

**BACCALAUREATE PROPOSAL APPLICATION**

**Form No. BAAC-02**

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

**CHECKLIST**

The proposal requires completion of the following components:

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

**FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION**

Institution Name.	<b>St. Johns River State College</b>
Institution President.	<b>Joe Pickens, J.D.</b>

## PROGRAM SUMMARY

1.1	Program name.	<b>Bachelor of Science in Exceptional Student Education (K12) with ESOL and Reading Endorsements</b>
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	<b>13.1001</b>
1.5	Anticipated program implementation date.	<b>August 2025</b>
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS)  If you selected AS/AAS, please specify the program:
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	<b>N/A</b>

## PROGRAM DESCRIPTION

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

St. Johns River State College's proposed Bachelor of Science in Exceptional Student Education (BS-ESE) program with endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12) has been designed in response to the increasing local demand for ESE-credentialed educators. The degree will train and educate teachers to assist and empower children with disabilities who need specially designed instruction and related services. With a focus on a high-quality education, flexibility, and experiential learning including internships and other field experiences in K12 classrooms, this degree provides an opportunity for students in Clay, Putnam, and St. Johns Counties to pursue their bachelor degree locally and in the educational setting best suited for their needs.

The workforce demand for teachers certified in the field of ESE is currently not being met, and this gap is projected to continue to grow both within our local region and statewide. Annually, the Florida Department of Education publishes a list of the "[High Demand Teacher Needs Areas](#)," and for the 2024-2025 academic year, the subject area "ESE" which includes Exceptional Student Education is ranked first of all subjects in terms of need. ESE also ranks first in terms of the number of projected vacancies for 2024-25, and in 2022-23, ESE ranked first in total number of courses taught by teachers not certified in the appropriate field. In SJR State's tri-county service district of Clay, Putnam, and St. Johns Counties, the annual unmet need of ESE baccalaureate graduates is 73 (see Table 3.1.2a), and this unmet need increases to 158 throughout Workforce Region 8 (see Table 3.1.2b).

The BS-ESE degree will require a total of 120 semester credits and be a 2+2 program articulating from the Associate in Arts (AA) degree. All applicants will be required to have an earned Associate degree prior to admission to include a total of 36 credits of general education coursework and 24 baccalaureate prerequisite and elective credits. The required prerequisite coursework will align with Florida's Common Prerequisite Manual.

After admission, students will be required to complete a total of 60 upper division credits in Classroom Management, Instructional Strategies, Reading, English for Speakers of Other Languages (ESOL), and Exceptional Student Education (ESE). The curriculum will ensure that candidates and completers are prepared to instruct kindergarten through grade 12 (K-12) ESE students to meet high standards for academic achievement. Multiple field experience placements will be required, culminating in a semester-long teaching experience. Obtaining a

passing score on all sections of the General Knowledge Exam, the Professional Education Exam, and the Subject Area Exam of the FTCE will be required prior to graduation.

The program faculty will instruct and assess each candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in [Florida Statutes 1004.04\(2\)](#) and [State Board of Education Rule 6A 5.066\(1\)](#) to include: 1) instruction/assessment in Florida Educator Accomplished Practices; 2) curricula and instruction using state-adopted content standards; 3) scientifically-researched and evidence-based reading instruction; 4) content literacy and mathematical practices; 5) appropriate instructional strategies for English language learners, students with disabilities, differentiation, and classroom management; 6) early identification of students in crisis or experiencing a mental health challenge and referral methods; and 7) strategies to support the use of technology in education and distance learning.

All upper- and lower-division courses and course content will comply with [Florida Statutes](#), [Florida State Board of Education Rule](#), and the [Principles of Professional Conduct for the Education Profession in Florida](#).

As part of the initial exploration of potential baccalaureate degree expansion, SJR State surveyed interested community members and current, future, and former SJR State students to determine their career and educational interests. In addition to focusing on local, regional, and state employment data and trends, SJR State has also engaged with its Teacher Education Advisory Board members to ensure that the proposed curriculum is in alignment with and will meet the needs of Clay, Putnam, and St. Johns Counties. St. Johns River State College's baccalaureate in Exceptional Student Education is being proposed in response to this feedback and the documented gap between the projected number of open positions and the number of baccalaureate graduates being produced within our service district and region.

## WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

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

Graduates of St. Johns River State College's Bachelor of Science in Exceptional Student Education will be prepared for a wide range of in-demand careers in the field of special education that currently have significant unmet need. This degree will prepare graduates specifically for employment as K12 special education teachers. Average annual earnings range from over \$49,000 for Special Education Preschool Teachers to just under \$69,000 for Special Education Secondary Teachers (see Tables 3.1.2 and 3.1.2b).

It is important to note that although this proposed baccalaureate degree is being designed for the residents and employers of the College's tri-county service district, Clay, Putnam, and St. Johns Counties serve as "bedroom communities" for the greater Jacksonville area of Workforce Region 8, and residents of these counties generally anticipate pursuing job opportunities outside of their home county. Furthermore, school districts in the greater Jacksonville area count on the residents of Clay, Putnam, and St. Johns Counties to fill teaching vacancies within their schools. For these reasons, the scope of analysis within this proposal has been broadened beyond SJR State's tri-county service district to include all of Workforce Region 8.

While the Florida Department of Economic Opportunity (DEO) reports a healthy workforce outlook in Florida, it does not disaggregate data for teachers by field (for this reason, there is no data in Table 3.1.1). However, data from Lightcast (formerly EMSI) indicates a projected growth of nearly 6.2% and 73 annual job openings in SJR State's three-county district (see Table 3.1.2), and an additional 75 annual job openings are projected in Baker, Bradford, and Duval counties for a total of 158 annual job openings within the six-county Workforce Region 8 (see Table 3.1.2b). Furthermore, the [Florida Department of Education](#) has projected that for 2024-2025, there will be 2,541 Special Education teacher vacancies in Florida but only 375 ESE Teacher Education program completers. It should also be noted that nearly one quarter of the current Special Education teacher workforce in both SJR State's service district and all of Region 8 is eligible for retirement in the next five years (Appendix 1).

Within SJR State's service district of Clay, Putnam, and St. Johns Counties, there is currently no supplier of graduates in this field as there are no public universities and only one private university (Flagler College) that offers a baccalaureate degree major in this area. Increasing the scope of analysis to all of northeast Florida reveals that the colleges and universities in all of Region 8 (University of North Florida, Florida State College at Jacksonville, Jacksonville University, Edward Waters University, Flagler College, and St. Johns River State College) are

only producing an average of 17 baccalaureate graduates per year in related CIP codes (see Tables 3.1.3 and 3.1.3b).

As tables 3.1.2, 3.12b, 3.1.3, 3.13b, and 3.1.4 illustrate, the supply of graduates of programs in the field of Special Education is not meeting the demand of the local workforce, resulting in an unmet need of 73 graduates per year in SJR State's District and an unmet need of 141 graduates per year throughout Region 8 as evidenced by the Lightcast and IPEDS data.



**DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – EMSI (Economic Modeling Specialists International)**

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2023	2031	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Special Education Teachers, Preschool	25-2051	Clay, Putnam, St. Johns	27	29	7.41	18	\$23.71	\$ 49,315	B	B
Special Education Teachers, Kindergarten and	25-2052	Clay, Putnam, St. Johns	154	172	11.69	106	\$30.01	\$ 62,414	B	B
Special Education Teachers, Middle	25-2057	Clay, Putnam, St. Johns	73	75	2.74	46	\$29.65	\$ 61,665	B	B
Special Education Teachers, Secondary	25-2058	Clay, Putnam, St. Johns	555	606	9.19	363	\$33.02	\$ 68,678	B	B
Special Education Teachers, All Other	25-2059	Clay, Putnam, St. Johns	76	83	9.21	50	\$27.35	\$ 56,892	B	B
								\$ -		
								\$ -		
								\$ -		
					Total	73	\$ 28.75	\$ 59,793		

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

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2023	2031	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Special Education Teachers, Preschool	25-2051	Region 8	54	60	11.11	37	\$22.93	\$ 47,700	B	B
Special Education Teachers, Kindergarten and Elementary School	25-2052	Region 8	342	377	10.23	229	\$30.44	\$ 63,316	B	B
Special Education Teachers, Middle School	25-2057	Region 8	117	127	8.55	79	\$29.40	\$ 61,142	B	B
Special Education Teachers, Secondary School	25-2058	Region 8	1312	1379	5.11	794	\$33.46	\$ 69,591	B	B
Special Education Teachers, All Other	25-2059	Region 8	191	207	8.38	124	\$27.04	\$ 56,236	B	B
								\$ -		
								\$ -		
								\$ -		
					<b>Total</b>	<b>158</b>	<b>\$ 28.65</b>	<b>\$ 59,597</b>		





## ESTIMATES OF UNMET NEED

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

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

	Demand	Supply		Range of Estimated Unmet Need					
	(A)	(B)	(C)	(A-B)	(A-C)				
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference				
DEO Total				0	0				
Other Totals	158	24	17	134	141				

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

Northeast Florida is presently ranked as one of the top five job markets in the nation, generating 5,300 new jobs with almost 4.1 billion dollars in private investment capital ([JAXUSA Biennial Report](#)). Specific to this proposed degree, given that Florida's public school system is the 4<sup>th</sup> largest school system in the United States with more than 4,000 public schools enrolling almost 3 million students each year ([FLDOE Teaching Recruitment](#)) and public school enrollment in Florida projected to increase by nearly 5% over the next ten years ([NCES 203.20](#)), the job outlook for public school teachers is predicted to continue to increase.

Furthermore, [Section 1012.07, Florida Statutes](#), requires the State Board of Education to annually identify critical teacher shortages areas based on the recommendation of the Commissioner of Education. Annually, the Florida Department of Education publishes this in the document "[Identification of High Demand Teacher Needs Areas](#)," and for the 2024-2025 academic year, the subject area "ESE" which includes Exceptional Student Education is ranked first of all subjects in terms of need, first in terms of the number of projected vacancies for 2024-25, and, first in total number of courses taught by teachers not certified in the appropriate field.

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

Not applicable as no occupations requiring below or above the level of a baccalaureate degree are included in this analysis.

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

The career paths and potential employment opportunities for graduates of St. Johns River State College's proposed Exceptional Student Education baccalaureate degree will encompass a myriad of professions within education and other related fields.

In accordance with Florida Statute and Florida Department of Education State Board Rule, St. Johns River State College's Bachelor degrees are all 2 + 2 degrees, and students in this proposed baccalaureate program must, therefore, first earn their Associate in Arts (AA) degree.

Students will be able to begin their academic program as early as high school by enrolling in general education and teacher education courses that lead towards the AA degree through dual enrollment. Simultaneous to pursuing their Associate degree, students will be able to begin their career path in entry-level occupations in the field that require a high school diploma or some postsecondary credit or an Associate degree such as a paraprofessional or substitute teacher. Course offerings at the baccalaureate level will be designed to accommodate traditional as well as nontraditional students and will be scheduled in the evenings and online, enabling students to hold entry-level positions in the field while simultaneously pursuing their baccalaureate degree.

With their earned baccalaureate degree, graduates will be prepared to competitively enter the workforce in a variety of positions and career paths including ESE teacher, ESE Coordinator, and intervention specialist, and their degree coupled with experience working in the field will also support their promotion into positions with greater scope and leadership.

In addition to preparing students for immediate employment, this baccalaureate degree will prepare students who wish to pursue graduate study for transfer into Masters programs in educational leadership, guidance counseling, educational technology, and other areas. Conversation regarding the creation of a seamless pathway into graduate studies via articulation to neighboring universities has already begun.

## STUDENT COSTS: TUITION AND FEES

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

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

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 108.00	60	\$ 6,480
Tuition & Fees for upper division:	\$ 124.75	60	\$ 7,485
<b>Tuition &amp; Fees (Total):</b>		<b>120</b>	<b>\$ 13,965</b>

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

Students who meet SJR State's eligibility requirements for the \$10k degrees will receive a tuition waiver or scholarship for their last 20 credits during their final two semesters, reducing the total cost to less than \$10,000. This does not include special fees, lab fees, textbooks, credit hours outside of a student's program of study, prep or repeat courses, or other associated program costs which are the responsibility of the student. ([SJR State \\$10K Bachelors Degrees](#))

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
			\$ -
UNF (although not in SJR State's service district, included as it is in Region 8). Tuition estimate based on posted 2024-25 semester tuition divided by 15)	\$ 426.00	120	\$ 51,120
			\$ -
			\$ -

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Flagler College (based on posted 2023-24 semester tuition divided by 15 credits)	\$857	120	\$ 102,840
			\$ -
			\$ -
			\$ -
			\$ -

## PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	10	18	24	24
5.3	Program Student Credit Hours (Resident)	300	540	720	720
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	10	18	24	24
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	10	18	24	24

## PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

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

6.2	Count of Degrees Awarded	0	8	15	20
6.3	Number of Graduates Employed	0	7	14	18
6.4	Average Starting Salary	N/A	\$ 47,500.00	\$ 47,500.00	\$ 47,500.00

## REVENUES AND EXPENDITURES

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

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

		2025-2026	2026-2027	2027-2028	2028-2029
7.2	<b>Program Expenditures:</b>	<b>\$ 56,006.00</b>	<b>\$ 68,506.00</b>	<b>\$ 74,500.00</b>	<b>\$ 74,500.00</b>
7.2.1	Instructional Expenses	\$53,506	\$63,506	\$69,500	\$69,500
7.2.2	Operating Expenses	\$2,500	\$5,000	\$5,000	\$5,000
7.2.3	Capital Outlay	\$0	\$0	\$0	\$0
7.3	<b>Revenue:</b>	<b>\$56,245</b>	<b>\$68,364</b>	<b>\$89,820</b>	<b>\$89,820</b>
7.3.1	Upper Level - Resident Student Tuition	\$27,537	\$49,566	\$66,089	\$66,089
7.3.3	Upper Level - Other Student Fees	\$9,888	\$17,798	\$23,731	\$23,731
7.3.4	Lower Level - Resident Student Tuition	\$ -	\$ -	\$ -	\$ -
	Lower Level - Other Student Fees	\$ -	\$ -	\$ -	\$ -
	Florida College System Program Funds	\$ -	\$ -	\$ -	\$ -
7.3.5	SJR State Auxiliary	\$ 19,000.00	\$ 1,000.00	\$ -	\$ -
7.4	<b>Carry Forward:</b>		\$ 239.00	\$ 97.00	\$ 15,417.00
7.4.1	<b>Total Funds Available</b>	<b>\$ 56,245</b>	<b>\$ 68,603</b>	<b>\$ 89,917</b>	<b>\$ 105,237</b>
7.4.2	<b>Total Unexpended Funds (carry forward)</b>	<b>\$ 239</b>	<b>\$ 97</b>	<b>\$ 15,417</b>	<b>\$ 30,737</b>

## ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

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

Enrollment in SJR State's baccalaureate degree programs ranges from 48 students in the Early Childhood Education program to 219 in the Organizational Management program ([SJR State Factbook](#)). As exceptional student education is a field with well documented student recruitment challenges, SJR State conservatively estimates that 10 new students will enter the proposed Bachelor of Exceptional Student Education program each year.

Given an 80% year-to-year retention rate and a two-year graduation rate of 80%, we project that enrollments will stabilize at a headcount of 24 students by year 4.

Although this program will cater to non-traditional students, based upon the enrollment demographics of the Early Childhood Education baccalaureate degree, a more traditional student population preparing for direct entry into the workforce is anticipated, and students in the program are projected to average 30 credits per year.

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

Program expenditures including both instructional expenses and operational expenses have been considered. All necessary equipment, hardware, software, facilities, library resources, etc. are already in place to support the College's feeder Associate degree program, and capital expenses are therefore not anticipated. New operating funds have been budgeted for the increased costs related to both professional development and educational materials and supplies that will come with the hire of new faculty.

The proposed Bachelor of Science in Exceptional Student Education (BS-ESE) will complement the College's existing Bachelor of Science in Early Childhood Education (BS-ECE) degree, with the ESE and ECE degrees sharing 33 of the 60 upper-division credits in each degree and students from both degrees enrolling in course sections. Existing course sections for these 33 credit hours currently have additional capacity for enrollment growth, and the College will, therefore, not incur additional (unbudgeted) instructional expense for these 33 credits. In year one, 15 of the new 27 upper-division ESE credits will be taught, and in year two, the remaining 12 new credits will be added to the course schedule.

Budgeted instructional expenses include the addition of one new full-time terminal degree faculty member to be hired in year one. However, it is important to note that the teaching load of this position will be shared between the ESE program and four of the College's other (non-education) Bachelor degree programs that include a track with 15-credits of upper-division education courses. Eighty percent (80%) of the salary and benefits of this position has been charged to the ESE program and is included in table 7.1 of this proposal, while the remaining 20% has been budgeted in the four non-education Bachelor degree programs at 5% each. Additional adjunct and overload salary and benefits has been budgeted as well to accommodate projected program growth.

Revenue projections are based on baccalaureate students taking 60 credits of upper-division coursework after admission to the program. Because the program is intended to serve the residents of our service district and state, significant enrollment of non-Florida resident students is not anticipated. Because the program is intended to serve the residents of our service district and state, and given that the enrollment in SJR State's existing Bachelor degrees is 96% Florida residents, significant enrollment of non-resident students is not anticipated.

During years 1 and 2, SJR State will utilize funds generated through the College's auxiliaries to fund program startup costs and other expenditures that exceed the revenue generated through new tuition. The program is anticipated to become self-supporting in year 3.

## PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

Date	Activity
11/3/2023	In response to discussion with and amongst faculty, community stakeholders, and students, on November 3, 2023, a group of faculty and academic leadership met to develop several workgroups to explore the expansion of SJR State baccalaureate degree programs. Items to be discussed by the workgroups include the top occupations in SJR State’s service district and Region 8, the average number of available jobs, the typical entry-level education required, and the unmet graduate need.
Nov 2023	SJR State surveyed its current students regarding their interest in pursuing a baccalaureate degree in Exceptional Student Education at SJR State. Survey results indicated that 6% (n=147) were interested in this teaching degree.
11/13/2023	After examining the data and determining it reflected a local need for baccalaureate graduates in the field of Exceptional Student Education, SJR State faculty and leadership submitted to College Administration an email of intent to begin the process of exploring curriculum and program development.
11/15/2023	During the President’s Cabinet Meeting, SJR State’s President, Vice Presidents, and senior leadership team discussed the data, next steps, and timeline of the faculty workgroup’s baccalaureate degree development efforts. During this meeting, the President’s Cabinet indicated support for the potential program.
12/6/2023	Dr. Brown shared with the SJR State Board of Trustees the faculty workgroup’s baccalaureate degree development efforts. The data, next steps, and timeline were discussed. During this meeting, the Board of Trustees voted to approve the continued development of the Bachelor in Exceptional Student Education with a targeted implementation of Fall 2025.
12/12/2023	During the Teacher Education faculty department meeting, the faculty discussed the data and program and curriculum research that had been completed by the workgroup and voted to approve the continued development of the Bachelor in Exceptional Student Education with a targeted implementation of Fall 2025.
Jan 2024	Faculty began developing the curriculum, pathways to degree, course descriptions, and course outlines for the proposed baccalaureate degree in Exceptional Student Education.
3/12/2024	The Teacher Education faculty voted to approve the submission of the NOI and continued development of the Bachelor of Science in Exceptional Student Education with a targeted implementation date of Fall 2025.

3/28/2024	The members of the President's Cabinet reviewed the NOI and indicated support of its submission to IPC and continued development of the BS in Exceptional Student Education with a targeted implementation of Fall 2025.
4/2/2024	SJR State IPC approved the NOI and continued development of the BS in Exceptional Student Education with a targeted implementation of Fall 2025.
4/17/2024	Board of Trustees approved the NOI for the Bachelor in Exceptional Student Education with a targeted implementation of Fall 2025.
5/2/2024	The Teacher Education faculty voted to approve the new Bachelor of Science in Exceptional Student Education curriculum.
8/6/2024	SJR State IPC approved the FCS Baccalaureate proposal and curriculum for the BS in Exceptional Student Education.
8/21/2024	SJR State's Board of Trustees approved the FCS Baccalaureate proposal and curriculum for the BS in Exceptional Student Education.

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

Date	Activity
9/20/2018	At SJR State's annual Teacher Education Advisory Board, Advisory Board members from the Clay, Putnam, and St. Johns County School Districts discussed the need for SJR State to develop additional Bachelor degrees leading to certification in critical needs areas including ESE, science, and mathematics. SJR State leadership agreed to research and pursue this as budgets and other considerations allow.
10/1/2019	Advisory Board members, at the annual SJR State Teacher Education Advisory Board meeting, discussed the need for specific programs in exceptional student education behavior management as well as critical teacher shortage areas such as math and science. Board members inquired on a plan to add a Bachelor degree in Exceptional Student Education as well as certification in science and math. SJR State leadership indicated that research for the need of the critical areas has begun.
10/14/2020	At SJR State's annual Teacher Education Advisory Board meeting, held virtually due to COVID, an advisory board member discussed the need for teachers to have specialized training in Exceptional Student Education. Board members agreed and discussed the continued need of critical shortage areas such as math and science. SJR State leadership indicated that research has begun and is ongoing on determining what Bachelor degrees are needed in the tri-county area the college serves. SJR State leadership indicated that budget considerations were being reviewed in response to the advisory board's feedback of these critical areas.
10/21/2021	Advisory board members present at the annual advisory board indicated the ongoing need for critical shortage areas of special education teachers, math and science. SJR State leadership indicated the college will be exploring these areas as possible future programs.
10/20/2022	SJR State's Teacher Education Advisory Board members stressed the need for teachers who are certified in critical shortage areas such as math, science, and Exceptional Student Education. SJR State leadership indicated they are aware and is actively exploring these critical areas.
10/16/2023	Advisory board members inquired on the status of adding additional programs in critical shortage areas such as Exceptional Student Education, science and math. SJR State leadership is actively exploring with considerations being made to the budget.
2/6/2024	SJR State's Teacher Education Advisory Board voted to approve the development of a Bachelor of Science in Exceptional Student Education.

3/14/2024	<p>SJR State’s Teacher Education Coordinator Dawn Boles spoke with leadership at the Putnam County School District about the proposed BS in Exceptional Student Education. Kristin Carroll (PCSD Administrator of Certification, Recruitment, Novice Teacher Program, Instructional Experience, Intern Placement) indicated the School District’s support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State’s Dawn Boles followed up the conversation with an email to both Kristin Carroll and Executive Director of Human Resources Tonya Whitehurst. (Appendix 2)</p>
3/26/2024	<p>SJR State’s Teacher Education Coordinator Dawn Boles spoke with leadership at the St. Johns County School District about the proposed BS in Exceptional Student Education. Parker Raimann (SJCSJ Director of Instruction Personnel) indicated the School District’s support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State’s Dawn Boles followed up the conversation with an email to both Parker Raimann and Associate Superintendent of Human Resources Wayne King. (Appendix 3)</p>
3/27/2024	<p>SJR State’s Teacher Education Coordinator Dawn Boles spoke with leadership at the Clay County School District about the proposed BS in Exceptional Student Education. Samantha Wright (CCSD Supervisor of Certified Teacher Placement) indicated the School District’s support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State’s Dawn Boles followed up the conversation with an email to Ms. Wright providing additional information. (Appendix 4)</p>
April 2024-- May 2024	<p>SJR State received letters of support for its baccalaureate development efforts from the Clay, Putnam, and St. Johns County community:</p> <ul style="list-style-type: none"> <li>• Clay County Board of County Commissioners (Appendix 5)</li> <li>• Putnam County Board of County Commissioners (Appendix 6)</li> <li>• St. Johns County Board of County Commissioners (Appendix 7)</li> <li>• CareerSource Northeast Florida (Appendix 8)</li> <li>• Clay Florida Economic Development Corporation (Appendix 9)</li> <li>• Clay Electric Cooperative, Inc. (Appendix 10)</li> <li>• Putnam County Chamber of Commerce (Appendix 11)</li> <li>• Putnam County Economic Development Council (Appendix 12)</li> <li>• Putnam County Sheriff’s Department (Appendix 13)</li> <li>• Betty Griffin Center (Appendix 14)</li> <li>• Clay County Superintendent of Schools (Appendix 15)</li> <li>• St. Johns County Superintendent of Schools (Appendix 16)</li> </ul>

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

**9.3 Florida’s Academic Program Pre-Proposal Recognition System (APPRiSe)**

SJR State submitted a posting in Florida’s Academic Program Pre-Proposal Recognition System (APPRiSe) on March 13, 2024, to notify all post-secondary institutions statewide that the College is considering developing a baccalaureate degree in Exceptional Student Education and provide advance opportunity for discussion and collaboration (Appendix 17).

On April 5, 2024, Dr. John Kantner, Senior Associate Provost for Faculty and Research at the University of North Florida, entered a comment in APPRiSe, expressing concerns about how SJR State’s proposed baccalaureate degree in Exceptional Student Education might impact UNF’s degree. In the comment, he shared that UNF has additional capacity in their program, that they had collaborated with the Clay and St. Johns County School Districts, and that they have concerns that “SJR State’s program will draw prospective students away from UNF as their tuition is lower” (Appendix 18).

SJR State’s Senior Vice President and Chief Operating Officer Dr. Melanie Brown and UNF’s Senior Associate Provost for Faculty and Research Dr. John Kantner discussed UNF’s concerns through an email exchange (See Appendix 19 for complete email exchange). Highlights include:

- April 22, 2024: In response to the comment in APPRiSe, Dr. Brown emailed Dr. Kantner, requesting an opportunity to discuss UNF’s concerns and seeking clarification whether “UNF is planning an alternative proposal to offer a Bachelor Degree in Exceptional Student Education at a location somewhere in Putnam, Clay, and St. Johns Counties.”
- May 31, 2024: Dr. Kanter shared via email UNF’s BS-ESE enrollment and graduation numbers and the home addresses of their current students. Of the 24 students, 4 reside in St. Johns, 2 in St. Augustine, 1 in Middleburg, and the remainder are out of SJR State’s service district. Due to UNF’s BS-ESE capacity for growth, he suggested that rather than SJR State starting a new degree that an articulation be developed between SJR State’s Associate degrees and UNF’s Bachelor in ESE.
- June 4, 2024: Dr. Brown replied to Dr. Kanter with enrollment information for SJR State’s BS in Early Childhood Education for comparison. Of the 44 students, with the exception of one who lives in neighboring Bunell, all live in SJR State’s three-county service district of Clay, Putnam, and St. Johns Counties with the greatest concentration of students by zip code coming from 32068 which is not represented in UNF’s enrollment. Dr. Brown also provided a list of days and times she was available to meet to continue the conversation and begin discussion about articulation from SJR State’s existing Bachelor degrees to UNF’s graduate programs.

On July 2, 2024, Dr. Brown and SJR State’s Associate Dean of Teacher Education Dr. Mary Ann Kester traveled to UNF and met with UNF’s Provost Dr. Karen Patterson, Dr. Kantner, and UNF’s

Interim Dean of Education Dr. Jennifer Kane. During the meeting, the following items were discussed:

- Dr. Kane shared their concern that SJR State's proposed degree would negatively impact enrollment in UNF's already small ESE degree. She also shared that UNF was in the process of developing an online ESE apprenticeship program and offered that as an option for students who reside outside of UNF's immediate area.
- Dr. Brown and Dr. Kester shared the pressures SJR State was feeling to bring the program to Putnam, Clay, and St. Johns Counties to assist in meeting the critical teacher shortage, and they also shared that SJR State would be able to offer small course sections of the ESE classes due to higher enrollment in other education courses and the department's overall enrollment rates.
- UNF indicated interest in offering a program physically in Putnam County but shared that they would be unable to offer small, in person course sections. The different demographic between UNF's and SJR State's baccalaureate students was also discussed as was the existing, very strong articulation agreement between SJR State and UNF, including SJR State's transfer trends.
- Dr. Brown expressed an interest in developing articulation agreements between SJR State's bachelor's degrees and UNF's graduate degrees, in addition to articulation from the AA to other education bachelor's degrees such as Physics. The meeting ended with both groups having a better understanding of each other's perspective and a vow to continue working together in the future.

On July 16, 2024, SJR State's Dean of Arts and Sciences Dr. Myrna Allen and Dr. Kester were contacted by UNF's Dr. Brian Lane about partnering on a project to establish a pathway for SJR State's STEM students to transfer to UNF for physics teacher preparation. This collaborative work has been embraced by SJR State, and additional efforts are planned to establish other program-specific articulation pathways. (Appendix 20)

The University of North Florida was the only institution to enter a comment in APPRiSe, and the comment period closed April 26, 2024. As of the submission of this proposal on July 26, 2024, no further feedback has been received from UNF.

<b>9.3.1 Public Universities in College’s Service District</b>
NA--No public universities have facilities in the College’s service district.
<b>9.3.2 Regionally Accredited Institutions in College’s Service District</b>
4/5/2024: SJR State’s President shared information via email in advance and on 4/5/2024 spoke via phone with Flagler College’s President about SJR State’s proposal. During this call, President Delaney shared that Flagler College did not object to the proposal and wished SJR State the best in its efforts. (Appendix 21)
<b>9.3.3 Institutions outside of College’s Service District</b>
3/25/2024: SJR State’s President spoke with Florida State College at Jacksonville’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President. (Appendix 22)
3/25/2024: SJR State’s President spoke with Daytona State College’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President. (Appendix 23)

**PROGRAM IMPLEMENTATION TIMELINE**

10.1	Indicate the date the notice was initially posted in APPRiSe.	March 13, 2024
10.2	Indicate the date of District Board of Trustees approval.	April 17, 2024
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	April 17, 2024
10.4	Indicate the date the completed proposal was submitted to DFC.	Initial Submission July 26, 2024 Second Submission August 26, 2024
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.  Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the <a href="#">next SBOE meeting</a> .	September 2024
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2025
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	January 2025
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2025

## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

St. Johns River State College has campuses in Orange Park, Palatka, and St. Augustine, and these campuses are equipped with traditional classrooms, appropriately equipped laboratory space, computer labs, and other instructional spaces, in addition to full-service libraries, tutoring centers, and other academic and student services. Online and hybrid courses use the learning management system Canvas.

The proposed Bachelor in Exceptional Student Education will be offered through a combination of online and on-campus courses. As part of their baccalaureate studies, students will have class on-campus in traditional classrooms and computer labs. No specialized equipment will be utilized.

The availability of classroom space and spaces dedicated to academic and student support services on all three SJR State campuses is sufficient to accommodate the addition of this proposed baccalaureate degree.

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

No new facilities or equipment will be needed for this program.

## LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

St. Johns River State College has three campus libraries each of which features a robust collection of print and digital materials supporting the curriculum. Each campus library has two librarians on staff who hold master's degrees in library science from ALA accredited institutions and employs several professional and support staff members with varying, appropriate credentials. Each campus library is open 65 hours per week in the fall and spring semesters and 56 hours per week in the summer. The library is open from 8:00 a.m. to 9:00 p.m. Monday – Thursday, Friday from 8:00 a.m. to 5:00 p.m., and Sunday from 1:00 p.m. to 5:00 p.m. In the summer, the College is closed on Fridays. Saturday hours are provided at each location before finals week. The library provides a space and atmosphere conducive to study and research. In addition to a variety of seating areas for studying, each campus library provides computers for student use. These computers are maintained by the College's IT department and are outfitted with programs for which the College has site licenses.

SJR State's Learning Resources include:

- Library resources (data captured 5/16/2024):
  - 65,970 books (unique volume count)
  - 264,990 eBooks
  - 7,555 DVDs (unique volume count)
  - 43,693 streaming videos
  - 35,303 online periodicals
  - 142 online database subscriptions
- Educational technology, high-speed internet, and WiFi for current students, faculty, and staff
- Tutoring services in-person and online
- Research assistance in-person and online
- Class instruction and outreach by faculty request
- Academic support workshops

Discipline-specific resources currently in the SJR State Library collection that support the BS in Exceptional Student Education include:

- 2,984 print book titles
- 11,168 eBook titles
- 1,101 online periodicals
- 1,843 streaming videos and DVDs
- 17 online databases
- [A discipline specific research guide](#)

Additional books, journals and databases will be added as needed and upon request from faculty to support curricular needs.

Students access library and learning resources online via the [Learning Resources web site](#); a link to this web site is provided on the College home page and in multiple places on MySJState (the College's student and faculty portal). Single sign-on protocols allow students to access the library's resources using the same username and password used to login to MySJState. Students are automatically granted access to the library's resources upon registering for classes.

The library's physical collections, streaming videos, and eBooks are discoverable through Ex Libris' discovery platform, [Primo](#). The "Library Catalog" link in the header of the Learning Resources web site gives students easy access to Primo. Primo is the statewide union catalog of Florida's public colleges and university system libraries and SJR State maintains a reciprocal borrowing agreement with all Florida College System (FCS) and State University System (SUS) libraries.

Using Primo's request feature, [Uborrow](#), students can check out items from any SJR State campus and have them delivered to their nearest campus library for pickup and return. Additionally, students can use Uborrow to request books, media, and articles from any state college or university library; items are shipped directly to their selected campus library for student pick-up and students may return the material to any campus library. To provide access to resources available nationally, the library provides inter-library loan services through [Worldcat Discovery](#) at no cost to students or faculty.

Students are made aware of the library and learning/information resources available to them through classroom outreach visits and instructional sessions provided by Learning Resources staff and faculty on-campus, off-site, and online. Library faculty provide instructional services in all modalities to help students develop the critical set of skills needed to find, retrieve, analyze, and use information. Instructional services are provided in required courses and gateway courses such as English composition, but is provided to all courses, upon faculty request, and will be available to BS faculty and students.

Instructional services provided by library faculty include:

- Face-to-face course related instruction, which includes lecture sessions, orientation sessions and tours.
- In-person, one-on-one reference, and online database research consultations, in the library and online via chat or video conference.
- Creation of course-related research guides.
- Creation of online instructional guides for program-specific resources.

SJR State assigns a liaison librarian to provide additional support for teacher education programs.

Students can get on-demand help using library resources during all hours of library operation in-person or online via the [library's chat service](#). The chat service is embedded as a widget on every Learning Resources web site page and is a text box on the Library Help web page. Extended chat

support is provided on weekends through the statewide Ask-A-Librarian service which students access from any link to the library's chat service.

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

The SJR State Library regularly updates its collection in alignment with student, faculty, and programmatic needs. New library and media resources will not be needed to implement this program.

## ACADEMIC CONTENT

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

Students seeking admission to the Bachelor degree in Exceptional Student Education must submit an application for admission to the College, complete an online orientation course, and comply with the College’s general admissions procedures.

Admission to the program will be open to applicants during the Fall and Spring terms who have a cumulative GPA of 2.5 or higher, have completed an Associate in Arts or a higher degree from an accredited institution, and have successfully completed the course EDF 2005 – Introduction to the Teaching Profession. All general education coursework must be completed with a grade of “C” or higher. Submission of official transcript(s) is required prior to program acceptance.

SJR State will be adding this program to current 2+2 agreements and pursuing additional transfer agreements with other institutions as deemed appropriate to allow students with AA degrees from other colleges to matriculate seamlessly into the Bachelor degree in Exceptional Student Education. Matriculation of students with an earned AA or higher degree will follow standard transfer practices.

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

During the 2023-2024 academic year, 37% of SJR State’s upper-division teacher education course sections were taught by faculty with terminal degrees. Currently 33% of the SJR State full time faculty and 40% of the adjuncts teaching in the teacher education department have a terminal degree in the field. With the hire of an additional full-time faculty member, it is anticipated that more than 50% of upper division courses in the proposed Bachelor degree in exceptional student education will be taught by faculty with a terminal degree.

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

Year 1	Year 2	Year 3
12:1	15:1	18:1

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

No specialized program accreditation will be sought for this degree program.

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

Several Florida College System institutions offer the Bachelor of Science in Exceptional Student Education in CIP 13.1001 Track 1, including Chipola College, Daytona State College, Miami Dade College, and Lake-Sumter State College. The established common prerequisite for all Bachelor of Science in Exceptional Student Education programs is the successful completion of EDF 2005 – Introduction to the Teacher Profession.

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

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

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

13.7 *The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table. For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.*

13.7.1 Bachelor's Degree in Exceptional Student Education K-12: FALL Start Course Sequence		
Term 1 Fall	Course Title	Credit Hours
EDG4323	Professional Teaching Practices (pc)	3
RED3309	Early & Emergent Literacy (ESOL) (pc)	3
TSL3080	Principles & Practices of ESOL I (pc)	3
EEX4265	Curriculum & Instruction for Students w/Disabilities 6-12 (pc)	3
	Total Term Credit Hours	12
Term 2 Spring	Course Title	Credit Hours
EDG4410	Classroom Management & Communication (ESOL) (pc)	3
EDF3430	Measurement, Evaluation, & Assessment in Education (ESOL) (pc)	2
MAE4326	How Children Learn Mathematics (pc)	4
RED4511	Intermediate Literacy: Reading & Thinking (ESOL) (pc)	3
	Total Term Credit Hours	12
Term 3 Summer	Course Title	Credit Hours
EEX4604	Behavior Management for Special Needs & At-Risk Students (pc)	3
SSE3310	Teaching Science in the Elementary School (pc)	3
SSE3312	Teaching Social Studies (pc)	3
	Total Term Credit Hours	9
Term 4 Fall	Course Title	Credit Hours
TSL4081	Principles & Practices of ESOL II (pc)	3
RED4519	Diagnosis & Intervention in Reading (ESOL) (pc)	3
EEX4221	Assessment of Exceptional Education Students (pc)	4
LAE4314	Teaching Language Arts (pc)	4
	Total Term Credit Hours	14
Term 5 Spring	Course Title	Credit Hours
RED4940	Final Reading Practicum (pc)	3
EDF4943	Student Internship (pc)	8
ESE4945	Senior Seminar (pc)	2
	Total Term Credit Hours	13
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
<b>Program Total Credit Hours:</b>		<b>60</b>

13.7.2 Bachelor's Degree in Exceptional Student Education K-12: SPRING Start Sequence		
Term 1 Spring	Course Title	Credit Hours
EDG4323	Professional Teaching Practices (pc)	3
RED3309	Early & Emergent Literacy (ESOL) (pc)	3
TSL3080	Principles & Practices of ESOL I (pc)	3
EEX4265	Curriculum & Instruction for Students w/Disabilities 6-12 (pc)	3
	Total Term Credit Hours	12
Term 2 Summer	Course Title	Credit Hours
EDG4410	Classroom Management & Communication (ESOL) (pc)	3
SSE3310	Teaching Science in the Elementary School (pc)	3
SSE3312	Teaching Social Studies (pc)	3
	Total Term Credit Hours	9
Term 3 Fall	Course Title	Credit Hours
EDF3430	Measurement, Evaluation, & Assessment in Education (ESOL) (pc)	2
EEX4604	Behavior Management for Special Needs & At-Risk Students (pc)	3
MAE4326	How Children Learn Mathematics (pc)	4
RED4511	Intermediate Literacy: Reading & Thinking (ESOL) (pc)	3
	Total Term Credit Hours	12
Term 4 Spring	Course Title	Credit Hours
TSL4081	Principles & Practices of ESOL II (pc)	3
RED4519	Diagnosis & Intervention in Reading (ESOL) (pc)	3
EEX4221	Assessment of Exceptional Education Students (pc)	4
LAE4314	Teaching Language Arts (pc)	4
	Total Term Credit Hours	14
Term 5 Fall	Course Title	Credit Hours
RED4940	Final Reading Practicum (pc)	3
EDF4943	Student Internship (pc)	8
ESE4945	Senior Seminar (pc)	2
	Total Term Credit Hours	13
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
<b>Program Total Credit Hours:</b>		<b>60</b>

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

- Limited Access
- Restricted Access
- N/A

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

**NA**

## PROGRAM TERMINATION

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

If the Bachelor in Exceptional Student Education is terminated in the future, the College will work with all admitted students to find alternative paths for program completion, including facilitating transfers into programs at other institutions and a minimum teach-out period of two years.

## SUPPLEMENTAL MATERIALS

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

Appendix 1: Lightcast Data: Special Education Teachers  
Appendix 2: Putnam County School District & SJR State Email  
Appendix 3: St. Johns County School District & SJR State Email  
Appendix 4: Clay County School District & SJR State Email  
Appendix 5: Clay County Board of County Commissioners Letter of Support  
Appendix 6: Putnam County Board of County Commissioners Letter of Support  
Appendix 7: St. Johns County Board of County Commissioners Letter of Support  
Appendix 8: CareerSource Northeast Florida Letter of Support  
Appendix 9: Clay Florida Economic Development Corporation Letter of Support  
Appendix 10: Clay Electric Cooperative, Inc. Letter of Support  
Appendix 11: Putnam County Chamber of Commerce Letter of Support  
Appendix 12: Putnam County Economic Development Council Letter of Support  
Appendix 13: Putnam County Sheriff's Department Letter of Support  
Appendix 14: Clay County Superintendent of Schools Letter of Support  
Appendix 15: St. Johns County Superintendent of Schools Letter of Support  
Appendix 16: 3/13/2024 SJR State posting in APPRISE  
Appendix 17: 4/5/2024 UNF Comment in APPRISE  
Appendix 18: 4/22/2024 Emails between SJR State and UNF re: APPRISE Comment  
Appendix 19: 7/16/2024 Email from UNF regarding Physics Teacher Preparation Grant collaboration  
Appendix 20: 4/5/2024 Communication between SJR State President & Flagler College President  
Appendix 21: Communication between SJR State President & Florida State College at Jacksonville President  
Appendix 22: Communication between SJR State President & Daytona State College President

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

No objections or alternative proposals for this program were received from other postsecondary institutions. However, as discussed in Section 9.3 of this proposal, a comment was entered by the University of North Florida (Appendix 19) in response to SJR State's Florida's Academic Program Pre-Proposal Recognition System (APPRISe) posting (Appendix 18). The conversation between SJR State and UNF regarding this APPRISe posting is summarized in Section 9.3.