyn		Drotzer	Associate Vice President Resource Development and Strategic Planning	Broward College	954-201-7493	edrotzer@broward.edu	110 East Broward Blvd, Suite 750	Fort Lauderdale	FL	33301
08/04/14	2014	Yes		David		Dunkle	Director of Economic Development, Workforce and Career Education	North Florida Community College	850-973-9740	dunkled@nfc.edu	325 NW Turner Davis Drive	Madison	FL	32340
		No		Sharon		Ertle	Dean of Academic Affairs	North Florida Community College	850-973-1603	erles@nfc.edu	325 NW Turner Davis Drive	Madison	FL	32340
08/04/14	1993	Yes		Elizabeth		Fante	Associate Vice President Career and Technical Education	College of Central Florida	352-873-5836	fante@ccl.edu	3001 SW College Road	Ocala	FL	34474
		No		Gregory		Ferenchak	Dean, Health Sciences	Broward College	954-201-2060	gferench@broward.edu	1000 Coconut Creek Blvd	Coconut Creek	FL	33066
		No		Bonnie		Finsley-Satterfield	Dean of Academic Affairs & Workforce programs	Hillsborough Community College	863-757-2111	bfinsleysatterfield@hccfl.edu	1206 N. Park Road	Plant City	FL	33563
		No		James		Froh	Dean, School of Business and Technology	Chipola College	850-718-2413	frohj@chipola.edu	3094 Indian Circle	Marianna	FL	32446
08/05/14	2014	Yes		Barwin		Gilmore	Dean of Workforce and Economic Development	Chipola College	850-718-2270	gilmored@chipola.edu	3094 Indian Circle	Marianna	FL	32446
08/04/14	2013	Yes		Ed		Goosby	Dean of Workforce Development	Pasco-Hernando State College	727-816-3264	egooshe@phsc.edu	10230 Rudge Road	New Port Richee	FL	34654
08/05/14	2012	Yes		Jorge		Gueira	Executive Director Workforce Education & Partnerships	Miami-Dade College	305-237-7649	igueira3@mide.edu	300 NE Second Avenue, Suite 1442	Miami	FL	33132
09/04/14	2011	Yes	Dr	Nasser		Hidayat	Assistant Vice President for Career and Workforce Education	Valencia College	407-582-3327	theadayat@valenciacollege.edu	PO Box 3028	Orlando	FL	32802
		No		Neal		Henning	Dean of Workforce Development	Florida State College at Jacksonville	904-713-4548	nhenning@fsci.edu	4501 Capper Road	Jacksonville	FL	32218

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
		No		Paul		Herman	Director of Workforce Programs	Florida State College at Jacksonville	904-357-8952	pherman@fscj.edu	601 West State Street	Jacksonville	FL	32202
8/04/14	2014	Yes	Dr.	Tracy	D.	Hickman	Vice President for Occupational Programs	Florida Gateway College	386-754-4324	Tracy.Hickman@fgc.edu	149 SE College Place	Lake City	FL	32025
		No		Bettie		Hogle	Coordinator of Career/Technical and Workforce Development	North Florida Community College	850-973-9440	HogleB@nfc.edu	325 NW Turner Davis Drive	Madison	FL	32340
		No		Ann		Hubbard	Assistant Dean, Nursing	Indian River State College	772-462-7570	ahubbard@irsc.edu	3209 Virginia Avenue	Fort Pierce	FL	34981
		No		Jason		Hurst	Vice President of Baccalaureate/Occupational Education	Chipola College	850-718-2260	hurstj@chipola.edu	3094 Indian Circle	Marianna	FL	32446
		No		Rosemary		James	Program Coordinator	Florida State College at Jacksonville	904-632-5021	RJAMES@fscj.edu	501 W. State Street	Jacksonville	FL	32202
		No		Sasha		Jarrell	Vice President, Academic Affairs	Northwest Florida State College	950-729-5363	jarrells@nwfsc.edu	100 College Boulevard	Niceville	FL	32578
		No		Elizabeth	R.	Johnson	Dean of Associate of Science Degree Programs	Hillsborough Community College- Dale Mabry Campus	813-253-7449	ejohnson@hccfl.edu	PO Box 30030	Tampa	FL	33630
8/05/14	2014	Yes	Dr.	Eugene		Jones	Associate Vice President of Baccalaureate & Workforce Programs	Lake Sumter Community College	352-365-3576	jonese@lsc.edu	9501 US Highway 441	Jessburg	FL	34788
		No		LeSena		Jones	Manager of Career and Workforce Education	Valencia College	407-582-3344	ljones@valenciacollege.edu	PO Box 3028	Orlando	FL	32802
8/05/14	2007	Yes		Patricia		Jones	Dean of Academic Affairs	Polk State College	863-297-1025	jjones@polk.edu	999 Avenue H Northeast	Winter Haven	FL	33881
8/04/14	2000	Yes	Dr.	Angela		Kersenbrock	Associate Vice President, Career and Professional Programs	Seminole State College	407-768-2483	kersenba@seminolestate.edu	100 Weidon Boulevard	Sanford	FL	32773
		No		Lori		Kiely		College of Central Florida	352-854-2322	kielh@cf.edu	3001 SW College Road	Ocala	FL	34474
8/14/14	2012	Yes		Jason		Krupp	Director of Workforce Services	St. Petersburg College	727-341-3339	kruppjason@spcollege.edu	PO Box 13489	St. Petersburg	FL	33733

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
08/14/14	2006	Yes	Dr.	Anna		Lebesch	Vice President for Workforce Development/ Executive Director Orange Park Campus	St. Johns River State College	07-904-276-6783 C. 904-991-1803	anna.lebesch@sjrstate.edu	283 College Drive	Orange Park	FL	32065
		No		Ann		Leonard		Gulf Coast State College		aleonard@gulfcoast.edu	5230 West US Highway 98	Panama City	FL	32401
08/11/14	2014	Yes	Dr.	Brian		Mann	Director of Technical Programs	Hillsborough Community College	813-253-7144	bmann@hccfl.edu	39 Columbia Drive	Tampa	FL	33606
08/04/14	2014	Yes		Frank		Margotta	Dean, Workforce Programs	Eastern Florida State College (Brevard)	321-433-7515	margmtraf@easternflorida.edu	Cocoa Campus, 1519 Clearlake Road, Bldg #25, Room 101	Cocoa	FL	32922
09/04/14	2013	Yes		John		McNeely	Associate Vice President for Academic Affairs for Career and Technical Education	Santa Fe College	352-395-4420	john.mcneely@sfcollge.edu	3008 NW 83 Street	Gainesville	FL	32606
08/14/14	2013	Yes		John	D	Meyer	Dean, School of Business & Technology	Florida Southwestern State College	239-985-3451	jmeyer5@fsw.edu	8099 College Parkway	Fort Myers	FL	33919
		No		Billie		Monroe		Santa Fe College		billie.monroe@sfcollge.edu	401 North West 6th Street	Gainesville	FL	32601
		No		Alice		Nied	Dean, Health Care Professionals	Tallahassee Community College	850-558-4507	nieda@tcc.fl.edu	1528 Surgeons Drive	Tallahassee	FL	32308
		No		Dee		Nielsen		Gulf Coast State College		dnielsen@gulfcoast.edu	5230 West US Highway 98	Panama City	FL	32401
		No		Sabrina	S.	Peacock	Dean, Business and Technologies	Hillsborough Community College	813-253-7960	speacock4@hccfl.edu	1014 East Columbus Drive	Tampa	FL	33619
		No		John		Piersol	Executive Director, Industrial & Agricultural Programs	Florida Gateway College	386-754-4225	john.piersol@fgc.edu	149 SE College Place	Lake City	FL	32025
		No		Mark		Ramnarain	Workforce Education & Development District Director	Miami Dade College	305-237-3122	mramnara@mdc.edu	300 NE Second Avenue, Room 1440	Miami	FL	33132

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
08/04/14	2013	Yes	Dr.	Patrick	H	Rice	Dean of Career, Technical & Workforce Education Principal Investigator Marine Research	Florida Keys Community College	305-809-3228	patrickr@fkeys.edu	5901 College Road	Key West	FL	33040
		No		Patricia		Richie	Dean of Business, Trade, and Industry	Palm Beach State College	561-868-3457	richiep@palmbeachstate.edu	4200 Congress Avenue MS 60	Lake Worth	FL	33461
08/05/14	1999	Yes		Alan		Roberts	Vice President, Applied Sciences and Technology	Indian River State College	727-462-7234	aroberts@irsc.edu	3209 Virginia Avenue	Fort Pierce	FL	34981
08/05/14	2002	Yes	Dr.	Jacqueline		Rogers	Dean of Health Sciences and Public Safety	Palm Beach State College	561-868-3414	rogersj@palmbeachstate.edu	4200 Congress Avenue MS 60	Lake Worth	FL	33461
		No		Jayne		Rothberg	Dean of Health Occupations	Pasco-Hernando Community College	727-816-3284	rrothbej@phcc.edu	10230 Ridge Road	New Port Richey	FL	34654
		No		Mary		Rousseau	Associate Dean of Workforce Programs	Broward College	954-201-8933	mrousseau@broward.edu	7200 Pines Boulevard	Pembroke Pines	FL	33024
		No		Terry		Sawma	Dean of Career Education	Florida State College at Jacksonville-Kent Campus	904-381-3692	tsawma@fscj.edu	3939 Roosevelt Blvd, D130	Jacksonville	FL	32205
08/14/14	2013	Yes		Dennis	A	Sherwood	Dean of Career and Technical Education	Northwest Florida State College	850-729-6051	Sherwood@nwfsc.edu	100 College Boulevard	Niceville	FL	32578
08/14/14		No		Brian		Shonk	Dean, Career and Technical Education	Northwest Florida State College	850-729-6051	shonkb@nwfsc.edu	100 College Boulevard	Niceville	FL	32578
08/14/14		No		Jim		Simpson	Associate Vice President of Degree & Career Programs	Florida State College at Jacksonville	904-632-5049	jsimpso@fscj.edu	501 West State Street	Jacksonville	FL	32202
		No		Brittany		Snyder	Provost	Florida Keys Community College	305-809-3233	brittany.snyder@fkeys.edu	5901 College Road	Key West	FL	33040
		No		Rebecca		Sroda	Associate Dean, Allied Health	South Florida Community College	863-784-7021	rsrodar@southflorida.edu	600 West College Drive Avon Park	Avon Park	FL	33825

Occupational Education Standing Committee (OESC)

Updated 1/12/2015

Confirmed Contact	Start Date	Voting Member	Prefix	First Name	MI	Last Name	Position	College	Phone	E-mail	Address	City	ST	Zip
		No		Michael		Staley	Dean, School of Engineering, Design & Construction	Seminole State College	407-708-2390	staley@m@seminolestate.edu	100 Weldon Boulevard	Sanford	FL	32773
		No		Jeff		Stevenson	Chief Economic Development Officer	Gulf Coast State College	850-872-3805	jstevenson@gulfcoast.edu	5230 West US Highway 98	Panama City	FL	32401
08/11/14	2007	Yes		Kathryn (Kate)	M	Stewart	Dean of Technology and Professional Programs	Tallahassee Community College	850-201-8352	stewartk@tccfl.edu	444 Appleyard Drive	Tallahassee	FL	32304
		No		Susan		Urban		Florida Keys Community College		susan.urban@fkcc.edu	5901 College Road	Key West	FL	33040
		No		Stan		Vittetoe	Vice President of Workforce and Continuing Education	Saint Petersburg College	727-791-2475	Vittetoe.stan@spcollege.edu	PO Box 13489	Saint Petersburg	FL	33733
08/04/14	2013	Yes		Daisy		Vulovich	Associate Vice President, Corporate and Community Development	State College of Florida, Manatee Sarasota	941-363-7200	vulovich@scf.edu	7131 Professional Parkway East	Sarasota	FL	34240
		No		Erika		Wagner	Coordinator of Economic Development and Academic Programs	Seminole State College	407-708-4449	wagnere@seminolestate.edu	100 Weldon Boulevard	Sanford	FL	32773
	2014	No	Dr.	Richard		Wesberry	Associate Dean, Workforce Programs	Lake Sumter Community College	352-365-3550	westberr@lssc.edu	9501 US Highway 441	Leesburg	FL	34788
		No		Rosemary		Wiesner	Administrative Assistant to Dean of Advanced Technology	Indian River State College	772-462-7575	wiesner@irsc.edu	3209 Virginia Avenue	Fort Pierce	FL	34981

Grey highlight indicates individual is a voting member.



March 19, 2014

Angela M. Kersenbrock, Ed.D
Associate Vice President
School of Career and Professional Programs
Seminole State College

Dear Dr. Kersenbrock,

Adventist University of Health Sciences currently offers a Bachelor of Health Sciences program. The stated goals of the Seminole State College degree and the proposed curricular supports specializations in areas of allied health that are currently not the focus of the degree offered by Adventist University. Therefore, Adventist University supports the development of the Bachelor of Science in Health Sciences degree proposed by Seminole State College.

Sincerely,

A handwritten signature in black ink, appearing to read "Len M. Archer".

Len M. Archer, PhD
Associate Vice President for Academic Administration

Appendix A.11

Page 59

ROLLINS

Rollins College Vice President for Academic Affairs and Provost
1000 Holt Avenue - 2712 Winter Park FL 32789-4499
T 407646.2355 F 407646.2351 rollins.edu

February 28, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773-6199

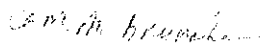
Dear Dr. McGee,

I am writing on behalf of Rollins College to express our support of Seminole State College's proposed Bachelor of Science degree in Health Sciences.

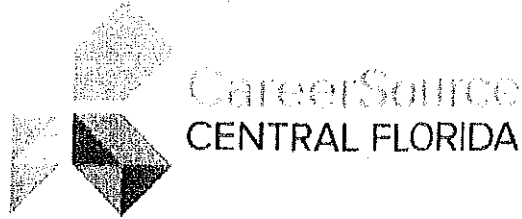
The proposed degree is another example of Seminole State College's commitment to addressing the needs of the non-traditional student and our local economy. Various academic programs in the health sciences are needed to provide highly skilled employees for Central Florida's well-established health care sector. This degree program will prepare current students and students with an A.A. or A.S. degree the opportunity to enter careers in health science requiring a baccalaureate degree. It will also provide an opportunity for those students to continue their education in post baccalaureate degree programs.

We hope that future graduates of this program who seek to continue their education beyond the bachelor's level will consider master's level degree programs at Rollins College.

Sincerely,



Carol Bresnahan, Ph.D.
Vice President of Academic Affairs and Provost



February 12, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
Sanford, Florida 32773

Re: Bachelor of Science in Health Sciences

Dear Dr. McGee:

On behalf of CareerSource Central Florida, I am submitting this letter of support to Seminole State College in your efforts to offer a Bachelor of Science in Health Sciences program.

CareerSource Central Florida, the local workforce investment board for Central Florida, provides programs and services to prepare our community's residents for careers that meet local businesses' demands. We are committed to the development of new programs including training in high demand areas such as the allied health field.

It is important to CareerSource Central Florida that we have a four-year degree program in Health Sciences in our region which is accessible, affordable, and workforce-oriented. In our opinion, this baccalaureate program will increase the percentage of college graduates in the health related areas of the local workforce, which will assist with existing health care 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.

CareerSource Central Florida looks forward to continuing our partnership with Seminole State College. We appreciate the leadership and service that you provide to our community and we fully endorse your application.

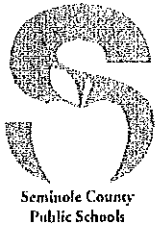
Sincerely,

A handwritten signature in cursive script that reads "Pamela J. Nabors".

Pamela J. Nabors
President and Chief Executive Officer

Appendix A.13

Page 61



WALT GRIFFIN, Ed.D.
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

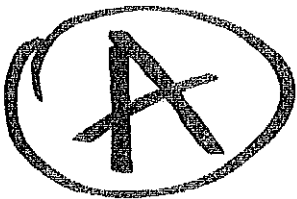
SCHOOL BOARD

KAREN ALMOND
Chairman

TINA CALDERONE, Ed.D.
Vice Chairman

AMY LOCKHART
Board Member

DEDE SCHAFFNER
Board Member



**"A" Rated
Academically
High-Performing
School District**

Visit Our Web Site
www.scps.us

March 3, 2014

Dr. E. Ann McGee, President
100 Weldon Blvd.
Seminole State College of Florida
Sanford, FL 32773

Dear Dr. McGee:

Seminole County Public Schools (SCPS) enthusiastically supports the Seminole State College (SSC) application to offer a bachelor's degree in Health Sciences (BSHS) in order to meet the needs of our students and local workforce. This new program will fill a void in our area workforce education system.

Secondary and postsecondary administrators have diligently worked to create seamless programs of study in the health sciences field enabling students to earn industry certifications, licensures, and dual enrollment and Career Pathways credits leading to associate degrees. The BSHS option on the Seminole State College campus will further offer a viable solution to continue this uniform pathway to the bachelor level and to prepare students for many of the jobs on the targeted occupations list for our Region 12 workforce.

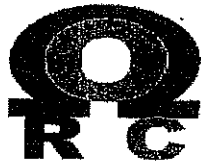
The Central Florida area continues to recruit and grow companies in the health care field. It is imperative that Central Florida, through SSC's BSHS program, has the opportunity to train the healthcare workforce necessary to meet the needs of these companies and the specialized workforce of tomorrow.

Seminole County Public Schools supports the approval of Seminole State College's application to offer a bachelor's degree in Health Sciences.

Sincerely,

Anna-Marie Cote

Dr. Anna-Marie Cote
Deputy Superintendent, Seminole County Public Schools



**OMEGA
RESEARCH
CONSULTANTS**

**Omega Research Consultants, LLC
70 Spring Vista Drive
Debary, FL 32713
PH: 386-668-4202
Fax: 386-668-4207**

December 11, 2013

Dr. E. Ann McGee
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

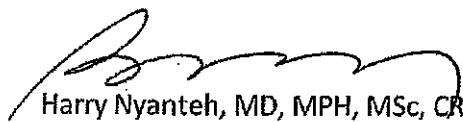
Dear Dr. McGee:

The members of the Pharmacy Technology and Management Advisory Board strongly support the development of a Bachelor of Science degree in Health Sciences. The United States is facing a national crisis in healthcare costs and strong leadership will be needed to create a better healthcare system.

There is a strong connection between educational attainment and overall personal health. Education increases income which increases access to health care and improves not only individual health but the health of the entire community.

As stakeholders of community health and economic development we support Seminole State College's effort to establish a baccalaureate degree in Health Sciences.

Sincerely,


Harry Nyanteh, MD, MPH, MSc, CRCP

COO

Tru-Valu Drugs of Sanford, Inc.

503 East First Street

Sanford, FL 32771 – www.truvalu@bellsouth.net

407-323-6413

January 27, 2014

Dr. E. Ann McGee, President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

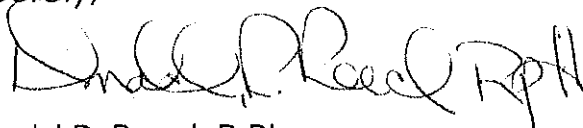
Dear Dr. McGee:

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There is a strong connection between educational attainment and overall personal health. Education increases income which increases access to health care and improves not only individual health but the health of the entire community.

As stakeholders of community health and economic development we support Seminole State College's effort to establish a baccalaureate degree in Health Sciences.

Sincerely,



Donald R. Reed, R.Ph.



SEMINOLE STATE COLLEGE

OF FLORIDA

January 17, 2014

Dr. E. Ann McGee
College President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, Florida 32773-6199

Dear Dr. McGee,

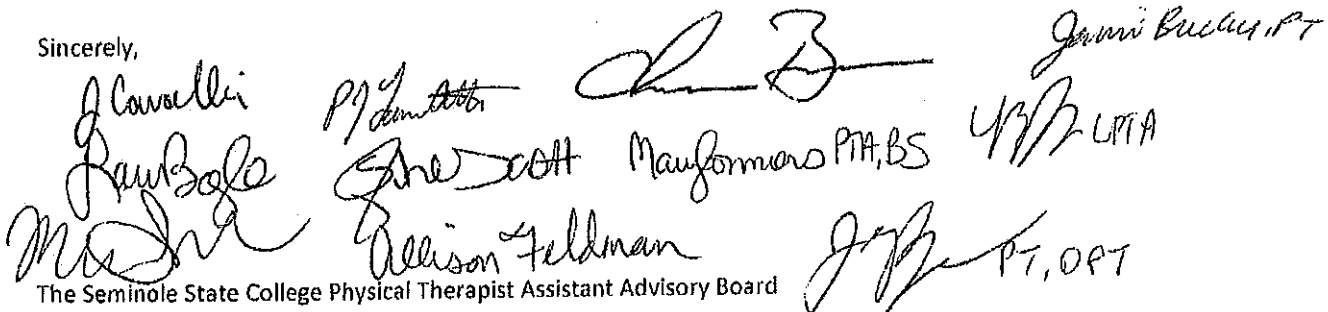
This letter is in support of Seminole State College developing a new Baccalaureate Degree Program in Health Sciences.

Many of Seminole State College's Physical Therapist Assistant Program graduates excel in the workplace and find themselves in management-level positions. Often, they are the administrative supervisors for clinicians with a Bachelor's, Master's, or Doctorate degree. In the hospital, the PTA may be the "team leader," in a nursing home, the "rehab director," and in an outpatient clinic, the "clinic manager." The opportunity for a PTA to advance his/her degree to a Baccalaureate Degree will better prepare him/her for the supervisory, managerial, and administrative demands of this leadership role.

Additionally, after enjoying their career as a Physical Therapist Assistant, many of these clinicians find themselves interested in advancing their degree to the terminal degree in the profession, the Doctorate of Physical Therapy. By offering a Baccalaureate Degree program, Seminole State College will enable these individuals to advance within the profession by completing the necessary prerequisite coursework to apply to a DPT program.

Seminole State College has the support and encouragement of the Physical Therapist Assistant Advisory Board to increase post-secondary educational opportunities in Central Florida by offering the Baccalaureate Degree Program in Health Sciences.

Sincerely,



The Seminole State College Physical Therapist Assistant Advisory Board

Appendix A.15

Appendix A.16

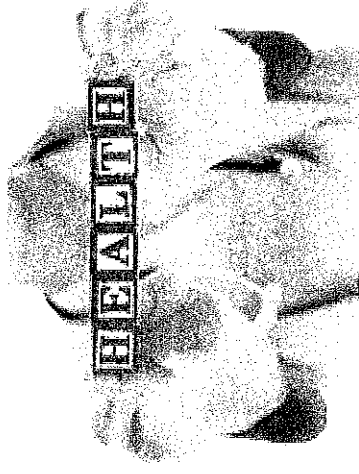
Bachelor of Science in Health Sciences

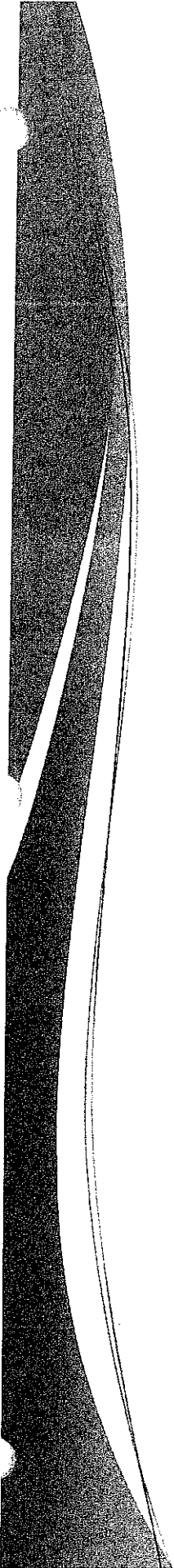


**SEMINOLE
STATE COLLEGE**
OF FLORIDA

Agenda

- Welcome and Introductions
- Today's Purpose
- BSHS Degree Program Overview
- Labor Market Information
- Curriculum Model
 - Core Courses
 - Specific Areas of Specialization
- How You Can Help
- Questions and Answers





Appendix A.16

Start the BS in Health Sciences program in the Spring of 2016



What is a BS in Health Sciences?

This is an upper division baccalaureate degree focused on *healthcare* and designed to build upon the first two years of college.

The purpose of this degree is to offer advancement opportunities to our students and community, to help meet the workforce needs of our industries, and to strengthen the economy of the Central Florida region.



For whom is this degree designed?

- Those who already have a degree in a health field such as RT, Pharmacy Tech, EMS and others and want to advance their careers through a focus on clinical leadership /management.
- Those who want to enter the *healthcare* industry but don't have a background in health can still meet their goals through specializations in Healthcare Management & Professional Services.
- Those who aspire to be in the emerging field of Health Coaching can either specialize in Wellness, Personal Training, Nutrition or a combination of all three.
- Those who want to go on to graduate education in the Healthcare Professions.
- Those who want to gain a specialty in Healthcare Simulation.

Careers

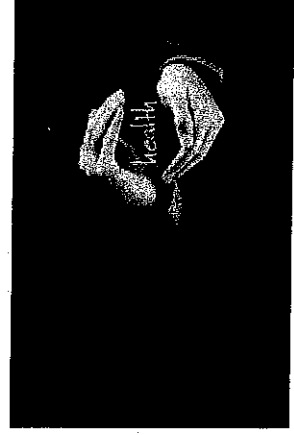
Examples of careers our graduates will be prepared to enter:

- Healthcare Managers
- Respiratory Therapy Managers/Directors
- Physical Therapy & Rehab Managers/Directors
- Health Educators
- Health Coaches (Fitness/Nutrition/Wellness)
- Personal Trainers
- Health Case Managers
- Pharmaceutical Sales & Management
- Medical Devices/ Equipment Sales
- Health IT
- Health Insurance

Labor Data

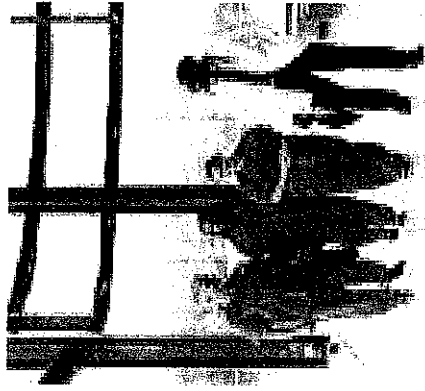
(Orange, Osceola, Lake, Seminole, Sumter Counties)

- The current number of Health Science type jobs in our region: 5,024
- Currently there are 378 job openings.
- In five years the projected number of job openings in health sciences areas is 1,904.
- With 378 openings currently there is an immediate employment gap of 353 jobs.

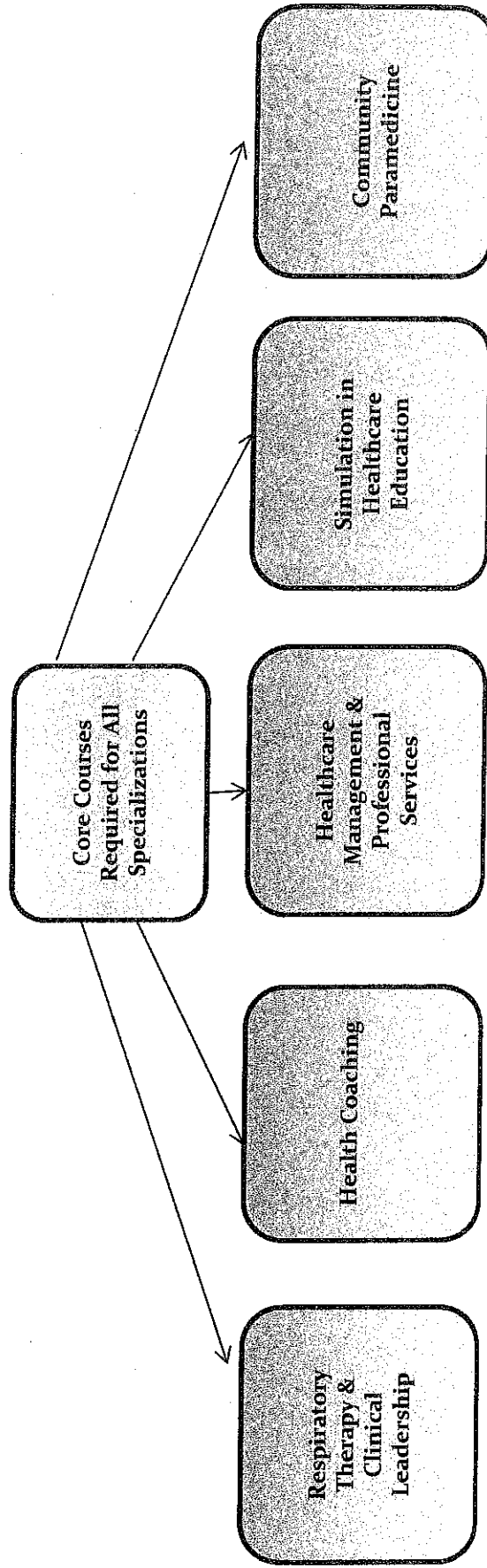


Bob McDonald, V.A. Secretary

“The V.A. needs to hire 28,000
healthcare professionals today.”



Curriculum Model



BSHS Proposed Core Courses

- All students would take the following courses:
 - Capstone Project in Health (Practicum)
 - Health Sciences Research Methods

- Depending on the Specialization students would choose 3-6 courses:
 - Health Information Systems
 - Continuous Quality Management
 - Legal and Ethical Aspects in Healthcare
 - Leadership in Healthcare Organizations
 - Management of Strategic Human Resources
 - Major Diseases



How you can help?

- Thoughtful Consideration
- Letters of Support
- Offers of Internships
- Participate in Advisory Committees
- Teach
- Guest Lectures
- Employer Survey

Questions and Answers



A word cloud of medical and scientific terms, including: wellness, sickness, healthcare, scientific, technology, hospital, research, medical, exam, pulse, professional, emergency, medicine, isolated, physician, device, illness, treatment, equipment, laboratory, cardiology, disease, and listen.

Questions asked:

- Can the specialization area be included on the diploma? P. Mennechey will ask that it be included.
- How will instruction be delivered? Hybrid
- It was requested that courses in communication be included in the curriculum.
- Patient advocacy specialization or courses were requested.
- For RT students, they will need to receive their RRT License prior to the BSHS graduation.
- Entrepreneurship coursework is important as part of the curriculum.
- Will SSC offer additional A.S. degrees for articulation into the BSHS degree?
- Angela requested that scholarships be provided for the first BSHS class. Pamela Mennechey will look into scholarship development.

Table One (Respiratory Therapy) Notes:

- Cindy – students health science management instead of cardiopulmonary
- Joe – statistics – how many RT's are there in the area?
- Tom – Nursing and RT going toward BS degrees
- Susan – BS degree required for management
- Tom – Online classes?
- Jamie – survey students online
- Susan – location convenience
- Kris – in class (face to face) and online combined better foundations
- Susan – online can increase the number of students
- Joe – CRT allowed in program
- Susan – recommend RRT by graduation
- Joe – 42 RT's, 5 CRT's, 25% have BS degree
- Kim – Tuition assistance?
- Susan – Disaster Management and Quality Management
- Joe – Infection Control
- Angela – Capstone project final course – internship or project in department
- Susan – focus on clinical component
- Tom – Excel in critical thinking
- Kim – day, evening, weekend classes; hybrids are well received.
- Cindy – face to face is better than online
- Jaime – length of program varies

Table One (Respiratory Therapy) continued

- Jennifer – competency assessment, hard to choose track
- Kim – offer certificates in management
- Susan – Research is important
- Kim – BS in healthcare is base degree
- Susan – important that graduates meet community needs
- Joe – interns need to vary what they observe
- Jamie – 20 in first class; COARC accreditation; how does first class become accredited?
- Maureen – How does specialty show on diploma?
- Angela – higher success with hybrid classes; 80%
- Kim (PTA table) – suggested a communication course; (biological sciences)

Table Two (Health Administration) Notes:

- STAT as prerequisite
- Two research classes
- Coaching should have a strong background in sciences
- ACO – accountable care organizations (Physician Associates)
- Disease Management
- Certificate – Patient Advocacy or Healthcare Advocacy embedded with coaching?
- BSHS written on diploma (Pamela Mennechey)
- How broad can AS degree be to fit into BSHS degree?
- Communication course important (teaching students how to present themselves)
- RRT by end of graduation for BS
- Simulation is happy with this development
- Language class with patient advocacy

Table Three (Health Coaching) Notes:

- Suggestion of additional courses:
 - Organization and administration
 - Accounting
 - Business courses
 - Business plan development/think tank
 - Entrepreneurship
 - In nutrition coursework add:
 - Supplements/vitamins – deficiencies – short term needs
 - Cultural Issues
 - Principles of athletic training
 - Government mandates
 - Wellness/Risk reduction and prevention
- AS degree Health Coach Track
- A Community Paramedic track?

Table Four (Simulation) Notes:

- Is the Capstone course internship?
- Can specialty courses be taken for certificate? Certificate in Simulation? (not at this level)
- Will Medical Terminology be included as a pre-requisite (basic understanding)
- What AS degree is necessary?
- AS Degree in technology (IT)
- What job description would this person fill? Competencies?
- Skills and Job – AS Degree
- Previous AS – may need elective to get into BS Simulation program
 - Medical terminology
 - Basic A & P for Simulation
- How or will this interface with SSIH certification?
- Theoretical versus specific?
- Internship that follows with each course - Project with application component – Leading to Capstone.
- HIDA – John Hawkins (Laerdahl) aspects of this certificate may have template for this degree
- Medical component – technology, terms, application
- Clinical/IT not enough – the whole package
- There will be a “Core” and a specialization
- Hybrid courses
- Add communication course

- Not sure what to bring to table
- Broad picture will help more get jobs

Table Five (General Sciences) Notes:

- Advantages of completing a BS degree at SSC:
 - Tuition Savings
 - Employer Tuition Reimbursement goes further
- State wants high school students to complete industry certification in medical fields (will result in \$ to HS and factors in their grade)
 - Can high schools develop articulation agreements with SSC where students would earn college credit for completing certification?
 - Cited agreement between Seminole High School and SSC Pharmacy Tech Program
- Key Success Factors for SSC:
 - Provide different programs than university
 - Students are showing lots of interest in becoming Physicians Assistants
 - AS to BS progression allows promotion or lateral move within organization (it was noted that this will help with advancement but not salary as salary is based on experience, not degree)
- Stress business end for clinicians
- Management of Strategic Human Resources course offering was seen as a nice competitive advantage of our degree compared to proprietary institutions.
- Publication of placement rates for our students will help draw students
- Employers that work closely with SSC know the quality of our grads but other schools (especially proprietary institutions) do a better job of advertising. A suggestion was made that although our generic advertising is great we might want to focus on advertising our healthcare programs a couple of months/year.
- Add communication module to all tracks as a required core course
 - Need "one solid course" that focuses on verbal/non-verbal communication, professional writing (one specific example mentioned was letters from PTA to physicians), documentation, electronic communication, etc.
 - Mary Connors agreed to act as a consultant in developing this course.
- Professional Selling and Negotiation course is "a waste of time"
- Liked Continuous Quality Monitoring and Accreditation course
- Other Comments:
 - Four of the proposed five tracks had a specific career (job) focus. However, one was more vague (BSHS in General Health Sciences). It was questioned what one would do with this degree if you had it?

Table Six (Pharmacy) Notes

- Part of the discussion surrounded the importance of getting the Pharmacy Technician occupation back on the Region 12 Targeted Occupation List. This will assist in increasing enrollment into the AS and ATD degrees in Pharmacy for transition into the BSHS degree program.
- We can no longer average the wages across several employers to meet the entry and median wages for inclusion on the TOL. Each employer must document the \$10.91 entry and \$13.42 median wage.
- Wages can include fringe benefits
- For SSC students, how are they recouping their tuition after graduation? Approximately how long would it take for them to recoup the cost of their education?
- Is Economic Development working on this (jobs in our community for program graduates)?

Last Name	First Name	Organization	Title	Save the Date Sent	Invitation Sent	Attending	Table No.
Allen	Kimberly	SSC	Communications Coordinator for J Davis			yes	4
Arcaro	Lygia	SIMLEARN National Center	National Director				
Areopagita	Maribel	Axiom Healthcare	Director of Clinical Programs and Development		22-Oct		
Bartek	Jon	Barteknologies	Recruitment Supervisor	2-Oct	22-Oct	no	
Bartek	Robyn	Physicians Associates	Population Health Coordinator	2-Oct	22-Oct	yes	3
Bates	Pat	City of Altamonte Springs	Mayor (Invited by Lynn Garrett)		22-Oct	no	
Beder	Justin	BeFit Health Studio	Co-Owner & Personal Trainer 407.732.4745	2-Oct	22-Oct	yes	4
Berlin	Tom	Florida Hospital	Manager of Respiratory Care		22-Oct	yes	1
Birkeland	Michelle	Seminole State College	Student Success Specialist		22-Oct	yes	6
Blasewitz	Dr. Michael	Seminole County Public Schools	Executive Director for Secondary Schools	2-Oct	22-Oct	no	
Brandon	Wendy	Central Florida Regional Hospital	Chief Executive Officer		22-Oct	no	
Breeding	Patricia	Orange County Public Schools	Instructional Support Teacher, National Academy Foundation			yes	6
Broeker	Craig	Seminole State College	Professor, Respiratory Therapy			yes	1
Brown	Jennifer	Orlando Health	Corporate Adult Respiratory Care Educator		22-Oct	tentative	1
Bryan	Susan	Seminole County Public Schools	Seminole HS Teacher		22-Oct	yes	6
Cajuste	Cindy	Seminole State College	Student		22-Oct	yes	1
Cardone	John	YMCA	Senior Vice President of Health Strategies	2-Oct		no	
Carey	Mark	Seminole State College	Associate Dean, Health Sciences		22-Oct	yes	3
Cicotti	Cheryl	Seminole State College	Associate Dean, Nursing Programs		22-Oct	no	
Collins	Dr. Connie	Seminole County Public Schools	Principal, Seminole High School	2-Oct	22-Oct		
Connors	Col. Patrick	Florida Hospital	Chief, Program Executive Office for Simulation	28-Oct		tentative	5
Connors	Mary	Halcyon Rehab @ Lake Eustis Care Center	PTA Director of Rehabilitation		22-Oct	yes	2
Cook	Jeremy	Personal Trainer	BeFit Studios			yes	4
Cote	Anna-Marie (Dr.)	Seminole County Schools	Deputy Supt. for Instruction		22-Oct	yes	3
David	Jennifer	Axiom Health	Need Title	2-Oct	22-Oct	yes	2
Davis	Jay	Seminole State College	Director, Marketing	2-Oct	22-Oct	no	

Last Name	First Name	Organization	Title	Save the Date Sent	Invitation Sent	Attending	Table No.
Denizard	Maureen	Seminole County Health	Sr. Community Health Nursing Supervisor Clinical Services Support Division		22-Oct		
DePauolo	Chelsea	Self Employed	Clinical Nutritionist			yes	4
Dinon	Nancy	Orlando Health	Vice President, Human Resources		22-Oct	No	
Dorman	Brenda	Orlando Health	Lead Therapist		22-Oct		
Dyson	Jamie	Orlando Health	Rehab Services Supervisor & CCCE		22-Oct		
Garrett	Lynn	Seminole State College	Campus Provost		22-Oct	tentative	
Giddens	Kristen	Seminole State College	Coordinator, Baccalaureate Admissions		22-Oct	yes	1
Gonzalez	Laura (Dr.)	Florida Healthcare Simulation Alliance	Assistant Professor, College of Nursing, UCF	28-Oct		yes	5
Griffin	Walt	Seminole County Public Schools	Superintendent	2-Oct		no	
Harp	Scott	Gentiva Health Services	Executive Director		22-Oct		
Hawkins	John	Laerdahl	Sales Rep	2-Oct			
Heck	Joyce	Arnold Palmer Medical Center	Educator		22-Oct	no	
Hennessey	Michael	Assistant Principal	Seminole High School			yes	4
Hines	Janet	Nutrition Professor	Seminole State College			no	
Hinton	Joyce	CareerSource of Central Florida	Director of Programs for Pam Nabors	2-Oct		yes	3
Hoening	Patti		Seminole State College			yes	3
Jurewicz	Richard	South Seminole Hospital, Pharmacy	Pharmacy Director		22-Oct		
Kersenbrock	Angela	Seminole State College	Associate Vice President		22-Oct	yes	unassign
Kersenbrock	Ben	Kersenbrock Chiropractor	Owner	2-Oct		yes	4
Khayat	Joseph	Central Florida Regional Hospital	Cardiopulmonary Director		31-Oct	yes	1
Kollas	Beth (Dr.)	YMCA	Executive Director of Wellness-Programs Integratio	2-Oct		no	
Laxton	Angie	Orlando Health	RN Coordinator, Academic Programs			yes	6
Lenahan	Donna	Seminole State College	Coordinator, Workforce Grants and Contracts		22-Oct	yes	unassign
Lopes	Paul	Ability Rehabilitation	Owner		22-Oct		
Lube	Dr. Matthew	Orlando Regional Medical Center	Associate Director of Medical Education		22-Oct	no	
Magnifico	Jaime	Seminole State College	Program Manager		22-Oct	yes	1

Last Name	First Name	Organization	Title	Save the Date Sent	Invitation Sent	Attending	Table No.
Mansour	Ivonne	Florida Hospital Pharmacy	Pharmacy Director, Winter Park Campus		22-Oct		
Margolis	Nick (Dr.)	BioPlus Specialty Pharmacy	Director of Pharmacy		22-Oct		
Maznicki	Kim	Seminole State College	Associate Dean	2-Oct		yes	6
Mead	Deborah	Seminole State College	Professor, Physical Science	28-Oct		yes	6
Miller	Jeffrey	Seminole State College	Program Manager		22-Oct	yes	2
Mims	Leanna	Seminole County EMS/Fire/Rescue	Fire Chief			no	
Nabors	Pam	CareerSource Central Florida	CEO	2-Oct		no	
Nater	Angel	SSC	Program Manager, EMS Program	28-Oct		yes	5
Nyanteh, MD, MPH, MS	Dr. Harry	Omega Research	hyanteh@omegarcllc.com		22-Oct		
Oakley	Emily	Seminole State College	Administrative Assistant			yes	unassign
Ochinero	Christopher	Orlando Health	Learning Program Consultant, Simulation			yes	5
Parsons	Michele	Orlando Health	Learning Consultant-Simulation Team	28-Oct	28-Oct	yes	5
Portman	Roger	Seminole State College	Interim Associate Dean, Physical Sciences	2-Oct	22-Oct	yes	6
Prather	Kelly	YMCA of Central Florida	Executive Director of Health Strategies			no	
Reed	Donald	Tru-Valu Drugs	Pharmacy		22-Oct	yes	3
Robitaille	David	Orange County Public Schools	Program Specialist, Health Sciences			yes	3
Ross	Dr. Laura	Seminole State College	Vice President	2-Oct		no	
Sandiford	Shari	Avant Healthcare Professionals	Chief Executive Officer		22-Oct	yes	
Scarpino	John	SSC	Director, Intercollegiate Athletics & Wellness	6-Oct	22-Oct	yes	5
Schiussler	Robert	SSC	Instructional Technology Support Specialist			no	
Shepard	Melissa	SSC PTA former student	Former PTA Student		22-Oct	no	
Sinoway	Mike	Avatar Solutions		8-Oct		no	
Stephan	Melissa	Lake Tech	Assistant Director			yes	3
Summers	Stephen (Dr.)	Seminole State College	Associate Vice President, Arts & Sciences		22-Oct	yes	6
Swanson	Rita	Seminole State College	Adjunct Patient Simulation Specialist	28-Oct		yes	5
Tier	Lynne	Adventist University of Health Sciences	Simulation Coordinator	28-Oct		yes	5
Tilden	Theresa S.	Central Florida Regional Hospital	Pharmacy Coordinator		22-Oct		

Last Name	First Name	Organization	Title	Save the Date Sent	Invitation Sent	Attending	Table No.
Tomerlin	Tom	City of Lake Mary	Economic Development Manager	2-Oct	22-Oct		
Tremel	Maureen	Seminole State College	Simulation Faculty Member		22-Oct	yes	5
Vega	Jessica	Axiom Healthcare	Pharmacist in Charge		22-Oct		
Voltaggio	Lynne	Seminole State College	Program Developer		22-Oct	yes	unassign
Warren	Susan	Florida Hospital	Educator		22-Oct	yes	
Wysong	Jason (Dr.)	Seminole County Public Schools	Seminole County Public Schools	2-Oct	22-Oct	yes	6
Yacoub, Pharm D, Rph	Caroline	South Seminole Hospital, Pharmacy	Clinical Staff Pharmacist		22-Oct		
Yanni	Molly	Seminole State College	Coordinator		22-Oct	yes	5
Youssef	Nagi	Seminole State College	Program Manager		22-Oct	yes	3
No Response As of Nov. 5, 2014							
Areopagita	Maribel	Axiom Healthcare	Director of Clinical Programs and Development		22-Oct		
Collins	Dr. Connie	Seminole County Public Schools	Principal, Seminole High School	2-Oct	22-Oct		
Denizard	Maureen	Seminole County Health	Sr. Community Health Nursing Supervisor		22-Oct		
Garrett	Lynn	Seminole State College	Clinical Services Support Division				
Harp	Scott	Gentiva Health Services	The Florida Department of Health in Seminole				
Hawkins	John	Laerdahl	Campus Provost		22-Oct		
Jurewicz	Richard	South Seminole Hospital, Pharmacy	Executive Director		22-Oct		
Lopes	Paul	Ability Rehabilitation	Sales Rep	2-Oct	22-Oct		
Mansour	Iwoone	South Seminole Hospital, Pharmacy	Pharmacy Director		22-Oct		
Margolis	Nick (Dr.)	BioPlus Specialty Pharmacy	Owner		22-Oct		
Nyanteh, MD, MPH, MS	Dr. Harry	Omega Research	Pharmacy Director, Winter Park Campus		22-Oct		
Tilden	Theresa S.	Central Florida Regional Hospital	Director of Pharmacy		22-Oct		
Tomerlin	Tom	City of Lake Mary	Pharmacy Coordinator		22-Oct		
Vega	Jessica	Axiom Healthcare	Pharmacy Coordinator	10/2 & 10/8	22-Oct		
Yacoub, Pharm D, Rph	Caroline	South Seminole Hospital, Pharmacy	Economic Development Manager		22-Oct		
			Pharmacist in Charge		22-Oct		
			Clinical Staff Pharmacist		22-Oct		

Seminole State College of Florida
Employer Survey: Bachelor of Science, Health Sciences

Seminole State College is developing a Bachelor degree in Health Sciences for individuals who currently possess a two-year degree in a healthcare field. The curriculum model would be built upon an individual's current healthcare area of study.

The model for the program is a central core of courses that all students would take and then students would have a choice of different specialization areas. The central core of health sciences courses would also allow clinicians from different healthcare disciplines the opportunity for team collaboration. Once the core health sciences courses are completed, students will enter their areas of specialization. Specializations will allow students the opportunity to gain critical in-depth knowledge in their particular field, or healthcare management. The attainment of the B.S.H.S. will also provide the foundation for graduate study in the chosen field.

Name: _____ Email: _____
 Title: _____ Phone: _____
 Organization: _____ Address: _____
 Number of Employees: _____ City, State, Zip: _____

- | | None | 1-10 | 11-20 | More than 20 |
|--|------|------|-------|--------------|
| 1. How many positions does your organization have for which a Bachelor of Science in one of the Health Sciences would be a strong qualification? | ① | ② | ③ | ④ |
| 2. In a typical year, how many healthcare professionals does your organization hire? | ① | ② | ③ | ④ |

- | | | | |
|--|---------------------|-------------------------|---------------------------|
| 3. How difficult is it for your employees to get an advanced degree in healthcare? | Very Difficult
① | Somewhat Difficult
② | Not Difficult at All
③ |
|--|---------------------|-------------------------|---------------------------|

- | | | |
|---|----------|---------|
| 4. Has your organization ever had to search outside of Central Florida to find qualified candidates for existing positions? | Yes
① | No
② |
|---|----------|---------|

- | | | | | |
|--|------------------|-------------|----------------------|-----------------|
| 5. How likely would your organization be to hire graduates with a bachelor's degree in a healthcare field? | Very Likely
④ | Likely
③ | Somewhat Likely
② | Not Likely
① |
|--|------------------|-------------|----------------------|-----------------|

6. Based on your organization's employment criteria, what skills should graduates with a bachelor's degree in Health Sciences possess? (Please check all skills that apply and indicate any other recommendation.)

- | | |
|--|---|
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Advanced Practical Knowledge |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Budgetary |
| <input type="checkbox"/> Technical | <input type="checkbox"/> Organizational |
| <input type="checkbox"/> Ethical | <input type="checkbox"/> Cultural Competency |
| <input type="checkbox"/> Strategic Communication | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Customer Service | |

7. Would your organization be interested in sharing it's expertise by participating in an advisory group designed to explore the development of a degree program in Health Sciences at Seminole State College?

- Yes ①
 No ②

8. If you answered yes to question 8, please indicate your preferred method for receiving future communication from us.

- Telephone ①
 Email ②
 U.S. Mail ③

Additional Comments:

Appendix A.17

Employer Survey: Bachelor of Science, Health Sciences

SN = 29

	None		1-10		11-20		More than 20		Total	Mean
	N	%	N	%	N	%	N	%	N	N

1. How many positions does your organization have for which a Bachelor of Science in one of the Health Sciences would be a strong qualification?

0	0.0%	18	66.7%	0	0.0%	9	33.3%	27	2.67
---	------	----	-------	---	------	---	-------	----	------

2. In a typical year, how many healthcare professionals does your organization hire?

2	7.1%	11	39.3%	6	21.4%	9	32.1%	28	2.79
---	------	----	-------	---	-------	---	-------	----	------

3. How difficult is it for your employees to get an advanced degree in healthcare?

Very Difficult		Somewhat Difficult		Not Difficult at all		Total
N	%	N	%	N	%	N
2	7.4%	15	55.6%	10	37.0%	27

4. Has your organization ever had to search outside of Central Florida to find qualified candidates for existing positions?

Yes		No		Total
N	%	N	%	N
17	65.4%	9	34.6%	26

5. How likely would your organization be to hire graduates with a bachelor's degree in a healthcare field?

Not Likely		Somewhat Likely		Likely		Very Likely		Total	Mean
N	%	N	%	N	%	N	%	N	N
1	3.4%	4	13.8%	5	17.2%	19	65.5%	29	3.45

6. Based on your organization's employment criteria, what skills should graduates with a bachelor's degree in Health Sciences possess? (Please check all skills that apply and indicate any other recommendation.)

	N	%		N	%
Critical Thinking	28	96.6%	Advanced Practical Knowledge	21	72.4%
Writing	19	65.5%	Budgetary	11	37.9%
Technical	19	65.5%	Organizational	22	75.9%
Ethical	24	82.8%	Cultural Competency	25	86.2%
Strategic Communication	23	79.3%	Other:	6	20.7%
Customer Service	27	93.1%			

7. Would your organization be interested in sharing its expertise by participating in an advisory group designed to explore the development of a degree program in Health Sciences at Seminole State College?

Yes		No		Total
N	%	N	%	N
28	100.0%	0	0.0%	28

8. If you answered yes to question 7, please indicate your preferred method for receiving future communication from us.

Telephone		Email		U.S. Mail		Total
N	%	N	%	N	%	N
2	7.1%	26	92.9%	0	0.0%	28

6. Based on your organization's employment criteria, what skills should graduates with a bachelor's degree in Health Sciences possess? (Please check all skills that apply and indicate any other recommendation.) Other:

Professionalism

Public Relations and Research Competency

Public Relations

Business Knowledge

Medical Knowledge

Recall all these things; I just chose the top ones

Additional Comments:

It is excellent that Seminole State College would be in the cutting edge of healthcare advancement.

Interested in teaching research methods, epidemiology

I would pull together 1-2 individuals from our operations team to participate as advisors not necessarily myself alone. Also send advisory request to our child learning officer: lisa.cannata@orlandohealth.com

Would be interested in participating in advisory boards or in teaching.

Looking forward to the opportunity to work together on making this a reality. Thank you for the opportunity to participate.

Happy to assist in ensuring program success, guest lectures, practicum/internships, capstone assessments, etc.

Thank you for seeking our input.

Looking forward to the opportunity to work together on making this a reality. Thank you for the opportunity.

We are always looking to have teachers in the health care field.

Seminole State College of Florida
Employer Survey: Bachelor of Science, Health Sciences

Name Susan Warren **Email** susan.warren@flhosp.org
Title Staff Development Manager **Phone** 407-303-1966
Organization Florida Hospital **Address** 601 E Rollins St
Number of Employees 320 Orlando FL 32803

Name Dr. Victoria Martinez, Ph.D. **Email** vmartinez@omegarcllc.com
Title Resident Clinical Researcher **Phone** 386-668-4202
Organization Omega Research Consultants **Address** 70 Spring Vista Dr.
Number of Employees 20 Debary FL 32713

Name Harry Nyanteh MD, MPH, MS **Email** hnyanteh@omegarcllc.com
Title CEO **Phone** 386-668-4202
Organization Omega Research Consultants **Address** 70 Spring Vista
Number of Employees 20 Debary FL 32713

Name Donald Reed **Email** truvalu@bellsouth.net
Title Pharmacist **Phone** 407-323-6413
Organization Tru-Valu Drugs **Address** 503 E First St
Number of Employees 15 Sanford FL 32771

Name Justin Bedor and Jeremy Cook **Email** info@befithehealthstudio.com
Title Co-Owners **Phone** 407-732-4745
Organization BeFit Health Studio **Address** 135 Parliament Loop, Ste 1011
Number of Employees 6 plus 3 sub contractors Lake Mary FL 32746

Name Michael Hennessy **Email** michael_hunnessy@scpc.us
Title Director of Academy of Health Careers/Assistant Princip **Phone** 407-320-5104
Organization Seminole High School **Address** 2701 Ridgewood Ave
Number of Employees 250 (6 health instructors) Sanford FL 32773

Name Chelsie DiPaolo **Email** chelsienicole@gmail.com
Title Holistic Nutritionist **Phone** 561-506-7496
Organization Celsie Nichole Health Coaching **Address** 1201 Windsor Ave
Number of Employees 1 Longwood FL 32750

Name Ben Kersenbrock **Email** info@kersenbrockchiropractic.com
Title Owner **Phone** 407-732-6920
Organization Kersenbrock Chiropractic **Address** 3525 W Lake Mary Blvd
Number of Employees 10 **Lake Mary** **FL** 32746

Name Angela Laxton **Email** angela.laxton@orlandohealth.com
Title Coordinator Academic Programs **Phone** 321-841-5776
Organization Orlando Health, Inc **Address** 1414 Kuhl MP #14
Number of Employees 14,000 **Orlando** **FL** 32806

Name David Robitaille **Email** david.robitaille@ocps.net
Title Program Specialist Health Science **Phone** 407-317-3200
Organization Orange County Public Schools **Address** 1311 S. 9th St.
Number of Employees Thousands **Leesburg** **FL** 32748

Name Mary Connors **Email** mconnorspta@gmail.com
Title Director of Rehab/PTA **Phone** 407-869-9137
Organization Haloyon Rehab **Address** 503 Portland Circle
Number of Employees 12 full time 12 flex **Apopka** **FL** 32703

Name Michele Parsons **Email** michele.parsons@orlandohealth.co
Title Simulation Learning Consultant **Phone** 407-468-2317
Organization Orlando Health **Address** 30 West Grant St.
Number of Employees **Orlando** **FL** 32806

Name Chris Ochinero **Email** chris.ochinero@orlandohealth.com
Title Learning Program Specialist, Simulation **Phone** 321-841-5906
Organization Orlando Health **Address** 1414 Kohl Ave
Number of Employees 14,000 **Orlando** **FL** 32806

Name Marisa Brunett **Email** mbrunett@orlandoorth.com
Title Director of Marketing and Professional Services Develop **Phone** 407-579-4923
Organization Orlando Orthopedic Center **Address** 25 W. Crystal Lake St. Suite 200
Number of Employees 290 **Orlando** **FL** 32806

Name Lisa McDowell **Email** lisa.mcdowell@orlandohealth.com
Title Learning Consultant Simulation **Phone** 321-843-4087
Organization Orlando Health **Address** 30 W Grant St Ste 144
Number of Employees More than 1000. Simulation: 4 **Orlando** **FL** 32806

Name	Thomas Berlin	Email	tom.berlin@fhosp.org
Title	Director, Respiratory Care	Phone	407-538-5401
Organization	Florida Hospital Orlando	Address	4402 Calm Water Ct
Number of Employees	180		Orlando FL 32817
Name	Joseph Khayat	Email	joseph.khayat@hcahealthcare.com
Title	Director Cardiopulmonary and Cardiac Rehab	Phone	407-562-0991
Organization	Central Florida Regional Hospital	Address	1401 W Seminole Blvd
Number of Employees	52		Sanford FL 32771
Name	Jennifer Brown	Email	jennifer.brown@orlandohealth.co
Title	Corp Adult Resp. Care Educator	Phone	321-841-5854
Organization	Orlando Health	Address	1414 Kuhl Ave
Number of Employees	300		Orlando FL 32806
Name	Marisa Brunett	Email	mbrunett@orlandoortho.com
Title	Director of Marketing and Professional Services Dev.	Phone	407-579-4923
Organization	Orlando Orthopedic Center	Address	25 W. Crystal Lake St Suite 200
Number of Employees	290		Orlando FL 32806
Name	Melissa Stephan	Email	stephanm@lake.k12.fl.us
Title	Assistant Director	Phone	352-589-2250 x181
Organization	Lake Technical College	Address	2001 Kurt St
Number of Employees	75 full-time and 50 part-time		Eustis FL 32726
Name	Robyn Bartek	Email	rbartek@paof.com
Title	Population Health Coordinator	Phone	407-389-5456
Organization	Physician Associates	Address	235 N Westmonte
Number of Employees	700		Altamonte Springs FL 32714
Name	John Hawkins	Email	john.hawkins@laerdal.com
Title	Executive Territory Manager	Phone	845-264-5372
Organization	Laerdal Medical Corp	Address	167 Myers Corners Rd
Number of Employees	200		Wappingers Falls NY 12590
Name	Donald Reed	Email	truvalu@bellsouth.net
Title	Pharmacist	Phone	407-323-6413
Organization	Tru-Valu Drugs Pharmacy	Address	503 E. First Street
Number of Employees	20		Sanford FL 32771

Name Harry Nyanteh **Email** hnyantech@bmeqarcllc.com
Title **Phone** 386-668-4202
Organization Omega Research Consultant **Address** 70 Spring Vista Dr
Number of Employees 12 Debarry FL 32713

Name Paul Lopes P.T. **Email** plopes@abilityrehabilitation.com
Title Regional Manager/Owner **Phone** 407-687-5289
Organization Ability Health Services **Address** 1200 Lexington Green Lane
Number of Employees 120 Sanford FL 32771

Name Sandra Galura **Email** sandra.galura@flhosp.org
Title Director Academic Programs/Reserve **Phone** 407-303-5425
Organization Florida Hospital **Address** 701 E. Altamonte Drive Suite 4100
Number of Employees +8,000 Altamonte Springs FL 32701

Name Lynne Wallam **Email** lwallam@nemours.org
Title Director of Nursing Professional Excellence **Phone** 407-567-4501
Organization Nemours Children's Hospital **Address** 13535 Nemours Pkwy
Number of Employees 1000 Orlando FL 32827

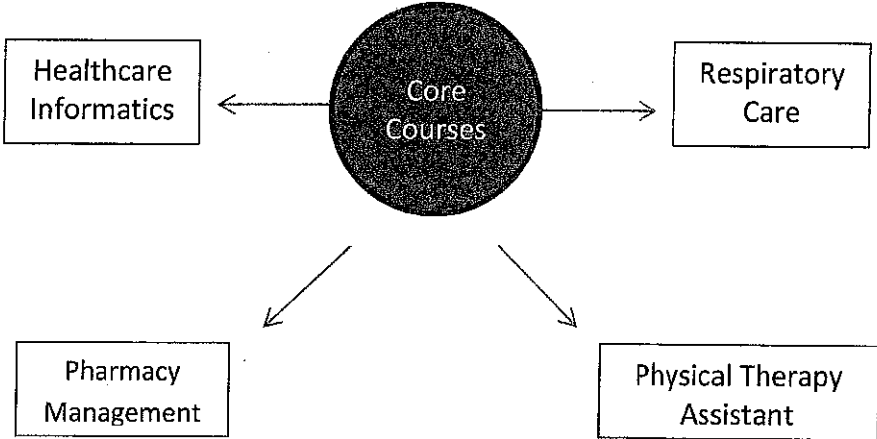
Name Jamie Dyson **Email** jamie.dyson@orlandohealth.com
Title Rehabilitation Educator **Phone** 321-843-2237
Organization Orlando Health **Address** 1414 Kulh Ave MP 190
Number of Employees 50 in department, over 14,000 corporate-wide Orlando FL 32828

Name Maureen Denizard **Email** maureen.denizard@flhealth.org
Title SR Community Health NSG Supervisor **Phone** 407-665-3290
Organization Florida Department of Health in Seminole County **Address** 400 w Airport Blvd
Number of Employees 150 Sanford FL 32773

School of Career and Professional Programs Baccalaureate in Health Sciences

A departmental planning committee has been at work to create a career pathway for students who possess Associate Degrees in a Healthcare Profession. Therefore, Healthcare Programs is recommending the development of a Baccalaureate in Health Sciences with specializations in Respiratory Care, Physical Therapy Assistant, Pharmacology Management, or Health Informatics.

With the elimination of the B.S. Degree in Cardiopulmonary at their university, UCF has agreed that Seminole State College may offer this degree. In researching the creation of this cardiopulmonary degree, it was determined that many of the core courses would also be applicable to other health professions. For example, a course in Health Law or Healthcare Finance can be appropriate for students who hold A.S. Degrees in PTA, Pharmacy Management, and Health Information Management. After completion of core curriculum, students could progress into one of the above specializations. Below is a schematic of the proposed B.S. in Health Sciences utilizing the core courses concept.



Specifics of the Proposed Degree:

Students must possess an A.S. degree in one of the health professions. Curriculum will include courses in finance, human resources, performance/outcome improvement, health law, etc. The courses will be designed to be delivered in a distance learning format. After completion of the core courses, students will continue with the career specific courses such as pulmonary rehabilitation, clinic management, pathophysiology, disaster management, or advanced pharmacology. The course plan would include both a full- and part-time track.

Workforce Implications:

The majority of acute care facilities in Central Florida are in the process of obtaining Magnet certification which is national recognition of excellence. A component of a Magnet status is that a certain percentage of professional employees have obtained a minimum of a baccalaureate degree in their field or an associated field. Therefore, the need for baccalaureates in our region is ever increasing.

Health Sciences Baccalaureate Meetings

Date	Attendees	Type (Meeting/Phone Call) (External meetings shaded)	Purpose of meeting
7/9/09	Tri-Program Advisory Committee members from UCF, Valencia, and Seminole State.	Meeting	Closing of UCF's Cardiopulmonary Science Program and changes occurring in higher education such as baccalaureate "professional-technical" is moving to state colleges. (Minutes located in Appendices)
4/9/10	Tri-Program Advisory Committee members from UCF, Valencia, and Seminole State.	Meeting	Dr. Pitts indicated the schools are looking at a new model to offer a BS program between Valencia and Seminole State. Discussion of the curriculum and the service area involved will have emphasis on two tracks - advanced practice and leadership.
10/29/10	Tri-Program Advisory Committee members from UCF, Valencia, and Seminole State.	Meeting	Advisory members and colleges discuss their support and the need for a Central Florida BS Degree. Work continues on the degree completion program between Seminole State and Valencia.
7/12/12	Physical Therapist Assist Program Advisory Committee Members	Meeting	Discussion of new Altamonte Springs campus expansion. New BSHS degrees are planned for Respiratory Care and Emergency Medicine.
4/11/13	Physical Therapist Assist Program Advisory Committee Members	Meeting	Announcement of new BSHS degree and the legislature feasibility study of transitioning to an entry-level baccalaureate PTA degree.
4/19/13	Respiratory Care Industry Advisory Committee Members and Seminole State Faculty and selected students	Meeting	SSC Respiratory Care Advisory Committee Meeting; list of attendees attached to minutes. (Minutes located in Appendices.)
9/13/13	Angela Kersenbrock, Laura Ross	Meeting	Discuss working with UCF to gain approval for proposal
10/17/13	Physical Therapist Assist Program Advisory Committee Members	Meeting	Semi-annual meeting; discussion of the proposal to begin a BSHS program in the Spring of 2015 with a concentration in Respiratory Care. List of attendees included in the minutes. (Minutes located in Appendices.)
11/5/13	Angela Kersenbrock, Emily Oakley, Lynne Voltaggio, Pam Ocacek	Meeting	Update project management schedule for the BSHS proposal process and review dates for all activities
11/11/13	Pharmacy Tech/Management Programs Advisory Board Meeting	Meeting	Discussion of new BS degree and its curriculum.
11/18/13	Seminole State College Board of Trustees	Meeting	Approved Health Sciences baccalaureate - letter of intent
11/19/13	Angela Kersenbrock, Lynne Voltaggio	Meeting	Review the project management schedule for the BSHS proposal process
11/22/14	Angela Kersenbrock, Emily Oakley, Lynne Voltaggio, Pam Ocacek	Meeting	Discuss BSHS proposal and dates for development and submission to FCS
12/2/13	Angela Kersenbrock, Lynne Voltaggio, Dr. Mark Morgan, Pam Ocacek	Meeting	Develop student survey for BSHS proposal and review with Institutional Research Department
12/5/13	Angela Kersenbrock, Lynne Voltaggio, Pam Ocacek	Meeting	Prepare agenda and documents for first core team meeting
12/6/13	First Core Team Meeting (Altamonte)	Meeting	Purpose of task force, State requirements for proposal, letter of intent, timeline for project, possible specializations/curriculum

Health Sciences Baccalaureate Meetings

Date	Attendees	Type (Meeting/Phone Call) (External meetings shaded)	Purpose of meeting
12/13/13	Stephen Summers, Angela Kersenbrock, Roger Portman, Pam Ocasek	Meeting	Life science track for AA students
1/9/14	Laura Aromando, Christine Broeker, Molly Yanni	Meeting	Curriculum guidelines; resources for curriculum
1/14/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Agenda for team meeting on Friday the 17th
1/15/14	Laura Aromando, Molly Yanni	Meeting	Curriculum: overall framework, program description, graduate outcomes, and core curriculum drafts
1/17/14	Core Team Meeting In Altamonte	Meeting	Updates on timeline, status of surveys and proposal, next steps
1/22/14	Laura Aromando, Molly Yanni, Christine Broeker	Meeting	Curriculum: overall framework, program description, graduate outcomes, and core curriculum drafts
1/23/14	Stephen Summers, Angela Kersenbrock, Roger Portman, Kim Maznicki, Debbie Mead, Pam Ocasek	Meeting	Life science track for AA students
1/24/14	Laura Aromando, Molly Yanni	Meeting	Curriculum: core courses
1/27/14	Angela Kersenbrock, Pam Ocasek, Robyn Bartek, Jon Bartek	Meeting	Robyn is a coordinator at Physician Associates and has a masters in health care administration and Jon works for SNI Technology (Staffing Company). Discussed what employers in the health field are looking for, etc.
1/29/14	Laura Aromando, Molly Yanni	Meeting	Curriculum
1/31/14	Laura Aromando, Molly Yanni	Meeting	Curriculum: core courses
2/10/14	Angela Kersenbrock, Pamela Nabors, Joyce Hinton, Kevin Neal, Lynne Voltaggio	Meeting	Met with CareerSource Central Florida to discuss Health Sciences BS degree program and request letter of support. Also discussed Welding program, training scholarships, and SSC office space for CareerSource. Overview of BSN proposal.
2/13/14	Laura Aromando, Molly Yanni	Meeting	Curriculum: specialty courses
2/14/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Discuss project plan and what tasks still need to be done. Next group meeting has been scheduled for 2/28/14 and will need to discuss budget after that meeting.
2/19/14	Laura Aromando, Molly Yanni	Meeting	Curriculum: specialty courses
2/19/14	Seminole State College Executive Staff members met with the senior leadership at Florida Hospital.	Meeting	Discussed future needs and possible partnerships to strengthen healthcare education in Central Florida. The proposal for the BS in Health Sciences was presented and discussed with the participants. Florida Hospital leaders were extremely positive and supportive of the new degree and provided input on degree content. Hospital leaders emphasized the need to focus on community health, compliance issues, healthcare finance. The hospital's projected needs for health care professionals who can coach communities on maximizing health was discussed.
2/24/14	Laura Aromando, Molly Yanni, Jaime Magnetico	meeting	Curriculum: review of respiratory specialty courses
2/24/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Proposal draft review

Health Sciences Baccalaureate Meetings

Date	Attendees	Type (Meeting/Phone Call) (External meetings shaded)	Purpose of meeting
2/25/14	Ngamy Pham, Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Enrollment, performance, and budget plan
2/26/14	Laura Aromando, Molly Yanni	Meeting	Curriculum development
2/28/14	Core Team Meeting in Altamonte	Meeting	Updates on timeline, status of surveys and proposal, curriculum and tracks, next steps
	Seminole State staff met with economic development leaders of north Seminole county, healthcare industry representatives, University of Central Florida nursing and continuing education personnel, Seminole County Public Schools, health academy, Career Source, city mayors, school board members, and city and county commissioners on the issue of preparing a workforce for the coming healthcare needs of its community.		The meeting was held to discuss the issue of preparing a workforce for the coming healthcare needs of its community. From an economic development view, the county is focusing on bringing in more healthcare industries. This positioning will result in a greater need for a wide variety of healthcare personnel. The educational institutions presented their current position as well as future plans to assure the alignment of need and resource availability. The proposal for the new BS in Health Sciences was presented and the group enthusiastically supported its development. Maribel Areopagita, Director of Clinical Services for Axiom Healthcare Pharmacy, particularly support the pathway for Pharmacy techs and reported that based on the latest metrics, studies and forecasts, speciality drugs will account for the majority of new drug approvals in the coming years. Based on the complexity of these therapies, along with the rapid growth in the pharmaceutical marketplace in Seminole County, we recognize the parallel need for more educated "specialists" in the field. We are excited to be part of preparing for the growth now, and building relationships to share knowledge and resources for our county.
3/3/14	Angela Kersenbrock, Roger Portman	Meeting	Faculty, facilities, and curriculum
3/4/14	Laura Aromando, Molly Yanni	Meeting	Curriculum development
	Angela Kersenbrock and Dr. Carol Bresnahan, VP Academic Affairs at Rollins College		Rollins is in the process of developing a BA in HCM. Dr. Angela Kersenbrock (title) had discussions with Dr. Carol Bresnahan VP Academic Affairs Rollins College on 3/5/14 about Seminole State's BS in HS and Rollins proposed BA in Health Management. The purpose of the discussion was to ascertain if there would be redundancy in our degrees. Dr. Bresnahan felt that we would not be duplicative since their degree will be run by the Business Department and more geared to those in business. After discussing our curriculum she stated that these are two very different programs, theirs focusing on looking at adults not in clinical positions and who were in executive tracks. Rollins is also considering a master's program in this area and we discussed articulation of Seminole State graduates into that program.
3/5/14	Laura Aromando, Molly Yanni	Phone call	Curriculum development
3/6/14	Laura Aromando, Molly Yanni	Meeting	Curriculum development
3/7/14	Laura Aromando, Molly Yanni, Maureen Tremel	Meeting	Curriculum development: Simulation track
3/20/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Proposal draft
3/20/14	Angela Kersenbrock, John Scarpino	Meeting	Wellness centers, health coach - qualities needed for this type of position, industry breakfast meeting
3/21/14	Core Team Meeting in Altamonte	Meeting	Proposal draft, curriculum & specialties, industry breakfast meeting
3/31/14	Lynne Voltaggio, Emily Oakley	Meeting	Review BS/HS Breakfast list and email Save the Date to all stakeholders

Health Sciences Baccalaureate Meetings

Date	Attendees	Type (Meeting/Phone Call) <small>(External meetings shaded)</small>	Purpose of meeting
7/1/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	C. Broeker attended Baccalaureate Liason's meeting in Daytona and advised us that we needed to continue working on proposal in an effort to be ready to submit final proposal by the time the moratorium is over (May 2015). We met to discuss where we were and what items we needed to start working on again. Emily to set up meeting for Core Team in July. Also, need to set up Breakfast meeting for industry participants in late September.
7/2/14	Angela Kersenbrock, David Meador (UCF)	Meeting	B.S. Health Sciences and relationship with UCF
7/7/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Worked on revised budget in preparation for Core Team meeting in July. After that meeting occurs, need to set up meeting with Lynn Powers in Finance.
7/22/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek, Cheryl Cicotti, Molly Yanni, Michelle Birkland, Jeff Miller, Nagi Youssef,	Meeting	In a July baccalaureate liasons meeting, it was announced that since we were in the pipeline we should continue to prepare proposal to submit to the DOE for review prior to moratorium being lifted. Met with Core group to discuss curriculum, budget, and stakeholder breakfast.
8/5/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Discussed curriculum
10/1/14	Angela Kersenbrock, Pam Ocasek, Beth Boyer Kollas (YMCA)	Meeting	Met to discuss B.S.H.S. health/fitness/nutrition/wellness track options, "health coach" concept
10/6/14	Angela Kersenbrock, Lynne Voltaggio	Meeting	Proposal review and preparation for core team meeting.
10/10/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	BSHS Curriculum review meeting.
10/14/14	Respiratory Care Industry Advisory Committee Members and Seminole State Faculty and selected students	Meeting	Respiratory Care Program Advisory Committee Meeting. Meeting Minutes located in Appendices; List of Attendees attached to the minutes.
10/22/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek	Meeting	Met to discuss proposal, project timeline, and curriculum. Planning for meeting with YMCA and Core Team to discuss curriculum and health coaching concept.
10/27/14	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek, Cheryl Cicotti, Molly Yanni, Michelle Birkland, Roger Portman, Steven Summers, Kim Maznicki, Mark Carey	Core Team Meeting	Met to discuss proposal, project timeline, and curriculum. Planning for BACC Development Breakfast Meeting.
11/5/14	Angela Kersenbrock, Lynne Voltaggio, Chelsea DiPaulo	Meeting	Met to discuss nutrition curriculum needs for Health Coach track.
	Angela Kersenbrock, Avatar	Meeting	

Health Sciences Baccalaureate Meetings

Date	Attendees	Type (Meeting/Phone Call) (External meetings shaded)	Purpose of meeting
	Angela Kersenbrock, Lynne Voltaggio, Pam Ocasek, Cheryl Cicotti, Molly Yanni, Michelle Birkland, Roger Portman, Steven Summers, Kim Maznicki, Mark Carey	Core Team Meeting	Review curriculum, specialization tracks, courses, and BACC Development Breakfast update on plans.
11/4/14	Mark Carey, Molly Yanni	Meeting	Reviewed respiratory specialty courses
11/3/14	Emily Oakley, Lynne Voltaggio, SSC Media Staff	Meeting	Met at Hilton Altamonte Springs to set up room for BSHS Breakfast and review slide show set up.
11/14/14	BSHS Development Breakfast Meeting	Meeting	Meet with 55 business and industry stakeholders to review the BSHS Proposal, specializations and curriculum. Solicit their input and recommendations.
11/17/14	Angel Nater, Molly Yanni	Meeting	Provided curriculum template and talked about needed information for the proposal
11/19/14	Angela Kersenbrock, Molly Yanni, Mark Carey, Maureen Tremel, Jaime Magnifico, Lynne Voltaggio	Table Captain Team Meeting	Debriefing on BSHS Breakfast Meeting held 11/14/14; review comments, suggestions and make changes in proposed curriculum as identified by stakeholders
12/3/14	Angela Kersenbrock, Lynne Voltaggio	Curriculum Review/Revision	Review curriculum, course descriptions; develop educational plans for all specializations.
12/4/14	Angela Kersenbrock, Lynne Voltaggio	Curriculum Review/Revision	Review curriculum, course descriptions; develop educational plans for all specializations.
12/8/14	Angela Kersenbrock, Lynne Voltaggio	Curriculum Review/Revision	Review curriculum, course descriptions; develop educational plans for all specializations.
12/10/14	Lisa Valentino, Molly Yanni	Curriculum Review	Review curriculum, course descriptions

ID	Task Mode	Task Name	Start	Finish	Predec	Resource Names	% Complete
1	✓	1 BS Health Sciences Program Proposal	Tue 11/19/13	Mon 5/2/16			0%
2	✓	2 Identify Market Demand and Unmet Needs; Gain Approvals	Tue 11/19/13	Mon 4/6/15			100%
3	✓	2.1 Research Targeted Occupation List	Tue 11/19/13	Mon 4/6/15		Voltaggio	100%
4	✓	2.2 Determine workforce demand and unmet need	Thu 11/21/13	Mon 4/6/15		Voltaggio	100%
5	✓	2.3 Contact WCF for Data	Wed 11/20/13	Thu 11/21/13	3	Voltaggio	100%
6	✓	2.4 Review Onet Online	Fri 11/22/13	Mon 4/6/15	5	Voltaggio	100%
7	✓	2.5 Research Competition	Thu 12/5/13	Thu 12/5/13	6	Voltaggio	100%
8	✓	2.6 Core Group Meeting to review timelines and agenda	Fri 11/22/13	Fri 11/22/13	8	Kersenbrock, Ocasek, Voltaggio	100%
9	✓	2.7 Send Project Team Meeting Agenda to Members	Thu 11/21/13	Thu 11/21/13	8	Oakley	100%
10	✓	2.8 First Project Team Meeting at Altamonte Campus	Fri 12/6/13	Fri 12/6/13	8,9	Project Team	100%
11	✓	2.9 Create shared folder for project group (contact CTS)	Mon 12/16/13	Mon 12/16/13	10	Yanni	100%
12	✓	2.10 Second Project Team Meeting at Altamonte Campus	Fri 1/17/14	Fri 1/17/14	10	Project Team	100%
13	✓	2.11 Third Project Team Meeting at Altamonte Campus	Fri 2/28/14	Fri 2/28/14	12	Project Team	100%
14	✓	2.12 Fourth Project Team Meeting at Altamonte Campus	Fri 3/21/14	Fri 3/21/14	13	Project Team	100%
15	✓	2.13 Budget Team Meeting at Altamonte Campus	Fri 2/28/14	Fri 2/28/14	8	Selected Team Members	100%
16	✓	2.14 Followup and Review of all data collected for any needed updates	Mon 9/22/14	Fri 11/21/14	3,4,5	Voltaggio	100%
17	✓	2.15 Stakeholder Breakfast Meeting at Hilton Orlando/Altamonte	Fri 11/14/14	Fri 11/14/14		Project Team	100%
18	✓	2.16 Review Project Plan and Identify New Action Plan for Proposal Submittal to FCS	Fri 10/31/14	Fri 10/31/14		Ocasek, Voltaggio, Kersenbrock	100%
19	✓	3 Obtain letters of support/approval from local institutions	Tue 11/19/13	Fri 3/28/14		Project Team	100%
20	✓	3.1 Valencia College, Sandy Shugard, President	Thu 10/17/13	Thu 10/17/13		Kersenbrock	100%
21	✓	3.2 Rollins College, Carol Bresnahan, Ph.D., Vice President of Academic Affairs	Fri 12/6/13	Fri 2/28/14		Ross	100%
22	✓	3.3 Adventist University of Health Sciences, Len Archer, Ph.D., Vice President for Academic Administration	Fri 12/6/13	Wed 3/19/14		Kersenbrock	100%
23	✓	4 Obtain letters of support from local agencies/businesses	Fri 12/6/13	Fri 3/28/14			100%
24	✓	4.1 Florida Department of Health, Seminole County, Dr. Jett, Health Officer	Fri 12/6/13	Fri 12/13/13		Cicotti	100%
25	✓	4.2 American Lung Association, Janelle Middents, Area Director	Fri 12/6/13	Mon 12/30/13		Carey	100%

BSHS Project Plan 1.8.15.mpp						
ID	Task Mode	Task Name	Start	Finish	Predec/Resource Names	% Complete
26	✓	4.3 Ability Health Services, Inc., Paul Lopes, Managing Partner	Fri 12/6/13	Thu 1/23/14	Miller	100%
27	✓	4.4 Physical Therapy Specialists, MSPT, Chief Operations Officer	Fri 12/6/13	Tue 3/11/14	Miller	100%
28	✓	4.5 Orlando Regional Medical Center, Dr. Lube, Associate Director	Fri 12/6/13	Mon 2/10/14	Carey	100%
29	✓	4.6 Avant Healthcare Professionals, Sandi Sandifer, CEO	Fri 12/6/13	Mon 2/3/14	Cicotti	100%
30	✓	4.7 Seminole County Public Schools, Walt Griffin, Superintendent	Fri 12/6/13	Mon 3/17/14	Ross	100%
31	✓	4.8 City of Altamonte Springs, Pat Bates, Mayor	Fri 12/6/13	Tue 3/18/14	Cicotti	100%
32	✓	4.9 City of Lake Mary	Thu 1/8/15	Thu 1/8/15	Kersenbrock	100%
33	✓	4.10 Central Florida Regional Hospital, Wendy Brandon CEO	Fri 12/6/13	Tue 12/17/13	Kersenbrock	100%
34	✓	4.11 Central Florida Regional Hospital, Joseph Khayat, RRT, Cardio Director	Fri 12/6/13	Tue 12/17/13	Carey	100%
35	✓	4.12 Florida Hospital Altamonte, Rob Fulbright, Senior Executive Officer	Fri 12/6/13	Mon 12/16/13	Carey	100%
37	✓	4.13 SNI Technology, Jon Bartek, Executive Recruiter	Fri 12/6/13	Tue 2/18/14	Ocasek	100%
38	✓	4.14 BeFit Health Studio	Thu 1/8/15	Thu 1/8/15	Kersenbrock	100%
39	✓	4.15 Orlando Health, Nancy Dionon, Vice President, Human Resources	Fri 12/6/13	Thu 12/12/13	Cicotti	100%
40	✓	4.16 Florida Hospital, Dr. Berlin, Director, Respiratory Care	Fri 12/6/13	Mon 12/16/13	Carey	100%
41	✓	4.17 Florida Department of Public Safety, Seminole County EMS-Fire-Rescue	Thu 1/8/15	Thu 1/8/15	Nater	100%
42	✓	4.18 Dr. Todd Husty, D.O., M.D.	Thu 1/8/15	Thu 1/8/15	Nater	100%
43	✓	4.19 Orlando Health - Lisa Cannata	Thu 1/8/15	Thu 1/8/15	Trammel	100%
44	✓	4.20 Tru-Value Drugs of Sanford, Donald R. Reed, R.Ph.,	Thu 1/8/15	Thu 1/8/15	Youssef	100%
45	✓	4.21 CareerSource Central Florida, Pam Nabors, CEO	Fri 12/6/13	Fri 2/14/14	Voltaggio	100%
46	✓	5 Get two letters of support from each advisory committee (to be signed by all members)	Fri 12/6/13	Thu 3/20/14	Carey, Miller, Youssef	100%
47	✓	5.1 Physical Therapy Asst. Advisory Board				
48	✓	5.2 Tru-Value Drugs of Sanford, Donald R. Reed, R.Ph., Pharmacy Advisory Board	Fri 12/6/13	Thu 2/13/14	Miller	100%
49	✓	5.3 Omega Research Consultants, LLC - Harry Nyanteh, MD, MPH, MSc, CRCP, Pharmacy Advisory Board	Fri 12/6/13	Mon 1/27/14	Youssef	100%
50	✓	6 Conduct and analyze surveys and gather required information for proposal				
51	✓	6.1 Meet with Institutional Research to prepare surveys	Mon 12/2/13	Mon 12/2/13	Kersenbrock, Ocasek, Voltagi	100%

BSHS Project Plan 1.8.15.mpp		Task Name	Start	Finish	Predec Resource Names	% Complete
52	✓	6.2 Conduct and analyze student survey	Tue 2/4/14	Fri 2/28/14	51 Institutional Research	100%
53	✓	6.3 Conduct and analyze employer survey	Tue 2/18/14	Fri 2/28/14	51 Institutional Research	100%
54	✓	6.4 Identify number of recent graduates in discipline from SUS	Tue 12/3/13	Mon 11/10/14	51 Institutional Research	100%
55	✓	6.5 Identify number of most recent graduates in discipline from non-public schools	Tue 12/3/13	Mon 11/10/14	51 Institutional Research	100%
56	✓	6.6 Identify gap between employment numbers needed and graduates	Tue 12/3/13	Fri 10/31/14	51 Institutional Research, Volta	100%
57	✓	6.7 Process Baccalaureate Degree Program Proposal and Approval	Tue 11/19/13	Mon 4/7/14	95%	95%
58	✓	6.7.1 Board of Trustees Approval of LOI	Tue 11/19/13	Tue 11/19/13	Kersenbrock	100%
59	✓	6.7.2 Prepare and submit Letter of Intent to DFC	Tue 1/14/14	Tue 1/14/14	Ross	100%
60	✓	6.7.3 DFC forwards LOI to SUS, ICUF, CIE within 10 days	Wed 1/15/14	Wed 1/15/14	DFC	100%
61	✓	6.7.4 State Universities have 60 days to submit alternative proposal/objection to DFC	Thu 1/16/14	Wed 3/19/14	SUS, DFC	100%
62	✓	6.7.5 If no alternative proposal received, DFC notifies ICUF and CIE	Thu 3/20/14	Fri 4/18/14	61 DFC	100%
63	✓	6.7.6 Regionally accredited private colleges and universities have 30 days to submit alternative proposal or objection to DFC	Mon 4/21/14	Mon 5/19/14	62 ICUF, CIE	100%
64	✓	6.7.7 DFC receives any SUS, ICUF, or CIE proposals but does not review	Tue 5/20/14	Tue 5/20/14	63 DFC	100%
65	✓	6.7.8 Submit baccalaureate proposal to DFC at least 100 days after submitting LOI 100 day mark	Mon 12/1/14	Fri 1/16/15	63 Project Team	100%
66	✓	6.7.9 DFC receives submitted FCS proposal and conducts review	Fri 1/23/15	Fri 1/30/15	65 DFC	100%
67	✓	6.7.10 DFC notifies college of deficiencies in writing within 30 days following receipt of proposal	Mon 2/23/15	Tue 3/31/15	66 DFC	100%
68	✓	6.7.11 College corrects deficiencies and returns completed proposal to DFC	Mon 4/13/15	Wed 5/20/15	67 Project Team	100%
69	✓	6.7.12 DFC provides the completed proposal and accompanying materials to the Commissioner of Education	Tue 5/26/15	Wed 5/27/15	68 DFC, Commissioner	0%
70	✓	6.7.13 Within 45 days, the Commissioner recommends to the SBE approval or disapproval of the proposal	Mon 6/1/15	Fri 7/17/15	69 Commissioner, SBE	0%
71	✓	6.7.14 DFC provides proposal, alternative proposals, objections and related materials to SBE for consideration	Mon 7/20/15	Mon 7/20/15	70 DFC, SBE	0%

BSHS Project Plan 1.8.15.mpp									
ID	Task Mode	Task Name	Start	Finish	Predec	Resource Names	%	Complete	
72	☑	6.7.15 SBE considers recommendation, proposal and any alternative proposals or objections at its next meeting	Wed 8/26/15	Wed 8/26/15	71	SBE		0%	
73	☑	6.7.16 Provide SACS-COC with notification of subsequent changes six months prior to program start date	Fri 9/4/15	Mon 9/7/15		Institutional Research, Project Team		0%	
74	☑	6.7.17 Document internal process and meetings	Fri 12/6/13	Fri 12/19/14		Project Team		100%	
75	☑	6.7.18 Document External Process and Meetings	Fri 12/6/13	Fri 12/19/14		Project Team		100%	
76	☑	6.8 Determine Program Structure and Curriculum	Mon 10/20/14	Fri 11/14/14		Project Team		100%	
77	☑	6.8.1 Identify Specializations/Tracks	Mon 10/20/14	Fri 10/31/14		Project Team		100%	
78	☑	6.8.2 Review Common Course Pre-requisites	Mon 10/20/14	Fri 10/31/14		Project Team		100%	
79	☑	6.8.3 Identify A.S Degree Structure	Thu 10/16/14	Thu 10/16/14		Project Team		100%	
80	☑	6.8.4 Identify A.A. Degree Structure	Thu 10/16/14	Thu 10/16/14		Project Team		100%	
81	☑	6.8.5 Identify Courses & Course Sequencing	Mon 10/20/14	Fri 10/31/14		Project Team		100%	
82	☑	6.8.6 Identify Program Learning Outcomes	Mon 11/4/13	Tue 11/11/14		Project Team		100%	
83	☑	6.8.7 Create Educational Plan	Mon 11/17/14	Tue 11/18/14		Project Team		100%	
84	☑	6.8.8 Create courses, write course descriptions and course objectives	Mon 10/20/14	Mon 11/3/14		Yanni		100%	
85	☑	6.8.9 Complete and submit all curriculum paperwork for curriculum committee approval	Fri 10/24/14	Thu 1/22/15		Yanni		100%	
86	☑	6.8.10 Identify Delivery System(s) and develop online resources	Mon 7/6/15	Tue 2/23/16		Carey, Program Managers		100%	
87	☑	6.8.11 Develop instructional and media materials	Mon 7/6/15	Mon 9/14/15		Carey, Media Services, Progr		100%	
88	☑	6.8.12 Submit program curricula to Curriculum Committee for approval	Mon 1/26/15	Tue 2/3/15	82	Kersenbrock, Yanni		100%	
89	☑	6.8.13 Verify Financial Aid notification	Mon 6/8/15	Tue 6/9/15	88	Kersenbrock		100%	
90	☑	6.9 Create Budget	Mon 10/27/14	Tue 10/28/14				100%	
91	☑	6.9.1 Set up meeting with Lynn Powers to discuss initial budget requirements	Tue 2/25/14	Fri 3/7/14		Oakley		100%	
92	☑	6.9.2 Identify program startup costs and budget detail	Mon 10/27/14	Fri 10/31/14		Kersenbrock, Carey		100%	
93	☑	6.9.3 Input budget request into SPOL	Mon 1/25/16	Mon 1/25/16	92	Carey		100%	
94	☑	6.9.4 Strategic Plan input for B.S. H.S. program	Tue 1/26/16	Tue 1/26/16	93	Kersenbrock		100%	
95	☑	6.9.5 Identify equipment required and any renovation costs	Wed 1/27/16	Tue 2/2/16	94	Carey		100%	

BSHS Project Plan 1.8.15.mpp						
ID	Task Mode	Task Name	Start	Finish	Predec Resource Names	% Complete
96	✓	6.9.6 Identify program lab fees; submit to Accounting by due dates	Wed 2/3/16	Tue 2/9/16	Carey	100%
97	✓	6.9.7 Request department, program and class number from Finance Dept.	Wed 2/3/16	Wed 4/6/16	Kersenbrock	100%
98	✓	6.9.8 Work with Budget Office to Fund Program	Thu 4/7/16	Mon 4/11/16	Kersenbrock	100%
99	✓	6.9.9 Add program costs via SPOL for forthcoming year	Wed 2/3/16	Tue 4/19/16	Carey, Kersenbrock	100%
100	✓	6.9.10 If grant funded, prepare necessary requests/amendments	Wed 4/20/16	Mon 4/25/16	Lenahan	100%
101	✓	6.10 Faculty	Thu 10/24/13	Wed 9/23/15		100%
102	✓	6.10.1 Identify number and type of faculty needed in budget process	Fri 10/24/14	Fri 10/31/14	Carey, Kersenbrock	100%
103	✓	6.10.2 Identify instructional support personnel needed	Mon 10/27/14	Fri 11/28/14	Kersenbrock	100%
104	✓	6.10.3 Develop Faculty Credentialing Required	Mon 8/17/15	Thu 8/20/15	Voltaggio	100%
105	✓	6.10.4 Submit Faculty Credentials to A. Hawkinson	Fri 8/21/15	Fri 8/21/15	Voltaggio	100%
106	✓	6.10.5 Complete Faculty Position Descriptions and Submit to HR	Mon 8/24/15	Mon 8/24/15	Voltaggio	100%
107	✓	6.10.6 Advertise Planned Faculty Vacancies	Tue 8/25/15	Wed 9/23/15	Human Resources	100%
108	✓	6.11 Facilities	Mon 8/17/15	Tue 12/22/15		100%
109	✓	6.11.1 Identify campus and classrooms, labs needed based on program needs	Mon 8/17/15	Mon 9/21/15	Suleski, Carey	100%
110	✓	6.11.2 Identify any renovations needed and cost of renovations (include in budget)	Tue 9/22/15	Thu 9/24/15	Hobbs, Carey	100%
111	✓	6.11.3 Schedule Rooms Needed each term	Mon 1/11/16	Thu 1/14/16	Suleski	100%
112	✓	6.11.4 Schedule Renovations	Mon 3/7/16	Fri 3/18/16	Hobbs	100%
113	✓	6.11.5 If program requires clinicals, identify sites, prepare and process contracts	Tue 3/1/16	Fri 3/4/16	Carey	100%
114	✓	6.11.6 Check required AV and computer equipment for classroom instruction	Mon 4/18/16	Mon 5/2/16		100%
115	✓	6.12 Marketing/Communications	Tue 2/17/15	Mon 9/14/15		100%
116	✓	6.12.1 Meet with Admissions, Counseling, Advising, Financial Aid Staff to Review Program	Wed 2/24/16	Mon 3/20/17	Kersenbrock	100%
117	✓	6.12.2 Prepare draft of brochures and other marketing materials	Wed 2/24/16	Mon 3/7/16	Kersenbrock, Voltaggio	100%

BSHS Project Plan 1.8.15.mpp									
ID	Task Name	Task Mode	Start	Finish	Predec	Resource Names	%	Complete	
118	6.12.3 Prepare and distribute marketing materials	☑	Tue 3/8/16	Mon 4/18/16	117	Voltaggio	100%	100%	
119	6.12.4 Prepare website pages	☑	Tue 4/19/16	Mon 5/2/16	118	Broeker,Lusk	100%	100%	
120	6.12.5 Submit TIFMS request for marquee placement	☑	Wed 2/24/16	Wed 2/24/16	86	Lenahan	100%	100%	
121	6.12.6 Ensure program/course schedules are placed on website for registration	☑	Thu 2/25/16	Wed 3/2/16	120	Broeker,Lusk	100%	100%	
122	6.13 Purchasing	☑	Mon 8/31/15	Fri 6/10/16			100%	100%	
123	6.13.1 Identify necessary equipment and supplies	☑	Tue 4/12/16	Mon 4/25/16	86,98	Carey,Program Managers	100%	100%	
124	6.13.2 Identify and order textbooks	☑	Wed 2/24/16	Wed 3/16/16	86	Carey,Program Managers	100%	100%	
125	6.13.3 Prepare lab fee forms and submit to Accounting	☑	Mon 8/31/15	Fri 9/4/15		Carey,Program Managers	100%	100%	
126	6.13.4 Prepare requisitions and process for ordering	☑	Tue 4/26/16	Mon 5/16/16	123	Carey	100%	100%	
127	6.13.5 Follow up with vendors on orders; review delivery dates	☑	Tue 5/17/16	Mon 5/23/16	126	Program Managers	100%	100%	
128	6.13.6 Organize receipt of equipment and supplies for classroom placement	☑	Tue 5/24/16	Fri 6/10/16	127	Program Managers	100%	100%	
129	6.14 Perform final walkthroughs for first day of class	☑	Mon 4/18/16	Tue 4/19/16			100%	100%	
130	6.15 Add program to WCF Training Matrix	☑	Mon 6/13/16	Tue 6/14/16	128		100%	100%	

BSHS Project Plan 5.8.15mpp.mpp		Task Name	Start	Finish	Predecessor Resource Names	% Complete
ID	Task Model	Task Name	Start	Finish	Predecessor Resource Names	% Complete
1	✓	1 BS Health Sciences Program Proposal	Tue 11/19/13	Mon 5/2/16		0%
2	✓	2 Identify Market Demand and Unmet Needs; Gain Approvals	Tue 11/19/13	Mon 4/6/15		100%
3	✓	2.1 Research Targeted Occupation List	Tue 11/19/13	Mon 4/6/15	Voltaggio	100%
4	✓	2.2 Determine workforce demand and unmet need	Thu 11/21/13	Mon 4/6/15	Voltaggio	100%
5	✓	2.3 Contact WCF for Data	Wed 11/20/13	Thu 11/21/13	Voltaggio	100%
6	✓	2.4 Review Onet Online	Fri 11/22/13	Mon 4/6/15	Voltaggio	100%
7	✓	2.5 Research Competition	Thu 12/5/13	Thu 12/5/13	Voltaggio	100%
8	✓	2.6 Core Group Meeting to review timelines and agenda	Fri 11/22/13	Fri 11/22/13	Kersenbrock, Ocasek, Voltaggio	100%
9	✓	2.7 Send Project Team Meeting Agenda to Members	Thu 11/21/13	Thu 11/21/13	Oakley	100%
10	✓	2.8 First Project Team Meeting at Altamonte Campus	Fri 12/6/13	Fri 12/6/13	Project Team	100%
11	✓	2.9 Create shared folder for project group (contact CTS)	Mon 12/16/13	Mon 12/16/13	Yanni	100%
12	✓	2.10 Second Project Team Meeting at Altamonte Campus	Fri 1/17/14	Fri 1/17/14	Project Team	100%
13	✓	2.11 Third Project Team Meeting at Altamonte Campus	Fri 2/28/14	Fri 2/28/14	Project Team	100%
14	✓	2.12 Fourth Project Team Meeting at Altamonte Campus	Fri 3/21/14	Fri 3/21/14	Project Team	100%
15	✓	2.13 Budget Team Meeting at Altamonte Campus	Fri 2/28/14	Fri 2/28/14	Selected Team Members	100%
16	✓	2.14 Followup and Review of all data collected for any needed updates	Mon 9/22/14	Fri 11/21/14	3, 4, 5, Voltaggio	100%
17	✓	2.15 Stakeholder Breakfast Meeting at Hilton Orlando/Altamonte	Fri 11/14/14	Fri 11/14/14	Project Team	100%
18	✓	2.16 Review Project Plan and Identify New Action Plan for Proposal Submittal to FCS	Fri 10/31/14	Fri 10/31/14	Ocasek, Voltaggio, Kersenbrock	100%
19	✓	3 Obtain letters of support/approval from local institutions	Tue 11/19/13	Fri 3/28/14	Project Team	100%
20	✓	3.1 Valencia College, Sandy Shugard, President	Thu 10/17/13	Thu 10/17/13	Kersenbrock	100%
21	✓	3.2 Rollins College, Carol Bresnahan, Ph.D., Vice President of Academic Affairs	Fri 12/6/13	Fri 2/28/14	Ross	100%
22	✓	3.3 Adventist University of Health Sciences, Len Archer, Ph.D., Vice President for Academic Administration	Fri 12/6/13	Wed 3/19/14	Kersenbrock	100%
23	✓	4 Obtain letters of support from local agencies/businesses	Fri 12/6/13	Thu 1/8/15		100%
24	✓	4.1 Florida Department of Health, Seminole County, Dr. Jett, Health Officer	Fri 12/6/13	Fri 12/13/13	Cicotti	100%
25	✓	4.2 American Lung Association, Janelle Middents, Area Director	Fri 12/6/13	Mon 12/30/13	Carey	100%

ID	Task Mode	Task Name	Start	Finish	Predec Resource Names	% Complet
26	✓	4.3 Ability Health Services, Inc., Paul Lopes, Managing Partner	Fri 12/6/13	Thu 1/23/14	Miller	100%
27	✓	4.4 Physical Therapy Specialists, MSPT, Chief Operations Officer	Fri 12/6/13	Tue 3/11/14	Miller	100%
28	✓	4.5 Orlando Regional Medical Center, Dr. Lube, Associate Director	Fri 12/6/13	Mon 2/10/14	Carey	100%
29	✓	4.6 Avant Healthcare Professionals, Sandi Sandifer, CEO	Fri 12/6/13	Mon 2/3/14	Cicotti	100%
30	✓	4.7 Seminole County Public Schools, Walt Griffin, Superintendent	Fri 12/6/13	Mon 3/17/14	Ross	100%
31	✓	4.8 City of Altamonte Springs, Pat Bates, Mayor	Fri 12/6/13	Tue 3/18/14	Cicotti	100%
32	✓	4.9 City of Lake Mary	Thu 1/8/15	Thu 1/8/15	Kersenbrock	100%
33	✓	4.10 Central Florida Regional Hospital, Wendy Brandon CEO	Fri 12/6/13	Tue 12/17/13	Kersenbrock	100%
34	✓	4.11 Central Florida Regional Hospital, Joseph Khayat, RRT, Cardio Director	Fri 12/6/13	Tue 12/17/13	Carey	100%
35	✓	4.12 Florida Hospital Altamonte, Rob Fulbright, Senior Executive Officer	Fri 12/6/13	Mon 12/16/13	Carey	100%
37	✓	4.13 SNI Technology, Jon Bartek, Executive Recruiter	Fri 12/6/13	Tue 2/18/14	Ocasek	100%
38	✓	4.14 BeFit Health Studio	Thu 1/8/15	Thu 1/8/15	Kersenbrock	100%
39	✓	4.15 Orlando Health, Nancy Dionon, Vice President, Human Resources	Fri 12/6/13	Thu 12/12/13	Cicotti	100%
40	✓	4.16 Florida Hospital, Dr. Berlin, Director, Respiratory Care	Fri 12/6/13	Mon 12/16/13	Carey	100%
41	✓	4.17 Florida Department of Public Safety, Seminole County EMS-Fire-Rescue	Thu 1/8/15	Thu 1/8/15	Nater	100%
42	✓	4.18 Dr. Todd Husty, D.O., M.D.	Thu 1/8/15	Thu 1/8/15	Nater	100%
43	✓	4.19 Orlando Health - Lisa Cannata	Thu 1/8/15	Thu 1/8/15	Trammel	100%
44	✓	4.20 Tru-Value Drugs of Sanford, Donald R. Reed, R.Ph.,	Thu 1/8/15	Thu 1/8/15	Youssef	100%
45	✓	4.21 CareerSource Central Florida, Pam Nabors, CEO	Fri 12/6/13	Fri 2/14/14	Voltaggio	100%
46	✓	5 Get two letters of support from each advisory committee (to be signed by all members)	Fri 12/6/13	Thu 3/20/14	Carey, Miller, Youssef	100%
47	✓	5.1 Physical Therapy Asst. Advisory Board	Fri 12/6/13	Thu 2/13/14	Miller	100%
48	✓	5.2 Tru-Value Drugs of Sanford, Donald R. Reed, R.Ph., Pharmacy Advisory Board	Fri 12/6/13	Mon 1/27/14	Youssef	100%
49	✓	5.3 Omega Research Consultants, LLC - Harry Nyanteh, MD, MPH, MSC, CRCP, Pharmacy Advisory Board	Fri 12/6/13	Wed 12/11/13	Youssef	100%
50	✓	6 Conduct and analyze surveys and gather required information for proposal	Tue 11/19/13	Fri 3/28/14		99%
51	✓	6.1 Meet with Institutional Research to prepare surveys	Mon 12/2/13	Mon 12/2/13	Kersenbrock, Ocasek, Voltaggi	100%

BSHS Project Plan 5.8.15mpp.mpp							
ID	Task Name	Task Mode	Start	Finish	Predec	Resource Names	% Complete
52	6.2 Conduct and analyze student survey	✓	Tue 2/4/14	Fri 2/28/14	51	Institutional Research	100%
53	6.3 Conduct and analyze employer survey	✓	Tue 2/18/14	Fri 2/28/14	51	Institutional Research	100%
54	6.4 Identify number of recent graduates in discipline from SUS	✓	Tue 12/3/13	Mon 11/10/14	51	Institutional Research	100%
55	6.5 Identify number of most recent graduates in discipline from non-public schools	✓	Tue 12/3/13	Mon 11/10/14	51	Institutional Research	100%
56	6.6 Identify gap between employment numbers needed and graduates	✓	Tue 12/3/13	Fri 10/31/14	51	Institutional Research, Volta	100%
57	6.7 Process Baccalaureate Degree Program Proposal and Approval	✓	Tue 11/19/13	Mon 4/7/14			95%
58	6.7.1 Board of Trustees Approval of LOI	✓	Tue 11/19/13	Tue 11/19/13		Kersenbrock	100%
59	6.7.2 Prepare and submit Letter of Intent to DFC	✓	Tue 1/14/14	Tue 1/14/14	58	Ross	100%
60	6.7.3 DFC forwards LOI to SUS, ICUF, CIE within 10 days	✓	Wed 1/15/14	Wed 1/15/14	59	DFC	100%
61	6.7.4 State Universities have 60 days to submit alternative proposal/objection to DFC	✓	Thu 1/16/14	Wed 3/19/14	60	SUS, DFC	100%
62	6.7.5 If no alternative proposal received, DFC notifies ICUF and CIE	✓	Thu 3/20/14	Fri 4/18/14	61	DFC	100%
63	6.7.6 Regionally accredited private colleges and universities have 30 days to submit alternative proposal or objection to DFC	✓	Mon 4/21/14	Mon 5/19/14	62	ICUF, CIE	100%
64	6.7.7 DFC receives any SUS, ICUF, or CIE proposals but does not review	✓	Tue 5/20/14	Tue 5/20/14	63	DFC	100%
65	6.7.8 Submit baccalaureate proposal to DFC at least 100 days after submitting LOI	✓	Mon 12/1/14	Fri 1/16/15	63	Project Team	100%
66	6.7.9 DFC receives submitted FCS proposal and conducts review	✓	Fri 1/23/15	Fri 1/30/15	65	DFC	100%
67	6.7.10 DFC notifies college of deficiencies in writing within 30 days following receipt of proposal	✓	Mon 2/23/15	Tue 3/31/15	66	DFC	100%
68	6.7.11 College corrects deficiencies and returns completed proposal to DFC	✓	Mon 4/13/15	Wed 5/20/15	67	Project Team	100%
69	6.7.12 DFC provides the completed proposal and accompanying materials to the Commissioner of Education	✓	Tue 5/26/15	Wed 5/27/15	68	DFC, Commissioner	0%
70	6.7.13 Within 45 days, the Commissioner recommends to the SBE approval or disapproval of the proposal	✓	Mon 6/1/15	Fri 7/17/15	69	Commissioner, SBE	0%
71	6.7.14 DFC provides proposal, alternative proposals, objections and related materials to SBE for consideration	✓	Mon 7/20/15	Mon 7/20/15	70	DFC, SBE	0%

ID	Task Name	Task Mode	Start	Finish	Predec	Resource Names	% Complete
72	6.7.15 SBE considers recommendation, proposal and any alternative proposals or objections at its next meeting	☑	Wed 8/26/15	Wed 8/26/15	71	SBE	0%
73	6.7.16 Provide SACS-COC with notification of subsequent changes six months prior to program start date	☑	Fri 9/4/15	Mon 9/7/15		Institutional Research, Project Team	0%
74	6.7.17 Document internal process and meetings	☑	Fri 12/6/13	Fri 12/19/14		Project Team	100%
75	6.7.18 Document External Process and Meetings	☑	Fri 12/6/13	Fri 12/19/14		Project Team	100%
76	6.8 Determine Program Structure and Curriculum	☑	Mon 10/20/14	Fri 11/14/14		Project Team	100%
77	6.8.1 Identify Specializations/Tracks	☑	Mon 10/20/14	Fri 10/31/14		Project Team	100%
78	6.8.2 Review Common Course Pre-requisites	☑	Mon 10/20/14	Fri 10/31/14		Project Team	100%
79	6.8.3 Identify A.S Degree Structure	☑	Thu 10/16/14	Thu 10/16/14		Project Team	100%
80	6.8.4 Identify A.A Degree Structure	☑	Thu 10/16/14	Thu 10/16/14		Project Team	100%
81	6.8.5 Identify Courses & Course Sequencing	☑	Mon 10/20/14	Fri 10/31/14		Project Team	100%
82	6.8.6 Identify Program Learning Outcomes	☑	Mon 11/4/13	Tue 11/11/14		Project Team	100%
83	6.8.7 Create Educational Plan	☑	Mon 11/17/14	Tue 11/18/14		Project Team	100%
84	6.8.8 Create courses, write course descriptions and course objectives	☑	Mon 10/20/14	Mon 11/3/14		Yanni	100%
85	6.8.9 Complete and submit all curriculum paperwork for curriculum committee approval	☑	Fri 10/24/14	Thu 1/22/15		Yanni	100%
86	6.8.10 Identify Delivery System(s) and develop online resources	☑	Mon 7/6/15	Tue 2/23/16		Carey, Program Managers	100%
87	6.8.11 Develop instructional and media materials	☑	Mon 7/6/15	Mon 9/14/15		Carey, Media Services, Progr	100%
88	6.8.12 Submit program curricula to Curriculum Committee for approval	☑	Mon 1/26/15	Tue 2/3/15	82	Kersenbrock, Yanni	100%
89	6.8.13 Verify Financial Aid notification	☑	Mon 6/8/15	Tue 6/9/15	88	Kersenbrock	100%
90	6.9 Create Budget	☑	Mon 10/27/14	Tue 10/28/14			100%
91	6.9.1 Set up meeting with Lynn Powers to discuss initial budget requirements	☑	Tue 2/25/14	Fri 3/7/14		Oakley	100%
92	6.9.2 Identify program startup costs and budget detail	☑	Mon 10/27/14	Fri 10/31/14		Kersenbrock, Carey	100%
93	6.9.3 Input budget request into SPOL	☑	Mon 1/25/16	Mon 1/25/16	92	Carey	100%
94	6.9.4 Strategic Plan input for B.S. H.S. program	☑	Tue 1/26/16	Tue 1/26/16	93	Kersenbrock	100%
95	6.9.5 Identify equipment required and any renovation costs	☑	Wed 1/27/16	Tue 2/2/16	94	Carey	100%

BSHS Project Plan 5.8.15mpp.mpp							
ID	Task Mode	Task Name	Start	Finish	Predec	Resource Names	% Complete
96	✓	6.9.6 Identify program lab fees; submit to Accounting by due dates	Wed 2/3/16	Tue 2/9/16	95	Carey	100%
97	✓	6.9.7 Request department, program and class number from Finance Dept.	Wed 2/3/16	Wed 4/6/16		Kersenbrock	100%
98	✓	6.9.8 Work with Budget Office to Fund Program	Thu 4/7/16	Mon 4/11/16	97	Kersenbrock	100%
99	✓	6.9.9 Add program costs via SPOL for forthcoming year	Wed 2/3/16	Tue 4/19/16	92,95	Carey,Kersenbrock	100%
100	✓	6.9.10 If grant funded, prepare necessary requests/amendments	Wed 4/20/16	Mon 4/25/16	99	Lenahan	100%
101	✓	6.10 Faculty	Thu 10/24/13	Wed 9/23/15			100%
102	✓	6.10.1 Identify number and type of faculty needed in budget process	Fri 10/24/14	Fri 10/31/14		Carey,Kersenbrock	100%
103	✓	6.10.2 Identify instructional support personnel needed	Mon 10/27/14	Fri 11/28/14		Kersenbrock	100%
104	✓	6.10.3 Develop Faculty Credentialing Required	Mon 8/17/15	Thu 8/20/15		Voltaggio	100%
105	✓	6.10.4 Submit Faculty Credentials to A. Hawkinson	Fri 8/21/15	Fri 8/21/15	104	Voltaggio	100%
106	✓	6.10.5 Complete Faculty Position Descriptions and Submit to HR	Mon 8/24/15	Mon 8/24/15	105	Voltaggio	100%
107	✓	6.10.6 Advertise Planned Faculty Vacancies	Tue 8/25/15	Wed 9/23/15	106	Human Resources	100%
108	✓	6.11 Facilities	Mon 8/17/15	Tue 12/22/15			100%
109	✓	6.11.1 Identify campus and classrooms, labs needed based on program needs	Mon 8/17/15	Mon 9/21/15		Suleski,Carey	100%
110	✓	6.11.2 Identify any renovations needed and cost of renovations (Include in budget)	Tue 9/22/15	Thu 9/24/15	109	Hobbs,Carey	100%
111	✓	6.11.3 Schedule Rooms Needed each term	Mon 1/11/16	Thu 1/14/16		Suleski	100%
112	✓	6.11.4 Schedule Renovations	Mon 3/7/16	Fri 3/18/16		Hobbs	100%
113	✓	6.11.5 If program requires clinicals, identify sites, prepare and process contracts	Tue 3/1/16	Fri 3/4/16		Carey	100%
114	✓	6.11.6 Check required A/V and computer equipment for classroom instruction	Mon 4/18/16	Mon 5/2/16	92,95		100%
115	✓	6.12 Marketing/Communications	Tue 2/17/15	Mon 9/14/15			100%
116	✓	6.12.1 Meet with Admissions, Counseling, Advising, Financial Aid Staff to Review Program	Wed 2/24/16	Mon 3/20/17	86	Kersenbrock	100%
117	✓	6.12.2 Prepare draft of brochures and other marketing materials	Wed 2/24/16	Mon 3/7/16	86	Kersenbrock,Voltaggio	100%

BSHS Project Plan 5.8.15mpp.mpp									
ID	Task Mode	Task Name	Start	Finish	Predec	Resource Names	%	Complete	
118	✓	6.12.3 Prepare and distribute marketing materials	Tue 3/8/16	Mon 4/18/16	117	Voltaggio	100%	100%	
119	✓	6.12.4 Prepare website pages	Tue 4/19/16	Mon 5/2/16	118	Broeker,Lusk	100%	100%	
120	✓	6.12.5 Submit TMS request for marquee placement	Wed 2/24/16	Wed 2/24/16	86	Lenahan	100%	100%	
121	✓	6.12.6 Ensure program/course schedules are placed on website for registration	Thu 2/25/16	Wed 3/2/16	120	Broeker,Lusk	100%	100%	
122	✓	6.13 Purchasing	Mon 8/31/15	Fri 6/10/16			100%	100%	
123	✓	6.13.1 Identify necessary equipment and supplies	Tue 4/12/16	Mon 4/25/16	86,98	Carey,Program Managers	100%	100%	
124	✓	6.13.2 Identify and order textbooks	Wed 2/24/16	Wed 3/16/16	86	Carey,Program Managers	100%	100%	
125	✓	6.13.3 Prepare lab fee forms and submit to Accounting	Mon 8/31/15	Fri 9/4/15		Carey,Program Managers	100%	100%	
126	✓	6.13.4 Prepare requisitions and process for ordering	Tue 4/26/16	Mon 5/16/16	123	Carey	100%	100%	
127	✓	6.13.5 Follow up with vendors on orders; review delivery dates	Tue 5/17/16	Mon 5/23/16	126	Program Managers	100%	100%	
128	✓	6.13.6 Organize receipt of equipment and supplies for classroom placement	Tue 5/24/16	Fri 6/10/16	127	Program Managers	100%	100%	
129	✓	6.14 Perform final walkthroughs for first day of class	Mon 4/18/16	Tue 4/19/16			100%	100%	
130	✓	6.15 Add program to WCF Training Matrix	Mon 6/13/16	Tue 6/14/16	128		100%	100%	

Executive Summary



September 24, 2014

CENTRAL FLORIDA TALENT GAP ANALYSIS EXECUTIVE SUMMARY

The availability of a skilled workforce is widely recognized as one of the most critical factors in economic development. Expansion and relocation decisions hinge on the ability to hire workers with the skills and experience companies demand. The Talent Gap Analysis study was undertaken through a partnership with CareerSource Central Florida, Brevard, and Flagler Volusia and the Florida High Tech Corridor Council to align the skills needed by area business with Floridians seeking employment.



Appendix C.1

Page 107 -

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

The availability of a skilled workforce is widely recognized as one of the most critical factors in economic development. Expansion and relocation decisions hinge on the ability to hire workers with the skills and experience companies demand.

Aligning workforce supply and demand is no easy task. Talent gaps exist when open positions go unfilled because of a lack of skilled labor. Filling those gaps and aligning the dynamically changing skills needed by businesses with regional workers seeking employment is crucial to a region's economic development success.

In order to identify solutions to widen the talent pool, address skill gaps, and better prepare Central Florida organizations for future growth, CareerSource Central Florida, Brevard and Flagler Volusia partnered with the Florida High Tech Corridor Council to commission the Central Florida Talent Gap Analysis. By engaging leaders throughout a wide variety of industry sectors, the organizations sought to identify talent gaps in an eight-county region of East Central Florida and develop recommendations to address those gaps, in order to expand the pipeline and fill jobs with existing talent.

This study is an extension of the 2012 Tampa Bay Information Technology Workforce Analysis and 2013 Hillsborough-Pinellas Manufacturing Workforce Analysis that were supported by The Corridor and partners in the Tampa Bay area. As with the earlier studies, the Central Florida Talent Gap Analysis found that organizations have a number of open positions and foresee additional hiring over the next two to three years. The challenge companies' face is finding candidates who possess the desired skills. The challenge talent has in finding an open positions is understanding the skills needed by companies.

The study, which included surveys, interviews and focus groups with employers in companies large and small and across a wide range of industries, found that:

- A majority (61 percent) of companies responding to the survey reported difficulty with hiring and recruiting, with 55 percent reporting that "lack of experience" was a reason for not filling a position.
- Companies see a number of job applicants lacking in "soft skills" such as motivation, time management and oral communication abilities.
- The use of recruiting firms has declined for all but C-level recruitment, while a majority (65 percent) are turning to employee referrals as a key strategy for recruiting talent.
- Manufacturing companies reported the greatest difficulty (84 percent) filling positions, followed by Hospitality (83 percent), Health Care (79 percent), Government (65 percent) and Professional Services (61 percent).
- Forty percent reported an increase in training for new hires, interns and incumbent workers.
- The lack of available applicants with three to five years of experience was cited as the greatest hiring challenge for most companies.
- While the long-term unemployed continue to face difficulties finding open positions, employers noted interest in hiring the long-term unemployed if they have been active in areas such as workforce volunteering, seeking to refresh skills or obtain new certifications.
- Business leaders believe more should be done to market the wide range of high-paying jobs in the region.
- Twenty-two percent of employees reported a relationship with an educational institution which included speaking to students to assisting with the curriculum development.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

- New positions are being created that required new skills not taught in the classroom
- Need strategies to rapidly incorporate new technologies and skills into educational & training programs
- Students need to increase exposure to career options reflecting current and future jobs

The Process

The Florida High Tech Corridor Council and CareerSource Central Florida contracted with the author of the *Tampa Bay Information Technology Workforce Analysis* for project management of the study, and established a partnership with CareerSource Brevard and CareerSource Volusia Flagler.

Survey

An online survey was distributed by partners to more than 12,000 businesses of all sizes in an eight-county region: Brevard, Flagler, Volusia, Lake, Orange, Osceola, Seminole and Sumter. The survey was designed by the CareerSource Central Florida Talent Gap team with review and input from CareerSource Flagler Volusia, CareerSource Brevard, UCF-Operational Excellence & Assessment, Valencia College, Lake County Schools and the Lake county Chamber of Commerce.

Two hundred sixty nine surveys were completed, with a majority of the respondents representing companies with less than 50 employees. Sixty-three percent of the responses were submitted by those at the CEO or VP/Director level.

Survey respondents represented 91,393 employees, 6 percent of the regional workforce, and identified an additional 5,542 current and future job openings, with 66 percent representing hires over the next two to three years.

Interviews

Interviews were also conducted with 21 leaders from different industries to confirm the questions on the survey and to expand understanding of the issues.

Focus Groups

Five focus groups were conducted throughout the region to validate the survey results and gain additional insight into solutions and partnership opportunities.

Key Findings

Hiring

A majority of companies (61 percent) reported difficulty hiring and recruiting staff, with manufacturing and hospitality industries reporting the greatest challenges (84 percent and 83 percent, respectively). The most commonly cited challenges related to the lack of skilled applicants.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

Companies reported challenges recruiting talent with both hard skills (technical proficiencies for the open position) and soft skills (critical thinking, problem solving, basic reading and math, etc.). Nearly all respondents noted the critical importance of soft skills such as motivation, oral communication and time management.

The primary hiring challenge relates to the availability of talent with three to five years of workplace experience. While companies reported an interest in hiring the long-term unemployed for such positions, if they had been active in volunteering or seeking to refresh skills or obtain new certifications, many report that long-term unemployed individuals have turned down jobs because of perceived low salaries or the desire to wait for the "right" job.

Recruitment/Retention

With the cost to replace talent ranging anywhere from 30-50 percent of the annual salary for entry-level positions to 400 percent for specialized positions, companies are increasingly turning to recruitment methods such as employee referrals. According to *Jobvite*, employee referrals result in the highest applicant to hire conversion rate, higher job satisfaction and retention rates, and lower recruitment costs. The use of recruitment firms has fallen for all except C-level hires.

Internships were found to offer a unique opportunity to source talent, with a majority of survey respondents (59 percent) offering internships. A National Association of Colleges and Employers study found employees who completed internships or co-op programs with their employers had higher retention rates.

Retention issues cited most often relate to compensation, leading to a fear among many companies that experienced talent (especially among the millennial generation) will leave after gaining several years of experience and training.

Training

With the cited challenge of finding and retaining talent with three to five years of experience, an alternative approach is developing existing staff to address skill gaps. Training expenditures are increasing nationally, with technology and manufacturing sectors showing 20 percent increases.

Larger companies in the region are offering "social learning," which engages employees in a formal course and a discussion of the learning. Companies with effective social learning programs also organize employee networks to connect novices and experts within the organizations.

Companies agreed that a continuously learning workforce is necessary to maintain a competitive edge. Eighty-two percent reported providing continuous training to seasoned staff.

Business and Education Partnerships

There is a need to refine the pathways taken by students on their journey from education to employment that integrates the knowledge learned in the classroom and the skills required by business. Job skills are constantly changing and some will be obsolete at the conclusion of a four-year college degree.

Businesses showed a keen interest in partnering with educational institutions to define skills students need prior to entering the workforce; however, only 22 percent of respondents currently have such a partnership role.

An interesting model has emerged in Brevard County where CareerSource Brevard has contracted with Eastern Florida State College to manage 11 industry advisory boards that provide input on curriculum development.

Partnerships can also create opportunities for students to combine relevant knowledge gained in the classroom with the skills required in the workforce. Blending of traditional classroom-based learning with online and experiential learning, internships and boot camps can help students acquire necessary skills before entering the workforce.

New certifications added to the Career and Professional Education (CAPE) list also present opportunities to increase the number of students earning certifications prior to graduation.

Workforce Diversity

Though a majority (71 percent) of business leaders reported satisfaction with the candidate pool necessary to recruit a diverse workforce, difficulty was noted in the ability to recruit minorities and women for engineering and technical positions.

This tracks with studies showing that women, African Americans and Latinos earn fewer STEM degrees. Businesses may have a potential role in raising graduation rates through internships, classroom preparation and curriculum design.

Marketing

Business leaders agreed on the need for regional marketing efforts to build awareness of the wide range of high-paying jobs and help recruit talent to the area. This included discussion in interviews and focus groups of the need to broadcast the relationship of colleges and universities as a source of talent for a wide range of industries.

Challenges and Opportunities by Industry

1. Manufacturing
 - a. There continues to be a stigma attached to the field despite the fact that positions offer a wide range of pay and require a wide range of educational attainment.
 - b. Employers reported the need for higher skilled workers to utilize increasingly technical equipment
2. Optics and Photonics
 - a. The industry must overcome a lack of awareness of the career path to high-paying jobs in the field.
 - b. Many programs are being developed to product new talent
3. Hospitality and Retail
 - a. Opportunities for high-wage employment and career advancement are not well-understood by job seekers.
 - b. A need exists for development of a career path that encourages entry-level staff to acquire skills that allow them to move into progressively more responsible positions with increasing pay.
4. Education
 - a. Teaching and counseling positions are both in high demand, with a number of open positions
 - b. A slight shortage exists from which to recruit postsecondary business teachers, despite competitive wages.
5. Construction
 - a. Employment is projected to grow 25 percent from 2012 to 2022.
6. Health Care
 - a. A number of home health aide positions are set to open over the next two to three years, and the career path is expected to grow 40 percent through 2021.
 - b. Companies reported difficulty in filling open registered nurse positions with experienced talent. Recruitment was reported as a significant expense.
7. Financial Services
 - a. The vast majority of future job openings reported in this industry are in customer service, requiring soft skills development.
 - b. The Bureau of Labor estimates a 20 percent expansion of financial advisor jobs; however, the talent pool to recruit new talent is below the standard, indicating a potential gap.
8. Professional Services
 - a. Competition for jobs in the legal field will continue to be strong as more students graduate than there are positions available.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

- b. Auditor positions are requiring a constant upgrading of technical skills.
- 9. Scientific & Technical
 - a. While survey respondents indicated little difficulty filling positions, during the interview process leaders indicated difficulty finding qualified personnel.
 - b. The aerospace industry continues to be impacted by the retirement of the Space Shuttle program in 2010.
- 10. Other
 - a. Small businesses reported a challenge in funding training for employees in high-turnover, non-degreed positions. Adding certifications to the CAPE list, allowing students to complete training before employment, could alleviate this.
 - b. Port expansion promises to create a number of opportunities for high-wage labor.

Recommendations

The study recommends a mix of local and regional solutions to integrate technical and strategic changes in the workplace with the public and private education system and generational workforce dynamics, to strengthen pathways to the workforce. Recommendations include:

Expand regional marketing efforts with the goal of attracting both talent and new businesses

1. Focus on the longstanding relationship between regional industries and educational institutions.
2. Capitalize on the efforts being taken regionally to address talent gap issues as a business development strategy.
3. Market innovation intrinsic to the region through the Florida High Tech Corridor Council collaboration with education and high tech firms.
 - a. Matching Grants
 - b. FLVEC and GrowFL
 - c. Incubators
4. Market internships for area companies to Florida students and out-of-state students at colleges with specific degree programs that benefit regional businesses.
5. Conduct an Industry Contribution Study of the industries having the greatest economic impact and focus talent development to support these industries.

Expand Quick Response Training (QRT) and Incumbent Worker Training (IWT) programs through CareerSource boards to help businesses and workers advance and maintain competitiveness and technological skills

1. Programs to assist small- and mid-sized businesses, which have the lowest training budgets but create the greatest number of jobs
2. Grants should allow for training to complete state-required certifications for specific jobs requiring specialized skills.

Expand opportunities for post-secondary students to learn the latest technologies that are needed in high tech firms across all industries.

1. Deliver training through multiple strategies including boot camps, internships, job shadowing and special projects.
2. Training opportunities can be incorporated into existing curriculum, developed for new credited courses or used as courses of independent study.
3. CareerSource boards and businesses should develop an ongoing process to identify needed skills.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

4. Marketing efforts should advise students of career opportunities attached to training options and the benefits of acquiring certifications prior to graduation.
5. Define new CAPE list certifications to reflect rapidly evolving needs of businesses, including development of soft and technical skills.
6. Expand internship opportunities for students to apply skills learned in-classroom and in alternative training such as boot camps, massive open online courses and self-directed learning.
7. Expand options for the long-term unemployed to learn new skills, to include boot camps, massive open online courses (MOOCs) and self-directed learning.

Increase cross-disciplinary skills development through exploration of double majors/minors or certifications in high-demand technical skills.

1. Leverage the requirements of the Florida Comprehensive Education Bill and the CAPE list to expand opportunities for rapid delivery of skills training.
2. Engage businesses in defining the technical and soft skills required to meet current and future needs.
3. Define new STEM skills certifications and those that reach across multiple disciplines – technical, social science and liberal arts.

Expand Career Pathways model to expand the number of students gaining essential knowledge and skills, completing degree or certificate programs, and obtaining jobs with competitive wages in high demand areas.

1. Connect businesses with students at all levels to offer boot camp style training or internships to increase the number of graduates with technical or vocational certification.
2. Work with companies to identify the most desired certifications and develop boot camp curriculum based on need. Define new CAPE list certifications that combine completion of classroom courses and newly defined skills certification programs.
3. Coordinate a series of community conversations engaging education and businesses to identify career pathways for students, and define strategies to deliver the skills students need to move from education to employment.
4. Market the Career Pathways for all industries to parents and students early and often.
5. Expand techPATH/techCAMP and stemCONNECT programs to increase middle school student awareness of tech careers.
6. Identify existing student groups or create groups to establish conduits between businesses and students similar to the Tampa Bay Technology Forum Student Chapters.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014

Executive Summary

Allow marketing of jobs across CareerSource Board boundaries to increase the audience for jobs listed by companies.

1. Provides greater efficiency for companies conducting job searches
2. Expands opportunities for job-seekers to explore jobs in multiple regions.

Establish peer-to-peer groups between business and education to increase networking opportunities with professionals who provide support to students entering the workforce. This can include:

1. Educator and business leader networks
2. Career counselors and HR professionals
3. Students and businesses, using successful program models such as *Tech Treks* bus tours and connections with on-campus student association and industry clubs
4. Innovations Orlando sponsorship of quarterly events to allow groups to network and share issues and ideas

Define leadership for implementation study recommendations to include representatives of businesses, CareerSource, FHTCC, economic development organizations, public and private educational institutions, and association groups.

1. Model implementation of recommendations in the 2012 Hillsborough and Pinellas County Technology Talent Gap Analysis.
2. Identify a champion to take a lead role in implementation with appropriate seed funding from partners.

CENTRAL FLORIDA TALENT GAP ANALYSIS | 2014 Executive Summary

For Further Information

The Executive Summary was prepared by Curely and Pynn based on the Central Florida Talent Gap Analysis completed by Patricia K. Gehant, MA, CCIO, Gehant & Associates, LLC in cooperation with the CareerSource Central Florida team. Funding for the project was provided by the Florida High Tech Corridor Council and CareerSource Central Florida. The full report can be found on the website of the CareerSource Sponsors.

For further information regarding the next steps contact one of the four partners:

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2015-16 Regional Demand Occupations List

Sorted by Occupational Title

Workforce Region 12 - Lake, Orange, Osceola, Seminole, and Sumter Counties

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), or 5 (Bachelor's Degree)
- 2 25 annual openings and positive growth
- 3 Mean Wage of \$13.73/hour and Entry Wage of \$11.17/hour
- 4 High Skill/High Wage (HSHW) Occupations:
Mean Wage of \$21.51/hour and Entry Wage of \$13.73/hour

SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2014 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
					Mean	Entry			
132011	HSHW	Accountants and Auditors	1.93	427	32.21	21.15	5	Yes	R
272011		Actors	NR	NR	NR	NR	3	No	R
113011	HSHW	Administrative Services Managers	1.82	86	50.55	32.52	4	Yes	R
413011		Advertising Sales Agents	1.11	85	22.34	11.78	3	Yes	R
493011	HSHW	Aircraft Mechanics and Service Technicians	0.01	44	25.58	15.32	3	Yes	R
493021		Automotive Body and Related Repairers	1.99	40	21.23	15.10	3	No	R
493023		Automotive Service Technicians and Mechanics	1.21	1,821	18.21	11.45	3	No	S
433031		Bookkeeping, Accounting, and Auditing Clerks	1.88	400	16.52	11.73	4	Yes	R
472021		Brickmasons and Blockmasons	4.53	45	15.31	11.24	3	No	R
493031	HSHW	Bus and Truck Mechanics and Diesel Engine Specialists	1.51	52	21.83	16.28	3	Yes	R
131199	HSHW	Business Operations Specialists, All Other	1.76	387	31.38	17.62	4	Yes	R
251011	HSHW	Business Teachers, Postsecondary	3.33	41	56.02	23.10	5	No	R
292031		Cardiovascular Technologists and Technicians	2.78	221	22.22	12.83	3	Yes	S
435011		Cargo and Freight Agents	0.82	29	21.21	13.71	3	Yes	R
472031		Carpenters	2.65	410	17.25	12.68	3	No	R
472051		Cement Masons and Concrete Finishers	4.72	728	16.11	11.53	3	No	S
351011	HSHW	Chefs and Head Cooks	1.11	34	25.71	15.91	3	No	R
111011	HSHW	Chief Executives	1.07	75	89.40	42.57	5	Yes	R
172051	HSHW	Civil Engineers	2.69	95	41.31	27.69	5	Yes	R
131031	HSHW	Claims Adjusters, Examiners, and Investigators	1.26	133	31.13	21.09	3	Yes	R
212011	HSHW	Clergy	NR	NR	21.51	14.74	5	No	R
131041	HSHW	Compliance Officers, Exc. Safety, Agri, Constr & Transp.	1.80	36	29.17	18.41	3	No	R
113021	HSHW	Computer and Information Systems Managers	1.89	56	61.19	42.36	5	Yes	R
151143	HSHW	Computer Network Architects	2.22	109	35.23	23.92	3	Yes	R
151152	HSHW	Computer Network Support Specialists	1.97	69	24.37	15.64	3	Yes	R
151131	HSHW	Computer Programmers	1.07	101	37.72	23.02	3	Yes	R
251021	HSHW	Computer Science Teachers, Postsecondary	3.17	34	49.20	23.07	5	No	R
151121	HSHW	Computer Systems Analysts	1.81	165	43.86	30.87	4	Yes	R
151151		Computer User Support Specialists	1.92	251	20.65	13.03	3	Yes	R
492011		Computer, ATM, and Office Machine Repairers	1.01	47	20.57	11.93	3	Yes	R
474011	HSHW	Construction and Building Inspectors	2.66	64	26.03	18.99	3	Yes	R
119021	HSHW	Construction Managers	2.39	170	39.86	23.23	4	No	R
333012		Correctional Officers and Jailers	0.18	70	19.80	15.42	3	No	R
131051	HSHW	Cost Estimators	4.80	115	27.89	16.14	4	No	R
132041	HSHW	Credit Analysts	2.63	172	31.73	20.78	3	Yes	S
151141	HSHW	Database Administrators	3.10	48	35.82	23.65	4	Yes	R
319091		Dental Assistants	3.24	109	16.45	13.61	3	Yes	R
292021	HSHW	Dental Hygienists	3.88	82	31.91	24.12	4	Yes	R
333021	HSHW	Detectives and Criminal Investigators	0.95	26	30.33	20.07	3	No	R
292032	HSHW	Diagnostic Medical Sonographers	5.58	47	30.95	23.99	3	Yes	R
212021		Directors, Religious Activities and Education	2.42	84	17.66	11.64	5	No	R
472081		Drywall and Ceiling Tile Installers	3.18	44	19.89	14.79	3	No	R
119032	HSHW	Education Administrators, Elementary and Secondary	1.88	27	43.31	34.42	5	No	R
173023	HSHW	Electrical and Electronic Engineering Technicians	1.09	38	25.32	17.35	4	Yes	R
172071	HSHW	Electrical Engineers	1.61	42	36.12	23.73	5	Yes	R
499051	HSHW	Electrical Power-Line Installers and Repairers	2.83	52	25.05	17.11	3	No	R
472111		Electricians	3.39	311	19.29	14.38	3	No	R
172072	HSHW	Electronics Engineers, Except Computer	0.72	30	44.28	30.03	5	Yes	R
492094	HSHW	Electronics Repairers, Commercial and Industrial Equip.	1.17	36	25.49	19.96	3	No	R

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SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2014 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
					Mean	Entry			
252021	HSHW	Elementary School Teachers, Except Special Education	2.65	503	29.32	24.03	5	No	R
119041	HSHW	Engineering Managers	1.94	52	57.23	37.84	5	Yes	R
436011		Executive Secretaries and Administrative Assistants	1.83	223	21.17	15.48	3	Yes	R
132051	HSHW	Financial Analysts	2.50	58	36.44	23.42	5	Yes	R
113031	HSHW	Financial Managers	1.17	70	63.33	36.52	5	Yes	R
332011		Fire Fighters	1.83	144	20.10	14.00	3	No	R
371012		First-Line Superv. Landscaping & Groundskeeping Workers	2.20	151	17.12	11.63	3	No	R
471011	HSHW	First-Line Superv. of Construction and Extraction Workers	3.54	325	27.91	18.73	4	No	R
531031	HSHW	First-Line Superv. of Material-Moving Vehicle Operators	1.29	46	26.46	18.06	3	Yes	R
491011	HSHW	First-Line Superv. of Mechanics, Installers, and Repairers	1.73	161	28.90	18.84	3	Yes	R
431011	HSHW	First-Line Superv. of Office and Admin. Support Workers	1.59	478	23.92	15.63	4	Yes	R
511011	HSHW	First-Line Superv. of Production and Operating Workers	0.73	59	27.02	17.28	3	Yes	R
411012	HSHW	First-Line Supervisors of Non-Retail Sales Workers	0.74	174	38.30	19.40	4	Yes	R
391021		First-Line Supervisors of Personal Service Workers	1.32	84	20.04	12.67	3	No	R
411011		First-Line Supervisors of Retail Sales Workers	1.25	590	19.95	12.82	3	No	R
119051	HSHW	Food Service Managers	1.27	85	30.67	21.23	4	No	R
111021	HSHW	General and Operations Managers	0.91	302	55.67	29.76	4	Yes	R
472121		Glaziers	5.47	35	17.65	12.33	3	No	R
271024	HSHW	Graphic Designers	1.71	142	22.36	14.35	4	Yes	R
292099		Health Technologists and Technicians, All Other	2.93	36	16.55	12.25	3	Yes	R
499021		Heating, A.C., and Refrigeration Mechanics and Installers	4.45	216	19.41	12.36	3	No	R
434161		Human Resources Assistants, Exc. Payroll	1.80	61	15.98	12.84	3	No	R
131071	HSHW	Human Resources Specialists	2.09	157	25.62	16.57	5	No	R
172112	HSHW	Industrial Engineers	0.44	41	30.59	16.96	5	Yes	R
499041	HSHW	Industrial Machinery Mechanics	3.56	77	22.25	15.53	3	Yes	R
151122	HSHW	Information Security Analysts	2.71	26	37.98	28.25	3	Yes	R
413021	HSHW	Insurance Sales Agents	2.24	193	34.45	19.34	3	Yes	R
132053	HSHW	Insurance Underwriters	1.38	28	29.07	20.68	3	Yes	R
271025		Interior Designers	1.82	243	22.12	12.25	4	Yes	S
273091	HSHW	interpreters and Translators	3.70	26	24.93	14.96	4	Yes	R
252012	HSHW	Kindergarten Teachers, Except Special Education	2.68	80	28.04	21.30	5	No	R
436012		Legal Secretaries	1.97	71	18.44	12.34	3	Yes	R
292061		Licensed Practical and Licensed Vocational Nurses	3.19	313	19.76	15.90	3	Yes	R
132071		Loan Counselors	3.13	25	19.99	14.21	4	Yes	R
434131		Loan Interviewers and Clerks	0.72	56	17.31	12.25	3	Yes	R
132072	HSHW	Loan Officers	2.13	110	37.41	23.43	4	Yes	R
131081	HSHW	Logisticians	2.96	32	37.93	26.22	5	Yes	R
131111	HSHW	Management Analysts	2.40	244	40.43	21.62	5	Yes	R
131181	HSHW	Market Research Analysts and Marketing Specialists	3.94	194	25.92	15.99	5	Yes	R
112021	HSHW	Marketing Managers	1.96	59	56.85	26.18	5	Yes	R
319011		Massage Therapists	2.84	95	17.15	12.25	3	Yes	R
172141	HSHW	Mechanical Engineers	1.02	33	34.24	23.56	5	Yes	R
292012		Medical and Clinical Laboratory Technicians	2.04	31	15.86	11.69	4	Yes	R
292011	HSHW	Medical and Clinical Laboratory Technologists	1.67	49	27.56	22.58	4	Yes	R
119111	HSHW	Medical and Health Services Managers	2.86	73	49.71	34.04	5	Yes	R
499062		Medical Equipment Repairers	3.19	253	20.01	13.91	3	Yes	S
292071		Medical Records and Health Information Technicians	2.66	41	16.98	12.48	4	Yes	R
436013		Medical Secretaries	4.46	126	15.01	12.20	3	Yes	R
131121		Meeting and Convention Planners	3.39	49	23.35	12.57	4	No	R

Appendix C.2

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SOC Code†	HSHW††	Occupational Title†	Annual		2014 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
			Percent Growth	Annual Openings	Mean	Entry			
252022	HSHW	Middle School Teachers, Exc. Special & Voc. Education	2.86	237	29.64	24.27	5	No	R
493042		Mobile Heavy Equipment Mechanics, Except Engines	2.78	52	21.24	16.49	3	Yes	R
493051		Motorboat Mechanics	2.00	184	17.42	11.52	3	No	S
272041		Music Directors and Composers	1.72	33	20.16	11.62	5	No	R
151142	HSHW	Network and Computer Systems Architects and Admins.	3.04	129	40.50	25.98	4	Yes	R
472073		Operating Engineers/Construction Equipment Operators	3.94	143	16.98	13.57	3	No	R
292081		Opticians, Dispensing	2.63	25	19.76	14.12	4	Yes	R
472141		Painters, Construction and Maintenance	2.31	211	17.52	12.85	3	No	R
232011	HSHW	Paralegals and Legal Assistants	3.53	172	24.69	16.94	3	Yes	R
132052	HSHW	Personal Financial Advisors	2.49	65	34.86	14.56	5	Yes	R
372021		Pest Control Workers	NR	NR	14.66	11.80	3	No	R
312021	HSHW	Physical Therapist Assistants	5.07	32	27.79	23.64	4	Yes	R
291071	HSHW	Physician Assistants	4.17	32	49.48	36.84	5	Yes	R
472151		Pipelayers	4.39	71	16.43	12.86	3	No	R
472152		Plumbers, Pipefitters, and Steamfitters	3.17	170	17.80	13.27	3	No	R
333051	HSHW	Police and Sheriff's Patrol Officers	1.70	197	23.65	18.72	3	No	R
435031		Police, Fire, and Ambulance Dispatchers	1.93	35	17.16	12.92	3	No	R
272012	HSHW	Producers and Directors	1.85	53	38.23	21.68	5	No	R
119141	HSHW	Property, Real Estate & Community Association Managers	1.15	160	27.75	15.30	4	No	R
273031	HSHW	Public Relations Specialists	2.64	92	27.93	18.04	5	Yes	R
131023	HSHW	Purchasing Agents, Except Farm Products & Trade	0.65	66	28.97	17.85	4	Yes	R
292034	HSHW	Radiologic Technologists	3.67	71	22.98	16.83	3	Yes	R
419021	HSHW	Real Estate Brokers	1.60	58	48.56	18.34	3	No	R
291141	HSHW	Registered Nurses	3.32	998	30.21	24.22	4	Yes	R
291126	HSHW	Respiratory Therapists	3.57	47	27.31	21.69	4	Yes	R
472181		Roofers	2.25	88	15.67	11.55	3	No	R
112022	HSHW	Sales Managers	1.46	104	58.03	30.88	5	Yes	R
414011	HSHW	Sales Representatives, Wholesale & Mfg, Tech. & Sci. Prod.	1.69	133	38.27	23.36	3	Yes	R
414012		Sales Representatives, Wholesale and Manufacturing, Other	1.76	470	26.19	12.86	3	Yes	R
252031	HSHW	Secondary School Teachers, Exc. Special and Voc. Ed.	1.63	307	28.49	22.54	5	No	R
413031	HSHW	Securities and Financial Services Sales Agents	1.25	87	30.57	16.13	5	Yes	R
492098		Security and Fire Alarm Systems Installers	3.95	45	16.53	11.78	3	No	R
253021		Self-Enrichment Education Teachers	1.83	69	17.64	11.70	3	No	R
472211		Sheet Metal Workers	2.48	40	18.14	13.48	3	No	R
211093		Social and Human Service Assistants	1.19	39	14.98	11.66	3	No	R
194081		Social Science Research Assistants	NR	NR	15.24	11.61	4	Yes	R
151132	HSHW	Software Developers, Applications	2.44	140	37.03	23.09	4	Yes	R
151133	HSHW	Software Developers, Systems Software	2.40	43	42.15	29.12	5	Yes	R
252052	HSHW	Special Education Teachers, Kindergarten and Elementary	3.04	57	31.05	24.53	5	No	R
252053	HSHW	Special Education Teachers, Middle School	3.06	31	31.36	25.80	5	No	R
211011		Substance Abuse and Behavioral Disorder Counselors	2.67	27	20.36	14.28	5	No	R
292055		Surgical Technologists	2.68	26	18.41	14.87	3	Yes	R
173031		Surveying and Mapping Technicians	2.10	30	20.80	13.48	3	Yes	R
259041		Teacher Assistants	2.31	264	14.77	11.80	3	No	R
492022		Telecommunications Equipment Installers and Repairers	0.04	39	21.31	14.36	3	Yes	R
131151	HSHW	Training and Development Specialists	3.06	85	27.34	17.55	5	Yes	R
533032		Truck Drivers, Heavy and Tractor-Trailer	1.52	2,619	17.92	12.08	3	Yes	S
251194	HSHW	Vocational Education Teachers, Postsecondary	2.48	59	26.85	17.11	4	Yes	R
252032	HSHW	Vocational Education Teachers, Secondary School	NR	NR	NR	NR	5	No	R

Appendix C.2

FLORIDA JOBS by Occupation

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Title	Employment		2014 - 2022		Level Change	Percent Change	Total Job Openings*	2014 Average Hourly Wage (\$)**	Education Level
		2014	2022	2014	2022					
000000	Total, All Occupations	1,224,998	1,404,357	179,359	14.6	427,519	NA	NA	NA	
110000	Management Occupations	51,586	56,912	5,326	10.3	13,514	NA	NA	NA	
111000	<i>Top Executives</i>	13,419	14,421	1,002	7.5	3,059	NA	NA	NA	
111011	Chief Executives	2,063	2,240	177	8.6	602	89.40	Bachelor's Degree		
111021	General and Operations Managers	11,160	11,972	812	7.3	2,408	55.67	Associate Degree		
111031	Legislators	196	209	13	6.6	49	23.86	Bachelor's Degree		
112000	<i>Marketing, Public Relations & Sales Managers</i>	4,117	4,686	569	13.8	1,516	NA	NA		
112011	Advertising and Promotions Managers	164	199	35	21.3	72	54.90	Bachelor's Degree		
112021	Marketing Managers	1,211	1,401	190	15.7	469	56.85	Bachelor's Degree		
112022	Sales Managers	2,384	2,663	279	11.7	829	58.03	Bachelor's Degree		
112031	Public Relations Managers	358	423	65	18.2	146	56.37	Bachelor's Degree		
113000	<i>Operations Specialties Managers</i>	7,541	8,438	897	11.9	2,098	NA	NA		
113011	Administrative Services Managers	1,603	1,836	233	14.5	532	50.55	Associate Degree		
113021	Computer and Information Systems Managers	1,666	1,918	252	15.1	444	61.19	Bachelor's Degree		
113031	Financial Managers	2,360	2,581	221	9.4	556	63.33	Bachelor's Degree		
113051	Industrial Production Managers	435	484	49	11.3	129	47.32	Associate Degree		
113061	Purchasing Managers	238	267	29	12.2	86	50.83	Associate Degree		
113071	Transportation, Storage, and Distribution Managers	442	472	30	6.8	114	41.80	Associate Degree		
113111	Compensation and Benefits Managers	58	61	3	5.2	14	42.51	Associate Degree		
113121	Human Resources Managers	621	689	68	11.0	188	53.47	Bachelor's Degree		
113131	Training and Development Managers	118	130	12	10.2	35	47.63	Associate Degree		
119000	<i>Other Management Occupations</i>	26,509	29,367	2,858	10.8	6,841	NA	NA		
119021	Construction Managers	5,707	6,798	1,091	19.1	1,365	39.86	Associate Degree		
119031	Education Administrators, Preschool and Child Care	28	34	6	21.4	12	34.57	Bachelor's Degree		
119032	Education Administrators, Elementary and Secondary	584	672	88	15.1	219	43.31	Bachelor's Degree		
119033	Education Administrators, Postsecondary	181	223	42	23.2	83	47.26	Bachelor's Degree		
119039	Education Administrators, All Other	127	148	21	16.5	49	43.44	Bachelor's Degree		
119041	Engineering Managers	1,355	1,565	210	15.5	419	57.23	Bachelor's Degree		
119051	Food Service Managers	2,755	3,035	280	10.2	679	30.67	Associate Degree		
119061	Funeral Service Managers	37	44	7	18.9	13	32.77	Associate Degree		
119081	Lodging Managers	579	627	48	8.3	175	29.97	Associate Degree		
119111	Medical and Health Services Managers	1,386	1,703	317	22.9	578	49.71	Bachelor's Degree		
119121	Natural Sciences Managers	121	137	16	13.2	66	57.53	Bachelor's Degree		

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - October 2014

FLORIDA JOBS by Occupation

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Title	Employment		2014 - 2022		Level Change	Percent Change	Total Job Openings*	2014	2022	Average Hourly Wage (\$)**	Education Level
		2014	2022	Change	Change							
119131	Postmasters and Mail Superintendents	48	39	-9	-18.8	7		1,281	37.84	Associate Degree		
119141	Property, Real Estate & Community Association Managers	4,946	5,400	454	9.2	1,281		1,281	27.75	Associate Degree		
119151	Social and Community Service Managers	417	499	82	19.7	153		153	36.64	Associate Degree		
119199	Managers, All Other	4,139	4,519	380	9.2	1,110		1,110	46.38	Associate Degree		
130000	Business and Financial Operations Occupations	59,641	69,529	9,888	16.6	19,438		19,438	NA	NA		
131000	<i>Business Operations Specialists</i>	38,420	45,073	6,653	17.3	12,606		12,606	NA	NA		
131011	Agents and Business Managers of Artists & Entertainers	238	258	20	8.4	56		56	16.70	Bachelor's Degree		
131022	Wholesale and Retail Buyers, Except Farm Products	457	490	33	7.2	125		125	26.29	Associate Degree		
131023	Purchasing Agents, Except Farm Products & Trade	1,996	2,100	104	5.2	525		525	28.97	Associate Degree		
131031	Claims Adjusters, Examiners, and Investigators	3,512	3,867	355	10.1	1,070		1,070	31.13	Postsecondary Vocational		
131032	Insurance Appraisers, Auto Damage	257	254	-3	-1.2	52		52	29.11	Postsecondary Vocational		
131041	Compliance Officers, Exc. Safety, Agri, Constr & Transp.	1,332	1,503	171	12.8	289		289	29.17	Postsecondary Vocational		
131051	Cost Estimators	1,777	2,431	654	36.8	920		920	27.89	Associate Degree		
131071	Human Resources Specialists	4,185	4,885	700	16.7	1,248		1,248	25.62	Bachelor's Degree		
131075	Labor Relations Specialists	438	463	25	5.7	82		82	22.83	Bachelor's Degree		
131081	Logisticians	662	819	157	23.7	256		256	37.93	Bachelor's Degree		
131111	Management Analysts	6,138	7,316	1,178	19.2	1,952		1,952	40.43	Bachelor's Degree		
131121	Meeting and Convention Planners	928	1,180	252	27.2	391		391	23.35	Associate Degree		
131131	Fundraisers	582	687	105	18.0	220		220	25.43	High School Diploma		
131141	Compensation, Benefits, and Job Analysis Specialists	499	530	31	6.2	96		96	26.53	Associate Degree		
131151	Training and Development Specialists	1,807	2,250	443	24.5	680		680	27.34	Bachelor's Degree		
131161	Market Research Analysts and Marketing Specialists	2,934	3,858	924	31.5	1,545		1,545	25.92	Bachelor's Degree		
131199	Business Operations Specialists, All Other	10,662	12,166	1,504	14.1	3,097		3,097	31.38	Associate Degree		
132000	<i>Financial Specialists</i>	21,221	24,456	3,235	15.2	6,832		6,832	NA	NA		
132011	Accountants and Auditors	10,579	12,212	1,633	15.4	3,418		3,418	32.21	Bachelor's Degree		
132031	Budget Analysts	249	288	39	15.7	80		80	31.31	Bachelor's Degree		
132041	Credit Analysts	286	347	61	21.3	109		109	30.56	Postsecondary Vocational		
132051	Financial Analysts	1,258	1,510	252	20.0	461		461	36.44	Bachelor's Degree		
132052	Personal Financial Advisors	1,812	2,173	361	19.9	522		522	34.86	Bachelor's Degree		
132053	Insurance Underwriters	608	675	67	11.0	224		224	29.07	Postsecondary Vocational		
132071	Loan Counselors	435	544	109	25.1	197		197	19.99	Associate Degree		
132072	Loan Officers	2,356	2,757	401	17.0	878		878	37.41	Associate Degree		
132081	Tax Examiners, Collectors, and Revenue Agents	634	667	33	5.2	153		153	19.74	Bachelor's Degree		

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - October 2014

FLORIDA JOBS by Occupation

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Title	Employment		2014 - 2022			2014 Average Hourly Wage (\$)**	Education Level
		2014	2022	Level Change	Percent Change	Total Job Openings*		
194092	Forensic Science Technicians	203	233	30	14.8	99	21.40	Postsecondary Vocational
194099	Life, Physical, and Social Science Technicians, All Other	354	390	36	10.2	156	18.93	Associate Degree
210000	Community and Social Services Occupations	13,692	16,290	2,598	19.0	4,814	NA	NA
211000	<i>Social Workers & Community & Social Service Specialists</i>	8,850	10,506	1,656	18.7	3,197	NA	NA
211011	Substance Abuse and Behavioral Disorder Counselors	544	660	116	21.3	208	20.36	Bachelor's Degree
211012	Educational, Vocational, and School Counselors	1,367	1,665	298	21.8	529	27.74	Master's or Higher Degree
211013	Marriage and Family Therapists	200	256	56	28.0	90	17.93	Master's or Higher Degree
211014	Mental Health Counselors	486	622	136	28.0	218	20.56	Master's or Higher Degree
211015	Rehabilitation Counselors	271	282	11	4.1	57	16.95	Bachelor's Degree
211019	Counselors, All Other	264	314	50	18.9	95	18.18	Master's or Higher Degree
211021	Child, Family, and School Social Workers	677	788	111	16.4	238	21.48	Master's or Higher Degree
211022	Medical and Public Health Social Workers	603	797	194	32.2	307	23.52	Master's or Higher Degree
211023	Mental Health and Substance Abuse Social Workers	492	604	112	22.8	204	17.50	Master's or Higher Degree
211029	Social Workers, All Other	389	444	55	14.1	128	28.83	Bachelor's Degree
211091	Health Educators	384	486	102	26.6	167	23.87	Bachelor's Degree
211092	Probation Officers and Correctional Treatment Specialists	520	560	40	7.7	129	18.87	Postsecondary Vocational
211093	Social and Human Service Assistants	1,190	1,303	113	9.5	316	14.98	Postsecondary Vocational
211094	Community Health Workers	302	369	67	22.2	118	14.40	Bachelor's Degree
211099	Community and Social Service Specialists, All Other	1,161	1,356	195	16.8	393	19.91	Bachelor's Degree
212021	Directors, Religious Activities and Education	1,971	2,353	382	19.4	666	17.66	Bachelor's Degree
230000	Legal Occupations	11,565	13,764	2,199	19.0	3,740	NA	NA
231011	Lawyers	6,087	7,113	1,026	16.9	1,938	66.19	Master's or Higher Degree
231021	Admin. Law Judges, Adjudicators, and Hearing Officers	45	43	-2	-4.4	7	NA	Bachelor's Degree
231023	Judges, Magistrate Judges, and Magistrates	121	123	2	1.7	20	NA	Master's or Higher Degree
232000	<i>Legal Support Workers</i>	5,144	6,287	1,143	22.2	1,720	NA	NA
232011	Paralegals and Legal Assistants	3,504	4,493	989	28.2	1,375	24.69	Postsecondary Vocational
232091	Court Reporters	240	272	32	13.3	60	22.71	Postsecondary Vocational
232093	Title Examiners, Abstractors, and Searchers	600	615	15	2.5	85	23.75	Postsecondary Vocational
232099	Legal Support Workers, All Other	800	907	107	13.4	200	19.46	Associate Degree
250000	Education, Training, and Library Occupations	58,582	69,774	11,192	19.1	21,152	NA	NA
251000	<i>Postsecondary Teachers</i>	10,806	13,252	2,446	22.6	3,796	NA	NA
251011	Business Teachers, Postsecondary	827	1,047	220	26.6	323	56.02	Bachelor's Degree
251021	Computer Science Teachers, Postsecondary	730	915	185	25.3	276	49.20	Bachelor's Degree

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - October 2014

FLORIDA JOBS by Occupation

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Title	Employment		2014 - 2022		2014 Average Hourly Wage (\$)**	Education Level
		2014	2022	Level Change	Percent Change		
291062	Family and General Practitioners	1,584	2,029	445	28.1	72.70	Master's or Higher Degree
291063	Internists, General	465	600	135	29.0	76.56	Master's or Higher Degree
291066	Psychiatrists	69	81	12	17.4	100.59	Master's or Higher Degree
291067	Surgeons	312	405	93	29.8	122.15	Master's or Higher Degree
291069	Physicians and Surgeons, All Other	2,477	3,138	661	26.7	97.04	Master's or Higher Degree
291071	Physician Assistants	533	711	178	33.4	49.48	Bachelor's Degree
291081	Podiatrists	35	39	4	11.4	90.38	Master's or Higher Degree
291122	Occupational Therapists	385	504	119	30.9	40.31	Master's or Higher Degree
291123	Physical Therapists	1,087	1,447	360	33.1	39.23	Master's or Higher Degree
291124	Radiation Therapists	102	128	26	25.5	43.88	Associate Degree
291125	Recreational Therapists	72	85	13	18.1	20.66	Bachelor's Degree
291126	Respiratory Therapists	869	1,117	248	28.5	27.31	Associate Degree
291127	Speech and Language Pathologists	682	822	140	20.5	34.27	Master's or Higher Degree
291128	Exercise Physiologists	160	197	37	23.1	21.08	Master's or Higher Degree
291129	Therapists, All Other	195	239	44	22.6	32.07	Master's or Higher Degree
291131	Veterinarians	463	533	70	15.1	42.58	Master's or Higher Degree
291141	Registered Nurses	19,729	24,970	5,241	26.6	30.21	Associate Degree
291171	Nurse Practitioners	803	1,114	311	38.7	51.52	Master's or Higher Degree
291181	Audiologists	19	25	6	31.6	36.61	Master's or Higher Degree
291199	Health Diagnosing and Treating Practitioners, All Other	563	705	142	25.2	31.44	Master's or Higher Degree
292000	Health Technologists and Technicians	21,569	26,840	5,281	24.5	NA	NA
292011	Medical and Clinical Laboratory Technologists	1,380	1,564	184	13.3	27.56	Associate Degree
292012	Medical and Clinical Laboratory Technicians	777	904	127	16.3	15.86	Associate Degree
292021	Dental Hygienists	1,063	1,393	330	31.0	31.91	Associate Degree
292031	Cardiovascular Technologists and Technicians	455	591	136	29.9	25.12	Postsecondary Vocational
292032	Diagnostic Medical Sonographers	667	965	298	44.7	30.95	Postsecondary Vocational
292033	Nuclear Medicine Technologists	266	332	66	24.8	34.56	Associate Degree
292034	Radiologic Technologists	1,380	1,785	405	29.4	22.98	Postsecondary Vocational
292035	Magnetic Resonance Imaging Technologists	393	510	117	29.8	30.63	Postsecondary Vocational
292041	Emergency Medical Technicians and Paramedics	1,096	1,388	292	26.6	15.84	Associate Degree
292052	Pharmacy Technicians	3,675	4,511	836	22.8	13.51	Postsecondary Vocational
292053	Psychiatric Technicians	1,144	1,405	261	22.8	11.84	Postsecondary Vocational
292055	Surgical Technologists	583	708	125	21.4	18.41	Postsecondary Vocational

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - October 2014

FLORIDA JOBS by Occupation

Workforce Region 12 - Lake, Orange, Osceola, Seminole and Sumter Counties

Occupation Code	Occupation Title	Employment		2014 - 2022		Level Change	Percent Change	Total Job Openings*	Average Hourly Wage (\$)**	Education Level
		2014	2022	Level Change	Percent Change					
292056	Veterinary Technologists and Technicians	636	790	154	24.2	239		12.35	Associate Degree	
292061	Licensed Practical and Licensed Vocational Nurses	5,360	6,730	1,370	25.6	2,504		19.76	Postsecondary Vocational	
292071	Medical Records and Health Information Technicians	892	1,082	190	21.3	329		16.98	Associate Degree	
292081	Opticians, Dispensing	542	656	114	21.0	198		19.76	Associate Degree	
292099	Health Technologists and Technicians, All Other	739	912	173	23.4	288		16.55	Postsecondary Vocational	
299000	Other Healthcare Practitioners and Technical Occupations	557	635	78	14.0	233		NA	NA	
299011	Occupational Health and Safety Specialists	290	316	26	9.0	107		30.57	Postsecondary Vocational	
299012	Occupational Health and Safety Technicians	19	20	1	5.3	6		20.50	Postsecondary Vocational	
299091	Athletic Trainers	110	132	22	20.0	53		25.43	Bachelor's Degree	
299099	Healthcare Practitioners & Technical Workers, All Other	138	167	29	21.0	67		21.71	Postsecondary Vocational	
310000	Healthcare Support Occupations	24,528	30,733	6,205	25.3	9,029		NA	NA	
311000	<i>Nursing, Psychiatric, and Home Health Aides</i>	11,334	14,252	2,918	25.8	4,050		NA	NA	
311011	Home Health Aides	2,164	2,945	781	36.1	997		11.89	Postsecondary Vocational	
311014	Nursing Assistants	8,487	10,508	2,021	23.8	2,869		11.62	Postsecondary Vocational	
312000	<i>Occupational and Physical Therapist Assistants & Aides</i>	744	1,026	282	37.9	370		NA	NA	
312011	Occupational Therapist Assistants	74	109	35	47.3	44		28.86	Associate Degree	
312021	Physical Therapist Assistants	483	679	196	40.6	253		27.79	Associate Degree	
312022	Physical Therapist Aides	187	238	51	27.3	73		13.16	Postsecondary Vocational	
319000	<i>Other Healthcare Support Occupations</i>	12,450	15,455	3,005	24.1	4,609		NA	NA	
319011	Massage Therapists	2,145	2,633	488	22.8	759		17.15	Postsecondary Vocational	
319091	Dental Assistants	2,056	2,589	533	25.9	868		16.45	Postsecondary Vocational	
319092	Medical Assistants	5,271	6,842	1,571	29.8	2,201		13.67	Postsecondary Vocational	
319093	Medical Equipment Preparers	638	765	127	19.9	203		13.35	Postsecondary Vocational	
319094	Medical Transcriptionists	355	401	46	13.0	88		16.75	Postsecondary Vocational	
319095	Pharmacy Aides	367	449	82	22.3	126		10.81	Postsecondary Vocational	
319096	Veterinary Assistants and Laboratory Animal Caretakers	586	573	-13	-2.2	70		9.53	Postsecondary Vocational	
319097	Phlebotomists	720	856	136	18.9	222		12.68	Postsecondary Vocational	
319099	Healthcare Support Workers, All Other	312	347	35	11.2	72		18.23	Postsecondary Vocational	
330000	Protective Service Occupations	30,573	34,396	3,823	12.5	10,053		NA	NA	
331000	<i>First-Line Supervisors, Protective Service Workers</i>	1,682	1,920	138	8.2	629		NA	NA	
331011	First-Line Supervisors of Correctional Officers	226	230	4	1.8	66		30.36	Postsecondary Vocational	
331012	First-Line Supervisors of Police and Detectives	480	515	35	7.3	171		38.49	Associate Degree	
331021	First-Line Superv. of Fire Fighting and Prevention Workers	251	285	34	13.6	129		35.38	Postsecondary Vocational	

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - October 2014

Master plan expands Altamonte Springs Campus

Saturday, Oct. 20, 2012

Jay Davis



The master plan for the Altamonte Springs campus envisions a linear campus mall of green space and buildings rising seven stories or higher. (HuntonBrady Architects)

Architects have unveiled a vision for Seminole State College of Florida's Altamonte Springs Campus that includes an academic village of eight new high-rise buildings, two large parking structures and a unique mix of classrooms and commercial spaces.

The proposed master plan, which was presented to the College's Board of Trustees at its meeting on Oct. 15, would create 1.4 million square feet of space, which is more than the College's current four campuses combined. The plan includes 950,000 square feet for classrooms and academic space as well as 450,000 square feet for public-private partnerships and retail.

In March 2010, Seminole State's Board of Trustees approved the acquisition of 28.57 acres adjacent to the current campus, which is on State Road 434 near Maitland Boulevard. The area is the region's second-largest employment center after downtown Orlando, with 72,738 daytime workers.

The proposed plan calls for the construction to be completed over nine phases. The first phase would begin later this year when Seminole State gains control over the car dealerships and parking spaces in the adjacent property. According to the plan, the three current car dealerships — 90,000-square-foot of space — would be retrofitted to help ease overcrowding at the campus. The space also includes 1,400 parking spaces.

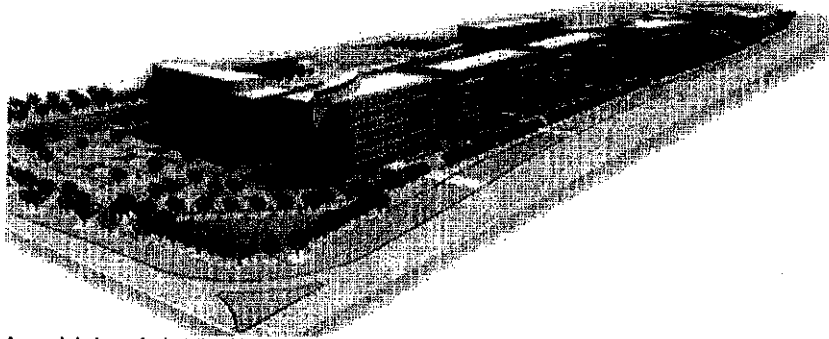
"We believe it's time to explore a new model of securing funding from private business and industry partners to help fund construction," says Dr. Joe Samovsky, executive vice president at Seminole State. "The goal of the approach — which is unique for Florida — is to be more self-sufficient in charting future construction projects for the College."

The new master plan, conceived by HuntonBrady Architects, depicts a linear campus mall of green space and buildings rising seven stories or higher. Two parking structures would incorporate retail on the ground floor and solar panels and trees on the top floor.

Seminole State trustees are expected to consider the new master plan at their Dec. 3 meeting, which will be held at the Altamonte Springs Campus. The master plan was developed after considerable feedback from students, faculty, staff, community leaders, and officials from the city of Altamonte Springs.

About 4,900 students are taking classes this semester at the campus, which first opened in 2008 at near capacity. The four-story campus is the base for all of the College's healthcare/nursing programs. It also offers General Education classes toward an Associate in Arts (A.A.) degree as well as English Language Studies and basic education programs.

For more information, please visit [the Altamonte Springs Campus homepage](#).



An aerial view of what the Altamonte Springs Campus may look like in the future. The gold building on the top right is the current campus building. The view is looking northwest from Mattland Boulevard. (HuntonBrady Architects)

Program:	<u>Health Science</u>	CIP:	<u>51.0000</u>
		Track:	<u>5/7</u>
Offered At:	<u>FGCU</u>	Program Length:	<u>Credit Hours Vary Cr. Hrs.</u>

REVISED: 10/28/2009

LOWER LEVEL COURSES

FOR ALL MAJORS: Students are strongly encouraged to select lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Consult with an academic advisor in your major degree area.

FGCU has two concentrations within the BS in Health Science track:

- (1) The Health Science concentration requires an associate's degree in a health profession practitioner content area and possession of, or eligibility for, licensure, certification, or registration in a health profession in order to participate in the health professions education practicum component of the Health Science concentration.
- (2) The Health Services Administration concentration does not require an associate's degree in a health profession practitioner content area and possession of or eligibility for licensure, certification, or registration in a health profession.

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

HSA 4553 Legal and Ethical Aspects in Health Care 3 credits

This course provides an overview of the legal and ethical aspects faced by health care consumers, practitioners, administrators, and health care facilities. Students will be introduced to the structure of the American legal system and the principles of health law. Ethical theories and philosophies and their application to various components of the health care delivery system will be introduced. Medical professional ethics and HIPAA privacy and security issues will be reinforced.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss ethical theories and philosophies and their effect on the delivery of health care.
- Discuss the legal and ethical responsibilities of a professional health care provider.
- Apply critical thinking skills, ethical principles, and reasonable decision making to resolve ethical issues associated with health care.
- Identify differences and display sensitivity to the ethical and cultural values among diverse groups.
- Summarize legal issues in the workplace and employee safety concerns.
- Explains standards of care, negligence, and legal terminology.
- Discuss current issues related to health care law at a state and national level.
- Identifies concepts of risk management, liability and malpractice insurance, and informed consent.
- Explore areas of law including; contracts, torts, product liability law, property law, agency law, and the law of business associations.

Textbook: Judson, K., & Harrison, C. (2011). *Law & Ethics for Medical Careers*. 7th Edition. McGraw-Hill. ISBN 978-0073374710

RT 2306 Cardiopulmonary Rehabilitation 3 Credits

This course is designed to provide students with a comprehensive understanding of cardiopulmonary rehabilitation. Students will learn how to optimize the quality of life for chronically ill patients with cardiopulmonary disease through rehabilitation, education, and outpatient management. Focus is on an interdisciplinary approach to pulmonary rehabilitation and home care of the adult cardiopulmonary patient.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Compare and contrast the components of cardiac rehabilitation and pulmonary rehabilitation.
- Outline the selection process and initial assessment of candidates for cardiac and pulmonary rehabilitation including health care reimbursement issues.
- Develop an individualized rehabilitation program for a simulated patient scenario.
- Develop an individualized treatment plan for a simulated patient that is not meeting their rehabilitation goal(s) as outlined in the patient scenario
- Describe and analyze the expected successful outcomes in a cardiopulmonary rehabilitation program.
- Develop a suitable disease management plan for patients with various patho-physiological processes.
- Describe the potential role for respiratory care practitioners in cardiopulmonary disease and case management and the cardiopulmonary rehabilitation processes.
- Apply sociological and medical-legal aspects of patient care as part of the rehabilitation program.

Textbook: Rampulla, C., Fracchia, C., Ambrosino, N., & Corsico, R. (2013). *Cardiopulmonary Rehabilitation (Current Topics in Rehabilitation)*. 1st Edition. ISBN: 978-1447137818

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

HSC 3661	Communication for Healthcare Professionals	3 Credits
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This course is designed to enhance the student's understanding of the specific health benefits that come from positive communication between medical professionals and patients, clients, staff, or other lay audiences. Students will be exposed to a variety of communication strategies relevant to the health professions. Topics will include written and oral communication techniques for health and business-related situations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss and apply major social scientific theoretical models/frameworks that explain health communication behaviors.
- Apply competent writing skills in completion of a professional quality resume.
- Demonstrate appropriate, effective communication skills in different professional scenarios aimed at different audiences.
- Show use of technology to organize, acquire, and convey information.
- Analyze specific elements of language (structure, phrases, and words) that underlie common communication problems between medical professionals and patients, clients, staff, or other lay audiences.
- Discuss the diverse communication needs of various groups (cultural, ethnic, occupational, age-related, and gender).

Textbook: Du Pre, A. (2013). *Communicating About Health: Current Issues and Perspectives*. Oxford University Press. ISBN: 9780199990276

HSA 3191	Health Information Systems	3 Credits
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This course provides an overview of technology and information systems employed in the healthcare industry today. Topics include: the Internet and health; growing use of information technology in health; electronic medical records; protecting privacy; technical considerations; health applications of the Internet and telemedicine; public policy issues; organizational issues; and technical issues and challenges.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Compares and contrasts the basic models of health care automation and technology.
- Discuss the history and trends in health care automation and technology.
- Apply ethical and legal standards in accessing and utilizing health data.
- Summarize legal topics related to health information management including liability, fraud, and abuse.
- Analyze database management procedures in health care automation and technology.
- Evaluates the application of health care automation and technology in financial management and reimbursement.
- Differentiates evidence based information as opposed to fraudulent information from various internet sources.

Textbook: Wager, K. A., Lee, F. A., & Glaser, J. P. (2013). *Health Care Information Systems: A Practical Approach for Health Care Management*. 3rd Edition. Jossey-Bass. ISBN: 978-1118173534

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

HSC 4404	Medical Disaster Management	3 Credits
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This course introduces students to various facets of natural and technological disasters while integrating public health research designs and practices. Discussions will utilize recent and historical case studies as a basis for developing the critical thinking and leadership skills needed by healthcare professionals in crisis situations. International, domestic, and regional settings will be addressed, as well as the social, economic, and political aspects of disaster planning, preparedness, and mitigation. Students also gain an understanding of basic public health concepts and methodologies.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the long-term impact of disasters on individuals, families, and communities.
- Identify and discuss the physical and psychosocial impacts of a medical disaster on individuals and their community.
- Summarizes knowledge of disaster management including philosophical and historical perspective.
- Explain specific requirements and strategies of the recovery process and post disaster activities including federal hazard mitigation and recovery programs.
- Compare and contrast United States domestic and international approaches to medical disaster management.
- Describe key elements of traditional programmatic approaches to medical disaster management in the United States.
- Identify and critique a strategic plan to address medical/biological hazards in the community.
- Compare and contrast considerations involved in making public policy decisions that impact medical disaster management.
- Prioritize critical needs for assistance during a medical disaster.

Textbook: Landesman, L. (2011). *Public Health Management of Disasters: The Practice Guide*. 3rd Edition. Washington, DC: American Public Health Association. ISBN: 978-0875530048

HSA 3033	Continuous Quality Monitoring and Accreditation	3 Credits
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This course provides a foundational exploration of the concepts of health care accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs. The interface of accreditation and reimbursement is explored. Health information systems are used in the analysis of health care accreditation, government mandates, and regulatory activities as they impact consumer outcomes. Legal implications of quality monitoring are analyzed. Social, political, professional and organizational influences upon health services delivery are explored from a perspective of demand, special populations, financing and service delivery.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Examine and discuss voluntary accreditation and governmental licensure.
- Explain the formal methods of holding health care organizations accountable for the quality of service they provide.
- Discuss the current status and requirements of accrediting and licensing authorities.
- Demonstrate various communication methods when implementing performance improvement activities and recommendations.
- Review and discuss different continuous monitoring and performance improvement plans.
- Identify quality improvement measures and satisfaction scales and how they are incorporated into healthcare systems.

Textbook: Shaw, P. L., & Elliott, C. (2012). *Quality and Performance Improvement in Healthcare: A Tool for Programmed Learning*. 5th edition. American Health Information Management Association. ISBN: 9781584263104

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

HSC 4555	Pathophysiology	3 credits
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This course provides the student with an overview of the topic of pathophysiology for health-related degrees. Etiology, pathophysiology, diagnosis, prevention, and treatment of the major human diseases are presented. Both infectious and non-infectious diseases of the human body system are included.

Pre/co-requisites: BSC2093C and BSC2094C with a grade of "C" or higher

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explain the role of pathophysiology in the diagnosis, prevention, and treatment of disease.
- Determine lifestyle behaviors, genetic factors, and environmental causes that influence the development and progression of diseases.
- Describe structural, functional, and metabolic abnormalities and their relation to origin of disease in body organ systems.
- Discuss components of the immune system as part of preventative processes and in relation to common infectious and non-infectious disorders.
- Identify diagnostic, clinical assessment, and interventional techniques appropriate for diseases common to each body system.
- Explain the relationship of developmental stages and other factors to pathophysiology and various diseases.
- Provide examples and mechanisms of primary, secondary, and tertiary preventions of common disorders.

Textbook: Gould, B., & Dyer, R. (2010). *Pathophysiology for the Health Professions*. 4th ed. ISBN: 9781437709650

MBA 3330	Management of Strategic Human Resources	3 credits
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This course covers a complete and comprehensive review of human resource management concepts.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze the strategic tasks of HR managers including staffing, development and retention.
- Examine the relationship between job design, job analysis and recruitment.
- Survey the many different employment laws using readings and case studies.
- Examine the steps in identifying a hazardous work environment.
- Compare and contrast the characteristics of a productive and healthy work environment using cases.
- Analyze the process of matching employees to employment opportunities.
- Compare and contrast the various approaches to the performance appraisal process.
- Illustrate the training and development function of HR including needs assessment, methods of training and the development process.

Textbook Mondy, R., (2014) *Human Resource Management*, Author: Edition: 13th ISBN 9780133853339

January 21, 2014 SEMINOLE STATE COLLEGE OF FLORIDA PROPOSAL FOR B.S. DEGREE IN HEALTH SCIENCE

Respiratory Therapy and Clinical Leadership
Course Descriptions

HSA 4184 Leadership in Healthcare Organizations 3 credits

This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment. Organizational patterns of various types of health care institutions, such as, hospitals, long term care, outpatient services, and community agencies are analyzed. Introduction to various administrative functions, including departmental functions, policy information, internal control systems, planning procedures, fiscal and personnel management, public relations, and various information needs of administration will also be covered.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Contrast leadership and management of health care systems of the 20th and 21st centuries, understanding the rapidly and constantly changing interactive environment of health care systems, treatments, and needs of the increasingly diverse population.
- Identify the required roles, functions, and skill sets of health care leaders and managers from a theoretical and practical perspective.
- Identify and analyze the unique characteristics, skills, and abilities of ethical leaders and managers that make them more effective change agents in the health care industry.
- Describe the processes of strategic planning and change as they relate to the short and long-term organizational processes and outcomes in this ever-changing, global health care environment.
- Apply strategies, tools, and technologies to aid in the transition to changes in the health care system, decision-making, and transformational processes.
- Discuss the relationships between work design, motivation, and productivity.

Textbook: Ledlow, G. R., & Nicholas, M. (2010). *Leadership For Health Professionals*. 1st edition. Jones & Bartlett. ISBN: 978-0763781514

ESP 4230 Health Care Economics 3 credits

This course will examine the economic perspectives of health care. At the micro level, the course will examine the production, marketing, distribution, pricing, and relative measures of quality of health care as it is delivered; health care agencies and programs (Medicare, Medicaid, HMOs, PPOs, etc.). Topics such as the principle-agent problem, moral hazard, and information problems on the demand side will also be examined. On the supply side, managed care organizations, third-party payer systems, medical schooling, and malpractice insurance will be addressed. At the macro level, topics will examine the impact of health care practices on inflation, productivity, and the implications of an aging population on the national economy.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the general economics of the health care industry and medical services
- Compare markets for physician services, insurance, hospitals, and other providers.
- Apply the concepts of health care economics and the delivery of health services from a national and global perspective.
- Discuss the cost of healthcare and the limitations of economic principles in the allocation of resources in the health care sector.
- Evaluate how efficiency and distribution considerations related to supply and demand may be incorporated into fiscal decisions.
- Analyze and compare policies using economic principles considering population, social, and environmental variables.
- Evaluate the role of the government and the market, including market competition, in the provision of health care.

Textbook: Folland, S., Goodman, A. C., & Stano, M. *The Economics of Health and Health Care*. 7th Edition. Prentice Hall. ISBN: 978-0132773690

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

RET 4xxx	Adult Critical Care	3 credits
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This course will examine the different specialty areas available in respiratory therapy as a working practitioner. Information on recent changes in technology and therapeutic modalities will be presented. The student will participate in activities to gain knowledge of ongoing changes in respiratory therapy.

Pre/co-requisites: None

- Compare and contrast factors affecting pulmonary gas exchange and oxygen transport to tissues.
- Analyze and evaluate modes of mechanical ventilation and lung protection strategies.
- Utilize effective communication skills and teaching strategies in the intensive care.
- Discuss current topics related to bedside hemodynamic monitoring, shock in the intensive care, and circulatory support.
- Discuss concepts such as airway management, pharmacology, nosocomial pneumonia, nutrition, thoracic trauma, sepsis, and end-of-life/withdrawal of life support.
- Examine evidence-based practice and research related to treatment modalities.

Textbook: Higgins, T. L., Seigrub, J., Kacmarek, R., & Stoller, J. (2002). *Cardiopulmonary Critical Care*. 1st Edition. ISBN: 9781859962374

RET 4175	Neonatal Pediatric Critical Care	3 credits
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This comprehensive course focuses on advancing the knowledge of the respiratory therapy student from basic disease knowledge and treatment to innovative and novel modalities in the treatment of critically ill pediatric respiratory patients. This comprehensive course focuses Evaluation and management of medical and surgical pediatric conditions requiring respiratory care. Emphasis will be on pediatric critical care, pathophysiology, treatment and prevention of respiratory conditions, and mechanical ventilation.

Pre/co-requisites: None

Major Learning Outcomes:

- Use appropriate pediatric critical care management tools.
- Apply advanced pediatric mechanical ventilation strategies including prone positioning, high frequency oscillatory ventilation, nitric oxide, and extracorporeal life support.
- Describe the use of bronchoscopy in the pediatric intensive care unit.
- Explain the concepts of ventilator induced lung injury and prevention.
- Identify and describe respiratory care of the pediatric lung transplant patient.

Textbook: Wheeler, D., Wong, H., & Shanley, T. (2008). *The Respiratory Tract in Pediatric Critical Illness and Injury*. 1st Edition. ISBN: 978-1-84800-925-7

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

RET 4285	Advanced Cardiopulmonary Medicine	3 credits
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This course focuses on the disease states treated medically in conjunction with one or more modalities of respiratory therapy. Topics include acute lung injury and acute respiratory distress syndrome, life threatening asthma, chronic obstructive lung disease, pleural effusion, pneumothorax, indications for ventilator support in adults, modes of invasive and non-invasive ventilator support, and postoperative management of patients undergoing lung resection.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze and evaluate the clinical risks, benefits, efficacy, and technical aspects of cardiopulmonary interventional procedures.
- Discuss treatment of respiratory conditions commonly seen.
- Apply knowledge of pulmonary physiology to pulmonary disease process.
- Explain the concepts of management of respiratory failure.
- Describe the presentation of the pulmonary patient.

Textbook: Mandel, J., Cokrill, B., & Weinberger, S. (2013). *Principles of Pulmonary Medicine*. 6th Edition. ISBN: 9781455725323

HSA 4850	Health Sciences Research	3 credits
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This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into health care. Students are introduced to the formal study of research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, and report writing. Application of these methods will be utilized to research health-related and health administration-related topics.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the interaction of research, theory, and practice with quality standards and evidence-based practice protocols in health care.
- Use advanced internet search skills to find current health care services research studies, quality standards, and evidence-based practice guidelines.
- Describe and implement each of the steps of the research process including but not limited to: research design; purpose; problem statement; hypothesis; sampling; appropriate research tool use; data collection, descriptive and inferential statistical analyses, meaning, and presentation; discussion of findings; implications for practice; and evaluation of research.
- Identify the common problems in applying research findings to diverse patient populations (geographic, age, language, race, and culture).
- Analyze how the integration of health care research into evidence-based practice supports holistic, culturally competent, individualized patient-centered care including health, wellness, and fulfillment of functional capacity to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession.
- Develop personal accountability for lifelong learning and professional development which reflects professional values, integrity, creative and critical thinking, and the maturation of leadership responsibilities and scholarly inquiry.

Textbook: Jacobsen, K. H. (2011). *Introduction to Health Research Methods*. 1st Edition. Jones & Bartlett. ISBN: 978-0763783341

*Respiratory Therapy and Clinical Leadership
Course Descriptions*

HSC 4922

Capstone Project in Health Sciences

3 credits

This course is a culminating experience for Health Science majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. With faculty approval, students will complete a capstone project that aligns with their career goals. Examples include, but are not limited to, a business plan development, clinical research proposal, or creating an educational module/presentation. The course objectives reflect the student learning outcomes for this degree.

Pre/co-requisites: Senior standing required.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate professional behaviors and leadership skills within health care organizations.
- Incorporate communication skills to establish collaborative working relationships with multidisciplinary team members.
- Utilizes critical thinking to implement technological advances, resource management and performance practices in the planning, implementation, and evaluation of health care.
- Utilize scientific and quantitative reasoning to guide decision making related to clinical practice and/or health care issues.
- Demonstrates information literacy and utilizes evidence based research in implementing strategies for improvement in healthcare systems.
- Integrate concepts of cultural competence, ethical practice and a commitment to diversity in health care environments that reflect global sociocultural responsibility.

Textbook: no textbook; student will use previous course books and other resources.

*Health Coaching
Course Descriptions*

HSC 3661	Communication for Healthcare Professionals	3 Credits
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This course is designed to enhance the student's understanding of the specific health benefits that come from positive communication between medical professionals and patients, clients, staff, or other lay audiences. Students will be exposed to a variety of communication strategies relevant to the health professions. Topics will include written and oral communication techniques for health and business-related situations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss and apply major social scientific theoretical models/frameworks that explain health communication behaviors.
- Apply competent writing skills in completion of a professional quality resume.
- Demonstrate appropriate, effective communication skills in different professional scenarios aimed at different audiences.
- Show use of technology to organize, acquire, and convey information.
- Analyze specific elements of language (structure, phrases, and words) that underlie common communication problems between medical professionals and patients, clients, staff, or other lay audiences.
- Discuss the diverse communication needs of various groups (cultural, ethnic, occupational, age-related, and gender).

Textbook: Du Pre, A. (2013). *Communicating About Health: Current Issues and Perspectives*. Oxford University Press. ISBN: 978-0199990276

HSC 3592	Major Diseases in the U.S. Population	3 credits
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This course provides an overview of medical and psychosocial aspects of chronic diseases including issues of disability management.

Upon completion of this course the student will be able to:

1. Describe the model from the World Health Organization on the International Classification of Disability, Function and Health (WHO ICF model) and define and apply the concepts of Body Functions and Structures, Activities and Participation, and Contextual Factors to persons with diseases and disabilities.
2. Describe the epidemiology, etiology, symptoms and treatment of the following diseases and disabilities: diabetes mellitus, cardiovascular diseases, stroke, cancer, pulmonary diseases, renal failure and transplant, rheumatic diseases, Parkinson's disease, multiple sclerosis, other neurological diseases, HIV/AIDS, Alzheimer's and dementia.
3. Examine the impact of both medical and contextual factors (including social supports, environmental factors and intrapersonal factors) on activities and participation of persons with disabilities.
4. Describe the "lived experience" of disease and disability for individuals who have the conditions and their caregivers and family members.
5. Describe the role of post-acute rehabilitation, educational and vocational services in minimizing the activity restrictions and participation limitations experienced by persons with disabilities.
6. Identify ways to address activity limitations and participation restrictions through environmental accessibility and modifications, assistive devices, other assistive technology, job/task modification and restructuring, personal attendant services, and service animals.

Textbook: Falvo, D. (2014). *Medical and psychosocial aspects of chronic illness and disability* (5th ed.). Sudbury, MA: Jones and Bartlett. ISBN : 978-1449625702

Health Coaching
Course Descriptions

PET 3102 Introduction to Exercise Science and Personal Training 3 Credits

This course focuses on the issues in exercise and fitness that each major age group encounters in society today. Students learn the unique challenges that senior adults, middle-aged and younger adults, and children and adolescents are confronted with, as well as the sociological, psychological, and economic factors that can impact favorable outcomes. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and practiced, and current research in models of exercise and fitness programs in community- and corporate-based settings will be studied and evaluated for effectiveness. This course will provide an anatomical foundation for the understanding and analysis of human movement.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Identify prominent bone sites and describe the articulating surfaces for each joint of the body.
- Identify the movements possible for each joint, the connective tissue structures associated with each joint and discuss common problems and injuries found at each joint.
- Identify the muscles involved in and their role in common sport or daily living activities.
- Discuss the process of initial and ongoing health and fitness evaluations.
- Discuss and evaluate safe practices in personal training.
- Identify and discuss various components of physical fitness including the five major components of physical fitness.
- Define and implement the principles of strength training and muscular fitness.
- Discuss the advantages & disadvantages of different equipment types in weight training.
- Discuss the different types of common training errors and how to prevent them in practice.

Textbook: National Academy of Sports Medicine (2013). *NASM Essentials of Personal Fitness Training*. Jones & Bartlett Learning. ISBN: 978-1284036800 Floyd, R. T. (2014). *Manual of Structural Kinesiology*. McGraw-Hill. ISBN: 978-0073369297

MAN 2025 Management of Organizations 3 Credits

This course covers the introduction of the theory and practice of managing formal organizations, including planning, organization theory, human behavior and control.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Students will be able to describe the roles functions, and skills of managers.
- Students will be able to discuss the characteristics and importance of organizational culture.
- Students will be able to explain the relevance of political/legal, economic, and cultural environments to global business.
- Students will be able to explain the different types of diversity found in workplaces.
- Students will be able to discuss current social responsibility and ethics issues.
- Students will be able to explain how to manage resistance change.
- Students will be able to describe the eight steps in the decision making process.
- Students will be able to define the nature and purpose for planning.
- Students will be able to define strategic management and why it is important.
- Students will be able to describe the six key elements in organizational design.
- Students will be able to describe today's' organizational design issues.
- Students will be able to explain the importance of human resource management to the organization.
- Students will be able to discuss the characteristics of effective teams.
- Students will be able to describe the three steps in the central process.
- Students will be able to describe different personal theories.
- Students will be able to explain the role of operations management.

Textbook Jones, G. and George, J., (2014) *Contemporary Management*, Edition: 8th, ISBN 9780078029530

*Health Coaching
Course Descriptions*

GEB 3376 The Entrepreneurial Manager 3 Credits

This course covers the introduction of the theory and practice of managing formal organizations, including planning, organization theory, human behavior and control.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Students will be able to describe the roles functions, and skills of managers.
- Students will be able to discuss the characteristics and importance of organizational culture.
- Students will be able to explain the relevance of political/legal, economic, and cultural environments to global business.
- Students will be able to explain the different types of diversity found in workplaces.
- Students will be able to discuss current social responsibility and ethics issues.
- Students will be able to explain how to manage resistance change.
- Students will be able to describe the eight steps in the decision making process.
- Students will be able to define the nature and purpose for planning.
- Students will be able to define strategic management and why it is important.
- Students will be able to describe the six key elements in organizational design.
- Students will be able to describe today's' organizational design issues.
- Students will be able to explain the importance of human resource management to the organization.
- Students will be able to discuss the characteristics of effective teams.
- Students will be able to describe the three steps in the central process.
- Students will be able to describe different personal theories.
- Students will be able to explain the role of operations management.

Textbook: Mariotti, S. & Glackin, C., (2012), *Entrepreneurship & Small Business Management*, ISBN 9780132727235

HSA 4953 Legal and Ethical Aspects in Health Care 3 Credits

This course provides an overview of the legal and ethical aspects faced by health care consumers, practitioners, administrators, and health care facilities. Students will be introduced to the structure of the American legal system and the principles of health law. Ethical theories and philosophies and their application to various components of the health care delivery system will be introduced. Medical professional ethics and HIPAA privacy and security issues will be reinforced.

- Pre/co-requisites: None
- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Discuss ethical theories and philosophies and their effect on the delivery of health care.
- Discuss the legal and ethical responsibilities of a professional health care provider.
- Apply critical thinking skills, ethical principles, and reasonable decision making to resolve ethical issues associated with health care.
- Identify differences and display sensitivity to the ethical and cultural values among diverse groups.
- Summarize legal issues in the workplace and employee safety concerns.
- Explains standards of care, negligence, and legal terminology.
- Discuss current issues related to health care law at a state and national level.
- Identifies concepts of risk management, liability and malpractice insurance, and informed consent.
- Explore areas of law including; contracts, torts, product liability law, property law, agency law, and the law of business associations.

Textbook: Judson, K., & Harrison, C. (2011). *Law & Ethics for Medical Careers*. 7th Edition. McGraw-Hill. ISBN 978-0073374710

*Health Coaching
Course Descriptions*

HSA 4184	Leadership in Healthcare Organizations	3 credits
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This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment. Organizational patterns of various types of health care institutions, such as, hospitals, long term care, outpatient services, and community agencies are analyzed. Introduction to various administrative functions, including departmental functions, policy information, internal control systems, planning procedures, fiscal and personnel management, public relations, and various information needs of administration will also be covered.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Contrast leadership and management of health care systems of the 20th and 21st centuries, understanding the rapidly and constantly changing interactive environment of health care systems, treatments, and needs of the increasingly diverse population.
- Identify the required roles, functions, and skill sets of health care leaders and managers from a theoretical and practical perspective.
- Identify and analyze the unique characteristics, skills, and abilities of ethical leaders and managers that make them more effective change agents in the health care industry.
- Describe the processes of strategic planning and change as they relate to the short and long-term organizational processes and outcomes in this ever-changing, global health care environment.
- Apply strategies, tools, and technologies to aid in the transition to changes in the health care system, decision-making, and transformational processes.
- Discuss the relationships between work design, motivation, and productivity.

Textbook: Ledlow, G. R., & Nicholas, M. (2010). *Leadership For Health Professionals*. 1st edition. Jones & Bartlett. ISBN: 978-0763781514

HSC 4xxx	Behavior Modification in Health Coaching	3 Credits
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This course is designed for students who desire to become health coaches. Health coaches help individuals adopt achievable strategies that lead to behavior change, lifelong healthy eating, and improved exercise habits. Topics include coaching for smoking cessation, stress management, weight loss, and preventative care practices.

- Pre/co-requisites: None
- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Discuss the similarities and differences between health coaching and medical care, health education, psychotherapy, and other coaching fields.
- Identify and apply ethical guidelines for the coaching profession.
- Discuss the components of patient centered care and personalized health planning in the prevention and intervention of common health issues and concerns.
- Discuss the neuroscience of change, behavior change models, and theories.
- Explain the challenges and advantages of group and individual coaching.

Textbook: Jordan, M. A. (2013). *How to be a health coach: An integrative wellness approach*. ISBN: 9781463627799T

*Health Coaching
Course Descriptions*

HSC 4694	Individual, Group and Worksite Health Promotion Programs	3 credits
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This course is designed for healthcare, public health, and wellness professionals who desire to educate and support clients to achieve positive health goals through lifestyle changes and behavior modification. Topics will include the promotion of healthy lifestyle choices in nutrition, mindfulness, and physical health. Coaching skills with a focus on the practical application of brief intervention and motivational interviewing skills is emphasized. Students will gain the knowledge and skills to develop, manage, and sustain health and wellness programs while maintaining a supportive environment for behavior change.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explore business planning, marketing and implementation strategies for health coaching practices.
- Discuss learning theories and instructional methods to promote intervention and modification of behaviors for different environments.
- Discuss the different theories and models uses in health promotion.
- Evaluate a health promotion program that includes staffing and budgetary requirements.

Textbook: Fertman, C. I., & Allensworth, D. D. (2010). *Health promotion programs: From theory to practice*. ISBN: 978-0470241554

MAN 3320	Management of Strategic Human Resources	3 credits
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This course covers a complete and comprehensive review of human resource management concepts.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze the strategic tasks of HR managers including staffing, development and retention.
- Examine the relationship between job design, job analysis and recruitment.
- Survey the many different employment laws using readings and case studies.
- Examine the steps in identifying a hazardous work environment.
- Compare and contrast the characteristics of a productive and healthy work environment using cases.
- Analyze the process of matching employees to employment opportunities.
- Compare and contrast the various approaches to the performance appraisal process.
- Illustrate the training and development function of HR including needs assessment, methods of training and the development process.

Textbook Mondy,R,, (2014)*Human Resource Management*, Edition: 13th ISBN 9780133853339

*Health Coaching
Course Descriptions*

MAR 3023	Principles of Marketing	3 credits
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This is an advanced course covering the essential knowledge required to ensure the success of a business as it launches and maintains product presence in the market place. We will also discuss the impact of marketing on businesses revenue, the relationship of marketing to other organizational functions and the development of marketing strategies for both the domestic and international marketplace. The course also focuses on the role that the Internet and direct marketing have on corporate marketing strategies.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Define marketing and how it relates to the marketing concept, marketing mix, target marketing and product differentiation.
- Analyze a market at the micro (local) level considering stakeholders such as customers, suppliers, competition etc.
- Describe the impact of the macro-marketing environment (e.g. demographic, economic, technological and cultural influences) on corporate marketing strategies.
- Utilize primary and secondary market research and market segmentation techniques to develop a target market.
- Define the characteristics of the consumer market and the influences that motivate consumer buyer behavior.
- Detail the steps in the consumer purchasing process.
- Describe the levels of branding (awareness, preference, and loyalty) and the importance of building brand equity.
- Differentiate between the characteristics of the business vs. the consumer market and the buying processes in each.
- Summarize the steps in the product development and product life cycles. Compare the phases of buyer adoption to the product life cycle.
- Describe the importance of pricing in customer buying decisions and marketers use of pricing strategies.
- Overview the importance of the place piece of the marketing mix and characteristics of various channels strategies.
- Explain the role and impact of the Promotional Mix, the Internet and

Textbook: Walker, *Principles of Marketing*, (2013), ISBN 9781269246095

January 21, 2014 SEMINOLE STATE COLLEGE OF FLORIDA PROPOSAL FOR B.S. DEGREE IN HEALTH SCIENCE

*Health Coaching
Course Descriptions*

MAR 3415 Professional Selling and Negotiating 3 credits

An advanced course covering the methodologies employed in a successful selling process. Course will include: applications of selling techniques; understanding buying behavior and employment of negotiating skills in the selling cycle. The essential sales theories and principles are developed and practiced through student involvement in sales presentations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explain the relationship between sales and marketing functions within the marketing concept.
- Identify and give examples of the eight conceptual areas that make up the selling process.
- Explain the importance of understanding relationships of the salesperson with sales management, internal support staff, customers and customer support staff in the selling process.
- Describe the four personality styles and how to interact with that style.
- Discuss the concept of FAB selling- Features, Advantages and Benefits.
- Identify types and the importance of nonverbal communication in the selling process.
- Explain the procedures sales people use in developing a qualified list of prospects - identifying needs, funding and customer buying process.
- Relate the major factors that influence people to make buying decisions.
- Explain the guidelines for effective sales demonstrations and presentations.
- Explain the follow-up after the sale process and how it relates to reference selling.
- Recognize the reasons for buyer resistance and demonstrate the specific methods for overcoming buyer's objections.
- Detail the principles of the Art of Negotiations and their applicability to the selling environment.
- Explain the guidelines to follow for closing the sale.
- Prepare and present a sales presentation of a product or service.

Textbook: Walker, *YOU'VE BEEN SELLING ALL YOUR LIFE*, Publisher: Seminole State College, Purchase in Bookstore (No ISBN)

MSC 440x Advanced Personal Training 3 credits

This course will develop advanced strategies for independent fitness goals designed for lifetime health. Topics will include athletic performance development through a combination of skill, strength, and balance training, and understanding strategies for analyzing and improving athletic performance. This course will have an emphasis on sport specific conditioning.

Pre/co-requisites: None

- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Evaluate and implement research-based strength training techniques.
- Define and discuss terminology, safety concerns, and proper techniques when using both free weights and machines.
- Develop and manage a personal and sustainable muscular fitness plan.
- Evaluate a strength training program and assess strength gains.
- Discuss the types of resistance/strength training and different strengths training programs.
- Compare and contrast the use of interval training and continuous training in the improvement of the maximal aerobic power in athletes.
- Discuss the differences between training for anaerobic power and training for the improvement of strength.
- Analyze advanced sports and fitness movements as part of a training program for athletes.
- Design an exercise training program for clients from varying age groups and fitness levels.
- Demonstrate basic fitness strategies to enhance and provide skill competencies in weight training and cardiovascular improvement.

Textbook: National Academy of Sports Medicine (2013). *NASM Essentials of Personal Fitness Training*. Jones & Bartlett Learning. ISBN: 978-1284036800

*Health Coaching
Course Descriptions*

HUN 3205 Nutritional Management for Chronic Illnesses 3 credits

This course will evaluate how nutrition is used to prevent and manage common chronic illnesses. Students will evaluate food choices and management programs with respect to specific illnesses, cultural and ethnic dietary needs, and patient perceptions about food. Nutritional management issues for obesity, cardiovascular disease, diabetes, and cancer will be discussed.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss how chronic illnesses can be prevented by proper nutrition and lifestyle decisions.
- Evaluate educational programming methods to promote beneficial nutritional management practices.
- Explain how food related therapeutic life style changes can improve the health of a patient with different chronic illnesses.
- Review and evaluate appropriate dietary interventions for the management of chronic disease, the prevention of disease progression and comorbidities.
- Discuss how to integrate nutrition into current interdisciplinary health care models.
- Discuss how to incorporate cultural and ethnic dietary needs into the nutritional management regime of common chronic illnesses.

Textbook: Bronner, F. (2012). *Nutritional Aspects and Clinical Management of Chronic Disorders and Diseases*. CRC Press. ISBN: 9780849327650

HSC 4231 Client Education in Healthcare 3 credits

This course focuses on the delivery of client specific health education. An emphasis will be placed on assessing and delivering educational programs that include health, wellness, disease, disease prevention, and quality of life. Students will learn to evaluate training methods, curriculum, objectives, and educational experiences that will best serve diverse patient populations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the historical, social, and economic aspects of healthcare client education.
- Recognize different learning theories and choose teaching methods that would meet client goals.
- Describe the developmental stages of learning.
- Discuss how gender, socioeconomic and cultural qualities can affect learning.
- Identify strategies for teaching healthcare clients with disabilities.
- Identify and demonstrate various teaching methods.
- Discuss the use of technology in healthcare client education.

Textbook: Cottrell, R., Girvan, J., & McKenzie, J. (2013). *Principles and Foundations of Health Promotion and Education*. 5th Edition. Pearson. ISBN: 978-0321927149

*Health Coaching
Course Descriptions*

HSC 4922 Capstone Project in Health Sciences 3 credits

This course is a culminating experience for Health Science majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. With faculty approval, students will complete a capstone project that aligns with their career goals. Examples include, but are not limited to, a business plan development, clinical research proposal, or creating an educational module/presentation. The course objectives reflect the student learning outcomes for this degree.

Pre/co-requisites: Senior standing required.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate professional behaviors and leadership skills within health care organizations.
- Incorporate communication skills to establish collaborative working relationships with multidisciplinary team members.
- Utilizes critical thinking to implement technological advances, resource management and performance practices in the planning, implementation, and evaluation of health care.
- Utilize scientific and quantitative reasoning to guide decision making related to clinical practice and/or health care issues.
- Demonstrates information literacy and utilizes evidence based research in implementing strategies for improvement in healthcare systems.
- Integrate concepts of cultural competence, ethical practice and a commitment to diversity in health care environments that reflect global sociocultural responsibility.

Textbook: no textbook; student will use previous course books and other resources.

HSA 4950 Health Sciences Research 3 credits

This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into health care. Students are introduced to the formal study of research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, and report writing. Application of these methods will be utilized to research health-related and health administration-related topics.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the interaction of research, theory, and practice with quality standards and evidence-based practice protocols in health care.
- Use advanced internet search skills to find current health care services research studies, quality standards, and evidence-based practice guidelines.
- Describe and implement each of the steps of the research process including but not limited to: research design; purpose; problem statement; hypothesis; sampling; appropriate research tool use; data collection, descriptive and inferential statistical analyses, meaning, and presentation; discussion of findings; implications for practice; and evaluation of research.
- Identify the common problems in applying research findings to diverse patient populations (geographic, age, language, race, and culture).
- Analyze how the integration of health care research into evidence-based practice supports holistic, culturally competent, individualized patient-centered care including health, wellness, and fulfillment of functional capacity to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession.
- Develop personal accountability for lifelong learning and professional development which reflects professional values, integrity, creative and critical thinking, and the maturation of leadership responsibilities and scholarly inquiry.

Textbook: Jacobsen, K. H. (2011). *Introduction to Health Research Methods*. 1st Edition. Jones & Bartlett. ISBN: 978-0763783341

*Health Coaching
Course Descriptions*

HUN 4296 Dietary Plans for Health and Weight Management 3 credits

This course explores current dietary trends and examines the role geopolitical and economic forces have on our day-to-day food choices. The spectrum of popular diets and their advocates and critics will be discussed along with the current scientific research available for each. Students will reflect on the diversity of food choices, prohibitions, and taboos that exist within our multicultural and multiethnic communities, with an eye toward increasing awareness and sensitivity. An emphasis will be placed on the health promotion theory and guidelines to optimize nutrition-related behaviors.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the physiological role physical activity plays in the various stages of weight management.
- Discuss current evidence-based guidelines and recommendations for physical activity.
- Evaluate evidence regarding use of technology in lifestyle management and weight loss.
- Analyze the impact of social media in lifestyle intervention.
- Discuss and evaluate popular diets and the scientific research that supports or opposes their use with diverse populations.
- Discuss the positives and negatives of the different health promotion theories.

Textbook: Summerfield, L. M. (2011). *Nutrition, Exercise, and Behavior: An Integrated Approach to Weight Management*. Cengage Learning. ISBN: 978-0840069245

PET 3002 Exercise Management of Chronic Disease 3 credits

This course will focus on the exercise within an integrated model of patient care for patients with a chronic disease. Students will evaluate the functional capacity of persons with chronic diseases and develop an appropriate exercise program to optimize the patient's functional capacity and reduce the compounding effects of exercise intolerance.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explain and discuss the effects of medicine on exercise capacity.
- Identify and analyze the risks involved in exercise when working with persons with a chronic disease or disability.
- Explain and discuss the effects of medications on exercise response.
- Describe the effects of exercise training on persons with different types of chronic illnesses.

Textbook: Durstine, J. L., Moore, G., Painter, P., & Roberts, S. (2009). *Exercise management for persons with chronic diseases and disabilities*. (3rd Edition). ISBN: 9780736074339

Healthcare Management & Professional Services
Course Descriptions

HSA 4553 Legal and Ethical Aspects in Health Care 3 Credits

This course provides an overview of the legal and ethical aspects faced by health care consumers, practitioners, administrators, and health care facilities. Students will be introduced to the structure of the American legal system and the principles of health law. Ethical theories and philosophies and their application to various components of the health care delivery system will be introduced. Medical professional ethics and HIPAA privacy and security issues will be reinforced.

- Pre/co-requisites: None
- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Discuss ethical theories and philosophies and their effect on the delivery of health care.
- Discuss the legal and ethical responsibilities of a professional health care provider.
- Apply critical thinking skills, ethical principles, and reasonable decision making to resolve ethical issues associated with health care.
- Identify differences and display sensitivity to the ethical and cultural values among diverse groups.
- Summarize legal issues in the workplace and employee safety concerns.
- Explains standards of care, negligence, and legal terminology.
- Discuss current issues related to health care law at a state and national level.
- Identifies concepts of risk management, liability and malpractice insurance, and informed consent.
- Explore areas of law including; contracts, torts, product liability law, property law, agency law, and the law of business associations.

Textbook: Judson, K., & Harrison, C. (2011). *Law & Ethics for Medical Careers*. 7th Edition. McGraw-Hill. ISBN 978-0073374710

HSA 4184 Leadership in Healthcare Organizations 3 credits

This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment. Organizational patterns of various types of health care institutions, such as, hospitals, long term care, outpatient services, and community agencies are analyzed. Introduction to various administrative functions, including departmental functions, policy information, internal control systems, planning procedures, fiscal and personnel management, public relations, and various information needs of administration will also be covered.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Contrast leadership and management of health care systems of the 20th and 21st centuries, understanding the rapidly and constantly changing interactive environment of health care systems, treatments, and needs of the increasingly diverse population.
- Identify the required roles, functions, and skill sets of health care leaders and managers from a theoretical and practical perspective.
- Identify and analyze the unique characteristics, skills, and abilities of ethical leaders and managers that make them more effective change agents in the health care industry.
- Describe the processes of strategic planning and change as they relate to the short and long-term organizational processes and outcomes in this ever-changing, global health care environment.
- Apply strategies, tools, and technologies to aid in the transition to changes in the health care system, decision-making, and transformational processes.
- Discuss the relationships between work design, motivation, and productivity.

Textbook: Ledlow, G. R., & Nicholas, M. (2010). *Leadership For Health Professionals*. 1st edition. Jones & Bartlett. ISBN: 978-0763781514

January 21, 2014 SEMINOLE STATE COLLEGE OF FLORIDA PROPOSAL FOR B.S. DEGREE IN HEALTH SCIENCE

Healthcare Management & Professional Services
Course Descriptions

HSC 3661 Communication for Healthcare Professionals **3 Credits**

This course is designed to enhance the student's understanding of the specific health benefits that come from positive communication between medical professionals and patients, clients, staff, or other lay audiences. Students will be exposed to a variety of communication strategies relevant to the health professions. Topics will include written and oral communication techniques for health and business-related situations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss and apply major social scientific theoretical models/frameworks that explain health communication behaviors.
- Apply competent writing skills in completion of a professional quality resume.
- Demonstrate appropriate, effective communication skills in different professional scenarios aimed at different audiences.
- Show use of technology to organize, acquire, and convey information.
- Analyze specific elements of language (structure, phrases, and words) that underlie common communication problems between medical professionals and patients, clients, staff, or other lay audiences.
- Discuss the diverse communication needs of various groups (cultural, ethnic, occupational, age-related, and gender).

Textbook: Du Pre, A. (2013). *Communicating About Health: Current Issues and Perspectives*. Oxford University Press. ISBN: 9780199990276

HSA 3113 Healthcare Trends and Issues **3 Credits**

This course provides the student with the knowledge of key issues and trends of the U.S. healthcare system. This course promotes the analysis of key health care issues with an emphasis on health care policies and initiatives that shape health care delivery. An analysis of the current structure of profit versus non-profit health care organizations, financing health care, and the impact of financial stakeholders will be emphasized. Ethical issues that develop when government, the private sector, and consumers vie to influence health care are presented as a component of evidence-based policy revisions. Students are introduced to the different types of research, its focus, methods, and the nature of their subsequent finding.

Prerequisites: ENC1101 OR ENC 1101C WITH A GRADE OF C OR BETTER

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course

- Discuss the historical developments that have shaped the U. S. health care system.
- Compare and contrast health care in other countries and the United States.
- Discuss the concepts of behavioral risk factors, health promotion and disease prevention.
- Discuss the training, practice requirements and practice setting of various types of health services professionals.
- Discuss the factors influencing the dissemination, regulation, and utilization of technology in health care delivery.
- Examine the impact of technology on quality of care, quality of life, health care costs, access to care, and structure of health service delivery.
- Differentiate between the concepts of group insurance, self-insurance, individual insurance, managed care, Medicare, Medicaid, and Veterans and Indian health services.
- Discuss the key problems and issues in health care financing.
- Compare and contrast the different modes under which health maintenance organizations are organized and the advantages and disadvantages of each model.
- Discuss health services for special populations such as racial/ethnic minorities, the uninsured, women, children, rural populations, mental health, chronically ill and disabled, and people with HIV/AIDS.
- Discuss the outcomes of the health care system in terms of cost, access, quality, and the policy issues surrounding these outcomes.
- Discuss the outlook for health care services in the future

Textbook: Kominski, G., (2013), *Changing the U.S. Healthcare System: Key Issues in Health Services Policy and Management*, 4th Edition, Jossey-Bass Publishers, ISBN-13: 978-1118128916

**Healthcare Management & Professional Services
Course Descriptions**

HSA 3191 Health Information Systems 3 credits

This course provides an overview of technology and information systems employed in the healthcare industry today. Topics include: the Internet and health; growing use of information technology in health; electronic medical records; protecting privacy; technical considerations; health applications of the Internet and telemedicine; public policy issues; organizational issues; and technical issues and challenges.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Compares and contrasts the basic models of health care automation and technology.
- Discuss the history and trends in health care automation and technology.
- Apply ethical and legal standards in accessing and utilizing health data.
- Summarize legal topics related to health information management including liability, fraud, and abuse.
- Analyze database management procedures in health care automation and technology.
- Evaluates the application of health care automation and technology in financial management and reimbursement.
- Differentiates evidence based information as opposed to fraudulent information from various Internet sources.

Textbook: Wager, K. A., Lee, F. A., & Glaser, J. P. (2013). *Health Care Information Systems: A Practical Approach for Health Care Management*. 3rd Edition. Jossey-Bass. ISBN: 978-1118173534

MAN 3326 Management of Strategic Human Resources 3 credits

This course covers a complete and comprehensive review of human resource management concepts.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze the strategic tasks of HR managers including staffing, development and retention.
- Examine the relationship between job design, job analysis and recruitment.
- Survey the many different employment laws using readings and case studies.
- Examine the steps in identifying a hazardous work environment.
- Compare and contrast the characteristics of a productive and healthy work environment using cases.
- Analyze the process of matching employees to employment opportunities.
- Compare and contrast the various approaches to the performance appraisal process.
- Illustrate the training and development function of HR including needs assessment, methods of training and the development process.

Textbook Mondy, R., (2014)*Human Resource Management*, Author: Edition: 13th ISBN 9780133853339

**Healthcare Management & Professional Services
Course Descriptions**

MAN 3025 Management of Organizations	3 credits
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This course covers the introduction of the theory and practice of managing formal organizations, including planning, organization theory, human behavior and control.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Students will be able to describe the roles functions, and skills of managers.
- Students will be able to discuss the characteristics and importance of organizational culture.
- Students will be able to explain the relevance of political/legal, economic, and cultural environments to global business.
- Students will be able to explain the different types of diversity found in workplaces.
- Students will be able to discuss current social responsibility and ethics issues.
- Students will be able to explain how to manage resistance change.
- Students will be able to describe the eight steps in the decision making process.
- Students will be able to define the nature and purpose for planning.
- Students will be able to define strategic management and why it is important.
- Students will be able to describe the six key elements in organizational design.
- Students will be able to describe today's' organizational design issues.
- Students will be able to explain the importance of human resource management to the organization.
- Students will be able to discuss the characteristics of effective teams.
- Students will be able to describe the three steps in the central process.
- Students will be able to describe different personal theories.
- Students will be able to explain the role of operations management.

Textbook Jones, G. and George, J., (2014) *Contemporary Management*, Edition: 8th, ISBN 9780078029530

GEN 3376 The Entrepreneurial Manager	3 Credits
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This course covers the introduction of the theory and practice of managing formal organizations, including planning, organization theory, human behavior and control.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Students will be able to describe the roles functions, and skills of managers.
- Students will be able to discuss the characteristics and importance of organizational culture.
- Students will be able to explain the relevance of political/legal, economic, and cultural environments to global business.
- Students will be able to explain the different types of diversity found in workplaces.
- Students will be able to discuss current social responsibility and ethics issues.
- Students will be able to explain how to manage resistance change.
- Students will be able to describe the eight steps in the decision making process.
- Students will be able to define the nature and purpose for planning.
- Students will be able to define strategic management and why it is important.
- Students will be able to describe the six key elements in organizational design.
- Students will be able to describe today's' organizational design issues.
- Students will be able to explain the importance of human resource management to the organization.
- Students will be able to discuss the characteristics of effective teams.
- Students will be able to describe the three steps in the central process.
- Students will be able to describe different personal theories.
- Students will be able to explain the role of operations management.

Textbook: Mariotti, S. & Glackin, C., (2012), *Entrepreneurship & Small Business Management*, ISBN 9780132727235

*Healthcare Management & Professional Services
Course Descriptions*

MAR 3023 Principles of Marketing

3 credits

This is an advanced course covering the essential knowledge required to ensure the success of a business as it launches and maintains product presence in the market place. We will also discuss the impact of marketing on businesses revenue, the relationship of marketing to other organizational functions and the development of marketing strategies for both the domestic and international marketplace. The course also focuses on the role that the Internet and direct marketing have on corporate marketing strategies.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Define marketing and how it relates to the marketing concept, marketing mix, target marketing and product differentiation.
- Analyze a market at the micro (local) level considering stakeholders such as customers, suppliers, competition etc.
- Describe the impact of the macro-marketing environment (e.g. demographic, economic, technological and cultural influences) on corporate marketing strategies.
- Utilize primary and secondary market research and market segmentation techniques to develop a target market.
- Define the characteristics of the consumer market and the influences that motivate consumer buyer behavior.
- Detail the steps in the consumer purchasing process.
- Describe the levels of branding (awareness, preference, and loyalty) and the importance of building brand equity.
- Differentiate between the characteristics of the business vs. the consumer market and the buying processes in each.
- Summarize the steps in the product development and product life cycles. Compare the phases of buyer adoption to the product life cycle.
- Describe the importance of pricing in customer buying decisions and marketers use of pricing strategies.
- Overview the importance of the place piece of the marketing mix and characteristics of various channels strategies.

Textbook: Walker, *Principles of Marketing*, (2013), ISBN 9781269246095

*Healthcare Management & Professional Services
Course Descriptions*

MAR 3415	Professional Selling and Negotiating	3 credits
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An advanced course covering the methodologies employed in a successful selling process. Course will include: applications of selling techniques; understanding buying behavior and employment of negotiating skills in the selling cycle. The essential sales theories and principles are developed and practiced through student involvement in sales presentations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explain the relationship between sales and marketing functions within the marketing concept.
- Identify and give examples of the eight conceptual areas that make up the selling process.
- Explain the importance of understanding relationships of the salesperson with sales management, internal support staff, customers and customer support staff in the selling process.
- Describe the four personality styles and how to interact with that style.
- Discuss the concept of FAB selling- Features, Advantages and Benefits.
- Identify types and the importance of nonverbal communication in the selling process.
- Explain the procedures sales people use in developing a qualified list of prospects - identifying needs, funding and customer buying process.
- Relate the major factors that influence people to make buying decisions.
- Explain the guidelines for effective sales demonstrations and presentations.
- Explain the follow-up after the sale process and how it relates to reference selling.
- Recognize the reasons for buyer resistance and demonstrate the specific methods for overcoming buyer's objections.
- Detail the principles of the Art of Negotiations and their applicability to the selling environment.
- Explain the guidelines to follow for closing the sale.
- Prepare and present a sales presentation of a product or service.

Textbook: Walker, *YOU'VE BEEN SELLING ALL YOUR LIFE*, Publisher: Seminole State College, Purchase in Bookstore (No ISBN)

HSA 4170	Healthcare Financial Management	3 credits
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This course is for non-financial managers who need a basic knowledge of financial management and health care finance, and also serves as an introductory course for those who will be more directly involved in the financial aspects of health care. The course includes an overall explanation of financial accounting terminology, how it works, review of financial reports, and the managerial component that is necessary for everyday management in health care settings. The course uses actual examples from hospitals, long-term care facilities, and home health agencies, as well as case studies to prepare students to read, analyze, understand, and use financial statements and budgets.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Define major accounting terms and interpret financial statements.
- Summarize the unique characteristics of financial management in health care organizations.
- Differentiate among different types of accounting systems.
- Describe different third party reimbursement methods.
- Project the relationship and cost behavior of reimbursement systems.
- Construct an operating budget from projected revenues and projected expenditures.

Textbook: Gapenski, L. C. (2011). *Healthcare Finance: An Introduction to Accounting and Financial Management*, Fifth Edition. Health Administration Press. ISBN: 978-1567934250

*Healthcare Management & Professional Services
Course Descriptions*

HSA 4383 Continuous Quality Monitoring & Accreditation 3 credits

This course provides a foundational exploration of the concepts of health care accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs. The interface of accreditation and reimbursement is explored. Health information systems are used in the analysis of health care accreditation, government mandates, and regulatory activities as they impact consumer outcomes. Legal implications of quality monitoring are analyzed. Social, political, professional and organizational influences upon health services delivery are explored from a perspective of demand, special populations, financing and service delivery.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Examine and discuss voluntary accreditation and governmental licensure.
- Explain the formal methods of holding health care organizations accountable for the quality of service they provide.
- Discuss the current status and requirements of accrediting and licensing authorities.
- Demonstrate various communication methods when implementing performance improvement activities and recommendations.
- Review and discuss different continuous monitoring and performance improvement plans.
- Identify quality improvement measures and satisfaction scales and how they are incorporated into healthcare systems.

Textbook: Shaw, P. L., & Elliott, C. (2012). *Quality and Performance Improvement in Healthcare: A Tool for Programmed Learning*. 5th edition. American Health Information Management Association. ISBN: 9781584263104

HSC 4231 Client Education in Healthcare 3 credits

This course focuses on the delivery of client specific health education. An emphasis will be placed on assessing and delivering educational programs that include health, wellness, disease, disease prevention, and quality of life. Students will learn to evaluate training methods, curriculum, objectives, and educational experiences that will best serve diverse patient populations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the historical, social, and economic aspects of healthcare client education.
- Recognize different learning theories and choose teaching methods that would meet client goals.
- Describe the developmental stages of learning.
- Discuss how gender, socioeconomic and cultural qualities can affect learning.
- Identify strategies for teaching healthcare clients with disabilities.
- Identify and demonstrate various teaching methods.
- Discuss the use of technology in healthcare client education.

Textbook: Cottrell, R., Girvan, J., & McKenzie, J. (2013). *Principles and Foundations of Health Promotion and Education*. 5th Edition. Pearson. ISBN: 978-0321927149

Healthcare Management & Professional Services
Course Descriptions

HSC 4404	Medical Disaster Management	3 credits
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This course introduces students to various facets of natural and technological disasters while integrating public health research designs and practices. Discussions will utilize recent and historical case studies as a basis for developing the critical thinking and leadership skills needed by healthcare professionals in crisis situations. International, domestic, and regional settings will be addressed, as well as the social, economic, and political aspects of disaster planning, preparedness, and mitigation. Students also gain an understanding of basic public health concepts and methodologies.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the long-term impact of disasters on individuals, families, and communities.
- Identify and discuss the physical and psychosocial impacts of a medical disaster on individuals and their community.
- Summarizes knowledge of disaster management including philosophical and historical perspective.
- Explain specific requirements and strategies of the recovery process and post disaster activities including federal hazard mitigation and recovery programs.
- Compare and contrast United States domestic and international approaches to medical disaster management.
- Describe key elements of traditional programmatic approaches to medical disaster management in the United States.
- Identify and critique a strategic plan to address medical/biological hazards in the community.
- Compare and contrast considerations involved in making public policy decisions that impact medical disaster management.
- Prioritize critical needs for assistance during a medical disaster.

Textbook: Landesman, L. (2011). *Public Health Management of Disasters: The Practice Guide*. 3rd Edition. Washington, DC: American Public Health Association. ISBN: 978-0875530048

Healthcare Management & Professional Services
Course Descriptions

HSC 4555	Pathophysiology	3 credits
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Course description:

This course provides the student with an overview of the topic of pathophysiology for health-related degrees. Etiology, pathophysiology, diagnosis, prevention, and treatment of the major human diseases are presented. Both infectious and non-infectious diseases of the human body system are included.

Pre/co-requisites: BSC2093C and BSC2094C with a grade of C or higher.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Explain the role of pathophysiology in the diagnosis, prevention, and treatment of disease.
- Determine lifestyle behaviors, genetic factors, and environmental causes that influence the development and progression of diseases.
- Describe structural, functional, and metabolic abnormalities and their relation to origin of disease in body organ systems.
- Discuss components of the immune system as part of preventative processes and in relation to common infectious and non-infectious disorders.
- Identify diagnostic, clinical assessment, and interventional techniques appropriate for diseases common to each body system.
- Explain the relationship of developmental stages and other factors to pathophysiology and various diseases.
- Provide examples and mechanisms of primary, secondary, and tertiary preventions of common disorders.

Textbook: Gould, B., & Dyer, R. (2010). *Pathophysiology for the Health Professions*. 4th ed. ISBN: 9781437709650

HSC 4560	Epidemiology	3 credits
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This course will explore the role of epidemiology in health care practice and its impact on health policy. Types and methods of epidemiology, and how it shapes prevention efforts, health promotion, and public health policy will be discussed.

Pre/co-requisites: HSC4xxx Pathophysiology with a grade of C or higher.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe and discuss the history and foundations of epidemiology.
- Describe the major factors of health and disease in humans.
- Explain and discuss descriptive epidemiology in terms of design, statistical methods, person, place, and time.
- Describe and discuss the process of conducting field investigations.
- Analyze strategies to effectively prevent and control disease.
- Apply statistical concepts and data handling methodology and measurements of mortality and morbidity.
- Discuss issues surrounding disease reporting and investigation in the community.
- Identify rates and populations at risk.
- Apply the concepts and uses of rates in epidemiology.
- Apply epidemiological principles such as disease control and surveillance, screening, and clinical and policy decision making.
- Evaluate health planning and promotion programs.

Textbook: Merrill, R. M. (2012). *Introduction to Epidemiology*. 6th Edition. Jones & Bartlett. ISBN: 978-1449665487

*Healthcare Management & Professional Services
Course Descriptions*

ECP 4530	Healthcare Economics	3 credits
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This course will examine the economic perspectives of health care. At the micro level, the course will examine the production, marketing, distribution, pricing, and relative measures of quality of health care as it is delivered; health care agencies and programs (Medicare, Medicaid, HMOs, PPOs, etc.). Topics such as the principle-agent problem, moral hazard, and information problems on the demand side will also be examined. On the supply side, managed care organizations, third-party payer systems, medical schooling, and malpractice insurance will be addressed. At the macro level, topics will examine the impact of health care practices on inflation, productivity, and the implications of an aging population on the national economy.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the general economics of the health care industry and medical services
- Compare markets for physician services, insurance, hospitals, and other providers.
- Apply the concepts of health care economics and the delivery of health services from a national and global perspective.
- Discuss the cost of healthcare and the limitations of economic principles in the allocation of resources in the health care sector.
- Evaluate how efficiency and distribution considerations related to supply and demand may be incorporated into fiscal decisions.
- Analyze and compare policies using economic principles considering population, social, and environmental variables.
- Evaluate the role of the government and the market, including market competition, in the provision of health care.

Textbook: Folland, S., Goodman, A. C., & Stano, M. *The Economics of Health and Health Care*. 7th Edition. Prentice Hall. ISBN: 978-0132773690

*Healthcare Management & Professional Services
Course Descriptions*

HSA 4050	Health Sciences Research	3 credits
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This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into health care. Students are introduced to the formal study of research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, and report writing. Application of these methods will be utilized to research health-related and health administration-related topics.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the interaction of research, theory, and practice with quality standards and evidence-based practice protocols in health care.
- Use advanced internet search skills to find current health care services research studies, quality standards, and evidence-based practice guidelines.
- Describe and implement each of the steps of the research process including but not limited to: research design; purpose; problem statement; hypothesis; sampling; appropriate research tool use; data collection, descriptive and inferential statistical analyses, meaning, and presentation; discussion of findings; implications for practice; and evaluation of research.
- Identify the common problems in applying research findings to diverse patient populations (geographic, age, language, race, and culture).
- Analyze how the integration of health care research into evidence-based practice supports holistic, culturally competent, individualized patient-centered care including health, wellness, and fulfillment of functional capacity to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession.
- Develop personal accountability for lifelong learning and professional development which reflects professional values, integrity, creative and critical thinking, and the maturation of leadership responsibilities and scholarly inquiry.

Textbook: Jacobsen, K. H. (2011). *Introduction to Health Research Methods*. 1st Edition. Jones & Bartlett. ISBN: 978-0763783341

*Healthcare Management & Professional Services
Course Descriptions*

HSC 4922	Capstone Project in Health Sciences	3 credits
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This course is a culminating experience for Health Science majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. With faculty approval, students will complete a capstone project that aligns with their career goals. Examples include, but are not limited to, a business plan development, clinical research proposal, or creating an educational module/presentation. The course objectives reflect the student learning outcomes for this degree.

Pre/co-requisites: Senior standing required.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate professional behaviors and leadership skills within health care organizations.
- Incorporate communication skills to establish collaborative working relationships with multidisciplinary team members.
- Utilizes critical thinking to implement technological advances, resource management and performance practices in the planning, implementation, and evaluation of health care.
- Utilize scientific and quantitative reasoning to guide decision making related to clinical practice and/or health care issues.
- Demonstrates information literacy and utilizes evidence based research in implementing strategies for improvement in healthcare systems.
- Integrate concepts of cultural competence, ethical practice and a commitment to diversity in health care environments that reflect global sociocultural responsibility.

Textbook: no textbook; student will use previous course books and other resources.

*Simulation in Healthcare Education
Course Descriptions*

HSC 4xxx Trends and Theoretical Foundations in Healthcare Simulation 3 credits

This course will review the historical trends of healthcare simulation and focus on current trends and best practices. Discuss the development of simulation education in healthcare. A focus will be on how simulation is used in a variety of settings and by different professions.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Evaluate how simulation is used to improve patient safety and patient care outcomes
- Discuss how simulation promote the learner's self-discovery in a simulated environment
- Compare various modalities of simulation training.
- Demonstrates critical reflection skills that are essential to effective practice in the health care environment.
- Demonstrates knowledge of simulation principles, practice, and methods.
- Recognizes the legal and ethical implications of simulation.
- Demonstrates awareness of issues related to diversity, culture, gender, and age when using simulation activities.
- Compare and contrast types of simulation that support interactive learning and peer instruction.
- Analyze scenario outcomes to make the learning environment more effective and expansive.

Textbook: Levine, A. I., DeMaria, Jr., S., Schwartz, A. D., Sim, A. J. (2014). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer.

HSC 4xxx Instructional Technologies in Healthcare Simulation 3 credits

This is an overview course of the technology used to implement healthcare simulation education programs. Modalities include but are not limited to computer and web-based simulators, environmental fidelity, psychological fidelity, manikin-based simulators, virtual reality, virtual environments, standardized patients, and haptic simulators. Discussion will focus on how technology is used to support the educational process.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss the various modalities of simulation training including but not limited to manikins, standardized patients, and virtual environments.
- Compares and contrasts the capabilities of simulation technology and its application for teaching scenarios.
- Evaluate how technology supports multiple sensory engagements as part of the learning process.
- Demonstrates safe handling and management of equipment.
- Critically choose technology that is efficient and engaging in the learning process.

Textbook: Levine, A. I., DeMaria, Jr., S., Schwartz, A. D., Sim, A. J. (2014). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer.

*Simulation in Healthcare Education
Course Descriptions*

HSC 3661 Communication for Healthcare Professionals 3 Credits

This course is designed to enhance the student's understanding of the specific health benefits that come from positive communication between medical professionals and patients, clients, staff, or other lay audiences. Students will be exposed to a variety of communication strategies relevant to the health professions. Topics will include written and oral communication techniques for health and business-related situations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss and apply major social scientific theoretical models/frameworks that explain health communication behaviors.
- Apply competent writing skills in completion of a professional quality resume.
- Demonstrate appropriate, effective communication skills in different professional scenarios aimed at different audiences.
- Show use of technology to organize, acquire, and convey information.
- Analyze specific elements of language (structure, phrases, and words) that underlie common communication problems between medical professionals and patients, clients, staff, or other lay audiences.
- Discuss the diverse communication needs of various groups (cultural, ethnic, occupational, age-related, and gender).

Textbook: Du Pre, A. (2013). *Communicating About Health: Current Issues and Perspectives*. Oxford University Press. ISBN: 9780199990276

HSC 3662 Health Information Systems 3 credits

This course provides an overview of technology and information systems employed in the healthcare industry today. Topics include: the Internet and health; growing use of information technology in health; electronic medical records; protecting privacy; technical considerations; health applications of the Internet and telemedicine; public policy issues; organizational issues; and technical issues and challenges.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Compares and contrasts the basic models of health care automation and technology.
- Discuss the history and trends in health care automation and technology.
- Apply ethical and legal standards in accessing and utilizing health data.
- Summarize legal topics related to health information management including liability, fraud, and abuse.
- Analyze database management procedures in health care automation and technology.
- Evaluates the application of health care automation and technology in financial management and reimbursement.
- Differentiates evidence based information as opposed to fraudulent information from various Internet sources.

Textbook: Wager, K. A., Lee, F. A., & Glaser, J. P. (2013). *Health Care Information Systems: A Practical Approach for Health Care Management*. 3rd Edition. Jossey-Bass. ISBN: 978-1118173534

*Simulation in Healthcare Education
Course Descriptions*

HSC 4xxx	Theory & Practice of Teaching Health Science	3 credits
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This is an introductory course for health educators that encompass learning theories and instructional methods. Focus is placed on commonly used and innovative theories with emphasis on determining applicability to the simulation environment. The course will include basics of instructional development, curriculum design and principles of formative and summative evaluation. Teaching methods that promote learning and provide motivation for continued learning will be explored.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate an ability to develop effective teaching techniques in relation to simulation-based activities.
- Differentiate between simulation-based learning and more traditional educational approaches.
- Apply an understanding of the learning theories that underpin simulation learning and teaching.
- Plan effective and ethical learning environments using a range of simulation resources and communication activities.
- Design, implement and evaluate effective simulation-based educational sessions.
- Uses experiential learning to enhance the students' critical thinking, problem solving, and decision making skills.
- Develop debriefing techniques that provide immediate feedback and reflection to support student learning.
- Discusses the importance of learning and program outcomes assessment.

Textbook: Levine, A. I., DeMaria, Jr., S., Schwartz, A. D., Sim, A. J. (2014). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer.

HSA 4553	Legal and Ethical Aspects in Health Care	3 credits
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This course provides an overview of the legal and ethical aspects faced by health care consumers, practitioners, administrators, and health care facilities. Students will be introduced to the structure of the American legal system and the principles of health law. Ethical theories and philosophies and their application to various components of the health care delivery system will be introduced. Medical professional ethics and HIPAA privacy and security issues will be reinforced.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss ethical theories and philosophies and their effect on the delivery of health care.
- Discuss the legal and ethical responsibilities of a professional health care provider.
- Apply critical thinking skills, ethical principles, and reasonable decision making to resolve ethical issues associated with health care.
- Identify differences and display sensitivity to the ethical and cultural values among diverse groups.
- Summarize legal issues in the workplace and employee safety concerns.
- Explains standards of care, negligence, and legal terminology.
- Discuss current issues related to health care law at a state and national level.
- Identifies concepts of risk management, liability and malpractice insurance, and informed consent.
- Explore areas of law including; contracts, torts, product liability law, property law, agency law, and the law of business associations.

Textbook: Judson, K., & Harrison, C. (2011). *Law & Ethics for Medical Careers*. 7th Edition. McGraw-Hill. ISBN 978-0073374710

*Simulation in Healthcare Education
Course Descriptions*

MAN 3320 Management of Strategic Human Resources 3 credits

This course covers a complete and comprehensive review of human resource management concepts.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze the strategic tasks of HR managers including staffing, development and retention.
- Examine the relationship between job design, job analysis and recruitment.
- Survey the many different employment laws using readings and case studies.
- Examine the steps in identifying a hazardous work environment.
- Compare and contrast the characteristics of a productive and healthy work environment using cases.
- Analyze the process of matching employees to employment opportunities.
- Compare and contrast the various approaches to the performance appraisal process.
- Illustrate the training and development function of HR including needs assessment, methods of training and the development process.

Textbook: Mondy, R., (2014) *Human Resource Management*, Author: Edition: 13th ISBN 9780133853339

HSA 4104 Leadership in Healthcare Organizations 3 credits

This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment. Organizational patterns of various types of health care institutions, such as, hospitals, long term care, outpatient services, and community agencies are analyzed. Introduction to various administrative functions, including departmental functions, policy information, internal control systems, planning procedures, fiscal and personnel management, public relations, and various information needs of administration will also be covered.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Contrast leadership and management of health care systems of the 20th and 21st centuries, understanding the rapidly and constantly changing interactive environment of health care systems, treatments, and needs of the increasingly diverse population.
- Identify the required roles, functions, and skill sets of health care leaders and managers from a theoretical and practical perspective.
- Identify and analyze the unique characteristics, skills, and abilities of ethical leaders and managers that make them more effective change agents in the health care industry.
- Describe the processes of strategic planning and change as they relate to the short and long-term organizational processes and outcomes in this ever-changing, global health care environment.
- Apply strategies, tools, and technologies to aid in the transition to changes in the health care system, decision-making, and transformational processes.
- Discuss the relationships between work design, motivation, and productivity.

Textbook: Ledlow, G. R., & Nicholas, M. (2010). *Leadership For Health Professionals*. 1st edition. Jones & Bartlett. ISBN: 978-0763781514

*Simulation in Healthcare Education
Course Descriptions*

HSA 4170	Healthcare Financial Management	3 credits
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This course is for non-financial managers who need a basic knowledge of financial management and health care finance, and also serves as an introductory course for those who will be more directly involved in the financial aspects of health care. The course includes an overall explanation of financial accounting terminology, how it works, review of financial reports, and the managerial component that is necessary for everyday management in health care settings. The course uses actual examples from hospitals, long-term care facilities, and home health agencies, as well as case studies to prepare students to read, analyze, understand, and use financial statements and budgets.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Define major accounting terms and interpret financial statements.
- Summarize the unique characteristics of financial management in health care organizations.
- Differentiate among different types of accounting systems.
- Describe different third party reimbursement methods.
- Project the relationship and cost behavior of reimbursement systems.
- Construct an operating budget from projected revenues and projected expenditures.

Textbook: Gapenski, L. C. (2011). *Healthcare Finance: An Introduction to Accounting and Financial Management*, Fifth Edition. Health Administration Press. ISBN: 978-1567934250

HSA 4180	Healthcare Research	3 credits
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This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into health care. Students are introduced to the formal study of research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, and report writing. Application of these methods will be utilized to research health-related and health administration-related topics.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the interaction of research, theory, and practice with quality standards and evidence-based practice protocols in health care.
- Use advanced internet search skills to find current health care services research studies, quality standards, and evidence-based practice guidelines.
- Describe and implement each of the steps of the research process including but not limited to: research design; purpose; problem statement; hypothesis; sampling; appropriate research tool use; data collection, descriptive and inferential statistical analyses, meaning, and presentation; discussion of findings; implications for practice; and evaluation of research.
- Identify the common problems in applying research findings to diverse patient populations (geographic, age, language, race, and culture).
- Analyze how the integration of health care research into evidence-based practice supports holistic, culturally competent, individualized patient-centered care including health, wellness, and fulfillment of functional capacity to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession.
- Develop personal accountability for lifelong learning and professional development which reflects professional values, integrity, creative and critical thinking, and the maturation of leadership responsibilities and scholarly inquiry.

Textbook: Jacobsen, K. H. (2011). *Introduction to Health Research Methods*. 1st Edition. Jones & Bartlett. ISBN: 978-0763783341

*Simulation in Healthcare Education
Course Descriptions*

HSC 4xxx	Managing a Simulation Program or Center	3 credits
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The purpose of this course is to provide the opportunity for students to gain knowledge and skill in planning, designing, and maintaining a simulation center. Content will include organizing, set-up, maintenance, troubleshooting, technology, and personnel needs for a simulation program/center.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Develop a basic simulation business and financial plan.
- Discuss ongoing financial considerations for maintaining a simulation center.
- Determine resources necessary for planning, designing, and managing a simulation center.
- Perform a needs assessment when deciding on essential components of technology purchases.
- Determine an equipment review and approval process.
- Recognize processes and infrastructure to support the simulation center and ongoing simulation education.
- Discuss staffing models for simulation education.
- Develop and evaluate policies, procedures, and practices of the simulation program.
- Discuss how to plan for changes in technology.
- Develop teamwork and inter-professional collaboration as part of the program/center mission.

Textbook: Levine, A. I., DeMaria, Jr., S., Schwartz, A. D., Sim, A. J. (2014). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer

HSC 4xxx	Simulation Operations	3 credits
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This course is designed to introduce the student to the operations that pertain to a simulation program or center. Students will be exposed to a variety to simulation modalities including but are not limited to computer and web-based simulators, environmental fidelity, psychological fidelity, manikin-based simulators, virtual reality, virtual environments, standardized patients, and haptic simulators.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Evaluate technical and operational issues that arise during simulations.
- Demonstrate the testing and calibration different types of simulators.
- Discuss the development of a maintenance program for a variety of simulators.
- Demonstrate basic operational principles associated with delivering simulation activities.
- Demonstrate and teach technical aspects of simulator operation and programming to faculty and staff.
- Demonstrate intraprofessional collaboration to implement educational activities for a variety of health care professionals.

Textbook: Levine, A. I., DeMaria, Jr., S., Schwartz, A. D., Sim, A. J. (2014). *The Comprehensive Textbook of Healthcare Simulation*. New York, NY: Springer.

Simulation in Healthcare Education
Course Descriptions

HSC 4922	Capstone Project in Health Sciences	3 credits
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This course is a culminating experience for Health Science majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. With faculty approval, students will complete a capstone project that aligns with their career goals. Examples include, but are not limited to, a business plan development, clinical research proposal, or creating an educational module/presentation. The course objectives reflect the student learning outcomes for this degree.

Pre/co-requisites: Senior standing required.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate professional behaviors and leadership skills within health care organizations.
- Incorporate communication skills to establish collaborative working relationships with multidisciplinary team members.
- Utilizes critical thinking to implement technological advances, resource management and performance practices in the planning, implementation, and evaluation of health care.
- Utilize scientific and quantitative reasoning to guide decision making related to clinical practice and/or health care issues.
- Demonstrates information literacy and utilizes evidence based research in implementing strategies for improvement in healthcare systems.
- Integrate concepts of cultural competence, ethical practice and a commitment to diversity in health care environments that reflect global sociocultural responsibility.

Textbook: no textbook; student will use previous course books and other resources.

*Community Paramedicine Track
Course Descriptions*

HSC 3661 Communication for Healthcare Professionals 3 Credits

This course is designed to enhance the student's understanding of the specific health benefits that come from positive communication between medical professionals and patients, clients, staff, or other lay audiences. Students will be exposed to a variety of communication strategies relevant to the health professions. Topics will include written and oral communication techniques for health and business-related situations.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss and apply major social scientific theoretical models/frameworks that explain health communication behaviors.
- Apply competent writing skills in completion of a professional quality resume.
- Demonstrate appropriate, effective communication skills in different professional scenarios aimed at different audiences.
- Show use of technology to organize, acquire, and convey information.
- Analyze specific elements of language (structure, phrases, and words) that underlie common communication problems between medical professionals and patients, clients, staff, or other lay audiences.
- Discuss the diverse communication needs of various groups (cultural, ethnic, occupational, age-related, and gender).

Textbook: Du Pre, A. (2013). *Communicating About Health: Current Issues and Perspectives*. Oxford University Press. ISBN: 9780199990276

This course provides the history and theoretical foundations of community paramedicine in North America. This course will examine the U.S. Healthcare system, communications, legal and ethical responsibilities.

Pre/co-requisites: None

- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- Understand the importance of professional ethics and legal responsibilities
- Demonstrate proper patient documentation
- Use information technology tools.
- Demonstrate mathematics and science knowledge and skills.

Textbook: MedStar Mobile Healthcare. (2014). *Mobile Integrated Healthcare: Approach to Implementation*. Jones & Bartlett Learning. ISBN: 9781449690168

*Community Paramedicine Track
Course Descriptions*

HSA 4553	Legal and Ethical Aspects in Health Care	3 credits
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This course provides an overview of the legal and ethical aspects faced by health care consumers, practitioners, administrators, and health care facilities. Students will be introduced to the structure of the American legal system and the principles of health law. Ethical theories and philosophies and their application to various components of the health care delivery system will be introduced. Medical professional ethics and HIPAA privacy and security issues will be reinforced.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss ethical theories and philosophies and their effect on the delivery of health care.
- Discuss the legal and ethical responsibilities of a professional health care provider.
- Apply critical thinking skills, ethical principles, and reasonable decision making to resolve ethical issues associated with health care.
- Identify differences and display sensitivity to the ethical and cultural values among diverse groups.
- Summarize legal issues in the workplace and employee safety concerns.
- Explains standards of care, negligence, and legal terminology.
- Discuss current issues related to health care law at a state and national level.
- Identifies concepts of risk management, liability and malpractice insurance, and informed consent.
- Explore areas of law including; contracts, torts, product liability law, property law, agency law, and the law of business associations.

Textbook: Judson, K., & Harrison, C. (2011). *Law & Ethics for Medical Careers*. 7th Edition. McGraw-Hill. ISBN 978-0073374710

HSA 3491	Health Information Systems	3 credits
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This course provides an overview of technology and information systems employed in the healthcare industry today. Topics include: the Internet and health; growing use of information technology in health; electronic medical records; protecting privacy; technical considerations; health applications of the Internet and telemedicine; public policy issues; organizational issues; and technical issues and challenges.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Compares and contrasts the basic models of health care automation and technology.
- Discuss the history and trends in health care automation and technology.
- Apply ethical and legal standards in accessing and utilizing health data.
- Summarize legal topics related to health information management including liability, fraud, and abuse.
- Analyze database management procedures in health care automation and technology.
- Evaluates the application of health care automation and technology in financial management and reimbursement.
- Differentiates evidence based information as opposed to fraudulent information from various Internet sources.

Textbook: Wager, K. A., Lee, F. A., & Glaser, J. P. (2013). *Health Care Information Systems: A Practical Approach for Health Care Management*. 3rd Edition. Jossey-Bass. ISBN: 978-1118173534

January 21, 2014 SEMINOLE STATE COLLEGE OF FLORIDA PROPOSAL FOR B.S. DEGREE IN HEALTH SCIENCE

**Community Paramedicine Track
Course Descriptions**

ECP 4530	Healthcare Economics	3 credits
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This course will examine the economic perspectives of health care. At the micro level, the course will examine the production, marketing, distribution, pricing, and relative measures of quality of health care as it is delivered; health care agencies and programs (Medicare, Medicaid, HMOs, PPOs, etc.). Topics such as the principle-agent problem, moral hazard, and information problems on the demand side will also be examined. On the supply side, managed care organizations, third-party payer systems, medical schooling, and malpractice insurance will be addressed. At the macro level, topics will examine the impact of health care practices on inflation, productivity, and the implications of an aging population on the national economy.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the general economics of the health care industry and medical services
- Compare markets for physician services, insurance, hospitals, and other providers.
- Apply the concepts of health care economics and the delivery of health services from a national and global perspective.
- Discuss the cost of healthcare and the limitations of economic principles in the allocation of resources in the health care sector.
- Evaluate how efficiency and distribution considerations related to supply and demand may be incorporated into fiscal decisions.
- Analyze and compare policies using economic principles considering population, social, and environmental variables.
- Evaluate the role of the government and the market, including market competition, in the provision of health care.

Textbook: Rolland, S., Goodman, A. C., & Stano, M. *The Economics of Health and Health Care*. 7th Edition. Prentice Hall. ISBN: 978-0132773690

HSA 4xxx	Mobile Integrative Healthcare Delivery I	3 credits
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This course develops cognitive, affective, and psychomotor skills and knowledge of the Community Paramedic. Topics include community assessment, wellness and prevention, to include outreach programs and community resources. Patient assessment, primary care of chronic disease as well as mental health assessments will be examined. Skills Lab required.

Pre/co-requisites: HSA4xxx Introduction to Community Paramedicine with a grade of C or higher

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

Demonstrate the paramedic's role in community assessments.

- Describe the Community Paramedic's role in wellness programs.
- Recognize the importance of bio-psycho-social support.
- Recognize and apply nutritional concepts specific to patient and family needs.
- Demonstrate familiarity with community resources.
- Understanding the principles and practices of the Community Paramedic.
- Demonstrate knowledge of the Community Paramedic's roles and responsibilities.
- Demonstrate the knowledge of the CP's role in primary care activities.

Textbook: MedStar Mobile Healthcare. (2014). *Mobile Integrated Healthcare: Approach to Implementation*. Jones & Bartlett Learning. ISBN: 9781449690168

*Community Paramedicine Track
Course Descriptions*

HSA 4xxx Mobile Integrative Healthcare Delivery II 3 credits

This is a continuation of the concepts and theories that were presented in Mobile Integrative Healthcare Delivery I.
Pre/co-requisites: HSA4xxx Mobile Integrative Healthcare Delivery 1 with a grade of C or higher

- Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.
- Demonstrate the paramedic's role in community assessments.
- Describe the Community Paramedic's role in wellness programs.
- Recognize the importance of bio-psycho-social support.
- Recognize and apply nutritional concepts specific to patient and family needs.
- Demonstrate familiarity with community resources.
- Understanding the principles and practices of the Community Paramedic.
- Demonstrate knowledge of the Community Paramedic's roles and responsibilities.
- Demonstrate the knowledge of the CP's role in primary care activities.

Textbook: Mobile Healthcare. (2014). *Mobile Integrated Healthcare: Approach to Implementation*. Jones & Bartlett Learning. ISBN: 9781449690168

MAN 3320 Management of Strategic Human Resources 3 credits

This course covers a complete and comprehensive review of human resource management concepts.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Analyze the strategic tasks of HR managers including staffing, development and retention.
- Examine the relationship between job design, job analysis and recruitment.
- Survey the many different employment laws using readings and case studies.
- Examine the steps in identifying a hazardous work environment.
- Compare and contrast the characteristics of a productive and healthy work environment using cases.
- Analyze the process of matching employees to employment opportunities.
- Compare and contrast the various approaches to the performance appraisal process.
- Illustrate the training and development function of HR including needs assessment, methods of training and the development process.

Textbook Mondy, R., (2014) *Human Resource Management*, Author: Edition: 13th ISBN 9780133853339

*Community Paramedicine Track
Course Descriptions*

HSA 4184 Leadership in Healthcare Organizations 3 credits

This course introduces students to an overview of the basics of leadership and management with an emphasis on the roles, functions, and skills necessary in the changing health care environment. Organizational patterns of various types of health care institutions, such as, hospitals, long term care, outpatient services, and community agencies are analyzed. Introduction to various administrative functions, including departmental functions, policy information, internal control systems, planning procedures, fiscal and personnel management, public relations, and various information needs of administration will also be covered.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Contrast leadership and management of health care systems of the 20th and 21st centuries, understanding the rapidly and constantly changing interactive environment of health care systems, treatments, and needs of the increasingly diverse population.
- Identify the required roles, functions, and skill sets of health care leaders and managers from a theoretical and practical perspective.
- Identify and analyze the unique characteristics, skills, and abilities of ethical leaders and managers that make them more effective change agents in the health care industry.
- Describe the processes of strategic planning and change as they relate to the short and long-term organizational processes and outcomes in this ever-changing, global health care environment.
- Apply strategies, tools, and technologies to aid in the transition to changes in the health care system, decision-making, and transformational processes.
- Discuss the relationships between work design, motivation, and productivity.

Textbook: Ledlow, G. R., & Nicholas, M. (2010). *Leadership For Health Professionals*. 1st edition. Jones & Bartlett. ISBN: 978-0763781514

HSA 4xxx Advanced Practical Paramedicine 3 credits

This course provides the Community Paramedic with the opportunity to demonstrate cognitive, psychomotor, and affective skills in a variety of clinical environments.

Pre/co-requisites: HSA4xxx Mobile Integrative Healthcare Delivery 2 with a grade of C or higher

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate the knowledge of the Community Paramedic's role in primary care as a physician extender.
- Demonstrates the ability to utilize and interpret point of care testing.
- Demonstrate the ability to apply a process of clinical decision making. – The community paramedic student will be able to apply a process of clinical decision making to use the assessment findings to help form a field impression.
- Demonstrate comprehensive patient assessment and management. – The community paramedic student will be able to use the appropriate techniques to obtain a medical history from a patient/family, and the community paramedic student will be able to explain the pathophysiological significance of physical exam findings.
- Implement the proper treatment plan for the chronic care patient as directed by a medical doctor. – The community paramedic student will be able to integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the deterioration of a chronic care patient.
- Implement the proper treatment plan for patients as directed by medical doctor. – The community paramedic student will be able to integrate the principles of assessment based management to perform an appropriate assessment and implement a health care provider's plan for patients with common complaints.

Textbook: MedStar Mobile Healthcare. (2014). *Mobile Integrated Healthcare: Approach to Implementation*. Jones & Bartlett Learning. ISBN: 9781449690168

Community Paramedicine Track
Course Descriptions

HSA 4050 Health Sciences Research 3 credits

This course incorporates basic research methods, processes, and models in analyzing research studies and incorporating current quality standards and evidence-based protocols into health care. Students are introduced to the formal study of research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, and report writing. Application of these methods will be utilized to research health-related and health administration-related topics.

Pre/co-requisites: None

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Describe the interaction of research, theory, and practice with quality standards and evidence-based practice protocols in health care.
- Use advanced internet search skills to find current health care services research studies, quality standards, and evidence-based practice guidelines.
- Describe and implement each of the steps of the research process including but not limited to: research design; purpose; problem statement; hypothesis; sampling; appropriate research tool use; data collection, descriptive and inferential statistical analyses, meaning, and presentation; discussion of findings; implications for practice; and evaluation of research.
- Identify the common problems in applying research findings to diverse patient populations (geographic, age, language, race, and culture).
- Analyze how the integration of health care research into evidence-based practice supports holistic, culturally competent, individualized patient-centered care including health, wellness, and fulfillment of functional capacity to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession.
- Develop personal accountability for lifelong learning and professional development which reflects professional values, integrity, creative and critical thinking, and the maturation of leadership responsibilities and scholarly inquiry.

Textbook: Jacobsen, K. H. (2011). *Introduction to Health Research Methods*. 1st Edition. Jones & Bartlett. ISBN: 978-0763783341

HSC 4922 Capstone Project in Health Sciences 3 credits

This course is a culminating experience for Health Science majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. With faculty approval, students will complete a capstone project that aligns with their career goals. Examples include, but are not limited to, a business plan development, clinical research proposal, or creating an educational module/presentation. The course objectives reflect the student learning outcomes for this degree.

Pre/co-requisites: Senior standing required.

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Demonstrate professional behaviors and leadership skills within health care organizations.
- Incorporate communication skills to establish collaborative working relationships with multidisciplinary team members.
- Utilizes critical thinking to implement technological advances, resource management and performance practices in the planning, implementation, and evaluation of health care.
- Utilize scientific and quantitative reasoning to guide decision making related to clinical practice and/or health care issues.
- Demonstrates information literacy and utilizes evidence based research in implementing strategies for improvement in healthcare systems.
- Integrate concepts of cultural competence, ethical practice and a commitment to diversity in health care environments that reflect global sociocultural responsibility.

Textbook: no textbook; student will use previous course books and other resources.