

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.	State College of Florida, Manatee-Sarasota
Institution President.	Dr. Carol F. Probstfeld

PROGRAM SUMMARY

1.1	Program name.	EXCEPTIONAL STUDENT EDUCATION (ESOL, 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 checked="" 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).	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.

Graduates of this program will be eligible for Florida Elementary Teacher Certification (K – Grade 12) and endorsements in Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL, K-Grade 12) *. This program will enable graduates to provide needed employment in the teaching profession where there is a critical teacher shortage in Florida (<https://tsa.ed.gov/#/reports>).

The curriculum will ensure that the teacher candidate can integrate theory with teaching practice to demonstrate competencies related to research-based instructional techniques that are appropriate for all students. The curriculum will also ensure that candidates and completers are prepared to instruct kindergarten through grade 6 (K-6) students to meet high standards for academic achievement commensurate with the College's mission, strategic plan, and established program goals.

The pathways to admission will primarily be acceptance to the College, completion of an AA degree with a cumulative GPA of at least 2.5 on a 4.0 scale, and completion of a course introducing the student to the teaching profession.

Note: The NOI stated that the pathway to admission includes a passing score on all sections of the General Knowledge Test (GKT) of the Florida Teacher Certification Exam. However, this proposal provides that the GKT examination for those students with a master's degree or higher would be deemed as passed. Students without an advanced degree are required to pass the GKT prior to exiting the program. As such, the passing of the GKT is not being proposed as an entrance requirement as stated in the NOI.

Graduation requirements include a passing score on all sections of the General Knowledge Test (GKT) of the Florida Teacher Certification Exam. In instances where a candidate already possesses a master's degree or higher from an accredited postsecondary institution recognized by the FDOE, they would not have to take the GKT pursuant to recently passed legislation. The curriculum will ensure that candidates and completers are prepared to instruct kindergarten through grade 12 (K-12) students to meet high standards for academic achievement. The program faculty will instruct and assess each candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in Rule 6A-5.066(1)(ii) to include: 1) instruction/assessment in Florida Educator Accomplished Practices; 2) curricula and instruction using state-adopted content standards; 3) scientifically-researched and

evidence-based reading instruction; 4) content literacy and mathematical practices; 5) appropriate instruction strategies for English language learners, students with disabilities, differentiation, and character-based classroom management; 6) early identification of students in crisis or experiencing a mental health challenge and referral methods; and 7) strategies to support the use of technology in education and distance learning.

Graduates of the program will be prepared to teach in areas of critical need as identified by the Florida Department of Education (FDOE), including: 1) ESE teachers ranked No. 2 in critical teacher shortage rankings for 2021-22; 2) 19.27% of total ESE courses are taught by teachers not certified in the appropriate field; and 3) ESE teachers ranked No. 2 in projected vacancies with 19.68% projected vacancies for 2021-22. These data illustrate that teacher preparation in ESE is needed to meet the demand for ESE teachers in Florida

(<https://www.fldoe.org/core/fileparse.php/7749/urlt/CriticalTeacherShortageAreas19.pdf>).

Nationally, according to the U.S. Department of Education Office of Postsecondary Education (2021-2022), exceptional student education teachers are in critical need in 45 states, including Florida (<https://tsa.ed.gov/#/reports>). In addition, the National Center for Education Statistics (NCES) reports that in 2019–20, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.3 million, or 14 percent of all public-school students. Among students receiving special education services, the most common category of disability (33 percent) was specific learning disabilities

(<https://nces.ed.gov/programs/coe/indicator/cgg>).

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.

Workforce statistics available from the Florida Department of Economic Opportunity (FDEO) include evidence that: 1) as an industry in Florida, Educational Services ranks 7th of the occupations presently experiencing the highest rate of growth (<https://floridajobs.org/economic-data/employment-projections/fastest-growing-industries>), with a projected growth of 12.6% in the 2020-2028 period (<https://www.floridajobs.org/workforce-statistics/products-and-services/help-wanted-online>); 2) elementary and secondary schools, state, local, and private make up over 16% of the Educational Services industry. 3) jobs in SOC 25-2059—Special Education Teachers, All Others, shows an annual average of 6% growth projected for the period from 2020-2028 according to EMSI for Manatee and Sarasota counties; and 4) for the period from 2019-2029, the annual projected average of openings in the ESE teaching field in Florida is 13,000/year.

It is important to note believe SOC 25-2059 is the best selection for CIP – SOC alignment for our application, however upon searching for the data using the 3.1.1 instructions, the SOC 25-2059 data is not available for our service district. Upon recommendation of FCS officials, we then utilized EMSI data source and located SCO 25-2059 data which was used for this proposal.

Other workforce statistics include the 2018 FDEO publication titled “The Florida Skills Gap and Job Vacancy Survey” where the super sector industry of education and health services was ranked no. 1 as the largest employment super sector in Florida with the largest number of vacancies (http://lmsresources.labormarketinfo.com/skills_gap/skills_gap_report.pdf).

Importantly, the State of Florida Board of Education (BOE) identified several areas of greatest need among teachers statewide, including: 1) ESE teachers rank No. 2 in critical teacher shortage rankings for 2021-22; 2) the of total ESE courses are taught by teachers not certified in the appropriate field is 19.27%; and 3) ESE teachers ranked No. 2 in projected vacancies with 19.68% projected vacancies for 2021-22 academic year (<https://www.fldoe.org/core/fileparse.php/7749/urlt/CriticalTeacherShortageAreas19.pdf>).

Nationally, according to the U.S. Department of Education Office of Postsecondary Education (2021-2022), exceptional student education teachers are in critical need in 45 states, including Florida (<https://tsa.ed.gov/#/reports>). In addition, the National Center for Education Statistics (NCES) reports that in 2019–20, the number of students ages 3–21 who received special education services under IDEA (Individuals with Disabilities Education Act) was 7.3 million, or 14 percent of all public school students. Among students receiving special education services, the most common category of disability (33 percent) was specific learning disabilities (<https://nces.ed.gov/programs/coe/indicator/cgg>).

According to the EMSI data for our service district in SOC 25-2059 average salary of special education teachers is \$48,016/year (See Table 3.1.1 below).

To illustrate the needs of the Manatee and Sarasota County school districts, various data publications and reports assembled by the FDOE (<https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml>) illustrate that:

- During the 2020-21 academic year, a grand total of 202,505 teachers are employed statewide, of which 3,734 are employed in Manatee County and 3,265 are employed in Sarasota County.
- During the 2019-20 academic year, 7% of classrooms statewide are taught by out-of-field teachers. 8.2% of the Manatee District School classrooms and 3.5 % of Sarasota District School classrooms are taught by out-of-field teachers.

- During the 2019-20 academic year, the data from the FDOE indicates that statewide, 592,197 students fall into the exceptional student criteria with 10,384 students in the Manatee County District and 12,559 students in the Sarasota County District.
- During the 2019-20 academic year, there were 452,675 English language learners statewide, with 6,426 students in the Manatee County District and 2,374 students in the Sarasota County District.

Local unmet need can be illustrated by the present number of unfilled special education teacher vacancies in the SCF service area and a historical perspective of the number of classrooms unstaffed with certified or in-field teachers.

- As of the date of this proposal, Sarasota County Schools Human Resources teacher position postings included 21 openings for certified teacher position types of which seven (35%) of the positions require ESE endorsement and four (18%) require ESOL endorsement (Appendix A).
- As of the date of this proposal, Manatee County Schools Human Resources teacher position postings included 30 openings for certified teacher position types of which five (17%) of the positions require ESE endorsement (Appendix A).
- A survey of the Manatee District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 81 unfilled elementary education and 79 unfilled exceptional student education (ESE) positions at the start of the academic year (Appendix A).
- A survey of the Sarasota District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 20 unfilled elementary education and 19 unfilled exceptional student education (ESE) positions at the start of the academic year (Appendix A).

There are no private or public postsecondary institutions in the SCF service area (Manatee and Sarasota Counties) that can meet the intense demand for ESE-credentialed teachers in the service area. The college closest to the SCF service area that has an ESE bachelor's degree program is St. Petersburg College, which does not serve the SCF service area of Manatee and Sarasota counties. Consequently, SCF would serve a unique role in meeting the fully unmet need in the SCF service area for elementary (grades K – 6) education graduates who possess ESE and ESOL (K-12) endorsements. This degree would meet the demand for fully licensed teachers who are prepared to teach in a private or public school. School District Superintendents of Manatee and Sarasota District Schools have communicated to SCF administrators Drs. Probstfeld and Fritch that there is a demand for elementary education teachers with ESE and ESOL endorsements.

As the evidence above justifies, there is a need for this program. Local and national needs discussed above show there is a statewide need in Florida to provide for an anticipated growth of 13.9%. In addition, this proposed program would educate teachers to serve in an area of need ranked No. 2 in critical teacher shortage rankings and provide needed endorsements to fill the job vacancies predicted. These findings are further supported by letters from local community education administrators signaling their need to fill job vacancies in the ESE teaching discipline (See Appendix A).

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	18	123	175	-105	-157						
Other Totals				0	0						

* Please note this table includes data from two different tables as required in the instructions. The Demand data (3.1.1) is service district data and Supply (3.1.3) is statewide data since no district level data is available. Therefore, the difference is not a meaningful comparison. Considering service district demand data is 18 job openings and the supply in the service district is 0 graduates, the difference is 18.

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.

There are no private or public postsecondary institutions in the SCF service area (Manatee and Sarasota Counties) that can meet the intense demand for graduates in the service area. The college closest to the SCF service area that has an ESE bachelor's degree program is St. Petersburg College, which does not serve the SCF service area of Manatee and Sarasota counties. Consequently, SCF would serve a unique role in meeting the fully unmet need in the SCF service area for elementary (grades K - 12) education graduates who possess ESE and ESOL (K-12) endorsements. This degree would help meet the demand for fully licensed teachers who are prepared to teach in a private or public school.

Local needs were also identified on November 2, 2020, with service-area district leaders Dr. Cynthia Saunders (Superintendent, School District of Manatee County), Dr. Brennan Asplen (Superintendent, School District of Sarasota County), Dr. Carol Probstfeld, SCF President, and Dr. Todd Fritch, SCF Executive Vice President & Provost. During the meetings, priorities were identified of which included the demand for elementary education (Grades P – 6) teachers with ESOL (Grades K – 12) endorsement in the service areas. During October and November 2020, the SCF Educator Preparatory Institute (EPI) advisory board members, which include stakeholders such as the Staffing Administrator from Sarasota County Public Schools HR Department, the Diversity and Recruitment Coordinator for Manatee County School District, and a school administrator from a charter school were updated on SCF's plan to propose this program. These stakeholders highly support this program proposal. In March 2021, the Charles and Margerey Barancik Foundation ("Barancik") awarded a grant to SCF in support of this program. Other stakeholders, such as the SOAR in 4 group and the Manatee and Sarasota Early Learning Coalition group, also support this program proposal. Appendix A includes letters from local community education administrators which reflect their need to fill job vacancies in the ESE teaching discipline.

According to Census.gov (2021), the State College of Florida service area has an estimated population of 821,573 residents as of July 2016, reflecting an increase of 14.2% over the July 2016 base. The civilian labor force for the period most recently reported (2015-2019) is estimated at 51.5%. A total number of households is 448,234, with an average of 2.442.33 persons per household. Of persons, 25 and older, about 91.4 % have a high school diploma or higher, and about 32.6% have a Bachelors' degree or higher. Median annual household income is \$60,600, and median per capita income is \$37,467 (<https://www.census.gov/quickfacts/fact/table/sarasotacountyflorida,manateecountyflorida/PST045219>).

As reported by the United States Census Bureau in 2019, the Manatee County geographical portion of the service district where the main campus of SCF is located encompasses a

population of approximately 403,253 residents (<https://data.census.gov/cedsci/table?q=Manatee%20County,%20Florida%20Populations%20and%20People&tid=PEPPOP2019.PEPANNRES>). Currently, there are 47 traditional public schools in Manatee County, 62 (75%) of which are elementary schools, 15 are non-traditional public schools, and one is a technical college. Five of the public schools distinctly serve ESE members (<https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml>). The projected VPK through 12th grade ages student enrollment for the Manatee District Schools is 50,953 for the 2021-2022 academic year (<https://www.manateeschools.net/Page/5952>). The Sarasota County geographical portion of the service district served by the SCF Venice Campus encompasses a population of 433,742 residents

(<https://data.census.gov/cedsci/table?q=Sarasota%20County,%20Florida%20Populations%20and%20People&tid=PEPPOP2019.PEPANNRES>). There are currently 50 public schools in Sarasota County, 23 (46%) of which are elementary schools, 9 are non-traditional public schools, and one is a technical college. Seven of the public schools of Sarasota County distinctly serve ESE members (<https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml>). The projected VPK through 12th grade ages student enrollment for the Sarasota District Schools is for the 2021-2022 academic year has not been published. However, the most recent data, which is comprised of the 2020-2021 data, projected K-12 enrollment of 42,981 in the Sarasota County district during the 2020-2021 academic year (<https://www.sarasotacountyschools.net/site/handlers/filedownload.ashx?moduleinstanceid=2763&dataid=81721&FileName=2021%20Day%205%20District%20Totals.pdf>).

- During the 2020-21 academic year, a grand total of 202,505 teachers are employed statewide, of which 3,734 are employed in Manatee County and 3,265 are employed in Sarasota County.
- During the 2019-20 academic year, 7% of classrooms statewide are taught by out-of-field teachers. 8.2% of the Manatee District School classrooms and 3.5 % of Sarasota District School classrooms are taught by out-of-field teachers.
- During the 2019-20 academic year, the data from the FDOE indicates that statewide, 592,197 students fall into the exceptional student criteria with 10,384 students in the Manatee County District and 12,559 students in the Sarasota County District.
- During the 2019-20 academic year, there were 452,675 English language learners statewide, with 6,426 students in the Manatee County District and 2,374 students in the Sarasota County District.

Local unmet need can be illustrated by the present number of unfilled special education teacher vacancies in the SCF service area and a historical perspective of the number of classrooms unstaffed with certified or in-field teachers.

- As of the date of this proposal, Sarasota County Schools Human Resources teacher position postings included 21 openings for certified teacher position types of which seven (35%) of the positions require ESE endorsement and four (18%) require ESOL endorsement (Appendix A).
- As of the date of this proposal, Manatee County Schools Human Resources teacher position postings included 30 openings for certified teacher position types of which five (17%) of the positions require ESE endorsement (Appendix A).
- A survey of the Manatee District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 81 unfilled elementary education and 79 unfilled exceptional student education (ESE) positions at the start of the academic year (Appendix A).
- A survey of the Sarasota District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 20 unfilled elementary education and 19 unfilled exceptional student education (ESE) positions at the start of the academic year (Appendix A).

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. The Florida Department of Economic Opportunity and Bureau of Labor Statistics data indicate a baccalaureate degree is the appropriate education level.

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

With their Florida Teaching Certificate-Professional and ESE and ESOL endorsements the program graduates will be prepared to enter the field of teaching kindergarten through 12th grade in both public and private schools. The graduates will enjoy a career path that focuses on the design and provision of teaching and other educational services to children with special learning needs or disabilities. Additionally, their career path will include diagnosing learning disabilities, developing individual education plans, teaching, and supervising special education students, special education counseling, and graduates will possess knowledge of relevant laws and policies. According to the Florida Department of Economic Opportunity (FDEO) the 2019 median salary of special education teachers teaching kindergarten and elementary school is \$53,256/year (<http://floridajobs.org/workforce-statistics/data-center/statistical-programs/quarterly-census-of-employment-and-wages>).

Workforce statistics available from the Florida Department of Economic Opportunity (FDEO) include evidence that: 1) as an industry in Florida, Educational Services ranks 7th of the occupations presently experiencing the highest rate of growth (<https://floridajobs.org/economic-data/employment-projections/fastest-growing-industries>), with a projected growth of 12.6% in the 2020-2028 period (<https://www.floridajobs.org/workforce-statistics/products-and-services/help-wanted-online>); 2) elementary and secondary schools, state, local, and private make up over 16% of the Educational Services industry; 3) for the period from 2019-2029, the annual projected average

of openings in the ESE teaching field in Florida is 13,000/year.

(<https://data.bls.gov/projections/nationalMatrix?queryParams=25-2052&ioType=o>).

As reported by the United States Census Bureau, in 2019, the Manatee County geographical portion of the service district where the main campus of SCF is located encompasses a population of approximately 403,253 residents

(<https://data.census.gov/cedsci/table?q=Manatee%20County,%20Florida%20Populations%20and%20People&tid=PEPPPOP2019.PEPANNRES>).

There are currently 47 traditional public schools, 31 (65%) of which are elementary schools, 3 are non-traditional public schools, 13 are charter schools, and one is a technical college. The projected VPK through 12th grade ages student enrollment for the Manatee District Schools is 50,953 for the 2021-2022 academic year (<https://www.manateeschools.net/Page/5952>). The Sarasota County geographical portion of the service district served by the SCF Venice Campus encompasses a population of 433,742 residents

(<https://data.census.gov/cedsci/table?q=Sarasota%20County,%20Florida%20Populations%20and%20People&tid=PEPPPOP2019.PEPANNRES>).

There are currently 50 public schools, 23 (46%) of which are elementary schools. The projected VPK through 12th grade ages student enrollment for the Sarasota District Schools is for the 2021-2022 academic year has not been published. However, the most recent data, which is comprised of the 2020-2021 data, projected K-12 enrollment of 42,981 in the Sarasota County district during the 2020-2021 academic year

(<https://www.sarasotacountyschools.net/site/handlers/filedownload.ashx?moduleinstanceid=2763&dataid=81721&FileName=2021%20Day%205%20District%20Totals.pdf>).

To illustrate the recent needs of the Manatee and Sarasota County school districts, various data publications and reports assembled by the FDOE

(<https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml>) report that:

- During the 2020-21 academic year, a grand total of 202,505 teachers are employed statewide, of which 3,734 are employed in Manatee County and 3,265 are employed in Sarasota County.
- During the 2019-20 academic year, 7% of classrooms statewide are taught by out-of-field teachers. 8.2% of the Manatee District School classrooms and 3.5 % of Sarasota District School classrooms are taught by out-of-field teachers.
- During the 2019-20 academic year, the data from the FDOE indicates that statewide, 592,197 students fall into the exceptional student criteria with 10,384 students in the Manatee County District and 12,559 students in the Sarasota County District.
- During the 2019-20 academic year, there were 452,675 English language learners statewide, with 6,426 students in the Manatee County District and 2,374 students in the Sarasota County District.

Local unmet need can be illustrated by the present number of unfilled special education teacher vacancies in the SCF service area and a historical perspective of the number of classrooms unstaffed with certified or in-field teachers.

- As of the date of this proposal, Sarasota County Schools Human Resources teacher position postings included 21 openings for certified teacher position types of which seven (35%) of the positions require ESE endorsement and four (18%) require ESOL endorsement (Appendix A).
- As of the date of this proposal, Manatee County Schools Human Resources teacher position postings included 30 openings for certified teacher position types of which five (17%) of the positions require ESE endorsement (Appendix A).
- A survey of the Manatee District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 81 unfilled elementary education and 79 unfilled

exceptional student education (ESE) positions at the start of the academic year (Appendix A).

- A survey of the Sarasota District Schools employment data reveals that for the 2018-19 academic year (the most recent year this data is available), of the elementary education subject teaching positions there were 20 unfilled elementary education and 19 unfilled exceptional student education (ESE) positions at the start of the academic year (Appendix A).

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:	\$ 102.48	60	\$ 6,149
Tuition & Fees for upper division:	\$ 112.08	60	\$ 6,725
Tuition & Fees (Total):		120	\$ 12,874

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 entering the program will be advised about opportunities to earn this degree for less than \$10,000 in specific circumstances. Special circumstances include, but are not limited to, availability of SCF Foundation scholarships, work-study opportunities, and public and private grants. 38.5% of SCF students were Pell Grant eligible (effective at the close of the last completed award year), and the SCF Foundation offers extensive scholarships in all degree programs. These and other

opportunities are available to reduce the financial burden of some students enrolling in the Exceptional and Special Education Teacher degree to less than \$10,000 in out-of-pocket costs for their degree. Moreover, the U.S. TEACH Grant is a popular source of funding for students in education programs. Students can get up to \$4,000/year. These funds to students, plus the other resources listed above will place this degree under \$10,000 for those eligible for the various grants and scholarships. A large percentage of SCF's Early Childhood Education students are participating in the U.S. TEACH Grant.

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, Sarasota-Manatee	\$ 185.92	120	\$ 22,310.40

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Keiser University, Sarasota Branch Location The SCF service district (Manatee and Sarasota counties) does not have an institution that confers degrees in Exceptional/Special Education. Thus, this is general tuition data, and also does not include fees which are unknown.	\$ 825.00	120	\$ 99,000

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.

		2022	2023	2024	2025
5.2	Unduplicated headcount enrollment:	6	12	24	50
5.3	Program Student Credit Hours (Resident)	36	72	144	288
5.4	Program Student Credit Hours (Non-resident)	1	1	3	6
5.5	Program FTE - Resident (Hours divided by 30)	1.20	2.40	4.80	9.60
5.6	Program FTE - Non-resident (Hours divided by 30)	0.03	0.03	0.10	0.20
5.7	Total Program FTE	1.23	2.43	4.90	9.80

PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

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

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	6	12	23
6.3	Number of Graduates Employed	0	0	3	12
6.4	Average Starting Salary			\$ 42,633.00	\$ 42,633.00

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.

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

		2022-23	2023-24	2024-25	2025-26
7.2	Program Expenditures:	\$ 42,313.00	\$ 47,406.00	\$ 48,533.00	\$ 49,398.00
7.2.1	Instructional Expenses	\$ 14,584.00	\$ 18,560.00	\$ 19,115.00	\$ 19,686.00
7.2.2	Operating Expenses	\$ 27,729.00	\$ 28,846.00	\$ 29,418.00	\$ 29,712.00
7.2.3	Capital Outlay				
7.3	Revenue:	\$ 19,060.00	\$ 26,573.00	\$ 36,581.00	\$ 36,252.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 4,034.00	\$ 7,350.00	\$ 16,140.00	\$ 34,042.00
7.3.2	Upper Level - Nonresident Student Fees	\$ 442.00	\$ 663.00	\$ 1,326.00	\$ 2,210.00
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources (10% -Barancik Foundation Donation)	\$ 14,584.00	\$ 18,560.00	\$ 19,115.00	\$ -
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 19,060.00	\$ 26,573.00	\$ 36,581.00	\$ 36,252.00
7.4.2	Total Unexpended Funds (carry forward)	\$ 23,253.00	\$ 20,833.00	\$ 11,952.00	\$ 13,146.00

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.

The estimated enrollment in Sections 5.1 – 6.1 are justified by the external and internal data. To determine the projected unduplicated enrollment (Table 5.1), trends from completers at St. Petersburg College (SPC) were applied to the formula given its close geographical location to the SCF service area and the secondary market its residents have demonstrated in relation to SCF. An anticipated increase of 50% unduplicated headcount enrollment each year thereafter is estimated. 12 credit hours per each unduplicated headcount enrollment were applied to determine resident hours. The estimated number of non-resident students is 2% of the estimated enrollment per year, rounded to a whole number. The salaries expected of graduates are entry-level estimates based on the 2020 FDOE employment and wages data from the region served by SCF (<https://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/occupational-employment-statistics-and-wages>).

To determine the anticipated enrollment projections (Table 6.1), we calculated the number of degrees in the same field being awarded by SPC over the past five years (N=112) and averaged it, then, rounded the resulting decimal to 23 students projected to graduate in year 4. Then, we projected 50% of this number for each prior year to graduate.

In addition to the above-described enrollment projections which are based on the graduation data of nearby colleges, such as SPC in this model, there is also an expected internal pipeline of students including A.A. student degree earners and undecided students. In a September 2021, electronic survey (Appendix A) conducted by SCF, to which 283 current SCF students responded, 40% (n=137) of the respondents are current students in one of the SCF education programs presently offered at SCF (A.S. and B.S. in Early Childhood Education). 5% (n=10) of the participants answered having an interest in becoming a teacher, and 21% (n=44) answered that teaching is a potential career goal, answering “Maybe” to a general-interest-seeking question in the survey. Participants were also asked if they possess interest in various areas of education (ESE, ESOL, K-12, and K-6). In this regard, 26% (n=28) of the participants answered that Exceptional Student Education (ESE) interests them. In addition, 29% (n=30) expressed an interest in a bachelor’s degree program in ESE, specifically, a program offered at SCF.

Finally, other external sources include transfer students as well as the rapid growth experienced and the expected in the community served by SCF. The community growth in the SCF service region, as outlined in Table 3.1, has strong implications in relation to the need for teachers as set forth by the entirety of the evidence provided in this proposal and these needs further correlate positively to the probability of an increased interest of the community in pursuing a teaching career at a local school such as SCF.

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.

State College of Florida, Manatee-Sarasota is prepared financially to establish this program. In addition to a generous donation from The Barancik Foundation, Sarasota, Florida, the program will be funded by tuition and existing student fees. Recently, the Barancik Foundation gifted \$217,000, for the first year and has committed to considering two additional years of grant funding for the programs. It is estimated that 10% of the donation will be allocated to this program. There are no anticipated needs for any new fees to support this degree. Tuition revenue is based on planned student enrollment outlined in **Table 5.1** above. As enumerated in **Table 7.1** above, at the current rate of tuition, coupled with the generous donation from the Barancik Foundation, of which 10% is projected to be allocated to this degree program, the program will be self-sustaining immediately upon Year One. The annual increase in revenue as the program grows in enrollment has strong implications that carry forward funds will be immediate, and the program will be sustainable at SCF.

The staff structure of the education programs will include a Department Chair who oversees the current AS and BS programs in early childhood education and will oversee the ESE degree being proposed. Additionally, the Assistant Dean who oversees the social and behavioral sciences and community services division will continue to oversee the implementation and development of the program. However, these current positions are funded by the College's operating budget and therefore, not reflected in the revenue and expenditure budget for this proposal. In addition to the Department Chair, Assistant Dean, and other academic administrators, additional full and part time faculty will be hired to teach upper-level courses to meet the projected enrollment demand. All teaching faculty, both full-time and part time, will possess: 1) master's and/or Doctoral credentials in the discipline, 2) a license to teach, 3) relevant endorsements, and 4) at least three years of experience teaching.

The existing facilities are sufficient to support the addition of a BS in Exceptional Student Education program including office space for faculty. The funds for the lab equipment and hiring of the faculty will be from the college's unrestricted fund account and student tuition and fees. Presently, the education program of the College has one full time faculty member. A second full-time faculty member will be hired prior to the start date of the degree program. In addition, a third full-time faculty member will be hired in the second or third year of launching the degree program. In March 2021, the Barancik Foundation donated grant funds to SCF in support of the development and launch of the elementary education and ESE degree programs. These funds are planned for use in personnel (staff and faculty) expenses as well as operating expenses such as supplies/direct instructional costs, office supplies, and marketing. The Watermark/Student Learning and Licensure student tracking platform will be utilized by the program for tracking student learning outcomes and the contract was paid for with Barancik funds.

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.

State College of Florida, Manatee-Sarasota (SCF) has implemented a process to review new program proposals thoughtfully and comprehensively, using established guidelines that lead faculty and staff of SCF through the necessary steps to bring a new academic program concept to fruition. The guidelines align with college policies, governmental regulations, and accreditor requirements. The academic department followed the appropriate steps in developing a new program which involved the exploration of the program concept and allowed for the program concept to be vetted and refined.

A comprehensive exploration of the current data built the case for the value of the proposed program. Through research of empirical evidence, contemporary literature, and other data sources, it was revealed that the market demand supports the program's significance. This research resulted in the submission of a written Concept Proposal to the SCF Provost Council. On November 18, 2020, the Provost Council approved the Concept Proposal. Following the approval of the Concept Proposal by the SCF Provost Council, the program was fully developed to include a more comprehensive program description, empirical evidence to support the value of the program, development of goals/objectives, intended outcomes, identification of the potential student pool, program interest, entrance requirements, timeframe for implementation, marketing, assessment plan, market demands, career paths, salary expectations, existing supply, projected enrollment data, and projected revenues/expenses.

The next step involved additional program planning and internal stakeholder involvement which includes Finance, Financial Aid, Admissions, Registrar, Institutional Effectiveness, Marketing, Human Resources, Library and Learning Resources, and Online Learning. These stakeholders are engaged through various committees and other avenues to include the President's Advisory Council, Provost Council, Marketing Operations Enrollment Planning Committee, Curriculum Development and Review Committee, and individual meetings with department leadership. The final stages of internal approval occurs with program curriculum approval via the Curriculum Development and Review Committee which leads to the approval of the Executive Vice President & Provost, President, and the Board of Trustees. Board of Trustee approval May 25, 2021.

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.

Needs and planning discussion meetings occurred on November 2, 2020, with service-area district leaders Dr. Cynthia Saunders (Superintendent, School District of Manatee County), Dr. Brennan Asplen (Superintendent, School District of Sarasota County), Dr. Carol Probstfeld, SCF President, and Dr. Todd Fritch, SCF Executive Vice President & Provost. During the meetings, priorities were identified of which included the demand for elementary education and ESE teachers in the service areas. Additionally, SCF leadership and leadership from other area Florida College System (FCS) institutions including Hillsborough Community College, Pasco-Hernando State College, Polk State College and St. Petersburg College, together with representatives from FDOE have met on multiple occasions to discuss a path forward to ensure students have access to critical baccalaureate K-12 Education degree options in their respective service regions as a result of USF's recent announcement regarding the future of undergraduate Education degree opportunities at the university.

Also, during October and November 2020, the Educator Preparatory Institute (EPI) advisory board members, which include stakeholders such as the Staffing Administrator from Sarasota County Public Schools HR Department, the Diversity and Recruitment Coordinator for Manatee County School District, and a school administrator from a charter school were updated on SCF's plan to propose this program. These stakeholders highly support this program proposal. Also, other stakeholders, such as the SOAR in 4 group and the Manatee and Sarasota Early Learning Coalition groups, also support this program proposal, and in March 2021, the Barancik Foundation, donated a grant to SCF in support of program development activities associated with this program.

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Public Universities in College’s Service District</p>
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): University of South Florida-Sarasota Manatee</p> <p>Activity Descriptions and Outcomes: SCF academic leadership has made multiple attempts to engage with leadership from University of South Florida, Sarasota – Manatee to share the data regarding evidence of need and demand in our service region, and to solicit their input/support on our proposal, but we were not successful in getting a conversation scheduled.</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes: N/A</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): Multiple communications with college leaders (Presidents and Provosts) and education program managers, Dr. Pam Carswell, Florida Gateway College, and Dr. Amy Ringue, Daytona State College.</p> <p>Institution(s): University of South Florida, Pinellas County Schools, Hillsborough Community College, Pasco-Hernando State College, Polk State College, St. Petersburg College, Florida Gateway College and Daytona State College</p> <p>Activity Descriptions and Outcomes:</p> <p>10/20/2020 Meeting:</p> <p>SCF Education Program Manager attended a large community forum hosted by the Pinellas County Schools which was held briefly after USF’s announcement of the closing of undergraduate degrees. In addition, the Program Manager attended a conference sponsored by the Pinellas Community Foundation. These gatherings included the USF deans as well as the USF stakeholders (teachers, principals of various districts, and superintendents) who are affected by the decision. While USF does not have an ESE program, the stakeholders addressed concern for the decision of USF. Having identified these stakeholder concerns, SCF academic administrators began canvassing local district stakeholders including the superintendents of Manatee and Sarasota counties. Significant need was identified during these meetings.</p>

Multiple Communications:

SCF leadership (President Probstfeld and Executive Vice President & Provost Dr. Todd Fritch) met with leadership from other area Florida College System (FCS) institutions including Hillsborough Community College, Pasco-Hernando State College, Polk State College and St. Petersburg College, on multiple occasions to discuss a path forward to ensure students have access to critical baccalaureate K-12 Education degree options in their respective service regions as a result of USF's recent announcement regarding the future of undergraduate Education degree opportunities at the university. The leaders discussed options for 2+2 type programs to ensure access to baccalaureate offerings for middle school and high school grades while SCF pursues Elementary Education and ESE programs. Additionally, the education program managers of the Florida Gateway and Daytona State colleges have collaborated with the SCF Education Program Manager, Dr. Kristina DeWitt, and supplied pertinent information and documents that have aided both the decision to apply for this degree program as well as key planning areas such as curriculum.

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	January 17, 2021
10.2	Indicate the date of District Board of Trustees approval.	May 25, 2021
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	June 15, 2021
10.4	Indicate the date the completed proposal was submitted to DFC.	January 28, 2022
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	March 30, 2022
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	SACSCOC notification occurred December 16, 2021
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	May 30, 2022
10.8	Indicate the targeted date that upper-division courses are to begin.	Fall 2022 Term (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.

State College of Florida has three strategically placed locations in Manatee and Sarasota counties as well as online learning opportunities. There are no specialized facilities and equipment that are needed for this program other than those existing. Facilities and equipment are shared with other programs. The present SCF education program utilizes the available office, storage, and working spaces on all three campuses of the College. This is in line with the overall standards of SCF's multi-campus facilities where, except for faculty office space, the equipment and space, particularly the classrooms and labs, are generally utilized as a shared resource among all programs, unless there is a need for singular resources based on program need. However, as the chart below describes, SCF has three campuses: 1) Bradenton, 2) Venice, and 3) Lakewood Ranch. Bradenton is the largest of the three campuses, followed by Venice, then Lakewood Ranch, which is the smallest campus. Each has similar types of facilities such as classrooms, labs, office space, as well as other resources.

Physical Campus Resources			
	Bradenton Campus	Venice Campus	Lakewood Campus
Shared Resources:			
Computer Labs	25	15	10
General Lecture Classrooms	78	30	20
Faculty Offices	8	41	5
Education Program Resources:			
Working Space for Adjunct Faculty	5	8	1
Support Staff	1	2	1

The proposed program will use standard classrooms and Canvas, the online learning management system at SCF. Classrooms are equipped with standard furnishings, instructional supplies, computer-equipped instructor podiums, and classroom presentation technologies. All SCF programs use the Canvas LMS which provides a learning management platform suitable for all instructional methodologies (face-to-face, online, hybrid).

Importantly, all faculty receive training and become certificated in the use of Canvas. The Online Learning Department of SCF develops and delivers Canvas training and certifications for each of the different types of instructional modalities (face-to-face, online asynchronous, online

synchronous, hybrid, etc.). Each new faculty hired at SCF must complete Canvas training/certification commensurate with the instructional methodology of their course(s). In addition, faculty receive training to ensure that materials available to students in Canvas are accessible. SCF's Online Learning Department also provides faculty with specialized training and support. There is no cost to the faculty.

Additionally, all students and faculty are licensed to download a Microsoft Office 365 suite that includes all Microsoft Office software in a cloud-based subscription at no cost. This subscription allows users to install the suite on up to five laptops, tablets, and/or mobile phone devices and ensures access to common tools needed to succeed in the program.

The current computer labs, general classrooms, and faculty offices adequately support the required upper-level courses for the proposed program for the duration of the first four years of the program. Computers in the labs and faculty offices are replaced and the required software is updated through the college technology refresh program. The college leadership is also committed to allocate additional space as needed as the program grows.

On-campus tutors and test proctoring services are available on each campus for special assistance where needed. Additionally, tutoring is available to all students whether it be in-person with on-campus tutors or through video conferencing. The SCF Tutoring and Academic Success Center (TASC) has face-to-face drop-in tutoring in the Venice and Bradenton campuses Monday through Friday and on Sundays. The TASC does this by providing high-quality instructional support that is appropriate to an academically diverse population. This includes one-on-one Tutoring for Math and Science; Writing Conferences; Developmental Skills Labs for Mathematics and Content-specific Workshops and Test Reviews. The TASC also offers a comfortable study atmosphere where students can work on their own, meet with their classmates or professors, and utilize the lab computers, study rooms, and other resources -- all with the support of on-demand tutoring.

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

There are no specialized facilities and equipment that are needed for this program other than those existing. Facilities and equipment are shared with other programs. SCF is located on multiple campuses and the facilities and equipment are utilized as shared resources among all programs, unless there is a need for singular resources based on program need.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

The SCF Library has dedicated buildings on the Bradenton and Venice campuses. It shares a Learning Commons with the Academic Resource Center on the Lakewood Ranch campus. The new Bradenton library is a state-of-the-art 64,000-square-foot building. Completed February of 2018 the new Bradenton library provides traditional resources, premier online resources, textbook reserves, equipment for students to check out as well as reservable group study rooms, collaborative spaces and innovative technology (there are 6 MS Hubs as well as 50 PCs and 10 Mac stations for students to use). As a system, the SCF Library manages a combined physical 232,700+ items (3 locations) and provides access to 120+ online databases comprised of full-text articles, ebooks, streaming videos and reference sources resulting in over 1.25 million uses. The Library also provides F2F and online information literacy instruction, virtual Chat reference (AskALibrarian) and online Library guides and tutorials.

State College of Florida currently provides library resources and services to students in the Early Childhood degree programs and EPI alternative teacher licensure program through the SCF libraries and online databases, ask-a-librarian virtual reference, online guides, and tutorials.

Books, ebooks, articles, reference sources and streaming videos in business, management, information technology, leadership and other related fields of study are curated with input from faculty and librarians. Databases providing full-text content include Education Source (EBSCO), Educator Research Complete (Gale), ERIC (EBSCO), and Primary Search (EBSCO).

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

There is a dedicated library fund for all baccalaureate programs. As needed, new library resources will be added for the new concentrations as the program and concentrations are reviewed and approved in the Curriculum Development and Review (CDR) process. In this process for each concentration and course, additional library resources will be acquired as needed from our existing library materials acquisition process. The SCF Library will budget \$5,000 for the first year to add ebooks, books, and journals to the collection.

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).

Admissions requirements for the State College of Florida (SCF) Bachelor of Science in the Exceptional and Special Education program are consistent with general admissions policies and practices at State College of Florida and meet the criteria described in Florida Statute 1004.04(3)(b). The following are the minimum requirements for admission to the program.

1. Acceptance to State College of Florida as a degree-seeking student with all required admissions documents received by Enrollment Services.
2. Completion of an Associate in Arts (AA) degree from a regionally accredited college or university.
3. A program grade point average of at least 2.5 on a 4.0 scale for post-secondary work.
4. Students must complete the State mandated 36 hours of general education core prior to applying: Communications - 9 hours; Mathematics – 6-9 hours; Social Sciences – 6-9 hours; Humanities – 6-9 hours; Natural Sciences – 6-9 hours; International/Intercultural requirements – 6 hours; and Gordon Rule courses. Please see the SCF Catalog for General Education requirements for Associates in Arts Degree.
5. Completion of all lower-division state mandated common prerequisites including education prerequisites: EDF 1005-Introduction to the Teaching Profession (3 credits) with a grade of C or better.

Fingerprinting and a Level-2 criminal background check are required before a student may enroll in Internship courses.

Enrollment in this degree program will require the student to submit a separate application for the degree program upon receiving the AA degree. This application will be submitted to the College for approval prior to the student being admitted into the program.

Note: The NOI stated that the pathway to admission includes a passing score on all sections of the General Knowledge Test (GKT) of the Florida Teacher Certification Exam. However, this proposal provides that the GKT examination for those students with a master's degree or higher would be deemed as passed. Students without an advanced degree are required to pass the GKT prior to exiting the program. As such, the passing of the GKT is not being proposed as an entrance requirement as stated in the NOI.

*This degree requires student teaching internship experiences in the State of Florida. Certifications and licensure of graduates would apply only to the requirements of the State of

Florida. Any institution approved to participate in SARA that offers courses or programs designated to lead to professional licensure or certification or advertised as leading to licensure must satisfy all federal requirements for disclosure regarding such licensure program (34 § C.F.R. 668.43)

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 requirements set forth by the Principles of Accreditation, Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC), 3.5.4, at least 25% of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate, or the equivalent of the terminal degree. SCF will strive to hire faculty who hold a doctorate degree to teach the baccalaureate level courses. Presently, the one faculty of the program, who is also the director, holds a terminal degree. However, until faculty are hired, we are unable to specify the exact percentage of baccalaureate level courses in this program that will be taught by faculty holding a terminal degree. SCF commits to meeting the SACS-COC minimum of 25% of the courses in the program being taught by faculty with a terminal degree.

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

Year 1	Year 2	Year 3
20/1	25/1	30/1

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

SCF may seek accreditation from the Council for the Accreditation for Educator Preparation (CAEP) in year three or four of the program. CAEP's mission is to advance excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. The application process is generally 12-18 months.

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).

13.1001 track 1; EDF 1005 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.

Associate in Arts Degree		Credits	
General Education Requirements		36	
Electives from AA Degree		24	
Associate in Arts degree minimum		60	
<ul style="list-style-type: none"> • Required: EDF 1005 – Introduction to the Teaching Profession (3 credits) • Required: 2.5 GPA or higher on Associate’s degree • Recommended: EEX 2010 Introduction to Exceptional Learners (3 credits) • Recommended: EDF 2085 – Introduction to Diversity for Educators (3 credits) • Recommended: EME 2040 – Introduction to Technology for Educators (3 credits) • Recommended: EEX 2010 – Introduction to Exceptional Child Education (3 credits) • Please Note: Foreign language and Civic Literacy requirement must be satisfied. 			
Full Time	Prefix/Course	Title	Credits
Semester 1	EEX 3012	Educational Needs of Students with Exceptionalities	3
	EDF 3214	Child/Adolescent Development & Learning	3
	EEX 3012	Educational Needs of Students with Exceptionalities	3
	RED 3309	Teaching Early and Emergent Literacy	3
	TSL 3080	Foundations of Teaching ESOL	3
		Total Term Credit Hours	15
Semester 2	EEX 3830	Practicum: Exceptional Student Education **	1
	EEX 4221	Assessment of Students with Exceptionalities **	3
	EEX 3084	Differentiated Instruction of Exceptional and Diverse Learners	3
	EEX 3241	Curriculum and Instruction for Exceptional Students	3
	RED 4318	Teaching Reading in Intermediate Grades	
	MAE 3312	How Children Learn Math **	3
		Total Term Credit Hours	16
Semester 3	EDF 3430	Education Measurement & Evaluation	3
	SSE 3312	Teaching Social Science in Elementary School	3
	SCE 3310	Teaching Science in Elementary School	3
	EDG 4410	Classroom Management and Communication **	3
		Total Term Credit Hours	12
Semester 4	TSL 4081	TESOL Issues and Practices **	3
	EEX 4601	Effective Behavioral Interventions and Practices in Exceptional Students	3

Semester 2	EEX 3830	Practicum: Exceptional Student Education **	1
	EEX 4221	Assessment of Students with Exceptionalities **	3
	SSE 3312	Teaching Social Science in Elementary School	3
	SCE 3310	Teaching Science in Elementary School	3
	EDG 4410	Classroom Management and Communication **	3
	RED 4519	Diagnosis and Intervention in Reading ** +	3
	RED 4940	Reading Internship (ESOL infused course) ** +	2
		Total Term Credit Hours	11
Semester 5	EEX 4945	Final Internship: Exceptional Student Education **	9
		<ul style="list-style-type: none"> • Completion of all courses above with a minimum grade of C • Verification of a passing score on Elementary Education and Professional Educator Exams • Final Internship not offered in Summer term 	
		Total Term Credit Hours	9
		BS in Exceptional and Special Education	60
TOTAL for Bachelor's Degree in Exceptional and Special Education = 120 credit hours (minimum)			
<p>*Current SCF course + Corequisite course **School-based hours in major total 180 clinical clock hours plus a 15-week (min. 35 hrs. per week) internship in Elementary Education and Reading.</p>			

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.

The pathways to admission will primarily be acceptance to the College, completion of an AA degree, a cumulative GPA of at least 2.5 on a 4.0 scale, and completion of a course introducing the student to the teaching profession (EDF 1005-Introduction to the Teaching Profession, 3 credits).

Note: The NOI stated that the pathway to admission includes a passing score on all sections of the General Knowledge Test (GKT) of the Florida Teacher Certification Exam. However, this proposal provides that the GKT examination for those students with a master's degree or higher would be deemed as passed. Students without an advanced degree are required to pass the GKT prior to exiting the program. As such, the passing of the GKT is not being proposed as an entrance requirement as stated in the NOI.

PROGRAM TERMINATION

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

SCF has a detailed process for program discontinuation. The following steps will be taken if in the event it becomes necessary for SCF to terminate the proposed B.S. in Elementary Education program.

Based on a program review or evaluation, including a comprehensive analysis of workforce demand, enrollment data, completion rates, job placement rates, college resources, and community needs warrants program termination, the college will make a good faith effort to inform and assist affected students, faculty, administrative and support staff in a timely manner to provide minimal disruption to their course of study or professional careers.

The Baccalaureate Program Manager in the program area will develop a plan and a Teach-Out Plan for the discontinuation of the program. The plan will include the date of closure of the program and communication with students, faculty, and staff about the closing of the program.

Faculty and staff affected by the program termination will be informed about the discontinuation of the program. The college will review other potential program areas of need in which faculty

are qualified to teach and provide assistance in identifying other institutions with potential employment opportunities.

SCF will develop and submit a plan for discontinuation for SACSCOC approval in advance of implementation of the degrees for the degrees being discontinued. Notification of the discontinuation will be submitted to the Florida College System. Other State Colleges offering the program locally will be contacted to potentially accept students who desire to complete outside of the phase-out timeline. The college will notify SACSCOC at least six months in advance in the unlikely event of the program closure. State College of Florida, Manatee-Sarasota will make every effort to assist affected students, faculty and staff, so that they experience a minimal amount of disruption. If the college decides to discontinue the program, no additional students will be admitted into the program for the upcoming Fall semester. Currently, enrolled students will have two years to complete the requirements for graduation. All campus offices will be notified as soon as the college makes the decision to discontinue the program. All students enrolled in the program will be contacted individually and advised of the steps needed to complete the program at the College or at another accredited partner institution.

Every effort would be made to give students who have completed at least 50% of the program the opportunity to complete the program prior to its discontinuation. Students who have completed less than 50% of the program or are unable to complete the requirements for graduation within a 2-year period, will be advised of similar Elementary Education programs throughout the state. The Registrar, Admission and Advising Office and all other offices will work together to make the transition as easy as possible for all students.

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.

See Appendix A:

- Letter of support from Teri A. Hansen, President/CEO, Charles & Margery Barancik Foundation dated 9/23/2021.
- Letter of support from Dr. Brennan W. Asplen, III, Superintendent, Sarasota County Schools dated 10/15/2021.
- Letter of support from Cynthia Saunders, Superintendent, School District of Manatee County dated 9/29/2021.
- Letter of support from Maribeth Mason, Principal, Samoset Cambridge Magnet School (Manatee County Schools) to Dr. Todd Fritch dated 9/13/2021.
- Letter of support from Marya Annicelli, Assistant Principal, Gocio Elementary School (Sarasota County Schools) to Dr. Todd Fritch, undated.
- Letter of support from Dr. Sheila Halpin, Coordinator for the Campaign for Grade Level Reading, Volunteer Programs and Extended Day, dated 9/28/2021.

- Letter of support from Janet Kahn, CEO, Early Learning Coalition of Sarasota County to Dr. Todd Fritch dated 9/10/2021.
- Human Resources Sarasota County Schools-Teacher Employment Survey.
- Human Resources Sarasota County Schools-10/25/2021 List of Certified Teacher Positions Needed to Hire in Elementary Schools.
- Human Resources Manatee County Schools-Teacher Employment Survey.
- Human Resources Manatee County Schools-10/25/2021 List of Teacher Positions Needed to Hire in Elementary Schools.
- Report of results for Bachelor's in Education Program Interest Survey, October 6, 2021.

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.

On June 23, 2021, Nova Southeastern University (NSU) President, Dr. George L. Hanbury, filed a Letter of Objection to the Notice of Intent from SCF. Nova asserted in the response that they have partnered with school districts around the state of Florida, including the Tampa Bay area to provide a Comprehensive Teacher Training Program agreement with school district partners throughout the state of Florida. According to their response, the Tampa Bay, Florida campus of Nova serves some students in the local Sarasota area. No alternative proposal was provided by Nova.

NSU's objection states that they are meeting the needs of the community. SCF acknowledges that that NSU has offered the Elementary Education Program in our district as an online program but as a private institution, which means the costs are prohibitive for many of our students. SCF believes that we can offer local students an exemplary education at a substantially lower cost. In contrast, SCF has three physical campuses where students can enjoy access to live faculty conferences and access all student service resources within the geographical district that SCF serves. Moreover, the tuition costs for a 120-credit-hour program at NSU is \$134,040 (1,117.00 * 120 credits). SCF also enjoys a strong relationship with the Manatee and Sarasota County school districts which is well established and provides for repeated collaboration with the school administration, including superintendents, principals, and human resources staff.

State College of Florida, Manatee-Sarasota
BACC-02 Elementary Education Degree Proposal

Appendix A-Contents

- Letter of support from Dr. Brennan W. Asplen, III, Superintendent, Sarasota County Schools dated 10/15/2021.
- Letter of support from Teri A. Hansen, President/CEO, Charles & Margery Barancik Foundation dated 9/23/2021.
- Letter of support from Dr. Brennan W. Asplen, III, Superintendent, Sarasota County Schools dated 10/15/2021.
- Letter of support from Cynthia Saunders, Superintendent, School District of Manatee County dated 9/29/2021.
- Letter of support from Maribeth Mason, Principal, Samoset Cambridge Magnet School (Manatee County Schools) to Dr. Todd Fritch dated 9/13/2021.
- Letter of support from Marya Annicelli, Assistant Principal, Gocio Elementary School (Sarasota County Schools) to Dr. Todd Fritch, undated.
- Letter of support from Dr. Sheila Halpin, Coordinator for the Campaign for Grade Level Reading, Volunteer Programs and Extended Day, dated 9/28/2021.
- Letter of support from Janet Kahn, CEO, Early Learning Coalition of Sarasota County to Dr. Todd Fritch dated 9/10/2021.
- Human Resources Sarasota County Schools-Teacher Employment Survey.
- Human Resources Sarasota County Schools-10/25/2021 List of Certified Teacher Positions Needed to Hire in Elementary Schools.
- Human Resources Manatee County Schools-Teacher Employment Survey.
- Human Resources Manatee County Schools-10/25/2021 List of Teacher Positions Needed to Hire in Elementary Schools.
- Report of results for Bachelor's in Education Program Interest Survey, October 6, 2021.



September 23, 2021

Greetings,

As the chief executive officer of Charles & Margery Barancik Foundation, I am keenly interested in the growth of educational offerings in our region.

Our foundation has invested heavily in entities and programs offering opportunities and support for our area's teachers, from the beginnings of their education to their work in the classroom. We understand and believe that teachers are one of the most critical elements in the success and well-being of our region.

That is why I am writing to you to endorse the efforts of State College of Florida, Manatee-Sarasota to develop two new Bachelor of Science degrees in Elementary Education and Exceptional Student Education.

An announcement in October 2020 that the University of South Florida was discontinuing its College of Education frankly rocked thought leaders in our region, coming at a time when teachers were in short supply and when these educators were contending with all the difficulties created by the COVID-19 pandemic.

Though that decision was ultimately reversed, it made it clear that there must be more diverse offerings for the instruction of our future educators in the region to ensure there is always a steady supply of teachers.

The degree programs that SCF has proposed will ensure a quality educational experience is available in our district and supports the hiring of quality teachers to fill the needs of classrooms across the area.

With the future of other regional undergraduate elementary teacher programs in question, and there presently being no available exceptional student education teacher programs within the counties served by SCF, these degree programs would provide an affordable option where citizens can pursue their dreams of becoming teachers in their own community.

I am confident that there will be a positive impact on our students, area school districts, and community if these degree programs are approved.

Thank you very much for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Teri A. Hansen".

Teri A Hansen
President | CEO

1515 Ringling Boulevard, Suite 500
Sarasota, Florida 34236

BarancikFoundation.org





Office of the Superintendent
1960 Landings Blvd., Sarasota, FL 34231
941-927-9000 • fax 941-927-2539
SarasotaCountySchools.net

October 15, 2021

To whom it may concern:

As Superintendent of Sarasota County Schools, I endorse the efforts of State College of Florida, Manatee-Sarasota to develop two new Bachelor of Science degrees in Elementary Education and Exceptional Student Education.

These degree programs will ensure that a quality educational experience is available in our district and will support Sarasota County Schools in hiring quality teachers to fill the needs of classrooms across the district.

I am confident that there will be a positive impact on our students, area school districts, and the community if these degree programs are approved.

Sincerely,

A handwritten signature in black ink, appearing to read "BAsplen", is written over a faint circular stamp.

Brennan W. Asplen III, Ed.D.
Superintendent



SCHOOL BOARD

Charlie Kennedy
Chair

Rev. James Golden
Vice Chair

Chad Choate III
Mary Foreman
Gina Messenger

SUPERINTENDENT

Cynthia Saunders

SCHOOL DISTRICT OF MANATEE COUNTY

September 29, 2021

To whom it may concern,

As Superintendent of the School District of Manatee County, I endorse the efforts of State College of Florida, Manatee-Sarasota to develop two new Bachelor of Science degrees in Elementary Education and Exceptional Student Education.

These degree programs will ensure a quality educational experience is available in our district and supports the School District of Manatee County in hiring quality teachers to fill the needs of classrooms across the district. Due to the teacher shortage, adequately staffing a public school system has become a challenge. As a result, the School District of Manatee County face challenges in filling all its vacant elementary teaching positions.

With the future of other regional undergraduate elementary teacher programs in question, and there presently being no available exceptional student education teacher programs within the counties served by SCF, these degree programs would provide an affordable option where citizens can pursue their dreams of becoming teachers in their own community.

I am confident that there will be a positive impact on our students, area school districts, and community if these degree programs are approved.

Sincerely,

Cynthia Saunders
Superintendent
School District of Manatee County



Maribeth Mason, Principal
Beth Marshall, Assistant Principal

"Proud History, Bright Future"
3300 19th Street East
Bradenton, Florida 34208
Phone: (941) 708-6400
Fax: (941) 708-6408

September 13, 2021

Dr. Fritch

As a principal in Manatee County , I endorse the efforts of State College of Florida, Manatee-Sarasota to offer two new bachelors' in science degrees in Elementary Education and Exceptional Student Education (ESE) , with reading and ESOL endorsements.

These new degree programs would ensure a quality educational experience required for preservice teachers. This supports the Manatee County School District in hiring quality teachers to fill the needs of classrooms across the region and school readiness preparations for children. Due to current teacher shortage in Florida, we are currently having trouble staffing our schools. Each year, we rely on teachers coming from other states to fill the teaching positions in our schools. It would be so much better if the candidate pool was filled with Florida students who are already trained in state standards. Home grown students would be the best candidates for our school system. New teachers coming into our school system with the state mandated endorsements would be beneficial to our students. SCF continues to focus on local support for higher education programming. These degrees are necessary to help staff these vacant and future openings in teaching positions. SCF's ability to educate students in our community would alleviate the teacher shortage in our schools.

I am confident that there will be a positive impact on our students, district schools, and community if the degree programs are approved.

Sincerely,

Maribeth Mason

Maribeth Mason
Principal, Samoset Cambridge Magnet School
Manatee County Schools

Dr. Fritch,

As an administrator in Sarasota County schools and in education for the last twenty-three years, I fully endorse the efforts of State College of Florida, Manatee-Sarasota to offer two new bachelors' in science degrees in Elementary Education and Exceptional Student Education (ESE), with reading and ESOL endorsements. Each of these areas are critically important to the success of our district.

These new degree programs would ensure a quality educational experience required for preservice teachers. This supports the Sarasota County District Schools in hiring quality teachers to fill the needs of classrooms across the region and school readiness preparations for children. Due to current teacher shortage in Florida, we are currently experiencing difficulty adequately staffing multiple areas in our school. Currently, we have struggled to find high quality teachers for our ESE students as well as some of our youngest learners in our primary classes. SCF continues to focus on local support for higher education programming. These degrees are necessary to help staff these vacant and future openings in teaching positions to ensure quality teachers for all our students.

Having high quality teachers helps prepare our students for the foundational skills they need in school and in life. It is critical that we teach and train the best to put in front of our youngest learners.

I am confident that there will be a positive impact on our students, district schools, and community if the degree programs are approved.

Sincerely,

Marya Annicelli

Assistant Principal, Gocio Elementary



SCHOOL DISTRICT OF MANATEE COUNTY

Cynthia Saunders
Superintendent

P O Box 9069
Bradenton, FL 34206 9069
215 Manatee Avenue W
Bradenton, FL 34205
941 708 8770
www.manateeschools.net

September 28, 2021

Dr. Sheila Halpin
Soar in 4
6413 9th Street East
Bradenton, FL 34203

Greetings,

I endorse the efforts of State College of Florida, Manatee-Sarasota to develop two new Bachelor of Science degrees in Elementary Education and Exceptional Student Education.

These degree programs will ensure a quality educational experience is available in our district and supports the hiring of quality teachers to fill the needs of classrooms across the area. With the future of other regional undergraduate elementary teacher programs in question, and there presently being no available exceptional student education teacher programs within the counties served by SCF, these degree programs would provide an affordable option where citizens can pursue their dreams of becoming teachers in their own community.

Soar in 4 is a community collaborative Campaign for Grade Level Reading effort to ensure all children are reading on grade level by the end of third grade, by focusing on 15 Asset Limited Income Constrained and Employed neighborhoods. Soar in 4 has played a unique and important role in advancing early childhood and school readiness in Manatee County—with demonstrated successes in engaging parents, improving the quality of pre-k education, and enhancing the availability of countywide child development data. When these degree programs are approved, I am confident that there will be a positive impact on our students, area school districts, and community.

I look forward to the opportunity to recruit, prepare and grow teachers in our community to ensure high quality teacher talent.

Sincerely,

Dr. Sheila Halpin

Coordinator for the Campaign for Grade Level Reading, Volunteer Programs and Extended Day



September 10, 2021

Dr. Todd Fritch, Provost
State College of Florida Manatee-Sarasota
Sarasota, FL

Dear Dr. Fritch,

The Early Learning Coalition of Sarasota County endorses the efforts of State College of Florida, Manatee-Sarasota to offer two new Bachelor in Science degrees in Elementary Education and Exceptional and Special Education (ESE), with reading and ESOL endorsements.

While these are not specifically early childhood programs, these two degrees will allow SCF to more fully support the region overall with early grades for birth to 5th grade, literacy initiatives and families. These new degree programs would ensure a quality educational experience required for teachers and assist with having high quality teachers across the region working in education and preparing children for success.

I am confident that there will be a positive impact on our students, district schools, and community if the degree programs are approved.

Please let us know if you need any further information.

Sincerely,

A handwritten signature in blue ink that reads "Janet Kahn".

Janet Kahn
CEO

1750 17th Street, Building L
Sarasota, FL 34234
Phone 941.954.4830 ~ Fax 941.954.4831
www.earlylearningcoalitionsarasota.org

SARASOTA DISTRICT SCHOOLS-HUMAN RESOURCES SURVEY

DATA REQUEST			
Academic Year	Data Requested	Elementary Education	Exceptional Student Education
2020-2021	Number of subject teachers employed in county	946	316
2019-2020	Number of subject teachers teaching with a temporary certificate or out of		
	field at the beginning of the school year		
2018-2019	Number of subject teaching positions not filled on first day of preplanning (include positions filled with long term subs.)	20	19



[JOB CATEGORIES](#) > [CERTIFIED POSITION TYPES](#) > **ELEMENTARY POSITIONS**

Job Description	Job Status	Posting Number	Posting Date	Close Date	Location
Teacher - ESE Resource, Grade 3-5	UNTIL FILLED	20220823	07/21/2021		ALTA VISTA ELEMENTARY
Certified School Counselor	UNTIL FILLED	20221824	10/22/2021		ASHTON ELEMENTARY
Teacher - Grade 4, ESOL and Reading Endorsed	UNTIL FILLED	20221631	09/29/2021		ATWATER ELEMENTARY
Teacher - Kindergarten, ESOL and Reading Endorsed	UNTIL FILLED	20221630	09/29/2021		ATWATER ELEMENTARY
Teacher - Grade 5 - Reading endorsed preferred	UNTIL FILLED	20221166	08/10/2021		CRANBERRY ELEMENTARY
Teacher - Grade 3 - Reading Endorsed preferred.	UNTIL FILLED	20220863	07/26/2021		CRANBERRY ELEMENTARY
Teacher - ESE, VE SC, Intermediate 4th and 5th	UNTIL FILLED	20221316	08/25/2021		EMMA E. BOOKER ELEMENTARY
Exceptional Student Education Behavior Specialist	UNTIL FILLED	20221689	10/08/2021		GARDEN ELEMENTARY
Teacher - ESE VE, Grades 2 - 5	UNTIL FILLED	20221538	09/22/2021		GLENALLEN ELEMENTARY
Teacher - EBD K-2, Reading Endorsed Preferred	UNTIL FILLED	20221366	08/27/2021		GLENALLEN ELEMENTARY
Teacher - ESE, Grade 4, VE	UNTIL FILLED	20221257	08/20/2021		GLENALLEN ELEMENTARY
Teacher - Teacher, Kindergarten - ESOL and Reading Endorsed Preferred	UNTIL FILLED	20221110	08/05/2021		GLENALLEN ELEMENTARY
Certified School Counselor	UNTIL FILLED	20220939	07/28/2021		GLENALLEN ELEMENTARY
Teacher - Pre K	UNTIL FILLED	20221076	08/03/2021		GOCIO ELEMENTARY
Teacher - Art*	UNTIL FILLED	20221733	10/14/2021		GULF GATE ELEMENTARY
Teacher - Grade 2	UNTIL FILLED	20221317	08/25/2021		GULF GATE ELEMENTARY

 Teacher - ESE K-6	UNTIL FILLED	20221720	10/20/2021	OAK PARK SCHOOL
 Teacher - ESE, K-6	UNTIL FILLED	20221721	10/20/2021	OAK PARK SCHOOL
 Teacher - ESE, Grade K-2 VE	UNTIL FILLED	20221636	09/30/2021	SOUTHSIDE ELEMENTARY
 Teacher - Grade 4	UNTIL FILLED	20221834	10/26/2021	TOLEDO BLADE ELEMENTARY
 Teacher - Kindergarten, Reading endorsement & ESOL preferred	UNTIL FILLED	20221729	10/13/2021	WILKINSON ELEMENTARY
 Teacher - Grade 3 Reading endorsed preferred	UNTIL FILLED	20221717	10/12/2021	WILKINSON ELEMENTARY

MANATEE DISTRICT SCHOOLS HUMAN RESOURCES SURVEY

DATA REQUEST			
Academic Year	Data Requested	Elementary Education	Exceptional Student Education
2020-2021	Number of subject teachers employed in county	810	376
2019-2020	Number of subject teachers teaching with a temporary certificate or out of field at the beginning of the school year	0	1
2018-2019	Number of subject teaching positions not filled on first day of preplanning (include positions filled with long term subs.)	81 (numbers available are from 7/1/2018 only. I do not have other data for that period.	79 (numbers available are from 7/1/2018 only. I do not have other data for that period.

Manatee District Schools Job Postings 10/27/2021. Retrieved from https://careers.manateeschools.net/psc/HCPRD/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS_CG_SEARCH_FL.GBL?Page=HRS_CAREERS_FL&Action=U&FOCUS=Applicant&SiteId=1&

Kindergarten Teacher

Job ID 5255
Location SDMC Elementary Schools
Department Myakka Elementary School
Job Family Instructional
Posted Date 10/25/2021
Close Date 10/29/2021

Teacher, EBD/SC

Job ID 5244
Location SDMC Elementary Schools
Department Williams Elementary School
Job Family Instructional
Posted Date 10/20/2021
Close Date 10/27/2021

Teacher, VE

Job ID 5213
Location SDMC Elementary Schools
Department Sea Breeze Elementary School
Job Family Instructional
Posted Date 10/14/2021
Close Date 11/01/2021

Teacher, Third Grade

Job ID 5208
Location SDMC Elementary Schools
Department Oneco Elementary School
Job Family Instructional
Posted Date 10/13/2021
Close Date 11/01/2021

Teacher, VE/SC

Job ID 5198
Location SDMC Elementary Schools
Department Moody Elementary School
Job Family Instructional
Posted Date 10/11/2021
Close Date 11/01/2021

Teacher, Science, MS

Job ID 5179
Location SDMC Elementary Schools
Department Palm View K-8 School
Job Family Instructional
Posted Date 10/06/2021
Close Date 11/12/2021

Teacher, Language Arts, MS

Job ID 5146
Location SDMC Elementary Schools
Department Palm View K-8 School
Job Family Instructional
Posted Date 10/01/2021
Close Date 11/12/2021

Certified School Counselor, ES

Job ID 5137
Location SDMC Elementary Schools
Department Manatee Elementary School
Job Family Instructional
Posted Date 09/30/2021
Close Date 11/01/2021

Second Grade Teacher

Job ID 5098
Location SDMC Elementary Schools
Department Tara Elementary School
Job Family Instructional
Posted Date 09/23/2021

Fifth Grade Teacher

Job ID 5080
Location SDMC Elementary Schools
Department Bayshore Elementary School
Job Family Instructional
Posted Date 09/20/2021
Close Date 11/19/2021

Teacher, Pre-K

Job ID 5079
Location SDMC Elementary Schools
Department Sea Breeze Elementary School
Job Family Instructional
Posted Date 09/20/2021
Close Date 10/31/2021

ASD Teacher

Job ID 4994
Location SDMC Elementary Schools
Department Braden River Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 12/31/2021

First Grade Teacher

Job ID 4998
Location SDMC Elementary Schools
Department Palm View K-8 School
Job Family Instructional
Posted Date 09/13/2021
Close Date 10/31/2021

Kindergarten Teacher

Job ID 5020
Location SDMC Elementary Schools
Department Willis Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/19/2021

Reading Teacher MS

Job ID 5022
Location SDMC Elementary Schools
Department Palm View K-8 School
Job Family Instructional
Posted Date 09/13/2021
Close Date 10/31/2021

Teacher, 2nd Grade

Job ID 4963

Location SDMC Elementary Schools

Department Harvey Elementary School

Job Family Instructional

Posted Date 09/13/2021

Close Date 11/14/2021

Teacher, 3rd Grade

Job ID 4964

Location SDMC Elementary Schools

Department Harvey Elementary School

Job Family Instructional

Posted Date 09/13/2021

Close Date 11/14/2021

Teacher, 3rd Grade

Job ID 4966

Location SDMC Elementary Schools

Department Harvey Elementary School

Job Family Instructional

Posted Date 09/13/2021

Close Date 11/14/2021

Teacher, Drama/Music/Dance, ES

Job ID 4379
Location SDMC Elementary Schools
Department Manatee Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/11/2021

Teacher, First Grade

Job ID 5000
Location SDMC Elementary Schools
Department Gullett Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/01/2021

Teacher, Music, ES

Job ID 4493
Location SDMC Elementary Schools
Department Samoset Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/01/2021

[A](#) [L](#) [M](#) [P](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) [Home](#)

Teacher, Second Grade

Job ID 5003
Location SDMC Elementary Schools
Department Gullett Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/01/2021

Teacher, Second Grade

Job ID 5002
Location SDMC Elementary Schools
Department Gullett Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/01/2021

Teacher, Third Grade

Job ID 5005
Location SDMC Elementary Schools
Department Gullett Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/01/2021

Third Grade Teacher

Job ID 4984
Location SDMC Elementary Schools
Department Bayshore Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/19/2021

Third Grade Teacher

Job ID 5009
Location SDMC Elementary Schools
Department Bayshore Elementary School
Job Family Instructional
Posted Date 09/13/2021
Close Date 11/19/2021

Teacher, EBD/SC

Job ID 4761
Location SDMC Elementary Schools
Department Tara Elementary School
Job Family Instructional
Posted Date 08/02/2021
Close Date 12/31/2021

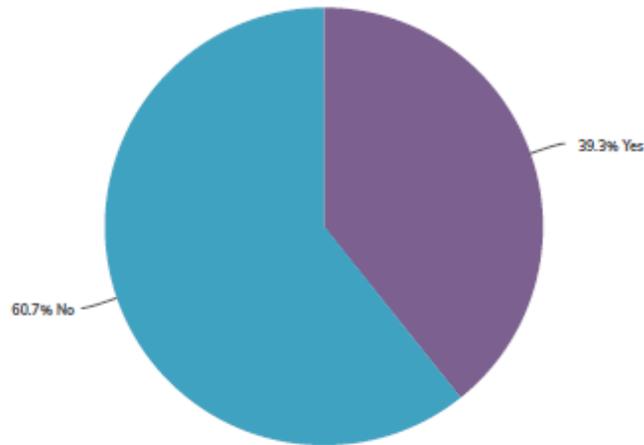
Report for Bachelors Education Program Interest Survey

Oct 6, 2021

Response Counts

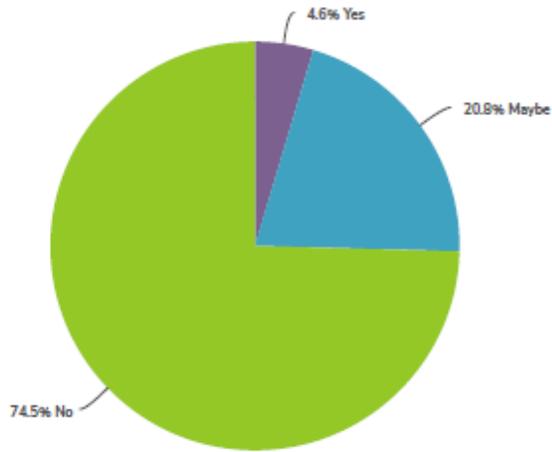
Completion Rate:	78.4%	
Complete		287
Partial		79
		Totals: 366

1. Are you currently a student in one of the SCF Education Programs?



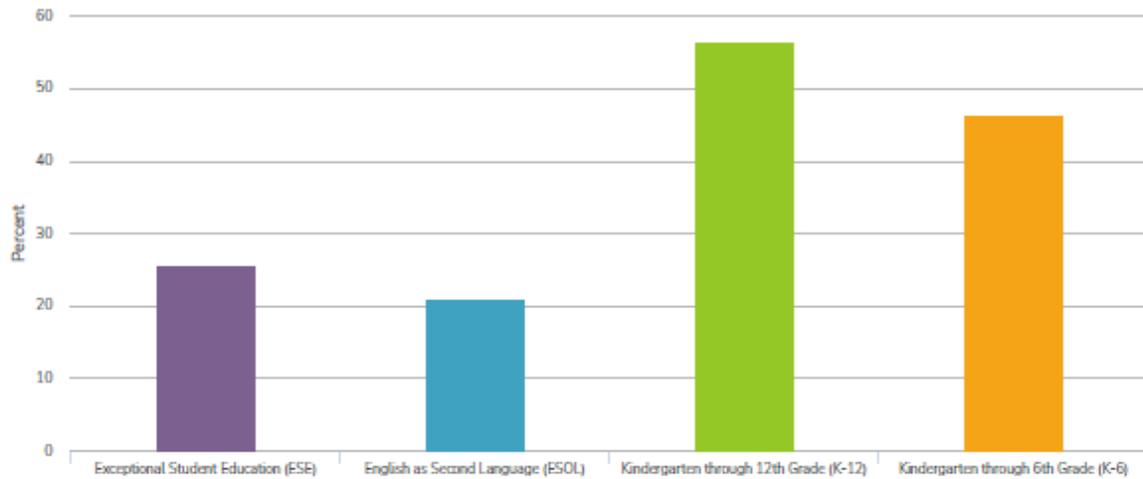
Value	Percent	Responses
Yes	39.3%	139
No	60.7%	215
		Totals: 354

2. Are you interested in becoming a teacher?



Value	Percent	Responses
Yes	4.6%	10
Maybe	20.8%	45
No	74.5%	161
		Totals: 216

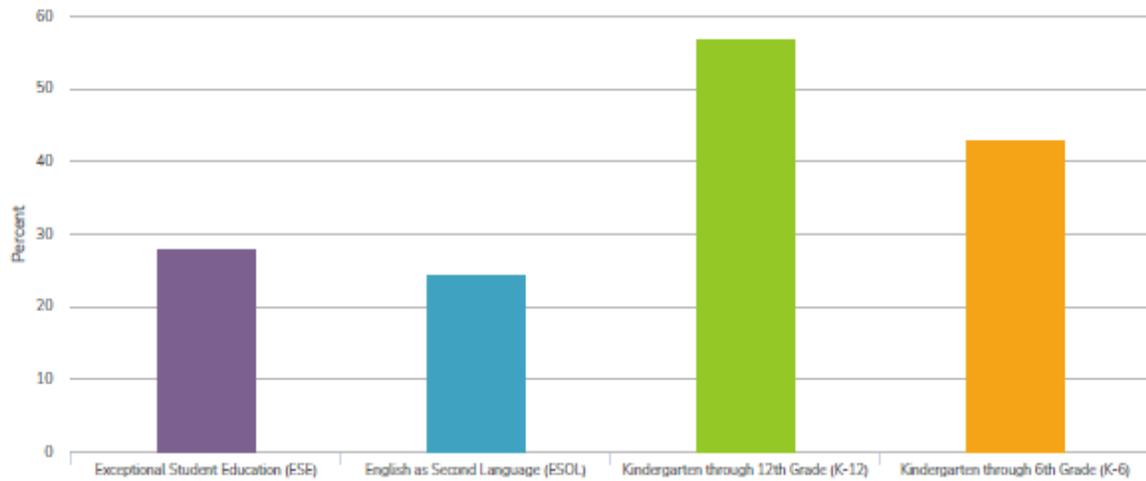
3. What area (s) of elementary education are you interested in teaching?



Value	Percent	Responses
Exceptional Student Education (ESE)	25.5%	28
English as Second Language (ESOL)	20.9%	23
Kindergarten through 12th Grade (K-12)	56.4%	62

Value	Percent	Responses
Kindergarten through 6th Grade (K-6)	46.4%	51

4. If SCF had a bachelor's degree program which of these specialties, would you attend/enroll?



Value	Percent	Responses
Exceptional Student Education (ESE)	28.0%	30
English as Second Language (ESOL)	24.3%	26
Kindergarten through 12th Grade (K-12)	57.0%	61
Kindergarten through 6th Grade (K-6)	43.0%	46

This is a report for "Bachelor's Education Program Interest Survey" (Survey #6519287)