BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

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

CHECKLIST

The proposal requires completion of the following components:
☒Institution Information
☒Program summary
☒Program description
☒Workforce demand, supply, and unmet need
☒Student costs: tuition and fees
☒Enrollment projections and funding requirements
☒Planning process
☒Program implementation timeline
☒Facilities and equipment specific to program area
☒Library and media specific to program area
☒Academic content
☒Program termination
☒Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	St. Petersburg College
Institution President.	Tonjua Williams, Ph.D.

		PROGRAM SUMMARY	

1.1	Program name.	Secondary English Education with Reading and ESOL Endorsement
1.2	Degree type.	☒Bachelor of Science ☐Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	☐Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☐Completely online (Entire degree program delivered via online courses only) ☒Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1205 Secondary Education and Teaching (English)
1.5	Anticipated program implementation date.	Fall 2024
1.6	What are the primary pathways for admission to the program? Check all that apply.	☒Associate in Arts (AA) ☐Associate in Science (AS) ☐Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	☐Yes ☒No
1.8	List program concentration(s) or track(s) (if applicable).	N/A

PROGRAM DESCRIPTION

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

The Florida Department of Education ranked (secondary) English as the third highest Critical Teacher Shortage area (out of 22) in 2020-21. This ranking is based on the percentage of courses taught by out-of-field certified teachers; the projected vacancies across the State; and the percentage of completers from teacher preparation programs. The total number of jobs projected for Secondary School Teachers in St. Petersburg College's (SPC) service area is 1,955, over the next eight years with 118 projected job openings each year (see Table 3.1.1). Currently, the University of South Florida (USF) is the only public institution within SPC's immediate service area that offers Secondary English Teacher Education. USF's 2020-2021 Program Report indicates it had 29 completers. SPC's service area districts offer a competitive salary, with a median wage of $65,458 (see Table3.1.1).

The Secondary English Teacher Education program at SPC will meet the unique needs of its service area district. SPC enjoys a strong partnership with each of the districts in its service area and receives ongoing feedback on its existing teacher preparation programs through informal and formal events (e.g., advisory board meetings). As part of the program, students will engage in supplemental professional development learning alongside in-service teachers, enabling them to transition into their teacher induction phase equipped with an understanding of the pedagogical and cultural nuances of the districts. Emphasis on professional values and behaviors will be reinforced throughout the program via semester-based goals, self-reflection, and guided discussions with faculty. The teaching profession is guided by a set of values and behaviors that are essential for effective teaching and creating a positive learning environment. Through the aforementioned experiences, students will learn to respect the uniqueness of each student, demonstrate fairness, kindness and empathy, and adhere to the Principles of Professional Conduct for the Education Profession in Florida **(**6A-10.081). Professionalism, integrity, collaboration, reflection, and a commitment to lifelong learning are all qualities students will learn within the program.

The program will include all requirements for both the Reading and ESOL endorsements, as well as those requirements mandated by Florida Statutes, such as the Uniform Core Curricula required for state-approved teacher preparation programs (1004.04(2), Florida Statutes) and the Florida Educator Accomplished Practices (Rule 6A-5.065).

The majority of the coursework within the Secondary English Education program will be offered in an online format, though field experiences will require a face-to-face classroom setting. Many of the courses in the College of Education are offered in a variety of different options

(asynchronous online, LiveOnline and in-person) to meet the needs and preferences of our students.

Admission into the Secondary English Teacher Education program will require an A.A. degree from a regionally accredited school; completion of SPC's general education requirements and state-mandated prerequisites with a grade of C or higher; and a cumulative GPA of 2.5 in all college coursework. Additionally, students will need to demonstrate completion of the civic literacy requirement specific to their catalog year (1007.25, F.S.) prior to program admission.

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.

Secondary English teachers are on the Florida Department of Education's Critical Teacher Shortage list. In SPC's primary service district, the need for Secondary Education teachers is expected to decrease, slightly with an anticipated 940 openings (Table 3.1.1). The University of South Florida currently offers English/Language Arts Teacher Education (CIP 13.1305). The average number of degrees awarded over the past five years (2018-2022) is 29 (Table 3.1.3). The University of Tampa offers degrees in Secondary Education (CIP 13.1205). However, there are four majors* under this CIP and the average number of degrees awarded over the past five years is 7 (Table 3.1.3). Based on the projected number of job openings compared to the need being met by these institutions, there is an anticipated deficit of at least 80-88 graduates in this area.* Biology, English, Mathematics, and Social Sciences

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

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

CLICK HERE FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Secondary School Teachers, Except Special and Career/Technical Education	25-2031	Pinellas/SPC	2,008	1,955	-2.64	940	31.47	$ 65,458	B	B
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
					Total	118	$ 31.47	$ 65,458		

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

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

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

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (LIST NAME OF OTHER ENTITY HERE)

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	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
					Total	0				

*Please replace the "Base Year" and "Projected Year" headers with the corresponding years reported.

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

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

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2022	2021	2020	2019	2018	5-year average or average of years available if less than 5-years
University of South Florida	13.1305	25	19	29	38	32	29
University of Tampa	13.1205	5	13	3	8	8	7
	Total	30	32	32	46	40	36

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

ESTIMATES OF UNMET NEED

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

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

	Demand	Supply		Range of Estimated Unmet Need	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO Total	118	30	38	88	80
Other Totals				0	0

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

According to the most recent information released by the FLDOE, English has surpassed ESE and Science for the certification area which represent the greatest need among teachers statewide. (https://www.fldoe.org/core/fileparse.php/20042/urlt/7-2.pdf).

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.

Click or tap here to enter text.

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

Graduates of the Secondary English Education program have a variety of career opportunities available to them, as this degree leads to certification in Secondary English Education (grades 6 -12) and endorsements in Reading and ESOL (grades K-12). Potential career options include a middle school or high school English teacher, English department chair, language arts specialist assisting with curriculum design and development, providing professional development to teachers, and supporting language arts instruction at a school or district level, instructional coach, among others. This bachelor's degree will also provide a solid foundation for completers to continue their education by pursuing an advanced degree. Upon receipt of an advanced degree in this field, graduates may be eligible to pursue a career as a college or university instructor teaching English education courses to prepare future teachers.

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:	$ 111.75	60	$ 6,705
Tuition & Fees for upper division:	$ 122.70	60	$ 7,362
Tuition & Fees (Total):		120	$ 14,067

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

Click or tap here to enter text.

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of South Florida	$ 211.19	120	$ 25,343
			$ -
			$ -
			$ -
			$ -

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
University of Tampa	$ 33,424.00	4	$ 133,696
Eckerd College	$ 49,668.00	4	$ 198,672
			$ -
			$ -
			$ -

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.

5.2	Unduplicated headcount enrollment:	12	23	26	29
5.3	Program Student Credit Hours (Resident)	360	690	870	870
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	12	23	29	29
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	12	23	29	29

PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

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

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	9	9	12
6.3	Number of Graduates Employed	0	8	8	11
6.4	Average Starting Salary		$ 52,000.00	$ 52,228.00	$ 52,728.00

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.

		2024	2025	2026	2027
7.2	Program Expenditures:	$ 36,314.00	$ 49,045.00	$ 59,076.00	$ 70,128.00
7.2.1	Instructional Expenses	$ 31,314.00	$ 41,445.00	$ 51,576.00	$ 62,628.00
7.2.2	Operating Expenses	$ 5,000.00	$ 7,600.00	$ 7,500.00	$ 7,500.00
7.2.3	Capital Outlay				
7.3	Revenue:	$ 50,061.00	$ 95,951.00	$ 108,466.00	$ 120,982.00
7.3.1	Upper Level - Resident Student Tuition Only	$ 50,061.00	$ 95,951.00	$ 108,466.00	$ 120,982.00
7.3.2	Upper Level - Nonresident Student Fees	$ -			
7.3.3	Upper Level - Other Student Fees	$ -			
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	$ 50,061.00	$ 95,951.00	$ 108,466.00	$ 120,982.00
7.4.2	Total Unexpended Funds (carry forward)	$ 13,747.00	$ 46,906.00	$ 49,390.00	$ 50,854.00

*Please replace the "Year 1" through "Year 4" headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

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

Beginning in fall 2024 we estimate 12 enrollments in year 1, steadily increasing to 29 in 2028 (year 4). In the first year we expect a small cohort as we start the recruitment process. Contacting district partners to advertise the new degree offering will result in the projected first year's numbers. Aggressive state-wide and national marketing and recruitment efforts will result in projected enrollments by year 4. Projected enrollments are based upon current patterns of cohort enrollments during the initial phase-in of a new program. Marketing and recruitment efforts to the greater Tampa Bay region will allow students to register and attend the program in multiple formats. The FLDOE has identified Secondary English Education as one of the highest areas of critical need.

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

The COE has several full-time faculty members who can be credentialed to teach within this program. Additionally, in collaboration with the Communications department, we have identified potential Communications faculty to serve as adjuncts should the need arise. Projected annual tuition is based upon 12 students in a full- time capacity in year 1. Subsequent years with 15 new students, each additional year, will maximize the budgetary provisions outlined in these projections. Growing course offerings will also be balanced with increasing adjunct faculty hires.

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.

St. Petersburg College has made it a strategic priority to meet the baccalaureate workforce needs of the surrounding communities by providing programs in critical shortage areas, such as Secondary English Education.
Summer 2020: The College of Education Dean initiated discussions with the Dean of Communications, Vice President of Academic Affairs, and the College President.
Fall 2020: Discussions / share information / solicit input from the following: College of Education faculty, Dean and faculty (Communications Department), Vice President of Academic Affairs, and the College President.
Spring 2021 Solicit input from the Curriculum Department and ongoing conversations with faculty and deans.

9/14/2021 Present New Program Request to the Board of Trustees
9/15/2021 Finalize Notice of Intent
9/30/2021 Meet with faculty to discuss progress of program request
10/15/2021 Program of Study initial draft
10/29/2021 Program of Study final draft
4/4/2022 Submit Notice of Intent to Florida College System
10/15/23 Submit Program and Course Submission surveys to Curriculum Services; obtain approval from the Vice President of Academic Affairs
10/2023-11/2023: Build Program of Study and Course Outlines in META
11/2023: Submit Program of Study and Course Outlines in META for C&I review
1/2024 – 5/24 Develop courses; market program; recruit students
8/2024 First Admit Term (Fall 2024/0640)

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.

11/4/2020 Shared proposal with the College of Education Advisory Board.
12/15/2020 Regional College of Education discussion with the Vice President of Academic Affairs, SPC and PHSC Presidents, superintendents for Pinellas County Schools and Pasco County Schools, and the FLDOE.
01/04/2021 Additional Conversation with the College President regarding upcoming call with the Superintendent of Pinellas County Schools
01/26/2021 Meeting with the FLDOE and SPC College of Education and SPC's Director of Academic Services
02/09/2021 Meeting with the Dean of the College of Education and FLDOE's Bureau Chief, Educator Recruitment, Development and Retention to discuss degrees and shortage areas
02/16/2021 Meeting with SPC (College of Education, Director of Academic Services) and FLDOE's Director of Academic Affairs
4/5/2021 Discussed with the College of Education Advisory Board.
7/1/2021 Discussed with Pasco County Schools (including Superintendent)
7/15/2021 Meeting with Pinellas County Schools
8/13/2021 Meeting with USF (dean of COE); SPC dean of COE and VP of Academic Affairs
Fall 2021 Meeting with Pasco County Schools
The program at the University of Tampa is currently in teach out therefore we did not solicit a letter of support from this institution

9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.
9.3.1 Public Universities in College's Service District
Date(s): 8/31/2021, 1/20/2022 Institution(s): University of South Florida Activity Descriptions and Outcomes: 8/31/2021: Meeting with USF (Dean of COE); SPC Dean of COE and VP of Academic Affairs 1/20/2022: Sent letter of notification to USF
9.3.2 Regionally Accredited Institutions in College's Service District
Date(s): NA Institution(s): University of Tampa Activity Descriptions and Outcomes: : The program at the University of Tampa is currently in teach out therefore we did not solicit a letter of support from this institution.
9.3.3 Institutions outside of College's Service District (If applicable)
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.

PROGRAM IMPLEMENTATION TIMELINE		
10.1	Indicate the date the notice was initially posted in APPRiSe.	August 25, 2022
10.2	Indicate the date of District Board of Trustees approval.	July 2022
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	July 2023
10.4	Indicate the date the completed proposal was submitted to DFC.	November 2023
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.	January 2024
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	March 2024
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	March 2024
10.8	Indicate the targeted date that upper-division courses are to begin.	Fall 2024 (August)

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Offering a Secondary English Education degree at SPC will allow current AA students to take advantage SPC resources across various campuses. Students will have the ability to utilize the libraries/computer labs, and other SPC equipment resources during business hours. Students will utilize the existing LMS system at SPC for course access, and the COE e-portfolio system, Anthology. Students will also have access to COE resources housed primarily on the Tarpon campus, including exam preparation resources, materials for lesson plan development, and manipulative items that can be checked out for classroom use.

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

The plan is to maintain existing facilities and equipment until demand appears to necessitate additional resource acquisition.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

St. Petersburg College is a vibrant institution with strong roots in the community college system. Learning Resources is comprised of the M. M. Bennett Libraries and the William D. Law, Jr. Learning Centers. These facilities serve four campuses and four centers of the College with campus specific library collections, college-wide eResources, and a combination of library and tutoring services that support academic success. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. College data indicates that the more students use the services of Learning Resources (e.g., library and tutoring), the greater success students will achieve. Instruction, Workshops and Outreach Critical to engaging students with our resources, librarians and tutors promote general, discipline-specific, and course-integrated learning opportunities. Strong communication with faculty ensures resources and instruction leads to desired course outcomes. In the academic year 2022-23, librarians provided instruction to more than 9,300 students across the curriculum. Tutors and librarians also offer face-to-face and online workshops, tailored to support the curriculum and provide just-in-time learning. These workshops were attended by more than 5,400 students during the 2022-23 academic year. As part of departmental outreach, Learning Resources works strategically to: Introduce library and tutoring services through providing integrated information sessions during class times, scheduling interactive class visits to library and learning spaces, and partnering with academic services, such as the faculty development center and distance learning; Incorporate information literacy principles, learning objectives, and success skills identified for subject areas into workshop offerings and research lessons; and Develop research and information guides and

deliver online tutorials through the Virtual Learning Commons, accessible through the learning management system to all students and faculty. Online Access With more than 60% of students enrolled in at least one online course each semester, Learning Resources has made major strides to support online students in several ways. The Learning Resources website offers a gateway to library and tutoring services and resources across all modalities of instruction, including: A library research portal with both a federated and database-specific search, leading to print and digital books, multimedia content, and journal articles, among other forms of research and learning resources; interlibrary loan services; and faculty requests for information literacy instruction;   General and course-specific research and help guides; The SPC Online Appointment System for students to schedule consultations with librarians and tutors throughout the week; Ask A Librarian online research assistance; The Virtual Learning Commons (login required to learning management system) featuring online video tutorials and resources for course support; and 24/7 access to Tutor.com for both live and asynchronous online tutoring services. Staffing Reporting to the Executive Director of Learning Resources, seven administrators oversee campus library and learning centers, all of whom hold a minimum of a master's degree (six of the seven hold master's degrees in library and/or Information Science). A total of 8.5 full-time budgeted librarians and 21 paraprofessional and support staff serves faculty and students at campus libraries. All librarians are required to hold master's degrees in library and/or Information Science, and all library support staff are required to have at least a high school diploma and two years of library experience (those at higher levels, such as the library services paraprofessional, are required to have an associate degree). Strengths include a wealth of experience in instruction, virtual reference service, web development, collection management, and access services. Each engages in professional development to remain current with new trends in the field.   Additionally, learning centers feature the equivalent of 41 budgeted professional tutors, known as (senior) instructional support specialists, all working across the physical campuses and within live and asynchronous online learning environments. The instructional support staff provide individual and group instruction in the content areas of mathematics and statistics, natural and health sciences, writing across the curriculum, and computer and information technology, including digital arts. Instructional support staff are required to hold a minimum of an associate degree and two years of experience with teaching or tutoring; however, at the time of this writing, 20 budgeted instructional support staff hold a bachelor's degree and 14 hold advanced degrees. These individuals offer a wealth of instructional experience in individual and small group settings and create and/or provide numerous supplemental resources for students. Overall Library Collections The M.M. Bennett Libraries at St. Petersburg College support college programs with resources and materials specifically to meet the educational needs of students and faculty. Through the statewide Florida library consortium for publicly funded colleges and universities, and the allocated budgets of the department, M.M. Bennet Libraries maintains a robust collection of print and digital resources presently consisting of: 128 electronic research databases with over 20,000 individual titles and more than a million full text articles Approximately 83,372 eBooks; 5,904 eAudiobooks; Approximately 81,661 total print volumes and materials   Approximately 715 print serial and periodical subscriptions 4,171 audiovisual titles; 66,011 eVideos Video and audio editing software, including Adobe Creative Cloud, GameMaker, VisualStudio, and Java Developer

IDE Library Collection Development The policy of the libraries is to select, commensurate with budgetary allocations, print, electronic and streamed collections that support: The aims and objectives of the college. The content of courses offered in the curriculum of a given campus. The teaching methods of faculty members of a site. The special needs of the students of a site. The needs of distance learners and faculty. The libraries also support the tenet of intellectual freedom for the college community and work to include free access to materials representing divergent points of view concerning debatable problems and issues. Material purchases are developed through formal collection development policies and procedures. Library staff determine institutions with similar programs and propose literature and resources that best represent current practices. Campus library staff use various recommended selection aids (Choice, etc.) to assemble lists for potential purchases. The library collection of electronic books, databases and websites is extensive and offers students and faculty easy access from remote locations. Additionally, the library supports interlibrary loan services with fulfillment libraries throughout the nation. As the curriculum is the most important influence on the development of the M. M. Bennett Library collection, librarians obtain suggestions and advice about materials selection from the faculty and the administration. Recommendations from students are welcomed. Selection and budget allocation responsibility is retained by the library. User groups are surveyed regularly to measure how well the library serves the needs of the programs and courses of study. Administrators are consulted on a regular basis for selection advice and significant additions to the collection also will be reported to the campus administration. Library Material Request forms are available on the library homepage and in each library for faculty, staff, students, administrators and others to make suggestions for library materials for consideration.

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

SPC currently maintains sufficient library and media resources to meet the needs of the Secondary English Education degree 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).

Admission into the Secondary English Teacher Education program will require an A.A. degree from an accrediting agency/body recognized by the USDOE; completion of SPC's general education requirements and state-mandated prerequisites (such as EDF 1005) with a grade of C or higher; and a cumulative GPA of 2.5 in all college coursework. Students would be required to take EDF 1005 as non-degree seeking prior to program admission, along with any general education requirements that do not transfer from a previously earned AA degree, including the civic literacy requirement. Prior to field experiences, students will need to complete the Level II fingerprinting process in

accordance with district partner mandates. Prior to graduation, students will need to pass the General Knowledge Test (GKT), the Professional Education Exam (ProEd) and the English (grades 6-12) exam.

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

In accordance with the Southern Association of Colleges and Schools (SACS), at least 25% of the upper division coursework in the proposed BS program will be taught by faculty with a terminal degree. At minimum 25% of the courses will be taught by faculty with terminal degrees. However, this number is likely to be higher based on the pool of qualified faculty hired specifically to teach in the program.

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

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

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

This will fall under our FLDOE Accreditation review which occurs every 7 years. Our last visit was in 2023, which will place the next accreditation cycle in 2030.

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).

Track 1 in the Common Prerequisite Manual. Common Prerequisites:
EDF 1005: Introduction to Education (CIP 13.1205, CIP 13.1305)
ENLx000-x999- English Literature (CIP 13.1205)
LITx000-x999- Literature (CIP 13.1205, CIP 13.1305)
SPC 1017: Public Speaking (CIP 13.1205, CIP 13.1305)
ENC 1101 & ENC 1102: Composition I & II (CIP 13.1305)

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

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

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

Click or tap here to enter text.

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

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

13.7.1	Program of Study for Students with A.A. Degree	
Term 1	**Course Title**	**Credit Hours**
EEX 3012	Nature and Needs of Exceptional Students K-12 (pc)	3
RED 4043	Reading within the Disciplines 5 – 12 (pc)	3
TSL 3080	ESOL Issues: Principles and Practices I K-12 (pc)	3
LIN 4680	Modern English Grammar (pc)	3
AML 3041	Major Movements in American Literature since 1865 (pc)	3
	Total Term Credit Hours	15
Term 2	**Course Title**	**Credit Hours**
LAE 3323	Methods of Teaching English in the Middle School (pc)	3
LAE 3940	Methods of Teaching English in the Middle School Practicum (pc)	1
RED 4541	Foundations of Reading Assessment (pc)	3
TSL 4081	ESOL Issues: Principles & Practices II K-12 (pc)	3
AML 3682	American Multi-Ethnic Literature (pc)	3
	Total Term Credit Hours	13
Term 3	**Course Title**	**Credit Hours**
EDF 4430	Measurement, Evaluation and Assessment in Education K-12 (pc)	3
ENL 4294	Topics in British Literature Since 1800 (pc)	3
	Total Term Credit Hours	6
Term 4	**Course Title**	**Credit Hours**
LAE 4335	Methods of Teaching English in the Secondary School (pc)	3
LAE 4941	Methods of Teaching English in the Secondary School Practicum (pc)	1
EDG 3410	Classroom Management and Communication (pc)	3
RED 4654	Foundations and Applications of Differentiated Instruction (pc)	3
LIT 3103	Literature of the World (pc)	3
	Total Term Credit Hours	13
Term 5	**Course Title**	**Credit Hours**
LAE 4940	Internship: Secondary English Education (pc)	12
RED 4844	Reading Practicum (pc)	1
TSL 4939	ESOL Capstone (pc)	0
	Total Term Credit Hours	13
Term 6	**Course Title**	**Credit Hours**
	Total Term Credit Hours	0
	Program Total Credit Hours:	60

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

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

☐Limited Access
☐Restricted Access
☒N/A

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

Click or tap here to enter text.

PROGRAM TERMINATION

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

St. Petersburg College's policy 6Hx23-3.04 directly addresses program closure. The decision to close a program must be made by the District Board of Trustees and communicated to the Southern Association of Colleges and Schools Commission on Colleges by the President of the College. Such action will not be taken without a thorough evaluation of other programming options and special consideration of the implications for students pursuing this degree program. In the unlikely event a program is terminated, the College would establish a "teach-out" plan in accordance with the Policy Statement of the Commission on Colleges of the Southern Association of Colleges and Schools and notify SACSCOC at least 6 months prior to the closing of the program and develop a timeline for affected student to complete the program.

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.

Letters of Support
University of South Florida- January 18,2023
Pinellas County Schools- January 13, 2022
Pasco County Schools- January 11, 2022

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.
NA

APPPENDIX

Artifact A: University of South Florida Letter of Support

Artifact B: Pinellas County Schools Letter of Support

Artifact C: Pasco County Schools Letter of Support

UNIVERSITY OF SOUTH FLORIDA
Office of the President

January 18, 2023

Dr. Tonjua Williams
President, St. Petersburg College
PO Box 13489
St. Petersburg, FL 33733

Dear President Williams,

Thank you for your support regarding additional areas of workforce needs in Pinellas County and how St. Petersburg College (SPC) and the University of South Florida (USF) can work together to support the educational opportunities of the Tampa Bay region. At USF, we are thrilled to have SPC as our partner as we work with local business and industry to improve the lives of those we serve.

I am pleased to give you USF's approval and continued support, as SPC begins the process for new and expanded baccalaureate program development in the areas of Human Services, Cardiopulmonary Science, Digital Media Technology, English Education, and Social Science Education. USF is supportive of SPC and your efforts to expand in these directions.

I look forward to continuing our strong relationship and thank you President Williams for your continued leadership.

Sincerely,

Rhea F. Law
President

January 13, 2022

Richard Corcoran
Commissioner
Florida Department of Education
325 W. Gaines Street
Tallahassee, FL 32399

Dear Commissioner Corcoran,

Please accept this letter of support of St. Petersburg College's decision to offer the following baccalaureate degrees:

- Secondary English Education with Reading and ESOL Endorsement
- Secondary Social Science Education

Based on our district's experience in working with teacher candidates and graduates from the College of Education at St. Petersburg College (SPC), I believe both programs will make a positive impact for teachers and students. Our district has a long-standing partnership with SPC. We look forward to continuing our partnership through the programs to prepare Secondary English and Secondary Social Science teachers.

If you have any questions, or require additional information, please do not hesitate to contact me.

Sincerely,

Michael A. Grego

Michael A. Grego, Ed.D.
Superintendent

Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard · Land O' Lakes, Florida 34638

January 11, 2022

To Whom It May Concern:

I am pleased to provide my support to St. Petersburg College (SPC) for the following Bachelor of Science degrees:

- Secondary English Education with Reading and ESOL Endorsement
- Secondary Social Science Education

I welcome the opportunity to continue our partnership with the College of Education at St. Petersburg College through these programs. SPC has a proven track record for preparing teacher candidates to be successful teachers of record. In addition, both programs will address the need for in-field certified teachers in English and Social Science at the secondary level.

Please feel free to contact me if you need additional information.

Sincerely,

Kurt S. Browning
Superintendent of Schools

(813) 794-2000 · (352) 524-2000 · (727) 774-2000 · www.pascoschools.org