

NOTICE OF INTENT

Form No. BAAC-01

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 Notice of Intent 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 notice of intent requires completion of the following components:

- ☒ Program summary
- ☒ Program description
- ☒ Workforce demand, supply, and unmet need
- ☒ Planning process

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

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

PROGRAM SUMMARY

1.1	Program name.	Art Education with ESOL Endorsement
1.2	Degree type.	☒ Bachelor of Science ☐ Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	☐ Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☐ Completely online (Entire degree program delivered via online courses only) ☒ Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1302: Art Teacher Education
1.5	Anticipated program implementation date.	Fall 2026
1.6	What are the primary pathways for admission to the program? Check all that apply.	☒ Associate in Arts (AA) ☐ Associate in Science (AS) ☐ Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program:
1.7	Is the degree program a STEM focus area?	☐ Yes ☒ No
1.8	List program concentration(s) or track(s) (if applicable).	1

PROGRAM DESCRIPTION

2.1 This section is the **executive summary** of this notice of intent. 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. We encourage approximately 300 words for a sufficient description.

The Art Education degree will boast an exciting collaboration between the College of Education and the College of Arts and Humanities. The Art Education program with ESOL endorsement is a direct result of an identified need in the communities surrounding St. Petersburg College.

The Art Education program at SPC will meet the unique needs of its service area district. SPC enjoys a strong partnership with each of the districts in its service area and receives ongoing feedback on its existing teacher preparation programs through informal and formal events (e.g., advisory board meetings). As part of the program, students will engage in supplemental professional development learning alongside in-service teachers, enabling them to transition into their teacher induction phase. The program will include all requirements for the ESOL endorsement.

Admission into the SPC Art Education program will require the completion of 60 college credits and state-mandated general education from a regionally accredited school; completion of SPC's general education requirements and state-mandated prerequisites with a grade of C or higher; and a cumulative GPA of 2.5 in all college coursework.

There are 9 studio skills required courses (27 credits) in the visual arts lower division, with an additional 8 required art and studio courses (24 credits) in upper division. The program pathway also includes 6 credits in upper division Arts Education methods courses. The remaining upper division coursework is housed in the College of Education and focused on management, curriculum, and differentiation with integrated field experiences.

This program provides an articulated pathway for A.A. degree graduates and offers a core curriculum in art education. Completing the General Education course requirements in combination with lower and upper division studio arts coursework and education credits provides the required 63 bachelor level credit hours.

This program addresses the unmet need as illustrated in chart 3.1.4 for an annual average of 120 new art teachers hired in Pinellas, Hillsboro, Manatee, Pasco, Polk, and Sarasota counties. The projected art teacher's national annual growth rate is 4% (2018-028) with approximately 60,200 annual nation-wide new jobs projected for art teachers over the next decade. Art teacher salaries have increased 9% in the last 5 years (2020-2025) to a national average of \$50,188.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce's 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.

In SPC's primary service district, the need for Art Education teachers is expected to increase, with an anticipated 246 state-wide openings over the next 8 years (Table 3.1.1). The total number of jobs projected for Art Education Teachers in St. Petersburg College's (SPC) service area includes 5 counties (Pinellas, Hillsborough, Pasco, Polk, Sarasota and Manatee).

Currently, there are no public institutions within SPC's immediate service area offering a bachelor's degree in art education. St. Petersburg College's service area school districts offer a competitive salary, with a median wage of \$36.07 hourly/\$75,020.00 annually (see Table 3.1.1).

*Biology, English, Mathematics, and Social Sciences

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

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

[CLICK HERE FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION](#)

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2024	2032	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Middle School Teachers, Except Special and Career/Technical Education	25-2022	Pinellas/ SPC	930	962	3.44	535	33.97	\$ 70,647	B	B
Secondary School Teachers, Except Special and Career/Technical Education	25-2031	Pinellas/ SPC	2684	2779	3.54	1434	38.17	\$ 79,394	B	B
								\$ -		
Art, Drama, and Music Teachers, Postsecondary								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	246	\$ 36.07	\$ 75,020		

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

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

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

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

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	0				

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

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

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

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

Institution Name	CIP Code	2023	2022	2021	2020		5-year average or average of years available if less than 5-years
	Total	0	0	0	0	0	0

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

ESTIMATES OF UNMET NEED

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

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

	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	246	0	0	246	246						
Other Totals				0	0						

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

With no institutions in SPC's direct service area offering this program, SPC is positioned to meet the demand within our community. Based upon the projected number of previous job openings, compared to the needs met by these institutions, there is an anticipated deficit of approximately 246 graduates in this area (Table 3.1.4).

Pinellas County Economic Development (PCED) describes the district as a "migration hub" with the number of people moving into Pinellas County exceeding the number of people moving out; this trend is expected to continue at a pace greater than projected due to COVID-19 relocations. Population forecasts show younger segments of the population (e.g., millennials with children) as responsible for the growth in Pinellas County.

Jobs in Pinellas, Hillsborough, Pasco, and Hernando reflect the growth of corporate and regional managing offices moving into the area, with projected increases of 5.5%, 10.7%, 16.4%, and 13.1% respectively by 2027. Finally, PCED projects for elementary and secondary schools to have "substantial growth in employment" during this same time period.

Source: Pinellas County Economic Projection 2017-2027 (www.pced.org)

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 Tables 3.1.1 and 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

N/A

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

Graduates from SPC's program will be prepared for careers as Art Education teachers in elementary, middle, and high school settings (certification grades K-12). Strong partnerships exist between SPC and its primary service districts. It is not uncommon for students to receive full-time teaching job offers during their final teaching internship.

As of March 2025, SPC has partnerships with over 40 school districts in Florida to host pre-service teacher candidates for their field placements. This number is expected to grow as SPC's College of Education program options increase.

PLANNING PROCESS

4.1 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.

Fall 2024	The College of Education Dean initiated discussions with the Dean of Arts, Humanities and Design, Vice President of Academic Affairs, and the College President.
Fall 2024	Discussions / share information / solicit input from the following: College of Education faculty, Dean and faculty (Arts, Humanities and Design), Vice President of Academic Affairs, and the College President.
Spring 2025	Solicit input from the Curriculum Department and ongoing conversations with faculty and deans.
March 2025	Meet with faculty to discuss progress of program request
March 2025	Program of Study initial draft
August 2025	Finalize Notice of Intent
Fall 2025	Program of Study final draft
Fall 2025	Submit Program and Course Submission surveys to Curriculum Services; obtain approval from the Vice President of Academic Affairs
Fall 2025	Submit to SPC Board of Trustees for preliminary approval
Fall 2025	Submit Notice of Intent to Florida College System
Spring 2026	Build Program of Study and Course Outlines in CurricUNET
Spring 2026	Submit Program of Study and Course Outlines in CurricUNET for C&I review
Spring 2026	Develop courses; market program; recruit students
Fall 2026	First Admit Term (Fall 2026/0670)

4.2 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.

Summer 2024	Deans of College of Education and Arts & Humanities discussion
Fall 2024	Meeting with Pinellas County Schools
Spring 2025	Shared with COE/Arts Faculty
Summer 2025	Shared proposal with the College of Education Advisory Board.
Fall 2025	Discussed with faculty and staff at COE Welcome Back event
Fall 2025	Regional College of Education discussion with the Vice President of Academic Affairs, SPC and PHSC Presidents, superintendents for Pinellas County Schools and Pasco County Schools, and the FLDOE.
Fall 2025	Meeting with the FLDOE and SPC College of Education, Dean of Arts and Humanities and SPC's Director of Academic Services
Fall 2025	Discussed with Pasco County Schools (including Superintendent)
Fall 2025	Meeting with USF (dean of COE); SPC Dean of COE and Arts and Humanities

4.3 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.

4.3.1 Public Universities in College's Service District

Institution(s):

4.3.2 Regionally Accredited Institutions in College's Service District

Institution(s):

Activity Descriptions and Outcomes:

4.3.3 Institutions outside of College's Service District (If applicable)

N/A