

BACCALAUREATE PROPOSAL APPLICATION

Form No. BAAC-02

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

CHECKLIST

The proposal requires completion of the following components:

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

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	St. Johns River State College
Institution President.	Joe Pickens, J.D

PROGRAM SUMMARY

1.1	Program name.	Bachelor of Science in Social and Human Services
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	44.0000
1.5	Anticipated program implementation date.	August 2025
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program:
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	NA

PROGRAM DESCRIPTION

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

St. Johns River State College's proposed Bachelor of Science degree in Social and Human Services will provide students with the skills required to successfully work in a variety of careers including human services, social work, and substance abuse counseling.

The workforce demand for professionals trained in the field of Social and Human Services is currently not being met, and this gap is projected to continue to grow both within our local region and nationwide. In the College's three-county service district of Clay, Putnam, and St. Johns Counties, there is currently no higher education institution supplying graduates in this field. The Florida Department of Commerce (Florida Commerce) projects that the total job growth in occupations directly related to the Social and Human Services degree will increase by over 9% from 2023 to 2031, the estimated annual unmet need of graduates will be 133, and these jobs will have an average salary of more than \$44,000 per year (Tables 3.1.1 and 3.1.4). Expanding the scope of analysis to all of Region 8, Lightcast projects more than 400 job openings with an average salary in the mid \$50,000 range and an estimated unmet need of more than 300 graduates per year (Tables 3.1.2 and 3.1.4; Appendix 1 Lightcast Report).

The BS in Social and Human Services will provide students with the knowledge and skills to successfully enter the workforce. The program will include foundational lower division coursework as well as upper division coursework focused on specific skills required by human services occupations. Coursework will develop students' critical thinking and analytical skills, preparing them to assist, coordinate, and supervise programs and organizations that support public well-being. Students will also learn foundational skills and techniques for individual and family relationships and substance abuse counseling.

The BS degree will require a total of 120 semester credits and be a 2+2 program articulating from the Associate in Arts (AA) degree. All applicants will be required to have an earned Associate degree prior to admission to include a total of 36 credits of general education coursework and 24 baccalaureate prerequisite and elective credits. In alignment with similar degrees in the state of Florida as articulated in Florida's Common Prerequisite Manual, the degree will have no specified prerequisite coursework for admission.

After admission into the Bachelor of Science in Social and Human Services, students will be required to complete a total of 60 credits distributed as follows: 18 credits of lower-division core

courses, 27 credits of upper-division core courses, and 15 credits of upper-division elective courses.

All upper- and lower-division courses and course content will comply with [Florida Statutes](#) and [Florida State Board of Education Rule](#).

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

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

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

Graduates of St. Johns River State College's Bachelor of Science in Social and Human Services will be prepared for a wide range of in-demand careers that currently have significant unmet need. This degree will prepare graduates specifically for employment as Community and Social Services Managers and Specialists; Social and Human Services Assistants; Counselor Assistants in the areas of Substance Abuse, Behavioral Disorders, and Mental Health; and Child, Family, and School Social Workers. Average annual earnings for graduates working in these fields ranges between \$39,300 for Social and Human Services Assistants to \$71,600 for Social and Community Service Managers (see Tables 3.1.1 and 3.1.2).

The Departments of Health, Epic Behavioral, the Betty Griffin House, Lee Conley House, Quiggly House, Clay Behavioral Health Center, United Way of St. Johns County, and our local school districts are just a few of the potential public and private sector employers throughout our region that will pursue graduates of this proposed degree.

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

The Florida Department of Commerce (Florida Commerce) reports a healthy workforce outlook in Florida for careers in these occupations with a projected growth of over 9.3% between 2023 and 2031 (Table 3.1.1), and data from Lightcast (formerly EMSI) indicates a projected growth of nearly 9.0% and 442 annual job openings within Workforce Region 8 (Table 3.1.2).

Within SJR State's service district of Clay, Putnam, and St. Johns Counties, there is currently no supplier of graduates in this field as there are no public universities and only one private university (Flagler College) that does not offer a baccalaureate degree with concentration in this area (Table 3.1.3). Increasing the scope of analysis to all of northeast Florida reveals that the colleges and universities in all of Region 8 (University of North Florida, Florida State

College at Jacksonville, Jacksonville University, Edward Waters University, Flagler College, and St. Johns River State College) are only producing an average of 96 baccalaureate graduates per year in related CIP codes.

As tables 3.1.1, 3.1.2, 3.1.3, and 3.1.4 illustrate, the supply of graduates of programs in the field of Social and Human Services is not meeting the demand of the local workforce, resulting in an annual unmet need of 133 graduates in Clay, Putnam, and St. Johns Counties and a gap of more than 300 graduates throughout all of Region 8.

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

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

Occupation			Number of Jobs				Salary		Education	
Name/Title	SOC Code	County/ Region	2023	2031	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Social and Community Service Managers	11-9151	Clay, St. Johns, Putnam	208	234	12.50	179	\$29.23	\$60,798.40	B	B
Child, Family, and School Social Workers	21-1021	Clay, St. Johns, Putnam	317	351	10.73	281	\$24.56	\$51,084.80	B	B
Social and Human Services Assistant	21-1093	Clay, St. Johns, Putnam	406	438	7.88	415	\$14.05	\$29,224.00	SC	HS
Community and Social Service Specialists, All Other	21-1099	Clay, St. Johns, Putnam	199	212	6.53	190	\$18.36	\$38,188.80	B	B
						Total	133	\$21.55	\$44,824.00	

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE –Lightcast—Region 8

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

Occupation			Number of Jobs				Salary		Education Level		
Name/Title	SOC Code	County/Region	2023	2031	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS	
Social and Community Service Managers	11-9151	Region 8	670	749	11.67	517	\$34.47	\$71,698	B	B	
Child, Family, and School Social Workers	21-1021	Region 8	1285	1371	6.66	901	\$23.59	\$49,067	B	B	
Social and Human Service Assistants	21-1093	Region 8	1527	1699	11.25	1482	\$18.93	\$39,364	SC	HS	
Community and Social Service Specialists, All Other	21-1099	Region 8	736	779	5.78	640	\$25.03	\$52,062	B	B	
						Total	442	\$ 25.50	\$53,048		

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS DATA CENTER

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

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2021-22	2020-21	2019-20	2018-19	2017-18	5-year average or average of years available if less than 5-years
The SJR State service district (Clay, Putnam, and St. Johns) does not have an institution that awards degrees in Human Services.	44.0000	0	0	0	0	0	0
	Total	0	0	0	0	0	0

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.

	Demand	Supply		Range of Estimated Unmet	
	(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	133	0	0	133	133
Other Totals	442	0	0	442	442

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

Northeast Florida is presently ranked as one of the top five job markets in the nation, generating 5,300 new jobs with almost 4.1 billion dollars in private investment capital ([JAXUSA Biennial Report](#)). Specific to this proposed degree, the demand for social and human services majors is on the rise, creating a significant unmet need in the region. This growing demand is attributed to several factors that underscore the need for individuals with a background in social and human services to address specific challenges and opportunities unique to the area.

One of the factors impacting the growing demand of human services majors is that, according to data from the United State Census Bureau, the population of Region 8 has increased from 1.58 million in 2017 to 1.75 million in 2022, an increase of more than 10%. Additionally, the population 65 years of age and older has increased by more than 50,000 residents, a 25% increase from 2017 to 2022. The rising population of older adults is relevant to this proposed degree since this age cohort typically has greater needs for human services support systems compared to other adult age cohorts (Appendix 2).

Awareness in response to recent increases in reported mental health issues has led to increased state appropriations for K12 schools and mental health providers. In 2019-2020 the Mental Health Assistance (MHAA) program received \$75 million in funding, and this funding has increased each year, in fact doubling in four years, and nearly \$40 million of additional funding has been allocated for other mental health programs throughout the state ([Mental Health Funding](#)).

Specific to this proposed degree, the coursework, training and knowledge acquired by students in the Social and Human Services program will help meet the growing need for mental health counselors and assistants, social workers, and other organizations focused on public well-being.

Although this baccalaureate degree will not be an approved State of Florida Initial Teacher Certification program, students will have the option to select as their electives 15-credits of upper-level education coursework that meets the curricular requirements for alternative teacher certification in Florida as specified in [State Board of Education Rule 6A4.006](#). A non-education bachelors degree graduate hired as a teacher in Florida will receive a five-year nonrenewable temporary teaching certificate. Upgrading this temporary certificate to a professional certificate requires completing one-year of full-time teaching experience in an elementary or secondary school, earning a passing score on all portions of the Florida Teacher Certification Exam, and satisfying the educational training requirements of professional preparation. One of the pathways for completing the educational training requirement is earning fifteen (15) hours in college credit education courses. Six (6) required professional education curricular areas are specified in [State Board of Education Rule 6A4.006](#), one of which can be met during the AA through completion of

either DEP2004 Human Growth and Development or EDP2002 Educational Psychology. Alternatively, after completing one-year of full-time teaching, applicants may choose to waive one of the curricular areas, resulting in a total of fifteen required college credits (please see “Additional Comment” on page 2 of Appendix 20 Florida Department of Education Statement of Eligibility).

Including teacher preparation coursework that meets the alternative teacher certification requirements as an option within the credits of the baccalaureate degree is intended to provide students with exposure to teaching as a potential career path and provide these students with the confidence and skills necessary to succeed as teachers in their own classrooms, all without accumulating excess hours or enrollment in alternative teacher certification coursework after baccalaureate graduation. St. Johns River State College’s Department of Teacher Education has a long history of successfully supporting students who choose alternative teacher certification, and the department stands ready to support students who choose these elective courses as their pathway to teacher certification.

There is a well-documented need for creating a teacher pipeline through alternative teacher certification in Florida. Given that Florida’s public school system is the 4th largest school system in the United States with more than 4,000 public schools enrolling almost 3 million students each year ([FLDOE Teaching Recruitment](#)), the existing critical shortage of qualified teachers in Florida, and public school enrollment in Florida projected to increase by nearly 5% over the next ten years ([NCES 203.20](#)), the job outlook for public school teachers is predicted to continue to increase. Furthermore, [Section 1012.07, Florida Statutes](#), requires the State Board of Education to annually identify critical teacher shortage areas based on the recommendation of the Commissioner of Education. Annually, the Florida Department of Education publishes this in the document “[Identification of High Demand Teacher Needs Areas](#),” and although Social Sciences did not make the top ten for the 2024-2025 academic year, most recent data indicates that the need is still great as more than 2,200 social science courses were taught by teachers not certified in field during 2022-2023.

It is important to note that not all students in the Bachelor of Science in Social and Human Services degree will be interested in a career as an educator or select the education courses as their 15 hours of electives, and this demand for teachers has, therefore, not been included in Tables 3.1.1-3.1.4 of this proposal. However, conversation with leadership of the Clay, Putnam, and St. Johns County School Districts regarding these potential degree paths has already taken place, and all have endorsed this pathway as a promising practice to help address the unmet need for qualified teachers both within SJR State’s service district and across the region and state.

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.

Although the Bureau of Labor Statistics (BLS) indicates a high school diploma as the educational requirements for Social and Human Services Assistants (Tables 3.1.1 and 3.1.2), further analysis of BLS employment by educational attainment data supports the inclusion of Social and Human Services Assistants as a component of demand. According to the BLS data, more than half of all Human Services Assistants in the U.S. at least 25 years of age or older have earned Bachelor degrees or higher. The BLS data also estimates that only 12.6% of workers in this occupation have only a high school diploma or equivalent (Appendix 2). Furthermore, analysis of job postings within the College's service district and Region 8 reveals a preference for baccalaureate graduates as an entry requirement, and for promotion within the profession a baccalaureate degree is generally required due to it providing a broader knowledge base for independent decision-making and problem solving, exceptional communication and analytical skills, and efficient technology skills. It is also important to note that if Social and Human Services Assistants were removed from the list of occupations in the Florida Commerce and Lightcast demand sections of this proposal, although the annual unmet need would reduce from 133 to 82 graduates in the service district and from 327 to 142 graduates in the Region, significant unmet need would still remain.

In addition to occupations that require a Bachelor degree or less, there are also occupations that require education above the level of a baccalaureate degree that will be of potential interest to candidates of this proposed degree in Social and Human Services. Because these occupations require post-baccalaureate, graduate-level studies, the occupations have not been included in this analysis. However, graduates of this degree will be prepared for and eligible to continue their study in programs such as Master of Social Work (MSW), Master of Science in Psychological Science, Master of Public Administration (MPA), and Master of Public Health (MPH), and St. Johns River State College has begun the process of establishing articulation agreements with both public and private universities within or nearby the College's service district.

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

The career paths and potential employment opportunities for graduates of St. Johns River State College's Social and Human Services baccalaureate degree will encompass several professions within Human Services, Counseling, Social Work, and related fields.

In accordance with Florida Statute and Florida Department of Education State Board Rule, St. Johns River State College's Bachelor degrees are all 2 + 2 degrees, so students in this proposed baccalaureate program must first earn their Associate in Arts (AA) degree. Students will be able to begin their academic program as early as high school by enrolling in general education courses that lead towards the AA degree through dual enrollment. Simultaneous to pursuing their Associate degree, students will be able to begin their career path in entry-level occupations in the field such as a Social and Human Services Assistant that requires a high school diploma or some postsecondary credit or an Associate degree.

Course offerings at both the Associate and baccalaureate level will be designed to accommodate traditional as well as nontraditional students and will be scheduled in the evenings and online, enabling students to hold entry-level positions in the field while simultaneously pursuing their baccalaureate degree.

With their earned baccalaureate degree, graduates will be prepared to competitively enter the workforce in a variety of positions and career paths including Social and Community Service Managers and Specialists, Social Workers, and Social and Human Services Assistants, and their degree coupled with experience working in the field will also support their promotion into positions with greater scope and leadership.

In addition to preparing students for employment, this baccalaureate degree will prepare students who wish to pursue graduate study for transfer into Master and other graduate programs in Social and Human Services. Upon completion of these graduate programs, additionally career paths and employment opportunities will be available. The creation of a seamless pathway into graduate studies via articulation to neighboring universities has already begun.

STUDENT COSTS: TUITION AND FEES

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

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

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 108.00	78	\$ 8,424
Tuition & Fees for upper division:	\$ 124.75	42	\$ 5,240
Tuition & Fees (Total):		120	\$ 13,664

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).

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.

NOTE: There are no other public postsecondary institutions in SJR State's service district.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
NA			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
Flagler College	\$ 890.00	120	\$ 106,800
			\$ -
			\$ -
			\$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	24	45	55	70
5.3	Program Student Credit Hours (Resident)	576	1080	1320	1680
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	19.2	36	44	56
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	19.2	36	44	56

PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

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

6.2	Count of Degrees Awarded	0	20	40	52
6.3	Number of Graduates Employed	0	18	36	44
6.4	Average Starting Salary	N/A	\$51,412	\$53,211	\$55,074

REVENUES AND EXPENDITURES

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

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

	2025-2026	2026-2027	2027-2028	2028-2029
Program Expenditures:	\$ 72,726.00	\$ 142,789.00	\$ 155,000.00	\$ 180,000.00
Instructional Expenses	\$70,226	\$137,108	\$150,000	\$175,000
Operating Expenses	\$2,500	\$5,000	\$5,000	\$5,000
Capital Outlay	\$0	\$0	\$0	\$0
Revenue:	\$72,858	\$143,303	\$158,037	\$201,589
Upper Level - Resident Student Tuition	\$36,391	\$63,393	\$84,814	\$107,945
Upper Level - Other Student Fees	\$13,283	\$24,918	\$30,455	\$38,671
Lower Level - Resident Student Tuition	\$ 13,639.00	\$ 25,544.00	\$ 31,221.00	\$ 39,735.00
Lower Level - Other Student Fees	\$ 5,045.00	\$ 9,448.00	\$ 11,547.00	\$ 14,697.00
SJR State Auxiliary	\$ 4,500.00	\$ 20,000.00		
Carry Forward:		\$ 132.00	\$ 646.00	\$ 451.00
Total Funds Available	\$ 72,858	\$ 143,435	\$ 158,683	\$ 202,040
Total Unexpended Funds (carry forward)	\$ 132	\$ 646	\$ 3,683	\$ 22,040

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

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

Enrollment in SJR State's baccalaureate degree programs ranges from 48 students in the Early Childhood Education program to 219 in the Organizational Management program ([SJR State Factbook](#)). Other indicators used to project enrollment in the proposed Bachelor of Social and Human Services degree include SJR State's enrollment history in the program's potential feeder courses and the percent of students who indicated interest in pursuing a Bachelor degree in Social and Human Services at SJR State in the College's November 2023 survey. For this reason, SJR State conservatively estimates that in year 1, term 1, 18 students will begin baccalaureate studies in social and human services, and in year 1 term 2, 6 additional students will begin their studies, for a total of 24 unique students in year 1.

Given an 80% year-to-year retention rate and a two-year graduation rate of 60%, we project that enrollments will stabilize at a headcount of 70 students by year 4.

Although this program will cater to non-traditional students, based upon the enrollment demographics of the program's prerequisite courses, significant interest from a more traditional student population preparing for direct entry into the workforce is anticipated, and students in the program are therefore projected to average 24 credits per year.

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

Program expenditures including both instructional expenses and operational expenses have been considered. New operating funds have been budgeted for the increased costs related to both professional development and educational materials and supplies that will come with the hire of new faculty.

All necessary equipment, hardware, software, facilities, library resources, etc. are already in place to support the College's Associate in Arts degree. Consequently, it is not anticipated that there will be capital outlay or significant operating expenses for supplies and materials.

Instructional expenses in year 1 include the addition of one full-time terminal degree faculty member who will be the instructional coordinator for this program in addition to the cost of overload and adjunct salary for the 21 new credit hours offered in year 1. In year 2, a second full-time terminal degree faculty member is budgeted in addition to an increase in overload and adjunct salary due to the addition of 27 new credit hours, the addition of a second cohort, and overall enrollment projections.

Also included in the budgeted instructional expenses is a portion of the salary for one new full-time terminal degree teacher education faculty member to be hired in year one. The teaching load of this position will be shared between the Exceptional Student Education program and four of the College's non-education Bachelor degree programs that include within the menu of electives 15-credits of upper-division education courses, social and human services being one of those four degree programs. Eighty percent (80%) of the salary and benefits of this full-time position has been charged to the ESE program, while the remaining 20% has been budgeted in the four non-education Bachelor degree programs at 5% each. That 5% is included in table 7.1 of this proposal.

Revenue projections are based on a 30%-70% split between lower-division credits and upper-division credits, as baccalaureate students will be required to take 18 credits of lower-division coursework and 42 credits of upper-division coursework to complete the last two years of the baccalaureate program. Because the program is intended to serve the residents of our service district and state, and given that the enrollment in SJR State's existing Bachelor degrees is 96% Florida residents, significant enrollment of non-resident students is not anticipated.

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

PLANNING PROCESS

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

Date	Activity
11/3/2023	In response to discussion with and amongst faculty, community stakeholders, and students, on November 3, 2023, a group of faculty and academic leadership met to develop several workgroups to explore the expansion of SJR State baccalaureate degree programs. Items to be discussed by the workgroups include the top occupations in SJR State's service district and Region 8, the average number of available jobs, the typical entry-level education required, and the unmet graduate need.
Nov 2023	SJR State surveyed its current students regarding their interest in pursuing a baccalaureate degree in Human Services at SJR State. Survey results indicated that 86% of respondents indicated support for additional baccalaureate degree programs and 13% of students (N=1075) selected Human Services as their preferred baccalaureate degree from a list of 11 potential programs. The Human Services program was one of the top two choices of students.
11/13/2023	After examining the data and determining it reflected a local need for baccalaureate graduates in the field of Human Sciences, SJR State faculty and leadership submitted to College Administration an email of intent to begin the process of exploring curriculum and program development.
11/15/2023	During the President's Cabinet Meeting, SJR State's President, Vice Presidents, and senior leadership team discussed the data, next steps, and timeline of the faculty workgroup's baccalaureate degree development efforts. During this meeting, the President's Cabinet indicated support for the potential program.
11/21/2023	During the Institutional Planning Committee Meeting, SJR State's leadership team discussed the data, next steps, and timeline of the faculty workgroup's baccalaureate degree development efforts. During this meeting, the IPC voted in favor of continuing the development process of the potential program.
12/6/2023	Dr. Melanie Brown (SJR State's Chief Operating Officer) shared with the SJR State Board of Trustees the faculty workgroup's baccalaureate degree development efforts. The data, next steps, and timeline were discussed. During this meeting, the Board of Trustees voted to approve the continued development of the Bachelor in Social and Human Sciences with a targeted implementation of Fall 2025.
12/12/2023	During the Social Sciences faculty department meeting, the faculty discussed the data and program and curriculum research that had been completed by the workgroup and voted to approve the continued development of the Bachelor in Social and Human Services with a targeted implementation of Fall 2025.

January 2024	Faculty began developing the curriculum, pathways to degree, course descriptions, and course outlines for the proposed Baccalaureate degree in Social and Human Services.
3/25/2024	The Social Sciences faculty voted to approve the submission of the NOI and continued development of the BS in Social and Human Services with a targeted implementation of Fall 2025.
3/28/2024	The members of the President's Cabinet reviewed the NOI and indicated support of its submission to IPC and continued development of the BS in Social and Human Services with a targeted implementation of Fall 2025.
4/2/2024	SJR State IPC voted to approve the NOI and continued development of the BS in Social and Human Services with a targeted implementation of Fall 2025.
4/17/2024	Board of Trustees voted to approve the NOI for the BS in Social and Human Services with a targeted implementation of Fall 2025.
5/3/2024	During the Social Sciences SLO Closeout Meeting, the faculty discussed the curriculum and if additional equipment was needed for the upper division courses. The Social Sciences faculty voted to approve the curriculum.

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

Date	Activity
Nov 2023	SJR State surveyed community members and local employers regarding potential baccalaureate program expansion. Survey results indicated that they were interested in SJR State adding a Human Services Baccalaureate Program.
Jan-April 2024	In anticipation of the development of the Bachelor degree in Social and Human Services, SJR State faculty and academic leadership began the process of forming the Social and Human Services Advisory Board.
3/14/2024	Associate Dean Latta spoke with the Quigley House Community Relations Director Maya Womack. Ms. Womack indicated his support of the proposed degree and stated that a representative from the Quigley House would likely be willing participate on an advisory board and in curriculum development conversations. She also noted the need for employees with the knowledge and skills that would be gained in the program and the potential for internship opportunities. Associate Dean Latta followed up this conversation with an email.
3/13/2024	Dr. Giacomelli, a full time SJR State Psychology Instructor, spoke with the COO of the Betty Griffin Center, Inzez Peel. Ms. Peel indicated her support of the proposed degree and offered to participate on an advisory board and in curriculum development conversations. Dr. Giacomelli followed up this conversation with an email.
3/14/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the Putnam County School District about the proposed Social and Human Services and discussed the proposed education elective coursework. Kristin Carroll (PCSD Administrator of Certification, Recruitment, Novice Teacher Program, Instructional Experience, Intern Placement) indicated the School District's support of the proposal.
3/26/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the St. Johns County School District about the proposed BS in Social and Human Services and discussed the proposed education elective coursework. Parker Raimann (SJCSJ Director of Instruction Personnel) indicated the School District's support of the proposal.
3/27/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the Clay County School District about the proposed BS in Social and Human Services and discussed the proposed education elective coursework. Samantha Wright (CCSD Supervisor of Certified Teacher Placement) indicated the School District's support of the proposal.
4/19/2024	Dr. Giacomelli, a full time SJR State Psychology Instructor, spoke with the Managing Clinical Director at Epic Behavioral Healthcare, Dr. Anthonia Levy. Dr.

	Levy indicated their support for the proposed degree and offered to participate on an advisory board and in curriculum development conversations. Dr. Giacomelli followed up this conversation with an email.
4/21/2024	Tyler Hudson, a full time SJR State Psychology Instructor, spoke with the Ellen Walden of Home Again St. Johns. Ms. Walden indicated her support of the proposed degree and offered to participate on an advisory board and in curriculum development conversations. Mr. Hudson followed up this conversation with an email.
5/2/2024	Dr. Giacomelli, a full time SJR State Psychology Instructor, spoke with the Engagement Manager at Children’s Home Society of Florida, Tiffany Gommel. Ms. Gommel indicated her support of the proposed degree and offered to participate on an advisory board and in curriculum development conversations. Dr. Giacomelli followed up this conversation with an email.
April 2024-- May 2024	<p>SJR State received letters of support for its baccalaureate development efforts from the community:</p> <ul style="list-style-type: none"> • Betty Griffin Center (Appendix 3) • Children's Home Society (Appendix 4) • Epic Behavioral Healthcare (Appendix 5) • Home Again St. Johns (Appendix 6) • Clay County Superintendent (Appendix 7) • St. Johns County Superintendent (Appendix 8) • Clay County Board of County Commissioners (Appendix 9) • Putnam County Board of County Commissioners (Appendix 10) • St. Johns County Board of County Commissioners (Appendix 11) • CareerSource Northeast Florida (Appendix 12) • Clay Florida Economic Development Corporation (Appendix 13) • Clay Electric Cooperative, Inc. (Appendix 14) • Putnam County Chamber of Commerce (Appendix 15) • Putnam County Economic Development Council (Appendix 16) • Putnam County Sheriff’s Department (Appendix 17)
July 2024	The Social and Human Services Advisory Board Membership was finalized, and the first Advisory Board Meeting was scheduled for Fall 2024. (Appendix 18)

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

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

3/13/2024: SJR State submitted a posting in Florida’s Academic Program Pre-Proposal Recognition System (APPRiSe) to notify all post-secondary institutions statewide that the College is considering developing a baccalaureate degree in Social and Human Services and provide advance opportunity for discussion and collaboration.

There were no responses posted within APPRiSE prior to the closing of the comment window on 4/26/2024.

9.3.1 Public Universities in College’s Service District

NA--No public universities have facilities in the College’s service district.

9.3.2 Regionally Accredited Institutions in College’s Service District

4/5/2024: SJR State’s President shared information via email in advance and on 4/5/2024 spoke via phone with Flagler College’s President about SJR State’s proposal. During this call, President Delaney shared that Flagler College did not object to the proposal and wished SJR State the best in its efforts.

9/30/2024: A letter of support for SJR State’s baccalaureate proposal was submitted by Flagler College’s President. (Appendix 19)

9.3.3 Institutions outside of College’s Service District

3/25/2024: SJR State’s President spoke with Florida State College at Jacksonville’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President.

3/25/2024: SJR State’s President spoke with Daytona State College’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President.

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	March 13, 2024
10.2	Indicate the date of District Board of Trustees approval.	April 17, 2024
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	April 17, 2024
10.4	Indicate the date the completed proposal was submitted to DFC.	November 1, 2024
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>	November 2024 or January 2025
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2025
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	N/A
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2025

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

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

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

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

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

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

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

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

SJR State's Learning Resources include:

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

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

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

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

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

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

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

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

Instructional services provided by library faculty include:

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

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

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

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

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

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

ACADEMIC CONTENT

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

Students seeking admission to the Bachelor degree in Social and Human Services must submit an application for admission to the College, complete an online orientation course, and comply with the College's general admissions procedures.

Admission to the program will be open to applicants during the Fall, Spring, and Summer terms who have a cumulative GPA of 2.0 or higher and have completed an Associate in Arts or a higher degree from an accredited institution. All general education coursework must be completed with a grade of "C" or higher. Submission of official transcript(s) is required prior to program acceptance. In alignment with Florida's Common Prerequisite Manual, there are no required prerequisites for program admission.

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

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

During the 2023-2024 academic year, 33% of the SJR State full time faculty and 40% of the adjuncts teaching the lower-division courses that will be part of the curriculum in the Social and Human Services program had a terminal degree in the field. Due to the planned addition of two full time faculty with terminal degrees, it is anticipated that more than 50% of upper division courses in the proposed Bachelor degree in Social and Human Services will be taught by faculty with a terminal degree.

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

Year 1	Year 2	Year 3
15:1	20:1	25:1

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

No specialized program accreditation is require or will be sought.

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).

Florida State College at Jacksonville, Palm Beach State College, Indian River State College and St. Petersburg College offer Bachelor of Human Services in CIP 44.0000. There are no specified common prerequisites for this major.

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

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

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

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

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

NOTE: Students will choose five courses (15 credits total) from the following upper-level elective courses:

HUS 3201	Group Dynamics (3 credits) (elec)
HUS 3340	Trauma and Post Traumatic Stress Disorder (3 credits) (elec)
HUS 3350	Issues in Domestic Violence (3 credits) (elec)
HUS 4442	Drug Awareness and Education (3 credits) (elec)
HUS 4722	Research Methods in Human Services (3 credits) (elec)
EDF 4444	Assessment of Learning and Behavior (3 credits) (elec)
EDF 4603	Critical Issues in Classroom Management, Ethics, Law, & Safety (3 credits) (elec)
EDG 4343	Instructional Strategies (3 credits) (elec)
RED 4342	Foundation of Research Practices in Reading Education (3 credits) (elec)
TSL 3083	ESOL Issues and Strategies (3 credits) (elec)

Program of Study		
Term 1	Course Title	Credit Hours
HUS 1001	Introduction to Human Services (pc)	3
PSY 2012	General Psychology (pc)	3
SYG 1000	Introduction to Sociology (pc)	3
HUS 3304	Intra and Interpersonal Techniques (pc)	3
HUS 3323	Introduction to Crisis Intervention (pc)	3
Total Term Credit Hours		15
Term 2	Course Title	Credit Hours
DEP 2402	Psychology of Adulthood & Aging (pc)	3
SYG 2010	Contemporary Social Problems (pc)	3
Elective	Upper Division Elective (elec)	3
Elective	Upper Division Elective (elec)	3
HUS 3505	Ethics in Human Services (pc)	3
Total Term Credit Hours		15
Term 3	Course Title	Credit Hours
SYG 2430	Marriage and Family (pc)	3
Elective	Upper Division Elective (elec)	3
HUS 3650	Administration in Human Services (pc)	3
HUS 3314	Cognitive and Behavioral Therapy (pc)	3
HUS 4526	Current Issues in Mental Health (pc)	3
Total Term Credit Hours		15
Term 4	Course Title	Credit Hours
Elective	Upper Division Elective (elec)	3
Elective	Upper Division Elective (elec)	3
HUS 4321	Case Management and Problem Solving (pc)	3
HUS 4700	Diagnosis and Treatment Planning in Human Services (pc)	3
HUS 4xxx	Human Services Capstone (pc)	3
Total Term Credit Hours		15

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.

N/A

PROGRAM TERMINATION

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

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

SUPPLEMENTAL MATERIALS

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

Appendix 2: Census, BLS – Wages, Education, Population Data

Appendix 3: Betty Griffin Center Letter of Support

Appendix 4: Children's Home Society Letter of Support

Appendix 5: Epic Behavioral Healthcare Letter of Support

Appendix 6: Home Again St. Johns Letter of Support

Appendix 7: Clay County Board of County Commissioners Letter of Support

Appendix 8: Putnam County Board of County Commissioners Letter of Support

Appendix 9: St. Johns County Superintendent Letter of Support

Appendix 10: Clay County Board of County Commissioners Letter of Support

Appendix 11: St. Johns County Board of County Commissioners Letter of Support

Appendix 12: CareerSource Northeast Florida Letter of Support

Appendix 13: Clay Florida Economic Development Corporation Letter of Support

Appendix 14: Clay Electric Cooperative, Inc. Letter of Support

Appendix 15: Putnam County Chamber of Commerce Letter of Support

Appendix 16: Putnam County Chamber of Commerce Economic Development Council Letter of Support

Appendix 17: Putnam County Sheriff's Department Letter of Support

Appendix 18: Social & Human Services Advisory Board Membership List

Appendix 19: Flagler College Letter of Support

Appendix 20: Florida Department of Education Statement of Eligibility

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.

St. Johns River State College's proposed Bachelor in Social and Human Services did not receive any objections to or alternative proposals from other postsecondary institutions.