

BACCALAUREATE PROPOSAL APPLICATION

Form No. BAAC-02

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

CHECKLIST

The proposal requires completion of the following components:

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

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	Seminole State College of Florida
Institution President.	Georgia Lorenz, Ph.D.

PROGRAM SUMMARY

1.1	Program name.	Exceptional Student Education K-12
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1001
1.5	Anticipated program implementation date.	Fall 2022
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Exceptional Student Education K-12

PROGRAM DESCRIPTION

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

Seminole State is partnering with Seminole County Public Schools (SCPS) to create a pathway for students interested in pursuing a career in Exceptional Education, tailored to community needs. Eligible students are offered dual-enrollment courses, relevant field experiences, paid work experiences, specialized advisement, and mentor teachers. This collaboration not only provides students with support and experiences within the school district, but it also gives them a clear pathway to earn a bachelor's degree and teacher certification, preparing them to fill the county's vacancies.

The proposed Bachelor of Science in Exceptional Student Education K-12 at Seminole State College of Florida prepares students to become certified Exceptional Student Education K-12 teachers and provides the local school district with a pool of qualified teachers to fill the county's vacancies. This program is proposed as a 2+2 program with Seminole State's existing Associate of Arts in Education degree. Students will graduate with a teaching certificate in Exceptional Student Education K-12, as well as an ESOL and Reading Endorsement.

To meet the competencies that lead to the Reading and ESOL endorsements, Seminole State will be applying to the Florida Department of Education to be approved as an Initial Teacher Program in Florida. According to FLDOE, "a program's application is the blueprint for program implementation. The application and processes for operation, including delivery, curriculum, assessments, field experiences, data collection and continuous improvement." The application is aligned to four initial approval standards: Standard 1. Quality of Selection (candidates), Standard 2. Quality of Content Knowledge and Teaching Methods, Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance, and Standard 4. Quality of Program Performance Management. For Standard 2, the program is required to create and submit curriculum maps and matrices to identify how the program will instruct and assess candidates on the Uniform Core Curricula (UCC) which includes the completion of matrices to be eligible to offer the Reading and ESOL endorsements.

The requirements for the Reading and ESOL endorsements will be met through an infusion model, in which the reading competencies and ESOL endorsement standards are embedded in various exceptional education program courses, which will be identified in the Reading and ESOL Matrices (required to be completed for FLDOE ITP approval), and not limited to reading/RED or ESOL/TSL courses.

The “*Florida Reading Endorsement Alignment Matrix* provides a means for institutions of higher education to document the alignment of their courses to the competencies and indicators adopted by the State Board of Education in September 2011.” The Florida Reading Endorsement Alignment Matrix is a lengthy, complex document which requires Initial Teacher Programs to align courses to each of the five reading competencies and indicators which must include: the name and number of the course, required readings, indicator codes, assignments, and formative and summative assessments.

The *ESOL Matrix Template* provides a means for institutions of higher education to document the alignment of courses to the domains, standards, and indicators for the Florida Teacher Standards for ESOL Endorsement 2010. For each standard, the program must include: the course name and number, description of activity/assignment and how it meets the indicator, as well as the description of the assessment that will be used to validate the teacher candidate has met each standard.

Coursework includes content-area knowledge, instructional design, teaching methods, classroom management, diverse populations, assessment, special education, human development, continuous improvement, and professional responsibility, as well as Reading endorsement competencies and ESOL endorsement standards. Students will participate in field experiences that may include observing, service learning, volunteering, and tutoring. These required field experiences provide a real-world teaching experience to hone their teaching skills alongside learning from a mentor.

Since graduates will graduate with an Exceptional Student Education K-12 teaching certificate, graduates will be qualified to teach exceptional student education in grades K-12 (Special Education-Preschool (SOC code 25-2051), Special Education Teacher-Kindergarten and Elementary (SOC code 25-2052), and Special Education Teachers-All other (SOC code 25-2059). Additionally, graduates can pursue advanced degrees to expand their employment opportunities. Within education, opportunities for graduates also include administrative and leadership roles, positions outside the traditional public-school setting, and opportunities in careers in publishing, literacy, and instructional design.

The Florida DEO projections indicate **total of 25 jobs are open annually** for special education preschool teachers (20.8% growth; Special Education-Preschool SOC code 25-2051), special education kindergarten and elementary teachers (14.3% growth; Special Education Teacher-Kindergarten and Elementary SOC code 25-2052), and “all other” special teachers (14.72% growth; Special Education Teachers-All other SOC code 25-2059) requiring a bachelor’s degree within Seminole County between 2020 and 2028. Data from Emsi shows **41 opening annually within Seminole County** for Special Education-Preschool (SOC code 25-2051), Special Education Teacher-Kindergarten and Elementary (SOC code 25-2052), Special Education, Middle school (25-2057) and Special Education Teachers-All other (SOC code 25-2059).

Table 3.1.4 shows unmet need using the 2020 state-wide DEO completer data as negative 305 when including data on statewide completers. This is misleading and does not reflect the need in

Seminole County. Table 3.1.3 lists 18 institutions statewide that offer a Bachelor’s degree in Exceptional Education (CIP 13.1001), none of which is located within Seminole County. According to DEO data, these institutions produce a five-year average of 359 graduates per year statewide. This number of graduates come nowhere near meeting the need for 12,764 job openings for Special Education-Preschool (SOC code 25-2051), Special Education Teacher-Kindergarten and Elementary (SOC code 25-2052), and Special Education Teachers-All other (SOC code 25-2059) throughout the state of Florida. Therefore, although, Table 3.1.4 shows the unmet need for teachers as a negative 305, this figure does not adequately represent the true unmet need for exceptional education teachers in Seminole County.

The supply of exceptional education teachers in Seminole County is insufficient to meet the needs of SCPS. Currently, there are no institutions located in Seminole County which produce exceptional education teachers. As a result, the **unmet need (without including state-wide complete data) is estimated by DEO at 25 unfilled exceptional education teaching positions** and by Emsi at **41 unfilled exceptional education positions** requiring a bachelor’s degree within Seminole County. The average hourly wage for graduates of this degree is \$27.35, and the annualized salary is \$56,888.

Finally, [Seminole State Fast Facts](#) notes that the College is ranked among the most affordable colleges in America by the National Center for Educational Statistics, and Tables 4.1 and 4.2 demonstrate the affordability of this degree. It’s designation as a \$10,000 degree makes it less than half the cost of a degree from UCF, our regional university.

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.

Demand:

Based on the data produced by *Florida Department of Economic Opportunity* (see Table 3.1.1), there are a total of **25 job openings annually** for special education preschool teachers (Special Education-Preschool SOC code 25-2051), special education kindergarten and elementary teachers (Special Education Teacher-Kindergarten and Elementary SOC code 25-2052), and “all other” special teachers (Special Education Teachers-All other SOC code 25-2059) requiring a bachelor’s degree within Seminole County. The demand for exceptional education teachers is growing. There is a 20.8% growth for preschool exceptional education teachers (SOC code 25-2051), a 14.3% growth for kindergarten and elementary special education teachers (SOC code 25-2052), and a 14.7% growth for “all other” special education teachers (SOC code 25-2051). DEO projects

the average hourly wage for graduates of this proposed degree is \$27.35, and the annualized salary is \$56,888. (See Table 3.1.1.)

*Please note, we recognize the SOC codes listed in the 2020 CIP to 2018 CIP-SOC Crosswalk aligned to CIP code 13.1001 are: 25-2051: Special Education Teachers, Preschool, 25-2055: Special Education Teachers, Kindergarten, 25-2056: Special Education Teachers, Elementary School, 25-2057: Special Education Teachers, Middle School, 25-2058: Special Education Teachers, Secondary School, 25-2059: Special Education Teachers, All Other, 25-9043: Teaching Assistants, Special Education. However, after researching the DEO data, the DEO data was collapsed for certain grade levels and they used different SOC codes for Kindergarten and Elementary Education (Special Education Teachers, Kindergarten and Elementary SOC code 25-2052), as well as the data for middle, high, and all others (Special Education, All Other SOC code 25-2059).

Based on additional data produced by Emsi (see Table 3.1.2; see Appendix A), there is an estimated total of **41 job openings annually** for special education preschool teachers (Special Education-Preschool SOC code 25-2051), special education kindergarten and elementary teachers (Special Education Teacher-Kindergarten and Elementary SOC code 25-2052), Special Education, middle school (SOC 25-2057) and “all other” special teachers (Special Education Teachers-All other SOC code 25-2059) requiring a bachelor’s degree within Seminole County for the eight-year period 2020-2028.

More specifically, Table 3.1.2 also shows a projected 42 job openings annually for preschool exceptional education teachers (Emsi SOC Code 25-2051), 231 job openings for exceptional education teachers in kindergarten and elementary schools (Emsi SOC Code 25-2052), 9 job openings in middle school for exceptional education teachers (Emsi SOC Code 25-2057), and 45 job openings at the secondary level (high school; Emsi SOC Code 25-2058), and 81 job openings in all others, special education (SOC 25-2059) within Seminole County. The demand for exceptional education teachers is growing. On average, Emsi projects a **26% growth** for exceptional education teachers.

Emsi data projects the average hourly wage for graduates of this proposed degree program to be \$22.94, and an annualized salary is \$47,705. (See Table 3.1.2).

Supply:

The supply of exceptional education teachers in Seminole County is insufficient to meet the needs of Seminole County Public Schools. Currently, there are **no institutions located in Seminole County which produce exceptional education teachers.**

Located in Orange County (**not in Seminole State College’s service district**), the University of Central Florida serves as the regional university producing an average 5 exceptional student education graduates per year over the last 5 years based on the IPEDs data base, with the most recent year (2020) number of graduates at 15. However, UCF, as a regional university, is serving the demands of multiple counties, the largest of which are Orange and Osceola Counties. In fact,

based on the data produced by *Florida Department of Economic Opportunity*, there are a total of **1,026 job openings annually** for exceptional education teachers, instructors, educators, trainers, and library workers requiring a bachelor's degree in Orange and Osceola Counties alone, significantly more than the number produced by UCF.

According to IPEDS data, there are 18 state-wide institutions who have Exceptional Student Education (CIP code 13.1001) completers, none of which is located within Seminole County. According to IPEDS data, these institutions produce a five-year average of 359 graduates per year statewide with 330 completers graduating in 2020. This number of graduates come nowhere near meeting the need for 12,764 job openings for Special Education-Preschool (SOC code 25-2051), Special Education Teacher-Kindergarten and Elementary (SOC code 25-2052), and Special Education Teachers-All other (SOC code 25-2059) throughout the state of Florida.

These data strongly support the need for Seminole State College of Florida to begin a BS in Exceptional Education. It is clear the University of Central Florida, nor the other 17 institutions statewide are able to supply enough graduates for Seminole County, when they are **unable to meet the demand** (only 15 graduates in 2020 and a 5 year average of 5 graduates for UCF and 359 average graduates statewide), less than 2% of the need for special education educators in Florida.

Unmet Need:

Without using state-wide completer data, the DEO projected unmet need in Seminole County is estimated at 25 unfilled exceptional student education teaching positions because there are no institutions located in Seminole County which produce exceptional education teachers. Emsi data projects this unfilled need slightly higher at 41 special education job openings in Seminole County.

When including statewide completion data, the data in Table 3.1.4 shows an unmet need as negative 305. This however does not give a complete picture of the overall state demand, or the context of the need in Seminole County. First, there are no institutions in Seminole County which produce Exceptional Student Education (CIP code 13.1001) graduates. Second, the closest institution (UCF) to Seminole County producing Exceptional Student Education (CIP code 13.1001) graduates is not producing enough graduates for its own service area. Third, as discussed above, although Table 3.1.3 lists 18 institutions statewide that offer a Bachelor's degree in Exceptional Education (CIP 13.1001), according to DEO data, these institutions produce a five-year average of 359 graduates per year statewide. This number of graduates come nowhere near meeting the need for 12,764 job openings for Special Education-Preschool (SOC code 25-2051), Special Education Teacher-Kindergarten and Elementary (SOC code 25-2052), and Special Education Teachers-All other (SOC code 25-2059) throughout the state of Florida. Therefore, although, Table 3.1.4 shows the unmet need for teachers as a negative 305, Seminole State College does not believe this figure adequately represent the true unmet need for exceptional education teachers in Seminole County.

Finally, anecdotal data from Seminole County Public Schools leadership throughout multiple meetings (See Section 9.2 and letters of support in the Appendices), supports the need for Seminole State College to develop a bachelor's degree in Exceptional Student Education and provide its service area with qualified individuals to fill the unmet need in special education preschool teachers (Special Education-Preschool SOC code 25-2051), special education kindergarten and elementary teachers (Special Education Teacher-Kindergarten and Elementary SOC code 25-2052), middle school, special education teachers (SOC code 25-2057), Special Education, Secondary School (SOC code 25-2058) and "all other" special teachers (Special Education Teachers-All other SOC code 25-2059).

In conclusion, Seminole State College, supported by our partner, Seminole County Public Schools believes that the supply of exceptional education teachers in Seminole County is insufficient to meet the needs of SCPS. Currently, there are no institutions located in Seminole County which produce exceptional education teachers. As a result, the **unmet need (without including state-wide complete data) is estimated by DEO at 25 unfilled exceptional education teaching positions** and by **Emsi at 41 unfilled exceptional education positions** requiring a bachelor's degree within Seminole County. The average hourly wage for graduates of this degree is \$27.35, and the annualized salary is \$56,888, supporting Seminole State College's goal to provide students with the opportunity o purse careers in high demand, high wage jobs.

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	2020	2028	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Special Education Teachers, Preschool	25-2051	Seminole	24	29	20.83	21	24.44	\$ 50,835	B	B
Special Education Teachers, Kindergarten and elementary	25-2052	Seminole	63	72	14.29	50	27.80	\$ 57,824	B	B
Special Education Teachers, all other	25-2059	Seminole	163	187	14.72	129	29.81	\$ 62,005	B	B
								\$-		
					Total	25	\$ 27.35	\$ 56,888		

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

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

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

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Emsi)

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	*2020r	*2028	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
* Preschool, Special Ed	25-2051	Seminole	42	51	21.43	32	24.16	\$ 50,253	B	B
*K and Elem, Special Ed	25-2052	Seminole	231	273	18.18	176	25.94	\$ 53,955	B	B
*Middle, Special Ed	25-2057	Seminole	9	11	22.22	16		\$ -	B	B
*Secondary, Special Ed	25-2058	Seminole	45	64	42.22	48	\$ 28.45	\$ 59,176	B	B
* All other teacher, Special Ed	25-2059	Seminole	81	93	14.81	56	\$ 13.19	\$ 27,435	B	B
								\$ -		
*Data from Emsi 3/2021								\$ -		
								\$ -		
						Total	41	\$ 22.94	\$ 47,705	

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

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

Program		Number of Degrees Awarded					
Institution Name	CIP Code	*Most Recent Year	*Prior Year 1	*Prior Year 2	*Prior Year 3	*Prior Year 4	5-year average or average of years available if less than 5-years
Broward College	13.1001	46	51	53	68	59	55
Chipola College	13.1001	0	4	2	3	1	2
Daytona State College	13.1001	7	6	7	4	14	8
Flagler College	13.1001	0	0	0	0	10	2
Florida Atlantic University	13.1001	20	11	10	12	23	15
Florida Gulf Coast University	13.1001	14	21	19	21	24	20
Florida International University	13.1001	39	22	18	15	26	24
Florida State University	13.1001	17	31	18	26	18	22
Indian River State College	13.1001	8	9	9	16	28	14
Miami Dade College	13.1001	53	47	55	66	75	59
Southeastern University	13.1001	6	22	5	9	6	10
St Petersburg College	13.1001	6	6	18	31	36	19
The University of West Florida	13.1001	51	44	52	56	61	53
University of Central Florida	13.1001	15	12			1	9
University of Florida	13.1001	13	17	13	13	19	15
University of North Florida	13.1001	15	15	20	13	19	16
University of South Florida	13.1001	18	10	19	19	21	17
Warner University	13.1001	2	0	2	0	2	1
		330	328	320	372	443	359

*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 **This is state-wide data**	5-year average **This is state-wide data**	Difference	Difference						
DEO Total	25	330	359	-305	-334						
Other Totals	41	330	359	-289	-318						

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.

The Central Florida Higher Education Consortium requested a program analysis study to validate market demand, identify top employers, evaluate peer programs, and provide curricular guidance, which was completed by EAB in September 2020 (see Appendix B). The following information was outlined in the EAB (March 2020) report:

1. "From August 2017 to July 2020, local and statewide **employer demand** for bachelor's-level education professional **increased**."
2. "The local employment in the top five most relevant occupations for bachelor's-level education professionals is projected to **increase faster** or almost as fast as employment across all occupations from 2019 to 2029."
3. "Local degree completions increased 2.99 percent per year on average and suggests some **growth in local student interest** in relevant bachelor's level programs."
4. "Relevant local employment demand **increased** 3.83 percent per month on average from August 2017 to July 2020."
5. "Relevant statewide employer demand **increased** 1.56 percent per month on average from August 2017 to 2020."
6. "Local employment in the top five most relevant occupations is projected to **increase** faster than statewide employment in the same occupations because the 10-county area contains a relatively large fraction of the workforce statewide."

Additionally, Seminole State College's internal survey (see Appendix C) of 179 Spring 2020 education students indicated that:

- **Ninety-two percent** of students stated they were very interested or interested in pursuing a bachelor's degree at Seminole State.
- **Eighty-eight percent** of students stated they would be ready to begin the bachelor's degree in less than three years.

Finally, according to the *Florida Department of Education* (2020; see Appendix D), Exceptional Student Education (ESE), as well as Reading and ESOL (including both the certification and the endorsement), have been identified as critical teacher shortage areas for the 2020-2021 school year. Students in this proposed initial teacher preparation program graduate with a teacher certificate, as well as an ESOL and Reading Endorsement.

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.

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

Graduates of Seminole State's AA in Education will have the opportunity to enter the workforce as a paraprofessional, tutor, extended day assistant, or substitute teacher while continuing to earn their bachelor's degree. These graduates would seamlessly enter the BS in Exceptional Education while being employed with SCPS. This real-world experience and baccalaureate preparation will prepare graduates of this program to become exceptional education teachers. Exceptional Student Education (K-12) graduates will be qualified to teach all grade levels, pre-kindergarten through twelve. Additionally, graduates may teach in a variety of teaching settings including Florida public, charter, private and virtual schools.

Exceptional Student Education (K-12) graduates may also choose to teach other grade levels or subject areas within Florida public, charter, private, and virtual schools, by taking other subject area exams. In addition to the Exceptional Student Education (K-12) certification subject area, there are 36 other subject areas that may be added to a valid Florida Professional Certificate. To add a subject area coverage to a valid Florida Professional Certificate, you submit an application (Form CG-10) and achieve a passing score on the appropriate subject area examination. For example, if a graduate decided they wanted to teach 11th grade English, they would complete/pass the subject area exam for English (grades 6-12) and submit the application (Form CG-10) to the FLDOE. The Academic Success Center at Seminole State College provides academic support to all currently enrolled Seminole State College students. The ASC supplements classroom instruction by providing real versus virtual tutoring. The ASC also provides students access to online handouts

and practice tests, models, and computers to write papers or complete online coursework in several disciplines.

All program graduates can also pursue advanced degrees beyond this bachelor's degree to expand their employment opportunities and earning potential, either inside or outside the field of education. Administrative and leadership positions within the field of education, which may require an advanced degree, include guidance counselors, deans, occupational therapists, school administrative managers, assistant principals, principals, and superintendents.

Students will also have the opportunity to earn multiple industry certificates and endorsements including, but not limited to, Exceptional Education K-12, the ESOL Endorsement, Reading Endorsement, and/or Paraprofessional exam prior to graduation. The requirements for the Reading and ESOL endorsements will be met through an infusion model, in which the reading competencies and ESOL endorsement standards are embedded in various exceptional student education program courses, which will be identified in the Reading and ESOL Matrices (required to be completed for FLDOE ITP approval), and not limited to reading/RED or ESOL/TSL courses.

Students will also have the opportunity to earn a certificate in Instructional Design while working towards their Associate of Arts and bachelor's degree. Students may use their elective credit to meet the requirements for this certificate. As a result, students will learn to design, develop, facilitate, and evaluate instruction for delivery, not only in the face-to-face classroom, but online as well.

STUDENT COSTS: TUITION AND FEES

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

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

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 104.38	60	\$ 6,263
Tuition & Fees for upper division:	\$ 119.91	60	\$ 7,195
Tuition & Fees (Total):	\$ 224.29	120	\$ 13,457

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

Students accepted into the program who meet the following requirements will be eligible to earn a bachelor's degree in Exceptional Education for a total of no more than \$10,000. Students must enter their AA program college ready and remain continuously enrolled at the College. Once the student's total out-of-pocket tuition/fees costs reach \$10,000, the Seminole State Foundation will assume the remaining tuition costs. Out-of-pocket costs include payments to SSC in the form of cash, checks, credit cards, Florida Pre-Paid Tuition Program payments or tuition-based loans. Not considered to be out-of-pocket costs are Federal or State grants, Bright Future Scholarship awards, dual enrollment, institutional or Foundation scholarships, waivers, and/or exemption fees related to parking, labs, non-resident charges, access, books, graduation, transcripts, full cost tuition, costs incurred at other institutions, developmental education courses, course work taken more than once and courses taken in excess of 150 total credit hours. A degree audit will be done to ensure continued eligibility in the program.

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Central Florida	\$ 212.28	120	\$ 25,474
			\$ -
			\$ -
			\$ -
			\$ -

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of academic years	Total cost
Rollins (\$54,740 per year x 4 years)	\$ 61,240.00	4	\$ 244,960
Stetson (\$50,440 per year x 4 years)	\$ 61,278.00	4	\$ 245,112
			\$ -
			\$ -
			\$ -

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 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)
5.2	Unduplicated headcount enrollment:	20	40	40	40
5.3	Program Student Credit Hours (Resident)	720	1,200	1,200	1,200
5.4	Program Student Credit Hours (Non-resident)	0	0	0	0
5.5	Program FTE - Resident (Hours divided by 30)	24	40	40	40
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	24	40	40	40

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 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)
6.2	Count of Degrees Awarded	0	19	38	38
6.3	Number of Graduates Employed	0	17	35	35
6.4	Average Starting Salary* (projected from starting teacher salary on Seminole County Public Schools salary schedule, see Appendix E)		\$46,310	\$46,310	\$46,310

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.

		Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	Year 4 (2025-26)
7.2	Program Expenditures:	\$ 119,546.00	\$ 122,396.00	\$ 126,245.00	\$ 132,650.00
7.2.1	Instructional Expenses	\$ 114,196.00	\$ 117,596.00	\$ 121,145.00	\$ 124,850.00
7.2.2	Operating Expenses	\$ 4,100.00	\$ 4,300.00	\$ 4,600.00	\$ 7,300.00
7.2.3	Capital Outlay	\$ 1,250.00	\$ 500.00	\$ 500.00	\$ 500.00
7.3	Revenue:	\$ 163,997.00	\$ 275,650.00	\$ 278,010.00	\$ 280,370.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 65,097.00	\$ 108,496.00	\$ 108,496.00	\$ 108,496.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees	\$ 6,332.00	\$ 10,554.00	\$ 10,554.00	\$ 10,554.00
7.3.4	Florida College System Program Funds	\$ 92,568.00	\$ 156,600.00	\$ 158,960.00	\$ 161,320.00
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 163,997.00	\$ 275,650.00	\$ 278,010.00	\$ 280,370.00
7.4.2	Total Unexpended Funds (carry forward)	\$ (44,451.00)	\$ (153,254.00)	\$ (151,765.00)	\$ (147,720.00)

*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.

Based on the College's Bachelor's in Education Student Survey results (2020), nineteen students indicated they would be interested in pursuing a bachelor's degree in Exceptional Student Education at Seminole State College of Florida and would be ready to begin the bachelor's program in less than three years. And according to the DEO data, there is an unmet need of 25 and Emsi projects 41 unfilled exceptional education teaching positions annually within Seminole County indicating our graduates will be able to find teaching jobs paying \$56,888. The projected employment rate of 17 in the first year and 35 every year after that is based off the job placement rates for the College's other workforce related associates and bachelor's degrees. Over ninety percent of students who graduated from our Business, Health Sciences and other bachelor's degrees are employed. In addition, one of Seminole State's [Strategic Goals](#) for our students, is to strive to maintain high rates of career placement and improve rates of baccalaureate transition. A review of the most current job placement data for our Associate of Science degrees show exceptional placement rates. In addition, Seminole County Public Schools has requested the College to add this bachelor's degree and indicated their intent to hire our graduates.

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 new B.S. Exceptional Education program will be funded through a combination of student tuition and fee revenue dollars and Florida College System Program Funds allocated to the College. Program revenue is based on student enrollment tuition and fees, and the FCS Program Funds. As presented in Table 7.1, enrollment in the B.S. Exceptional Education is projected to generate enough revenue to support the program expenditures throughout the initial start-up period. Table 7.1 shows a projected carry forward of \$44,452 during Year 1 of the program, and an average of \$150,000 in each of the next three years. No tuition or fee increases have been projected for the first four years of the program. In the unlikely event that these funds would be inadequate to sustain the program, the College maintains reserves that the Board of Trustees would designate for the first years of the start-up phase of the new program.

PLANNING PROCESS

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

Multiple college-wide meetings were held at all levels of the College over the course of the past year. The meetings are documented in the table below. Meetings included representatives from the School of Arts and Sciences, Students Affairs, Academic Services, Business Office, eLearning, Institutional Research, Academic Leadership, Executive Team, and Course and Curriculum department.

Date	Individuals	Topics
9/26/19	Dr. Ross Dr. Summers Dr. Valentino Dr. Jobe Dr. Navarro Carlene McNeil	Discussed the potential of Seminole State offering a BS in Education
10/3/19	Dr. Navarro Dr. Fontana	Discussed the potential of Seminole State offering a BS in Education. Reviewed the requirements of writing the Notice of Intent. Discussed brainstorming bullet points for each section on our own, then meeting again to share. Determined Ashley would schedule meetings with Carlene and Brittany.
10/21/19	Dr. Navarro Brittany Resmann	Discussed the potential of Seminole State offering a BS in Education. Discussed the data required to complete the workforce demand and unmet need section on the intent form. Discussed CIP codes. Reviewed some preliminary data to determine unmet needs related to a BS in Education. Determined the need to write two Intents, one for each CIP code. Scheduled a follow up meeting.
10/22/19	Dr. Valentino Dr. Navarro	Discussed timeline for Notice of Intent for BS in Ed, and next steps.
10/29/19	Dr. Navarro Carlene McNeil	Discussed CIP codes and program outcomes. Carlene would request copies of other intents submitted by the College. Scheduled a follow up meeting.
11/5/19	Dr. Navarro Carlene McNeil	Discussed core curriculum and the need to offer a non-certification track
11/7/19	Dr. Navarro Brittany Resmann	Used the data Brittany found to populate drafts of tables 3.1.1, 3.1.2, 3.1.3, 3.1.4 Discussed what the data meant. Discussed the steps needed to survey current education pre major students at Seminole State about a BS in Ed at SSC.
11/8/19	Dr. Ross Dr. Navarro	Dr. Ross approves (via email) the request to survey current education pre major students at Seminole State about a BS in Ed at SSC.

11/9/19	Dr. Valentino Dr. Navarro	Dr. Navarro completed the program summary, program description, workforce demand and unmet need, the planning process, and appendix table sections of the Notice of Intent, and will forward it to Dr. Ross, Dr. Summers, Dr. Valentino, and Dr. Jobe, noting sections that were incomplete. Discussed timeline for Dr. Valentino to enter the necessary information in the APPRiSe system, using the information provided by Dr. Navarro. Discussed administering the survey to current education pre major students in January.
1/16/2020	Dr. Navarro Brittany Resmann	Met with Brittany Resmann in Institutional Research about creating and administering a survey to education pre major students.
1/21/2020	Dr. Valentino Dr. Navarro	Met with Dr. Valentino to discuss next steps and the survey to education pre major students.
2/2020	Brittany Resmann	Institutional Research email survey to education pre major students
3/2020		Survey was closed and results were tabulated by IER.
7/6/2020	Dr. Valentino Dr. Navarro	Drs. Valentino and Navarro discussed some updates to the application process. Ashley summarized the survey results. Lisa asked if I would send the survey summary to Dr. Ross, as she would be meeting with her in the next couple of weeks. Survey Summary: <ul style="list-style-type: none"> • Out of 178 responses 166 (92%) students stated they were very interested (140, 79%) or interested in pursuing a bachelor's degree at Seminole State. • Out of 179 responses 19 (11%) students stated exceptional student education as the track they would be interested in pursuing. • Out of 179 responses 158 (88%) students stated they would be ready to begin the Bachelors degree in less than three years.
8/24/2020	Dr. Ross	UCF "oks" SSC to submit education degree in Apprise.
8/28/2020	Dr. Valentino	Seminole State entered information for two potential bachelor degree programs in APPRiSe: B.S. Exceptional Student Education and Bachelor of Science, Elementary Education. (The comment period for these prospective programs closed on October 12, 2020.)
10/4/2020	Dr. Amy Locklear, Daytona State College Dr. Laura Ross	Email conversation on the proposed modalities for Seminole State's BSED
10/6/2020	Dr. Valentino Apprise System University of Central Florida	Comment received in Apprise from University of Central Florida
10/16/2020	Dr. Laura Ross Dr. Stephen summers	Internal meeting to discuss results of EAB report commissioned by UCF on Education Bachelor's degrees.

	Dr. Baboucar Jobe Dr. Ashley Navarro Dr. Lisa Valentino	
3/1/2021	Dr. Valentino Dr. Navarro	Met with Dr. Valentino to discuss the status of the NOIs and next steps
3/19/2021	Dr. Laura Ross Dr. Stephen summers Dr. Baboucar Jobe Dr. Ashley Navarro Dr. Lisa Valentino	Meeting to discuss the status of the NOIs and next steps
4/14/2021	Dr. Laura Ross Dr. Lisa Valentino	Discussed status of draft NOI documents and timeline for submission to FLDOE
4/15/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed draft of NOI to finalize content and confirm expected submission date.
4/21/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed latest draft of NOI to finalize content
5/3/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Reviewed lasts draft of NOI documents based on feedback from new information/research received by Dr. Navarro.
6/8/2021	Dr. Georgia Lorenz	Notice of Intent (NOI) was submitted to DFC
9/10/2021	Dr. Baboucar Jobe Dr. Laura Ross Dr. Stephen Summers Dr. Ashley Navarro Dr. Lisa Valentino	Meet via Zoom to discuss status of NOI based on feedback from DOE, proposal status and submission timeline.
9/12/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Meet via Zoom to discuss and update proposal status.
9/14/2021	Dr. Laura Ross Dr. Ashley Navarro Dr. Stephen Summers Dr. Baboucar Jobe Dr. Lisa Valentino	Meet via Zoom to discuss and update proposal status.
9/14/2021	Dr. Lisa Valentino Judi Cooper Ngamy Pham	Dr. Valentino met with Judi Cooper, Associate Vice President, Business Services and Ngamy Pham, Budget Coordinator/Analyst to discuss budget projections in Table 7.1.
9/20/2021	Brittany Resmann Dr. Ashley Navarro	Discuss SACSCOC Prospectus
9/23/2021	Brittany Resmann Dr. Laura Ross Dr. Ashley Navarro Dr. Stephen Summers Dr. Baboucar Jobe Dr. Lisa Valentino	Discuss SACSCOC Prospectus
10/26/2021	Dr. Ashley Navarro Dr. Lisa Valentino	After receiving feedback from DFC, met via Zoom to discuss and revise proposal.

11/2/2021	Dr. Ashley Navarro Dr. Lisa Valentino	Met via Zoom to discuss proposal revisions.
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9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution’s interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

Seminole State College’s Vice Presidents of Academic Affairs and Student Affairs meet monthly with their counterparts from Seminole County Public Schools. The concept of Seminole State offering a baccalaureate in education emanated from these ongoing conversations. The dates and brief summaries of these meetings are presented in the table below,
See table below.

5/8/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS) Mike Gaudreau, (SCPS)	SCPS-SSC Senior Leaders Joint Meeting: Initial Discussion of Seminole State offering education bachelor’s degrees. Received strong support from SCPS leaders. Please note: SCPS=Seminole County Public Schools SSC=Seminole State College of Florida
5/20/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS) Mike Gaudreau, (SCPS)	Email exchange and Summary of May 8 meeting with Anna-Marie Cote: “Talk[ed] with Dr. Griffin about interest in supporting a BS in Education from SSC. Dr. Griffin and Dr. Lorenz had a scheduled meeting on May 8th. Dr. Griffin spoke with Dr. Lorenz and both are in favor of SSC pursuing awarding a BS in Education!” Please note: Dr. Griffin, Superintendent Seminole County Public Schools Dr. Lorenz, President Seminole State College of Florida
6/12/2019	Laura Ross, Seminole State Dick Hamann, Seminole State Anna-Marie Cote, Seminole County Public Schools (SCPS) Jason Wysong, (SCPS) Mike Gaudreau, (SCPS)	SCPS-SSC Senior Leaders Joint Meeting: Additional discussion about BS in Exceptional and Elementary Education and next steps
10/13/2019		Email from Anna-Marie Cote (Deputy Superintendent SCPS):

		SCPS Support for SSC BS in Education Candidates. SCPS could provide more, and earlier internship experiences and mentorships aligned with students' specific areas.
4/2021		Email sent to Dr. Laura Ross from Dr. Walt Griffin, Superintendent SCPS Schools, supporting the development and implementation of the BS degrees in Exceptional and in Elementary Education and Exceptional Education at Seminole State (see Appendix F).
4/2021		Email sent to Dr. Laura Ross from Jason Wysong, Executive Director for Instructional Excellence and System Equity SCPS Schools, supporting the development and implementation of the BS degrees in Exceptional and Elementary Education at Seminole State (see Appendix G).
9/10/2021	Dr. Laura Ross Dr. Michael Sfiropoulos	Phone and email conversation on status of NOI and timeline for proposal submission and presentation to SBOE.
9/15/2021	Dr. Laura Ross, SSC Dr. Ashley Navarro, SSC Dr. Baboucar Jobe, SSC Dr. Stephen Summers, SSC Johnny Craig, SSC Dr. Lisa Valentino, SSC Dr. Regina Fontana, SSC Dr. Jason Wysong, SCPS Shawn Gard-Harrold, SCPS Michael Rice, SCPS Alexandra Hilliard, SCPS Kristin Brilliant, SCPS Adriana Jones, SCPS Danielle Lemons, SCPS Brittany Rogers, SCPS Caroline Legler, SCPS Bridget Dycus, SCPS Dr. Heidi Gooch, SCPS Dr. Michelle Walsh, SCPS Tanya Shores, SCPS	Education Careers Pipeline meeting between Seminole State and Seminole County Public Schools to discuss proposed bachelor's degrees and the College & School System partnership.

	Dr. Marian Cummings, SCPS Dr. Robin Dehlinger, SCPS	
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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

While the University of Central Florida is **not** part of Seminole State College’s service district, it is part of our region. As one of the Direct Connect Partners with the University of Central Florida, Seminole State College is one of the founding members of The Consortium for Academic Coordination Committee (CACC). The CACC and its subcommittee, The Regional Workforce Group, are comprised of representative from UCF, Seminole State College, Valencia College, CareerSource, Lake Sumter State College and Eastern Florida State College. The CACC is charged with planning academic programs from a regional perspective, and it has a particular focus on baccalaureate degrees. As part of the coordinated process, all new baccalaureate degrees are submitted to the Regional Workforce Group, of which Seminole State is a member. If it is demonstrated that there is adequate labor demand for baccalaureate degree, it is forwarded to the full CACC. The CACC approved Seminole State’s plan to explore the baccalaureate in Elementary Education and Exceptional Student Education in August 2020 and UCF reaffirmed its support of this proposal in an Apprise comment on October 6, 2020.

Date(s): Various Dates – see table below

Institution(s): University of Central Florida

Activity Descriptions and Outcomes:

Discussions were held with UCF regarding Seminole State offering a bachelor’s in Elementary Education and a bachelor’s in Exceptional Education on multiple dates. (See table below.)

UCF did not object to moving forward with the approval process and confirmed this in a comment entered into the Apprise notice in October 2020.

10/24/2019	Mark Paugh, College of Central Florida Amy Locklear, Daytona State College Linda Miedema, Eastern Florida State College Laura Ross, Seminole State College Isis Artze Vega, Valencia College Jeff Jones, UCF	Consortium Academic Coordination Committee (CACC): Laura Ross announced that Seminole State was considering BS degrees in education. The Committee decided to ask Education Advisory Board (EAB) to do a report on the regional teacher education programs and the competitive landscape.
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	<p>Pam Cavanaugh, UCF Sissi Carroll, UCF Harrison Oonge, UCF Teresa Dorman, UCF Charles Reilly, UCF Paul Wilder, Valencia</p>	
6/27/2020	<p>Recipients: Mark Paugh, College of Central Florida Amy Locklear, Daytona State College Randy Fletcher, Eastern Florida State College Michael Vitale, Lake Sumter State College Isis Artze Vega, Valencia College Jeff Jones, UCF Theodorea Berry, UCF Pam Cavanaugh, UCF Melody Bowdon, UCF</p>	<p>Email from Laura Ross to CCAC members: "I want to give you a heads up that Seminole State College is submitting an exceptional student education BS in APPRiSe this week. I know we are sponsoring this EAB education research that will provide valuable information for our planning, but the process for BS approval is so long. We want to at least alert the higher education community that we are exploring this degree."</p>
8/28/2020	<p>Dr. Valentino</p>	<p>Seminole State entered information for two potential bachelor's degree programs in APPRiSe: B.S. Exceptional Student Education and Bachelor of Science, Elementary Education. (The comment period for these prospective programs closed on October 12, 2020.)</p>
9/15/2020	<p>Mark Paugh, College of Central Florida Amy Locklear, Daytona State College Randy Fletcher, Eastern Florida State College Laura Ross, Seminole State College Isis Artze Vega, Valencia College Jeff Jones, UCF Theodorea Berry, UCF Pam Cavanaugh, UCF Jennifer Sumner, UCF</p>	<p>Consortium Academic Coordination Committee (CACC): The Committee had a presentation from Jennifer Sumner, UCF, on two of three reports from Education Advisory board (Market Analysis Pulsecheck for Education in Central Florida and Comparative Analysis for market demand). Discussion followed regarding collaborations between State Colleges and UCF for education cohorts. The group also discussed the importance of School District Partnerships.</p>

	Melody Bowdon, UCF Christopher Childs, UCF	
10/4/2020	Dr. Amy Locklear, Daytona State College Dr. Laura Ross	Email conversation on the proposed modalities for Seminole State's BSED
10/6/2020	Dr. Valentino Apprise System University of Central Florida	Comment received in Apprise from University of Central Florida in which UCF did not object to Seminole State's moving forward with the approval process and confirmed this in a comment entered into the Apprise notice
10/16/2020	Dr. Laura Ross Dr. Stephen summers Dr. Baboucar Jobe Dr. Ashley Navarro Dr. Lisa Valentino Brittany Iglesias, UCF Dr. Theodora Berry,UCF Dr. Pam Cavanaugh, UCF	Meeting to discuss Seminole State's and UCF's relationship and proposed Education bachelor's.
3/25/2021	Mark Paugh, College of Central Florida Amy Locklear, Daytona State College Randy Fletcher, Eastern Florida State College Laura Ross, Seminole State College Isis Artze Vega, Valencia College Jeff Jones, UCF Theodora Berry, UCF Pam Cavanaugh, UCF	CACC review of Seminole State College's Notices of Intent for BS degrees in education.
3/30/2021	Dr. Laura Ross Dr. Nasser Hedayat, Valencia College	Dr. Ross shared drafts of Seminole State's NOI's with Dr. Hedayat at Valencia asking for review by the Consortium Workforce Dean's/Leads requesting review.
4/2021		Dr. Ross (SSC), Dr. Berry (UCF) and other members of CACC discussed CACC's support for Seminole State's BS, Exceptional Student Education via email.
4/29/2021	Email Dr. Laura Ross Dr. Nasser Hedayat, Valencia College	Dr. Ross was notified by Dr. Nasser Hedayat that the Consortium Workforce Dean's/Leads had reviewed Seminole State's Baccalaureate Notice of Intents and had no concerns.
4/30/2021	Email	Dr. Ross was notified that the CACC had reviewed Seminole States Baccalaureate Notice of Intents and had no concerns.

8/23/2021	Endorsement Letter from UCF received	Dr. Ross received letter of endorsement from Dr. Theodora Berry, Vice Provost, University of Central Florida. (see Appendix H)	
9.3.2 Regionally Accredited Institutions in College's Service District			
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes: Click or tap here to enter text.</p>			
9.3.3 Institutions outside of College's Service District (If applicable)			
<p>Date(s): October 4, 2020</p> <p>Institution(s): Daytona State College</p> <p>Activity Descriptions and Outcomes: Email conversation between Dr. Ross and Dr. Amy Locklear on the proposed modalities for Seminole State's BSED</p>			

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	8/28/2020
10.2	Indicate the date of District Board of Trustees approval.	4/18/2021
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	6/8/2021
10.4	Indicate the date the completed proposal was submitted to DFC.	9/15/2021
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	2/9/2022
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2022
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	May 2022
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2022

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Seminole State College operates and maintains physical facilities that appropriately serve the needs of the College's education program, support services, and mission. Seminole State owns and operates four campus locations and the Geneva Center to serve students and the community in Seminole County, Florida. Each of Seminole State's four campuses provides classrooms, learning labs, libraries and learning resources, student support and other services. Facilities provided at each campus and Center are summarized in the table below. The adequacy of College facilities is ensured through a facility planning process for all educational programs, support services, and other activities.

Space Use (in square feet)	Sanford/Lake Mary	Heathrow
Classrooms	102,637	4,578
Instructional Labs	147,681	11,537
Library/Student Areas	48,207	4,493
Student Services	37,051	413
Offices	146,409	12,034
Instructional Support	362,899	32,736
Total Square Footage	901,046	65,791
Students Served*	13,644	1,519
Average Space/Student	65.8	43.3

*Annual student headcounts by campus/center 2017/2018

Source: Facilities database, Fall 2018

Seminole State has a robust network infrastructure and wireless network providing Wi-Fi access at all campus locations. Seminole State has worked with its internet service provider, Centurylink, to upgrade its current internet bandwidth from 400 MB to 1GB. Seminole State also has a 1 GB connection to the Florida Lambda Rail, providing high speed internet access to State Universities and to strategic partners like Microsoft and Google. The Florida Lambda Rail connection provides redundancy to Centurylink in the event of an outage.

Seminole State has worked with its primary technology partner, Dell, to improve the wireless infrastructure at the College by purchasing and deploying a new wireless network. The new Aerohive wireless network improved speed and reliability to support the growing demand from students, faculty, and staff for wireless access.

Every classroom has, at minimum, the Microsoft Office Suite, plus other applications. Other applications are installed based on the use of the room to help meet program and course objectives. Nearly all classrooms are Smart-equipped, with the exception of art studio labs, music labs, biology labs, and other classrooms designed for a specific purpose. Smart classrooms have a

projector, projection screen, teaching console, touch panel, computer, audio system, media player, document camera, wireless mouse, and cable cubby as standard features.

Beyond the classroom, the College ensures that students have access to technology by providing computer and internet access in public areas and computer labs. Students can find open lab hours for any of the College's four campuses from the College's website.

In addition, students may utilize the many available virtual options to enhance their college experience. To meet the needs of our eLearning community, Seminole State's team of baccalaureate specialists provides advising services to help students plan, begin and successfully complete their educational goals. Advising sessions can be completed via phone or Zoom. Self-help videos relating to instructions on how to search and register for courses, accepting and deferring aid, and financial literacy are also available online.

Canvas is the learning management system for Seminole Online. All online courses are administered through Canvas. Student can access a Canvas Student Tour which will be used to help familiarize them with the Canvas tools used within each course. In addition, Canvas Help is available to students 24 hours a day, seven days a week.

Seminole State also provides resources to students who may not be familiar with learning online. The resources provided can help students who may struggle with procrastination, study skills, or stress management. These tools can help students transform a student's learning experience and support success as online learners.

For students who may not have access to Microsoft Office 365, they may access this suite for free once they register for a class with Seminole State College. Students may download the full version of Microsoft Office 365 on up to five devices.

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

During the initial startup period (one to four years), no new facilities are needed for this degree. Included in the budget are capital equipment costs for computers and printers for faculty.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

Seminole State College's Libraries provide access to resources and services at four campuses and online. Overall, the libraries provide access to more than 300,000 total resources, including over

80,000 eBooks, over 100,000 eVideos, and access to scholarly online journals and more than 120 online databases. For specific Education-related databases, the libraries provide access to Education Source (EBSCO), Educator’s Reference Complete (Gale), and ERIC. The libraries also provide access to over 7,500 eBooks on Education (EBSCO and ProQuest) and over 8,000 eVideos on Education (ProQuest and Films on Demand). The libraries also have access to the online test prep resource Testing and Education Reference Center (Gale), and the libraries have physical copies of test prep materials for the FCTE and other educator exams available at the campus libraries. Library services available to students and faculty include intra-campus and interlibrary loan, individual research assistance in-person, on the phone, or online, class group instruction in-person or online, and the option for faculty to have embedded librarians in their courses in the college’s learning management system (Canvas). The campus libraries also provide student access to more than 200 computer workstations, loanable laptops, wireless internet access, and study spaces, including reservable study rooms. All of these resources and services are discoverable on the libraries’ website, and there is a specific online guide to services and resources for Education students (<https://libguides.seminolestate.edu/education>), which is linked to from each Education course within Canvas. The libraries also provide a librarian liaison to the Education Program, who is the point person for instruction and collection development needs.

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

During the planning process for the B.S Exceptional Education program, current library resources were reviewed, and new resources were identified by faculty and staff, particularly new collections of eBooks and eVideos, and also new online periodical subscriptions. A recommended core library collection to support the BS program has been compiled. There will be \$20,000 allocated over the next four years to procure the required additional resources for the program. As with all other degree programs, materials are acquired primarily to directly support the curriculum of the College. The teaching faculty and librarians work collaboratively on both collection development and maintenance to ensure that learning outcomes for the BS program will be fully supported by the collection. This program will be designated as a collection development priority during program startup and accreditation. The collection development will comply with SACSCOC for library and media support

ACADEMIC CONTENT

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

Admission to the BS in Exceptional Education:

- Conferred Associate of Arts degree from a regionally-accredited institution
- Have a minimum 2.5 overall GPA
- Grade “C” or higher in EDF 2005
- Complete BS in Exceptional Ed application
- Meet with an advisor prior to registering for courses

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

Seminole State anticipates that 25% of the upper-level coursework will be taught by faculty with terminal degrees.

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

Year 1	Year 2	Year 3
20:1	30:1	30:1

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

Seminole State will seek accreditation by the Council for the Accreditation of Educator Preparation (CAEP) with a target approval date of 2026-27 academic year. CAEP assures that educator programs prepare quality and successful teachers.

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

CIP 13.1001: EDF X005 Introduction to the Teaching 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.

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 (Curriculum forms: see Appendix I)		
Term 1	Course Title	Credit Hours
EDF 3321	Foundations of Teaching (pc)	3
EEX 4070	Teaching Exceptional Students (pc)	3
EEX 4601	Introduction to Behavior Management (pc)	3
RED 3042	Principles of Reading Instruction (pc)	3
TSL 4520	ESOL Foundations: Language and Culture (pc)	3
	Total Term Credit Hours	15
Term 2	Course Title	Credit Hours
EEX 3066	Instructional Practices for Exceptional Students (pc)	3
EEX 4221	Assessment in Exceptional Education (pc)	3
RED 4519	Diagnostic and Instructional Interventions in Reading (pc)	3
LAE 4314	Teaching Language Arts (pc)	3
MAE 3310	Teaching Mathematics I (pc)	3
	Total Term Credit Hours	15
Term 3	Course Title	Credit Hours
EDF 4430	Measurement, Evaluation, and Assessment in Education (pc)	3
TSL 4100	ESOL Curriculum, Methods, and Assessment (pc)	3
	Total Term Credit Hours	6
Term 4	Course Title	Credit Hours
EEX 3241	Academics for Exceptional Students (pc)	3
EEX 4755	Family and Community Involvement in Education (pc)	3
RED 4942	Practicum for Assessment and Instruction of Reading (pc)	3
EEX 3942	Pre-Internship Field Experience I Exceptional Education (pc)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
EEX 4941	Student Teaching Internship II Exceptional Education (pc)	9
EEX 4945	Seminar in Exceptional Education (pc)	3
	Total Term Credit Hours	12
Term 6	Course Title	Credit Hours

	Total Term Credit Hours	0
	Program Total Credit Hours:	60

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

- Limited Access
- Restricted Access
- N/A

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

Not applicable

PROGRAM TERMINATION

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

In the unlikely event of program termination, and according to [College Procedure 4.0800](#), Seminole State College will ensure the program is phased out over a gradual time period to allow students who have completed at least 50% of the program the opportunity to complete their degree. In addition, we will work with other colleges in neighboring districts to transition the students into similar programs.

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 A: Emsi Data Set Occupation Table 2021, Seminole County, Florida
Appendix B: EAB Assessment of Bachelor's-Level Education Programs 2020, Central Florida
Appendix C: Seminole State Bachelor's in Education Student Survey Results 2020
Appendix D: Florida Department of Education Critical Teacher Shortage Areas 2020-2021
Appendix E: Seminole County Public Schools Teacher Placement Salary Schedules
Appendix F: Letter of Endorsement, Superintendent (retired), Seminole County Public Schools
Appendix G: Letter of Endorsement, Executive Director, Seminole County Public Schools
Appendix H: Letter of Endorsement, Vice Provost, University of Central Florida
Appendix I: Course Curriculum Forms

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

Seminole State College of Florida is not aware of any objections or alternative proposals for this program.