

Baccalaureate Degree Program Proposal
Recommendations from the Division of Florida Colleges Baccalaureate Review Team
for Consideration by the Commissioner of Education

A collaborative review was conducted by the Baccalaureate Review Team members, including staff from the Division of Florida Colleges and the Florida Colleges Budget Office. Written recommendations were submitted to the college by the review team, college staff revised the proposal, and submitted the final proposal, which is now complete and ready for consideration by the Commissioner of Education.

Direct questions or concerns to Abbey Ivey at 850-245-9492 or abbey.ivey@fldoe.org.

College	Degree Type	Degree Program	Date Submitted to SBOE
South Florida State College	BS	Elementary Education <i>No alternative proposals were received for this program.</i>	1/21/14

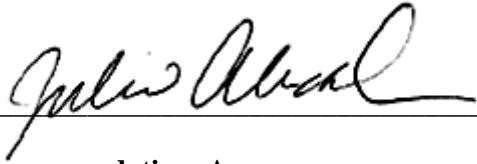
“Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education.”
Section 1007.33 (5)(e), F.S.

Comments		Summary
A	Planning Process	<p>South Florida State College’s (SFSC) proposed Bachelor of Science (BS) in Elementary Education will be a state-approved program in which students will be eligible for certification in elementary education (grades K-6).</p> <p>The college engaged in numerous planning activities for this program, including conducting student and alumni surveys, holding a student focus group, meeting with local school districts, and creating a program advisory board. Survey results, meeting minutes, and other planning documents are located in the Supplemental Materials, as well as letters of support from local agencies and school districts.</p> <p>SFSC contacted the University of South Florida (USF), Hodges University (HU), Warner University (Warner) and Webber International University (Webber) about the proposed program. The college notes these institutions were positive and supportive of the proposal, and HU, Warner and Webber provided letters of support. In addition, the Division of Florida Colleges received written support for this program from Florida Atlantic University, which is included in the Supplemental Materials.</p>
B	Program Implementation Timeline	The projected implementation date of upper division enrollment is August 2014. The complete timeline of implementation activities is located in Section B of the proposal.
C	Workforce Demand/Unmet Need Specific to Program Area	<p>SFSC cites the Florida Department of Economic Opportunity (FDEO) and reports there were 707 elementary school teachers employed in the college’s service district of DeSoto, Hardee, and Highlands counties in 2012. That total is projected to increase to 797 by 2020, which represents a 12.8 percent increase. The FDEO projects 23 average annual job openings, with 79 estimated openings between 2012 and 2020 (90 openings if kindergarten teachers are included). SFSC reports no State University System, Independent Colleges and Universities of Florida, or Florida College System institutions offer this program in the college’s service district.</p> <p>In addition, the college states employment data furnished by the local school boards suggest the hiring of elementary-level teachers will be higher than FDEO projections. SFSC reports 244 elementary education teachers were hired in Hardee and Highlands</p>

		<p>counties between the 2008-09 and 2012-13 school years. In DeSoto County, 53 elementary school teachers were hired between 2010-11 and 2012-13. The college states for the most recent school year (2012-13), 67 elementary school teachers were hired in DeSoto and Highlands counties exclusively, and as of November 2013 (mid-school year), four elementary positions remained unfilled in DeSoto and Hardee counties.</p> <p>SFSC also notes the college's region has been identified as a rural area of critical economic concern (RACEC). The college provides data from the U.S. Census Bureau showing the percentage of residents age 25 and over holding a bachelor's degree or higher in DeSoto (11.4 percent), Hardee (9.3 percent) and Highlands (14.5 percent) counties is lower than the state average (26 percent).</p>
D	Facilities and Equipment Specific to Program Area	SFSC maintains no new facilities will be needed to support this program. Some classroom equipment will be purchased for use in classroom exercises, and minor renovations will be made to ensure effective use.
E	Library/Media Specific to Program Area	The college has allocated \$5,000 in preparation for the program, \$5,000 for the first year and \$3,000 for the next three years for the purchase of library resources to augment the current collection, including books, e-books, media, journals and databases.
F	Academic Resources Specific to Program Area	The college currently has nine full-time and four part-time faculty members who can teach in this program. SFSC plans to hire a full-time doctoral-prepared faculty member in January 2014. Additional instructors will be hired as needed.
G	Cost to Students	<p>The cost for four years of study at SFSC and other regional postsecondary institutions, as reported by SFSC:</p> <p>SFSC = \$13,431 USF = \$23,632 University of Central Florida = \$25,268 Florida Gulf Coast University = \$24,473 HU = \$61,200 Warner = \$68,720 Webber = \$84,200</p>
H	Academic Content	<p>Admission to this program requires an Associate in Arts (AA) degree with a minimum 2.5 grade point average and completion of three common prerequisite courses. Applicants must also pass a background check and all four parts of the Florida Teacher Certification Exam – General Knowledge Test. This program will prepare students to sit for the English for speakers of other languages (ESOL) and reading endorsement testing. The 120-credit hour program will be composed of 9 credits of common prerequisites, 36 credits of general education courses, 15 credits of lower division electives and 60 credits of upper division coursework.</p>
I	Enrollment, Performance and Budget Plan	SFSC anticipates 26 enrolled students during the first year and 52 students during the next three years of operation (capped at 26 new students annually). The program will be supported primarily through tuition and fees, as well as support from other local sources of revenue as needed. The full budget is located on page 92.
J	Plan of Action if Program Must be Terminated	In the event of program termination, SFSC would follow the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy to phase out the program. The phase-out period would last up to three years.

Recommendation: Approve

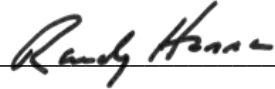
Vice Chancellor for Academic and Student Affairs, Division of Florida Colleges



Date 12/12/13

Recommendation: Approve

Chancellor, Division of Florida Colleges



Date 12/19/13

**PROPOSAL
BACHELOR OF SCIENCE
in Elementary Education
(BSEE)**

Submitted to:
The Florida Department of Education



December 4, 2013

Table of Contents

I.	Cover Sheet.....	6
II.	Executive Summary.....	7
	A. Planning Process.....	7
	B. Program Implementation Timeline.....	7
	C. Workforce Demand/Unmet Need.....	7
	D. Facilities and Equipment.....	8
	E. Library/Media Resources.....	8
	F. Academic Resources.....	8
	G. Cost to Students.....	8
	H. Academic Content.....	9
	I. Enrollment, Performance and Budget Plan.....	9
	J. Plan of Action if Program Must be Terminated.....	9
III.	Evaluation Criteria.....	10
	A. Planning Process.....	10
	Internal Process and Meetings.....	10
	Currently Enrolled SFSC Students.....	10
	Elementary Education Student Focus Group.....	12
	External Process and Meetings.....	12
	School District.....	12
	Advisory Board.....	12
	Alumni Survey.....	13
	Educational Assessment.....	13
	B. Program Implementation Timeline.....	15
	C. Workforce Demand/Unmet Needs Specific to Program Area.....	16
	Institution Profile and Geographic Region to be Served.....	17
	Analysis of Local Workforce Demand.....	17
	Gap Analysis.....	18
	D. Facilities and Equipment Specific to Program Area.....	19
	E. Library/Media Specific to Program Area.....	19
	F. Academic Resources Specific to Program Area.....	20
	G. Cost to Students.....	20
	H. Academic Content.....	21
	Admission Requirements.....	21
	Faculty Credentials.....	22
	Anticipated Average Student/Teacher Ratio.....	22
	Summary of Accreditation Plan.....	22

Curriculum.....	23
Prerequisites.....	23
I. Enrollment, Performance and Budget Plan.....	25
Narrative.....	25
Enrollment, Performance and Budget Plan.....	26
Funding Source.....	26
J. Plan of Action if Program Must be Terminated.....	27
K. Supplemental Materials.....	28

List of Tables

Table 1:	Mode of Instruction Preference.....	11
Table 2:	Class Schedule Preference.....	11
Table 3:	Institutional Conversations.....	14
Table 4:	Bachelor of Science in Elementary Education Timeline.....	15
Table 5:	Population Statistics.....	17
Table 6:	Estimated Four-Year Tuition Cost of Study at Nearby State Universities.....	21
Table 7:	Estimated Four-Year Tuition Cost of Study at Nearby Nonpublic Institutions.....	21
Table 8:	Bachelor of Science in Elementary Education Credits.....	23
Table 9:	Bachelor of Science in Elementary Education Course Work.....	24
Table 10:	Bachelor of Science in Elementary Education Upper-Division Course Work.....	25
Table 11:	Supplemental Materials: List of Appendices.....	28

List of Appendices

Appendix A.1	Strategic Plan 2009-2014 Excerpt.....	29
Appendix A.2	Strategic Plan 2013-2017 Excerpt.....	31
Appendix A.3	Strategic Plan 2014-2018 Excerpt.....	33
Appendix A.4	Student Survey Findings.....	35
Appendix A.5	Student Focus Group.....	49
Appendix A.6	SFSC Advisory Committee.....	51
Appendix A.7	SFSC Advisory Committee Minutes.....	52
Appendix A.8	Alumni Survey.....	55
Appendix A.9	Support from Institutions.....	60
Appendix A.10	Community Support Letters.....	64
Appendix A.11	Support from School Districts.....	69
Appendix C.1	U.S. Census, Highlands County.....	72
Appendix C.2	U.S. Census, Hardee County.....	73
Appendix C.3	U.S. Census, DeSoto County.....	74
Appendix C.4	Florida Department of Economic Opportunity's Labor Market Statistics Center.....	75
Appendix C.5	Florida Jobs by Occupation for Workforce Region 19.....	76
Appendix C.6	State University System Graduates.....	78
Appendix C.7	Florida Common Prerequisites.....	79
Appendix F.1	Faculty Roster.....	80
Appendix H.1	SACSCOC Reaffirmation, Level I.....	84
Appendix H.2	SACSCOC Applying for Level Change.....	85
Appendix H.3	SACSCOC Approval of Substantive Change.....	86
Appendix H.4	SACSCOC Continuing Accreditation, Level II.....	87
Appendix H.5	Limited Access.....	88
Appendix H.6	BSEE Master Course Descriptions.....	90
Appendix I.1	Enrollment, Performance and Budget Plan	92

THE FLORIDA COLLEGE SYSTEM

BACCALAUREATE PROPOSAL APPROVAL APPLICATION

COVER SHEET

INSTITUTION: South Florida State College

BACCALAUREATE DEGREE CONTACTS:

PRIMARY

Name: Dr. Leana Revell
Title: Vice President for Educational and Student Services
Phone: 863-784-7121
Email: revelll@southflorida.edu

SECONDARY

Name: Michele DeVane
Title: Chairperson, Social and Behavioral Sciences
Phone: 863-784-7174
Email: Michele.Devane@southflorida.edu

DEGREE TYPE (BS, BAS, other): BS

DEGREE TITLE: Bachelor of Science in Elementary Education

TOTAL NUMBER OF CREDIT HOURS: 120

PROPOSED DEGREE SIX-DIGIT CIP CODE: 13.1202

PLANNED PROGRAM IMPLEMENTATION DATE: August 2014

PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:

South Florida State College (SFSC) proposes to initiate a Bachelor of Science in Elementary Education (BSEE) degree designed for Associate in Arts (AA) graduates who wish to work toward achieving their elementary education teaching credentials. The BSEE degree will be a state-approved program in which students will be eligible for certification in elementary education (grades K-6). The degree program will include course work and field experience in school settings to enable students to integrate theory with teaching practice. Students will create a portfolio of their mastery of the Florida Educator Accomplished Practices (FEAPs) and demonstrate the key expected skills of the Educator Accomplished Practices.

The proposed BSEE program will provide traditional and nontraditional students with access to a baccalaureate degree that is both affordable and available within the local service districts of DeSoto, Hardee, and Highlands counties. No SACSCOC accredited public or private universities or colleges provide higher educational opportunities for students within the rural SFSC service area.

BOARD OF TRUSTEES APPROVAL DATE: September 25, 2013

PRESIDENT'S SIGNATURE AND DATE:



Date: 12/4/13

EXECUTIVE SUMMARY

Institution: South Florida State College

Degree Type: Bachelor of Science

Degree Title: Elementary Education

A. Planning Process

South Florida State College (SFSC) has engaged in a thorough planning process to develop the Bachelor of Science in Elementary Education (BSEE) degree program. This program is designed for Associate in Arts students to progress toward an elementary education career and teacher certification. The college met with and surveyed students, community members, employers, advisory committees, and local school districts to solicit input and support for the program (pp. 10-15). Overall needs assessment findings indicated strong support from current students (Appendix A.4, p. 35, Appendix A.5, p. 49), alumni of the college (Appendix A.8, p. 55), school districts (Appendix A.11, p. 69), and community partners (Appendix A.10, p. 64) for initiating a BSEE program.

No other SACSCOC accredited institutions of higher education exist in the SFSC three-county service district. College administration met with colleagues at four regional universities, three private and one public, to validate community need and impact of a new BSEE program (Hodges University, Warner University, Webber International University, and University of South Florida). Florida Atlantic University also provided unsolicited written documentation of support for a Bachelor of Science in Elementary Education. The regional higher education institutions are supportive of SFSC beginning a new BSEE program (Appendix A.9, p. 60)

B. Program Implementation Timeline

The projected timeline for initiation of upper-division enrollment is August 2014. The complete timeline of implementation activities is located on pp. 15-16 of this report.

C. Workforce Demand/Unmet Need

An extensive workforce needs assessment has been conducted within the three-county service district of DeSoto, Hardee, and Highlands counties. The central Florida region has been identified as a rural area of critical economic concern (RACEC). Workforce demand and unmet need for graduates of the proposed elementary education program were determined using Florida Department of Economic Opportunity Labor Market Statistics (Appendix C.4, p. 75), *Florida Jobs by Occupation for Workforce Region 19* (Appendix C.5, p. 76), and input from school districts and private schools that employ elementary education teachers. Surveys and qualitative focus group research conducted by the college demonstrate current student (Appendix A.4, p. 35, Appendix A.5, p. 49) and alumni support (Appendix A.8, p. 55) for the college to establish a BSEE degree program.

Data revealed a sizable percentage of teachers in the college's service area were employed at elementary schools. Moreover, employment of elementary school teachers is expected to grow

in all three school districts. The number of elementary school teachers will increase 12.8% from 2012 to 2020; this represents an annual increase of 1.6% (Appendix C.5, p. 76). Hiring trend analysis furnished by the three school districts suggests strong past and future demand for elementary education teachers. Highlands and Hardee counties hired 244 elementary grade teachers between the 2008-2009 and 2012-2013 academic school years; fifty-three elementary grade teachers were hired in DeSoto County between the 2010-2011 to 2012-2013 academic school years. There are no institutions of higher learning within the college's service area that presently offer a bachelor's-level degree in elementary education.

D. Facilities and Equipment

The college has adequate facilities and state-of-the-art equipment for existing associate degrees and a proposed elementary education program. Current facilities include computer laboratories, smartboards, baccalaureate-level teaching equipment, and supplies that are readily available to the BSEE program. In addition to classroom space and related training facilities, the college has a robust learning management system available to faculty and students. It is anticipated that no new facilities or equipment resources will be necessary for the proposed BSEE program.

E. Library/Media Resources

The college has allocated funding for the next five fiscal years for acquisition of additional books, e-books, and computerized and media materials to augment the college's existing collection (Appendix I.1, p. 92).

F. Academic Resources

Currently, SFSC has nine full-time and four part-time faculty members who can teach in this program (Appendix F.1, p. 80). In addition to these faculty, the college plans to hire a full-time doctoral-prepared faculty member specifically for this program. The newly hired faculty member will work closely with existing qualified faculty and will report to the chairperson of the Social and Behavioral Science department. Additional instructors will be hired as needed depending upon program growth. Twenty-five percent of faculty teaching in the program will have a terminal degree in field as required for SACSCOC credentialing criteria.

G. Cost to Students

The proposed cost for four years of study at SFSC in the BSEE program is estimated to be \$13,431, p. 20 of this report. Cost for four years of study at other regional postsecondary institutions would be as follows:

- | | |
|--|----------|
| • Hodges University (Private) | \$61,200 |
| • University of South Florida (Public) | \$23,632 |
| • Warner University (Private) | \$68,720 |
| • Webber University (Private) | \$84,200 |

H. Academic Content

This 120 credit hour program is composed of 36 general education credits, 24 credits of lower-level specialized courses, and 60 credits of upper-level specialized courses (pp. 23-25). Students will pass all four parts of the Florida Teacher Certification Examination- General Knowledge Test as an admission requirement. Additionally, students completing the program will be eligible to sit for the Florida Teacher Certification Examination, and will have completed course work leading toward Reading endorsement and ESOL endorsement.

I. Enrollment, Performance and Budget Plan

The college anticipates 26 enrolled students during year one, with enrollment doubling to 52 in years two through four of implementation. Projected expenditures during the planning year total \$202,629 and will increase to \$332,018 in implementation years two through four (Appendix I.1, p. 92). The program is projected to become self-sustaining in year two.

J. Plan of Action if Program Must Be Terminated

If the program is terminated, further admissions will be closed and faculty, staff, and students will be notified. Current students will have up to three years to complete the program and will receive information and advising regarding transfer options.

EVALUATION CRITERIA

Overview

South Florida State College (SFSC) is a well-established college servicing south central Florida and, specifically, rural DeSoto, Hardee, and Highlands counties. The college serves approximately 12,000 students annually in a variety of adult basic education, liberal arts, and career programs culminating in a baccalaureate degree, associate in arts degree, associate in science degree, diploma, or certificate. The college has an excellent reputation in the community based upon its high quality academic programs, faculty, and staff, as well as ongoing collaboration and partnerships with the business community.

The college awards an Associate in Arts degree that includes all Education Common Program Prerequisite courses for those students who seek a career in K-12 education.

A. PLANNING PROCESS

1. Internal Process and Meetings

As part of the college five year strategic planning process, the college reached out to hundreds of external and internal constituents in development of the 2009-2014 Strategic Plan (Appendix A.1, p. 29). One of the initiatives identified by internal and external stakeholders as needing future development was that of baccalaureate programs. The college during the next four years sought to address this community need by seeking permission from the State Board of Education and the Southern Association of Colleges and Schools Commission on Colleges to offer bachelor's degrees with the Bachelor of Applied Science in Supervision and Management being the first baccalaureate offering. As part of the continuing college strategic planning in subsequent years, two additional programs were identified as potential programs for planning and implementation (Appendix A.2, p. 31; Appendix A.3, p. 33). They include the Bachelor of Science in Nursing (BSN) and Bachelor of Science in Elementary Education (BSEE).

The college conducted additional extensive and comprehensive internal and external needs assessments to evaluate the viability of offering a BSEE program. The college needs assessment included an analysis of quantitative and qualitative data stemming from student, alumni, and employers in the college's service area. Survey instruments were developed, validated, and administered by SFSC's Institutional Effectiveness department. Meetings with school districts, private schools, and regional postsecondary educational institutions were also conducted to gather additional information.

Currently Enrolled SFSC Students

A survey was administered to all current, degree-seeking SFSC students to gauge interest and support in the college's pursuit of a baccalaureate-level degree in education (Appendix A.4, p. 35). The instrument also examined respondent demographics future education/career plans and preferred class scheduling/modality. Results revealed that 84.1% of respondents (n=164) were planning to pursue a four-year degree in the future; nearly half (42.93%) or 79 respondents plan

to enroll in a bachelor’s degree program (at any institution) within six months to one year; approximately 30% and 26% indicated sooner than six months and two to three years, respectively.

An examination of students expressing some degree of interest in a bachelor’s degree in education found that many were likely to pursue a career in elementary education (Appendix A.4, p. 35). Thirty-two respondents specifically reported interest in pursuing a bachelor’s in education (any field, focus, discipline, or at any institution) with most (78% or n=25) extremely likely or likely to pursue such a degree if offered by SFSC. Further, over two-thirds (68.75% or n=25) of the thirty-two respondents reported that they were interested in a career as an elementary, middle, or high school teacher. Most of this twenty-five participant sub-sample (80% or n=20) desired teaching at the elementary grade level.

Evidenced in Table 1, respondents of the student survey preferred face-to-face instruction and hybrid instruction (i.e., combination of face-to-face and online) (Appendix A.4, p. 35).

Table 1: Mode of Instruction Preference

If you were to attend SFSC for a bachelor’s degree in education, which of the following instructional approaches BEST fit your needs/interests? (Choose all that apply)

Response Choice	Response Count	Percent
Face-to-Face Instruction	14	56
Online Instruction	6	24
Hybrid Instruction	15	60

Note: All response counts are duplicated (i.e., respondents were permitted to select more than one response option)

Data suggest variability in preferred days/times to offer education classes (Appendix A.4, p. 35). All scheduling options (weekday, daytime, evening/night, and online) were frequently selected as preferred schedule types; the least popular option, as suggested by only six selections, was “weekend classes.” Table 2 summarizes response counts according to each response choice.

Table 2: Class Schedule Preference

If you were to attend SFSC for a bachelor’s degree in education, what type of schedule(s) would allow you to participate? (Choose all that apply)

Response Choice	Response Count	Percent
Weekend Classes	6	24
Weekday Classes	17	68
Daytime Classes	16	64
Evening/Night Classes	15	60
Online	17	68

Note: All response counts are duplicated (i.e., respondents were permitted to select more than one response option)

Elementary Education Student Focus Group

In addition to conventional quantitative survey analysis, several student focus groups were conducted to collect qualitative data (Appendix A.5, p. 49). The population consisted of Associate in Arts (AA) degree-seeking students enrolled in education courses offered by SFSC. Two focus groups were conducted with daytime classes at the SFSC Highlands Campus, one group was a night class at the Hardee Campus, and the remaining two groups were enrolled in online classes; approximately 85 students participated. Most participants (85% or n=72) were planning a career as a public or private school teacher. Of this sub-sample, 58.3% were most interested in teaching at the elementary grade level and over half (55%) plan to seek employment within the college's service area.

Many students expressed strong interest in a proposed bachelor-level education program. It was found that 60% of focus group participants suggested they would attend such a program if offered by SFSC. Students cited several reasons for their decision to continue attending SFSC such as quality of SFSC faculty, convenience, and affordability. Focus group participants indicated that they consider tuition cost, commute time, and reputation of a college when considering a college or university. Participants also noted that limited finances and work/class schedules were principal barriers that would likely affect their decision to enroll in a bachelor's degree program in the near future (Appendix A.5, p. 49).

2. External Process and Meetings

School District

The college meets with each county school district at least annually to discuss articulation agreements and topics of common interest. During the spring 2013 meetings, each school district was asked to provide the number of teachers who had been hired during the past three years and forecast projections of future hires for the upcoming three years. The information provided was to be used to determine needs for a teacher education program and can be found in the analysis of local workforce demand that follows.

Advisory Board

A community advisory committee for input and planning of a BSEE degree was developed and met on June 18, 2013 (Appendix A.6, p. 51, Appendix A.7, p. 52). The members of the advisory committee represent human resources, elementary principals, assistant principals, and members from the Heartland Education Consortium. During the meeting elementary education curriculum from the University of Central Florida, University of South Florida, and Florida Gulf Coast were reviewed. The need for English for Speakers of Other Languages (ESOL), reading endorsements, common core standards, technology expertise, and sequence of student teaching were discussed. The BSEE advisory committee will maintain involvement and provide input as the curriculum continues to be further developed and implemented.

Alumni Survey

The college conducted a needs assessment survey of recent SFSC alumni (Appendix A.8, p. 55). The population (N=370) consisted of AA, AAS, and AS graduates who completed their degree or certificate during the previous spring, summer, and fall terms. Alumni were contacted via phone and 69 elected to participate (18.65% response rate). Findings suggested that although a notable number of alumni had not enrolled in a bachelor's degree, many planned to do so in the near future. Approximately half of the sample (n=34; 49.3%) were not currently enrolled in a bachelor's degree program or had completed a bachelor's degree; however, a sizeable number of these respondents (n=19; 55.9%) indicated that they were planning to pursue a four-year degree in the future: six respondents were planning to enroll in a four-year degree program (at SFSC or elsewhere) within six months of the survey administration and another six were likely to enroll within six months to a year. Two alumni specifically noted that a bachelor's degree in education was their primary academic interest; one of these respondents was extremely likely to enroll in a bachelor's-level program in education at SFSC if offered. The preferred instructional approach among these two respondents was either face-to-face instruction (n=1) or hybrid instruction (n=1); daytime (n=1) and evening/night classes (n=1) was also noted as a preferred class scheduling option.

Educational Assessment

No SACSCOC credentialed public or private colleges or universities exist within the rural, three-county service district of SFSC. Regional higher education institutions are available outside the service district, but commutes require one-way travel of 25 miles or more to the closest private institution; or, between 50 to 90 miles to the closest state college or state university.

As part of the needs assessment process, each regional accredited higher education institution, both public and private, were contacted to provide an opportunity for discussion regarding the proposal to deliver a BSEE program. Dr. Norman Stephens (then SFSC president) and Dr. Leana Revell, vice president for educational and student services, engaged in personal visits, emails, and telephone conversations with the University of South Florida (USF), Hodges University, Warner University, and Webber University to engage in need, demand, and impact discussions. Florida Atlantic University also provided unsolicited written documentation of support for a BSEE. The response of all regional postsecondary institutions is positive and supportive of SFSC's proposal to initiate a BSEE program. All institutions recognize the regional community need for elementary educators and understand the difficulties in providing bachelor's-prepared teachers to underserved rural communities. A description of the university and a summary of the conversations held with each institution are compiled in Table 3. Letters from each institution can be found in Appendix A.9, p. 60.

Table 3: Institutional Conversations

Name of Institution	Description and Summary of Conversation
University of South Florida	The University of South Florida (USF) System is designated by the state of Florida as the regional State University System (SUS) provider for South Florida State College. USF has a long-standing partnership that has provided seamless transfer for SFSC students for the past 13 years and is one of the primary recipients of SFSC college transfer students. Dr. Leana Revell talked with Dr. Robert Sullens, Dean of Undergraduate Studies, USF Tampa campus to discuss the need for a baccalaureate in elementary education program. Dr. Sullens indicated that it is very unlikely that USF Tampa will be able to serve the college service district with a face-to-face bachelor of science in elementary education (BSEE) offering as it had in the past. USF, through its then Polytechnic Campus, provided an education preparation program. In 2012, USF Polytechnic determined it would no longer provide the elementary education program on the SFSC campus.
Hodges University	Hodges University, a private postsecondary institution located in Naples, Florida, provides an accelerated Interdisciplinary Studies program at the University Center on the Highlands campus of SFSC. Dr. Jeanette Brock, President of Hodges University and Dr. Leana Revell engaged in conversation about the need for a bachelor’s degree in elementary education to serve the SFSC service district. Dr. Brock identified that Hodges recognizes that there is more than likely a need in the three counties served by SFSC, but that Hodges is not interested in providing such a program at this time. A letter of support was provided by Hodges University.
Warner University	In May, 2013 Dr. Leana Revell visited with Dr. James Moyer, the Executive Vice President and Chief Academic Officer of Warner University. Dr. Moyer identified that there is a great need for elementary school teachers in this rural area. He identified that a bachelor of science in elementary education would certainly assist in meeting regional workforce needs and provide job opportunities for prospective teachers in our region. A letter of support was provided by Warner University.
Webber International University	In May 2013, Dr. Leana Revell visited with Dr. H. Keith Wade, President and CEO of Webber International University to discuss the college’s intention to offer a BSEE program. Since Webber International University is primarily a business college, there was not opposition to SFSC starting a BSEE program. We discussed the regional workforce needs and our common 2+2 program that we share in business. A letter of support for the BSEE was provided by Webber International University.
Florida Atlantic University	After the SFSC Letter of Intent was submitted to the Florida Department of Education and Board of Governors, a response was received from Florida Atlantic University that indicated that they were supportive of SFSC beginning a baccalaureate in elementary education program.

The need for education preparation continues as evidenced in the Heartland Workforce Board, chambers of commerce, and school district letters of support (Appendix A.10, p. 64; Appendix A.11, p. 69).

B. PROGRAM IMPLEMENTATION TIMELINE

Table 4: Bachelor of Science in Elementary Education Timeline

BSEE Proposal Activity	Date Range
Assessment of Need and Demand	<p>Fall 2008 Surveys, focus groups, and meetings are held within the tri-county service district regarding strategic planning priorities. The need for BSEE is identified as a college priority.</p> <p>December 2012 Strategic plan indicating a directive to evaluate the viability of offering a BSEE program is adopted by the District Board of Trustees.</p> <p>April – June 2013 Needs assessment regarding the need for a BSEE program was conducted with students, alumni, business community, and regional higher education institutions.</p> <p>June 2013 Workforce analysis data conducted.</p> <p>Internal and external needs assessment validates the strong need for a BSEE program.</p> <p>June 2013 Letter of Intent approved by District Board of Trustees and submitted to Florida College System.</p>
Curriculum Development	<p>May-June 2013 Elementary education faculty convene to research and develop BSEE curriculum.</p> <p>Advisory Committee established for review and input to proposed BSEE curriculum (Appendix A.6, p. 51). First meeting held on June 18, 2013 (Appendix A.7, p. 52).</p> <p>September 2013 Curriculum submitted through appropriate college protocols for approval.</p> <p>Program proposal sent to District Board of Trustees for approval.</p>

Accreditation Activities	<p>June 2013 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirms Level II status of SFSC.</p> <p>Spring 2014 State Board of Education approves BSEE program.</p> <p>SACSCOC prospectus submitted for substantive change.</p> <p>SACSCOC notifies SFSC of substantive change approval.</p> <p>Seek program approval from the Florida Department of Education using new State Board of Education Rule criteria.</p>
Recruitment of Faculty and Staff	<p>Spring 2014 Advertise, recruit, and hire one doctoral prepared faculty for the BSEE program.</p> <p>Spring 2014 Establish a schedule of classes and assign faculty workload as needed.</p>
Systems, Facilities, and Resource Upgrades and Development	<p>Spring 2014 Begin purchase of additional library materials as needed.</p> <p>Establish facilities agreements with school districts used for BSEE program.</p>
Student Recruitment and Advising	<p>Spring 2014 Develop promotional and recruitment materials.</p> <p>Establish a major recruitment campaign upon SACSCOC approval.</p>
BSEE Upper-Division Courses Begin	August 25, 2014

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

A comprehensive analysis of current workforce data and a needs assessment of student interest was conducted by SFSC. Specific focus has been made to present labor market trends and projections, industry employment figures, and wage information within the scope of the institution’s service area (Highlands, Hardee, and DeSoto counties). Survey data was supplemented with qualitative data collected from college facilitated student focus groups.

An evident gap exists between the state’s educational average and educational level of residents in the SFSC tri-county service district. As demonstrated in Table 4, recent statistical data (2011) from the U.S. Census Bureau suggest a sizeable number of Highlands County residents (85.5%) over the age of 25 had earned less than a bachelor’s-level education; this figure was notably higher than the Florida state average of 74% (Appendix C.1, p. 72). U.S. Census Bureau figures for the remaining counties served by the college revealed a greater disparity with this state average: only 9.3% and 11.4% of Hardee and DeSoto residents age 25 and over held a bachelor’s degree or higher (Appendix C.2, p. 73; Appendix C.3, p. 74).

Table 5: Population Statistics

County	Population	High School graduates age 25+ 2005-2006		Bachelor’s degree or higher age 25+ 2005-2009	
		County	State	County	State
DeSoto	34,712	68.9%	85.5%	11.4%	26.0%
Hardee	27,514	63.2%	85.5%	9.3%	26.0%
Highlands	98,128	79.3%	85.5%	14.5%	26.0%

The college draws a significant percentage (approximately 80%) of first-time-in-college (FTIC) high school graduates from the three counties in its service district; moreover, over 88% of students who attended SFSC resided “in district.” Close to a third (32.9%) of credit students are considered non-traditional aged (25+). A large proportion of credit (25%) and vocational (31%) student population reported their ethnicity as Hispanic. Further, women comprise most (65%) of the credit student body. Collectively, the SFSC student body includes a significant concentration of low-income, FTIC, and single parents.

Institution Profile and Geographic Region to be Served

SFSC is located south of Orlando in the rural agricultural center of the peninsula known as Florida’s Heartland. This central Florida region that contains Desoto, Hardee and Highlands counties has been identified as a rural area of critical economic concern (RACEC). As reported in a 2013 report prepared by the Florida Department of Economic Opportunity’s Labor Market Statistics Center (Appendix C.4, p. 75), nearly 68.8% of local employment (n=41,497) encompassed five major industries: government (15.3%, n=6,348), education/healthcare (17.4%, n=7,238), natural resources and mining (20.5%, n=8,527), and the retail trade (15.6%, n=6,457). The average annual wage for the Heartland region was \$29,734; a decrease of 0.1% from 2010 (Appendix C.4, p. 75).

Analysis of Local Workforce Demand

As of 2012, the public school districts of DeSoto, Hardee, and Highlands are a major employer in their respective county. All three school districts employed a total of 1,567 teachers during the 2010-2011 academic year; the largest school district employer, Highlands County, employed 55% of this total or 868 teachers. DeSoto and Hardee counties employed 334 and 365 primary

and secondary school teachers during this time frame. Mean salaries for public teachers (2011) for all degree levels (baccalaureate, master's, specialist, and doctorate) and at all school sites (primary and secondary level) by school district was \$41,297 (DeSoto), \$42,354 (Hardee), and \$44,550 (Highlands).

Nineteen public elementary schools reside within the SFSC service area: Highlands (n=10), Hardee (n=5), and DeSoto (n=4). Workforce data (2012) for the Heartland region reveal that 707 teachers were employed at elementary schools, including kindergarten and special education (Appendix C.5, p. 76). It is anticipated that by 2020, the number of elementary school teachers employed in college's service area will reach 797, which is a 12.8% increase from 2012 or an estimated 1.6% annual percent increase; this annual percent increase is approximately .5% higher than all occupations in the region.

An analysis was conducted of Highlands, Hardee, and DeSoto school districts' teacher hiring trends. For Highlands County, it was revealed that a significant number of total new teacher hires (53.8% or n=168) during a five-year period (2008-2009 through 2012-2013) were elementary education (including ESE) teachers. During the most recent academic year (2012-2013), elementary education teachers comprised almost two-thirds (61.8% or n=47) of new teacher hires in Highlands County. Similar findings were evident for Hardee County. According to data provided by the Hardee County School District, most of their new teacher hires (59.4% or n=76) over a five-year period (2008-2013) were elementary level. DeSoto County reported that elementary-level teachers comprised over one-third (38.5% or n=20) of its new teacher hires for 2012-2013, 41.7% (n=10) for 2011-2012, and 60.5% (n=23) for 2010-2011.

Recent graduates in elementary education from State University System (SUS) institutions produced approximately 2,000 elementary education graduates per year in the state with numbers decreasing by over 500 students during the past four years (Appendix C.6, p.78). According to the National Center for Educational Statistics (NCES), thirteen private institutions in Florida presently have a bachelor level program in elementary education and teaching. Most recent available data (2011-2012) indicate there were 363 completers statewide.

Florida College System (FCS) institutions have increased educational baccalaureate degree programs during the past few years. However, only six FCS institutions, which include Indian River State College starting in 2014, provide elementary education programs (Appendix C.7, p.79). Although elementary education programs are available in the state, no SUS, Independent Colleges and Universities of Florida (ICUF), or FCS institutions provide this program in the Florida Heartland region.

Gap Analysis

Currently, no local providers of a bachelor-level elementary education degree exist in DeSoto, Hardee, or Highlands counties. Recent data from the *Florida Jobs by Occupation for Workforce Region 19* (Appendix C.5, p. 76) indicate that the number of annual openings of elementary school teachers (due to growth and separation) will be 23 per year for DeSoto, Hardee, and Highlands counties; a total of 79 openings (90 including kindergarten teachers) are expected between 2012 to 2020. Employment data, however, furnished by the local school boards

similarly suggest that the hiring of elementary-level teachers will be much higher than Department of Economic Opportunity projections. Between the 2008-2009 and 2012-2013 academic school years, 244 elementary education teachers (including ESE) were hired in Hardee and Highlands counties. Hardee County reported that 76 elementary school teachers were hired between 2008 and 2013, which accounted for 60% of all teachers hires during this time period; Highlands County reported 168 new elementary teacher hires (including ESE) over the same five year period (53.8% of all teacher hires). Elementary school teachers also comprised a significant percentage of teacher hires for the DeSoto County school system. Fifty-three elementary grade teachers were hired in DeSoto County for the 2010-2011, 2011-2012, and 2012-2013 academic school years (46.5% of all teacher hires). For the most recent school year (2012-2013), 67 elementary school teachers were hired in DeSoto and Highlands counties exclusively. As of November 2013 (mid-school year), a total of four elementary positions remain unfilled in DeSoto and Hardee counties.

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

The college has adequate classroom, laboratory, and office space (over 145,000 square feet) to support additional growth of baccalaureate-level programs. The BSEE is designed for a hybrid delivery providing face-to-face as well as online content. Course work, whether face-to-face, hybrid, or online, will be supported with the existing electronic course management systems, databases, and college technology. Student support services such as financial aid, advising, registration, and job placement will be provided using current college facilities and personnel. All classrooms are fitted with smart technology and quality furnishings. College facilities are in excellent condition, technology is current, and present use of space is lower than capacity.

It is projected that no new facilities will be needed. Existing faculty office and classroom space will be sufficient. Some classroom equipment such as computer upgrades, manipulatives, laptop computers, and teaching materials will be purchased for use in classroom exercises, and minor renovations will be made to ensure effective use. Additionally, local employers have willingly offered to provide opportunities for student observation and internship experiences.

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

The existing SFSC library collection in the elementary education discipline is substantial, current, and broad based. A thorough review will be conducted to coincide with the curriculum development process. Augmenting and improving the existing collection is a priority for which SFSC will provide a specific budget for the next five fiscal years. SFSC has set aside funds to address identified learning resource needs, including \$5,000 in preparation for the program, \$5,000 during the first year, and \$3,000 for the next three years for library and media as provided in the *Enrollment, Performance and Budget Plan* (Appendix I.1, p. 92).

Planned acquisition of books, e-books, and media will specifically address curriculum at the 3000 and 4000 course level. Additional journals and databases will be added, upon request of the faculty, to support curricular needs as is common practice with all academic programs.

The SFSC library currently owns a collection of 132 print titles and over 500 e-book titles related to elementary and primary education. In addition, the library maintains 18 major databases for elementary education including *Education Full Text*, *Education Research Complete*, *Educators Reference Complete*, *ERIC*, and *Teacher Reference Center*.

The SFSC library offers full interlibrary loan and document delivery services. The library participation in the LINCC Web Online Catalog gives students and faculty the ability to directly request materials from key libraries within the Florida College Library System. The WorldCat database allows patrons to request materials not only from the State University Library System, but also other higher education libraries and public libraries across Florida and the United States.

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

Currently, SFSC has nine full-time and four part-time faculty members who can teach in this program (Appendix F.1, p. 80). The college plans to hire a full-time, doctoral-prepared faculty member in January 2014 who will function as the primary instructor for the BSEE program. The BSEE instructor will work closely with existing elementary education faculty and will report to the chairperson of the Social and Behavioral Sciences department. Additional instructors will be hired as needed depending upon program growth. Twenty-five percent of the faculty teaching in the program must have a terminal degree in field; therefore, hiring and course assignments will be made with credentialing requirements in mind.

The college provides strong technology resources in the classroom for faculty and student use, but some classroom equipment such as computer upgrades, manipulatives, laptop computers, and teaching materials will be purchased for use in classroom exercises, and minor renovations will be made to ensure effective use. The college portal provides technology mediated access to student services, library resources, and online tutoring systems. Students and faculty interact through a robust course management system called Desire-to-Learn (D2L). Face-to-face classroom experiences are enhanced by hybrid options made accessible through technology.

G. COST TO STUDENTS

The proposed cost for four years of study at SFSC in the BSEE program is estimated to be \$13,431. This calculation is based on current tuition and fees for an Associate in Arts degree (\$6,271.20) with an additional estimate of tuition and fees for the upper-division course work (\$7,159.80). The estimated cost excludes distance learning, laboratory fees, and increases in tuition or student fees.

The estimated 2013-2014 annual cost of Florida College System institutions providing bachelor's programs in the region are listed below. Costs are based upon tuition and fees multiplied by credit hours.

Table 6: Estimated Four-Year Tuition Cost of Study at Nearby State Universities

Institution	Total
University of South Florida (USF)	\$23,632
University of Central Florida (UCF)	\$25,268
Florida Gulf Coast University (FGCU)	\$24,473

Table 7: Estimated Four-Year Tuition Cost of Study at Nearby Nonpublic Institutions

Institution	Total
Hodges University	\$61,200
Warner University	\$68,720
Webber International University	\$84,200

H. ACADEMIC CONTENT

Admission Requirements

The proposed BSEE program is available to those students who have completed an Associate in Arts degree and seek to become an elementary school teacher. The following are required for admission into the SFSC BSEE degree program:

- Applicants must complete an Application for Admission indicating interest in entering the BSEE program. Applications are available online at www.southflorida.edu or in the SFSC Admissions Office.
- Applicants for the BSEE program must have successfully completed an Associate in Arts degree from a regionally accredited college or university.
- Applicants must have passed the General Knowledge portion of the Florida Teacher Certification Exam.
- Complete all Education Common Program Prerequisite courses (EDF1005, EDF2085, EME2040) with a minimum letter grade of C or better.
- Applicants must provide official transcripts from all previous educational institutions attended.
- International students must have their transcripts evaluated by a recognized international transcript evaluation service.
- Applicants must have minimum cumulative grade point average of 2.5 on a 4.0 scale.
- Successfully complete the school board's volunteer or employment application, background check, and fingerprinting process for interning in the schools.
- Demonstrate proficiency in foreign language through any of the following means:
 - Completion of two years of high school instruction in the same foreign language, or
 - Completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.
 - The foreign language requirement must be completed prior to graduation.

Faculty Credentials

Currently, SFSC has well-qualified faculty to teach lower-division courses (Appendix F.1, p. 80). The college is aware of the need to provide at least 25 percent of the upper-division course offerings using faculty with a terminal degree. SFSC will meet the SACSCOC requirement of 25 percent of the course work in accordance with *The Principles of Accreditation 3.5.4, Southern Association of Colleges and Schools, Commission on Colleges*.

Although current faculty will teach some upper-division courses, the college plans to hire a full-time, doctoral-prepared faculty member with a terminal degree in the field. This doctoral-prepared lead faculty member will be responsible for program development, state reporting, program approval process, and maintaining appropriate curriculum, accountability, and reporting needs. During the first year of the program, this faculty member will have course release for program development, but will also teach in the upper-division courses.

Anticipated Average Student/Teacher Ratio

Based on enrollment projections stated in the *Enrollment, Performance and Budget Plan*, the average student to faculty ratio in the program is estimated to be 26:1 (Appendix I.1, p. 92).

Summary of Accreditation Plan

SFSC was approved by the Florida State Board of Education (SBE) to provide baccalaureate programs in September 2011. Shortly after the SBE approval, the college's accreditation was reaffirmed until the year 2022 (Appendix H.1, p. 84). The following January, the college applied for a change in level (Appendix H.2, p. 85) and was subsequently approved in June 2012 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to advance from a Level I to Level II status, thereby granting the ability for SFSC to offer baccalaureate degrees (Appendix H.3, p. 86). The college received notification of continuing accreditation following an on-site substantive change visit of the Bachelor of Applied Science in Supervision and Management in June 2013 (Appendix H.4, p. 87). Since the Commission has taken positive action to reaffirm Level II accreditation, the college now seeks to add a Bachelor of Science in Elementary Education degree to serve the needs of the three-county college district. To remain in compliance with SACSCOC, the college will request approval for a substantive change for the addition of a new program using the following timeline:

Spring 2014	Receive approval from SBE for BSEE program
Spring 2014	Submit prospectus to SACSCOC for BSEE program
Spring-Summer 2014	Receive SACSCOC approval for BSEE program

Additionally, the BSEE program will seek initial program approval from the Florida Department of Education and the State Board of Education using newly developed rule revisions expected in early 2014.

Curriculum

The BSEE will be a 120 credit hour program consisting of 36 hours of general education courses and 24 credit hours of lower-division courses. The program will be a limited access program open only to those who pass the background check, GPA requirements, and General Knowledge Test (Appendix H.5, p. 88). Students beginning the curriculum will have passed all four parts of the Florida Teacher Certification Exam- General Knowledge Test, completed all Education Common Program Prerequisite courses with a minimum letter grade of C or better, and have a minimum 2.5 overall grade point average.

Since the college has an Associate in Arts program that provides the Education Common Program Prerequisite courses intended for those students seeking to transfer to a four-year college or university, it is anticipated that many of the future BSEE students will be those who have completed these SFSC courses.

The upper-division BSEE coursework will prepare students to sit for the ESOL endorsement and reading endorsement testing.

Table 8: Bachelor of Science in Elementary Education Credits

Courses	Credits
Required Prerequisite Courses	9
General Education Credits in the Lower-Division	36
Lower-Division Electives Elementary Education	15
Total Lower-Division Credits	60
Total Upper-Division Credits	60
Total Program Credits for BSEE	120

Prerequisites

Programs similar to the proposed BSEE are included in the *Common Prerequisites Manual* (CPM) and designated as a 13.1202 CIP code. For this CIP code, the CPM identifies that students are strongly encouraged to select required lower-division electives that will enhance their general education course work and will support the intended baccalaureate degree program (Appendix C.7, p. 79). Common Prerequisite Manual courses taken as a prerequisite include EDF 1005 Introduction to the Teaching Profession, EDF 2085 Introduction to Diversity for Educators, and EME 2040 Introduction to Technology for Educators. Education majors require, in addition to EDF2085, a minimum of 6 credit hours with an international or diversity focus. Foreign language courses may be used to meet this requirement.

Table 9: Bachelor of Science in Elementary Education Course Work

CPM Common Prerequisites		
EDF1005	Introduction to the Teaching Profession	3 cr
EDF2085	Introduction to Diversity for Educators	3 cr
EME2040	Introduction to Technology for Educators	3 cr
Preferred General Education Courses		
MUL/ARH	Music or Art Appreciation (GE)	3 cr
PSY2012	General Psychology (GE)	3 cr
STA2023	Elementary Statistics (GE)	3 cr
PSC1121	Physical Science (GE)	3 cr
BSC1009C	Introduction to Biology with Laboratory (GE)	4 cr
ENC1101	Freshman English I (GE)	3 cr
ENC1102	Freshman English II (GE)	3 cr
SPC2608	Fundamentals of Speech Communication (GE)	3 cr
HUMXXXX	Humanities Course (GE)	3 cr
POS1041	American National Government (GE)	3 cr
MAC1105/ MGF1106	College Algebra or Liberal Arts Math I (GE)	3 cr
Elementary Education (Lower-Division)		
	Associate in Arts Degree with Emphasis in Elementary Teacher Education	60 cr
Upper-Division Courses		
EDE3942	Internship I	3 cr
EDE4223	Integrated Arts, Music, and Physical Education in the Elementary School	3 cr
EDE4943	Internship II	12 cr
EDF3467	Learning Theory and Assessment	3 cr
EDF3603	Analysis and Application of Ethical, Legal, and Safety Issues in Schools	3 cr
EDG3410	Teaching Strategies and Classroom Management	3 cr
EEX3070	Teaching Exceptional Students	3 cr
LAE3414	Literature for Children	3 cr
LAE4314	Language Arts in the Elementary School	3 cr
MAE3310	Teaching Elementary School Mathematics I	3 cr
MAE4326	How Children Learn Mathematics	3 cr
RED3012	Basic Foundations of Reading	3 cr
RED4519	Diagnostic and Corrective Reading Strategies	3 cr
SCE3310	Teaching Science in Elementary School	3 cr
SSE3312	Teaching Social Science in the Elementary School	3 cr
TSL4080	Theory and Practice of Teaching ESOL Students in Schools	3 cr
TSL4240	Issues in Second Language Acquisition	3 cr
	Upper-division courses in Elementary Education	60 cr

GE= General Education

Table 10: Bachelor of Science in Elementary Education Upper-Division Course Work

YEAR THREE		
Fall Term		
EDG3410	Teaching Strategies and Classroom Management	3 cr
EDF3467	Learning Theory and Assessment	3 cr
EDE3942	Internship I	3 cr
RED3012	Basic Foundations of Reading	3 cr
MAE3310	Teaching Elementary School Mathematics I	3 cr
	TOTAL credits this section	15
Spring Term		
LAE3414	Literature for Children	3 cr
SSE3312	Teaching Social Science in the Elementary School	3 cr
EEX3070	Teaching Exceptional Students	3 cr
EDF3603	Analysis and Application of Ethical, Legal, and Safety Issues in Schools	3 cr
SCE3310	Teaching Science in Elementary School	3 cr
	TOTAL credits this section	15
YEAR FOUR		
Fall Term		
TSL4080	Theory and Practice of Teaching ESOL Students in Schools	3 cr
EDE4943	Internship II	12 cr
	TOTAL credits this section	15
Spring Term		
TSL4240	Issues in Second Language Acquisition	3 cr
MAE4326	How Children Learn Mathematics	3 cr
RED4519	Diagnostic and Corrective Reading Strategies	3 cr
EDE4223	Integrated Arts, Music, and Physical Education in the Elementary School	3 cr
LAE4314	Language Arts in the Elementary School	3 cr
	TOTAL credits this section	15

Appendix H.6, p. 90, provides a listing of the upper-division course descriptions.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

Narrative

Estimated revenues and expenditures for the first four years of the BSEE are provided in the attached *Enrollment, Performance and Budget Plan* form (Appendix I.1, p. 92). Also included are budgeted expenditures for the 2013-14 fiscal year (the fiscal year immediately preceding the planned implementation year).

2013-14 fiscal year budgeted costs include administrative, faculty, consultant, and staff time to develop the curriculum and to implement the new degree program scheduled to begin fall term 2014. This year's budget also includes funds for faculty office equipment, travel expenses, start-up office and classroom supplies, network wiring upgrades for one classroom, and initial library material acquisitions.

Based on high levels of student and employer interest, SFSC is projecting the BSEE enrollment to be 26 for the first year (2014-15) and continued annual enrollments of 52 (capped at 26 new students annually). One hundred percent of the program students are expected to attend full-time, resulting in as many as 111 BSEE degree awards during the first four years; however, part-time enrollment is allowed. Placement in-field is also expected to be high (at or near 95%), due to the number of annual vacancies within our three-county district. Projected salaries for program graduates (\$35,741 annually) are much higher than most starting salaries within SFSC's district. Good salary and benefit packages and consistent annual openings throughout our district will ensure sustainability of the program (Appendix I.1, p. 92, for projected annual completions, placements, and starting salaries).

Initially, one full-time faculty will be hired on a 12-month (year-round) renewable contract and will serve as the lead instructor. Current full-time faculty will be assigned to teach sections as qualified and needed, and part-time instructors will be hired to provide added coverage. If enrollment continues as projected, qualified full- and part-time faculty will be assigned to teach additional course work as needed. Library resources will be expanded to meet the needs of the BSEE students and will continue to be supplemented annually to ensure currency. Funds for necessary office furniture and technology have been budgeted, as has the costs associated with state program approval.

As stated earlier, facilities space is readily available on the Highlands Campus and throughout the district. Classrooms are fitted with smart technology and quality furnishings. Administrative and student services support will be provided as integrated services. These services are currently in place for all degree-seeking students (Appendix I.1, p. 92, for annual allocations).

Enrollment, Performance and Budget Plan

The table in Appendix I.1, p. 92 presents the enrollment, performance, and budget projections for the proposed BSEE degree.

Funding Source

As with any new program for which there has been demonstrated community need but no targeted funding source, SFSC will provide the implementation funding needed through the annual budget development process. In addition to operational funds appropriated by the Florida Legislature, local revenue is produced through tuition and fees and other income sources (e.g., rental income, ancillary program revenue, interest earnings). The attached *Enrollment, Performance and Budget Plan* (Appendix I.1, p. 92) illustrates that the BSEE needs no startup funds from the Florida Legislature. Legislative funding for enrollment growth from the BSEE FTE will help support administrative overhead and will provide program enhancements, but

tuition and fees will provide funding for core services with support from other local sources of revenue as needed.

Should the Florida Legislature provide no funds for BSEE enrollments initially or in the future, SFSC will support the program's needs through tuition, fee revenue and other sources of funds (auxiliary services revenues, direct support organization fund raising, local business support, etc.). However, SFSC will likely be unable to fund program expansion without ongoing legislative funding support.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

As required by SACSCOC policy, in the event that it becomes necessary for SFSC to terminate the BSEE program, the following procedures will be instituted:

- College administration will establish a timeline for the phase-out of the program, receive authorization by the District Board of Trustees, and notify SACSCOC six months prior to the initiation of the phase-out period.
- Enrolled students will be notified of the intent to terminate the program with a request to seek advisement on how to complete the existing program or transfer to another program of their choice.
- Program faculty and staff will be notified and transitioned to other positions, as available.
- No additional students will be accepted into the program.
- Required courses needed by students enrolled in the program will be offered during the phase-out timeframe.

The phase-out period will last up to three years so that all needed course work will be offered in sequence one last time. Student progress in these courses will be closely monitored to verify that they are fully aware of the program status and the student's option toward degree completion.

K. SUPPLEMENTAL MATERIALS

Table 11: Supplemental Materials: List of Appendices

Appendix Number	Appendix Title
Appendix A.1	Strategic Plan 2009-2014 Excerpt
Appendix A.2	Strategic Plan 2013-2017 Excerpt
Appendix A.3	Strategic Plan 2014-2018 Excerpt
Appendix A.4	Student Survey Findings
Appendix A.5	Student Focus Group
Appendix A.6	SFSC Advisory Committee
Appendix A.7	SFSC Advisory Committee Minutes
Appendix A.8	Alumni Survey
Appendix A.9	Support from Institutions
Appendix A.10	Community Support Letters
Appendix A.11	Support from School Districts
Appendix C.1	U.S. Census, Highlands County
Appendix C.2	U.S. Census, Hardee County
Appendix C.3	U.S. Census, DeSoto County
Appendix C.4	Florida Department of Economic Opportunity's Labor Market Statistics Center
Appendix C.5	Florida Jobs by Occupation for Workforce Region 19
Appendix C.6	State University System Graduates
Appendix C.7	Florida Common Prerequisites
Appendix F.1	Faculty Roster
Appendix H.1	SACSCOC Reaffirmation, Level I
Appendix H.2	SACSCOC Applying for Level Change
Appendix H.3	SACSCOC Approval of Substantive Change
Appendix H.4	SACSCOC Continuing Accreditation, Level II
Appendix H.5	Limited Access
Appendix H.6	BSEE Master Course Descriptions
Appendix I.1	Enrollment, Performance and Budget Plan

INTEGRITY SERVICE COMMUNITY LEARNING



EXCELLENCE ACCOUNTABILITY RESPONSIBILITY



Strategic Plan 2009-2014

Revised July 21, 2010

Outcome 3. Offer more bachelor's degree opportunities**Key Indicators:**

- a. Expand 2+2 partnerships with other colleges and universities
 - 1) Identify the bachelor's program(s) and courses most needed
 - 2) Establish 2+2 partnerships that meet identified needs
 - 3) Increase awareness of 2+2 transfer scholarship opportunities and requirements to prospective and incoming students
- b. Expand the use of the SFCC University Center for college and university partnerships
 - 1) Increase the presence of advisors from various universities in the SFCC University Center
 - 2) Provide annual mass mailings targeting local businesses and agencies
 - 3) Market bachelor's degrees to high school students, SFCC graduates and community members
 - 4) Increase the number of bachelor's and master's degrees available through the SFCC University Center
- c. Explore the possibilities of SFCC becoming a baccalaureate degree granting institution
 - 1) Assess the college service district for interest and need of four-year programs that could be successfully offered by SFCC
 - 2) If need exists, develop a proposed plan, timeline, and budget
 - 3) Present recommendation(s) to the Board of Trustees

Outcome 4. Increase course offerings with a science, technology, engineering and mathematics (STEM) focus in the A.A. track**Key Indicators:**

- a. Explore 2+2 partnerships in STEM related programs
- b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
- c. Build STEM degree support courses to be offered to SFCC students
 - 1) Technical Writing
 - 2) Pre-engineering
 - 3) Summer STEM related internships



STRATEGIC PLAN

January 2013-December 2017



Revised January 2013

Goal C. Increase awareness of the college through expanded marketing of college programs and services**Outcome 1. Expand the use of online marketing****Key Indicators:**

- a. Increase college information available to students online
- b. Use social networking opportunities to reach potential students
- c. Incorporate student and faculty blogs on the college website
- d. Increase online marketing efforts to non-traditional students
- e. Develop mobile website to attract prospective students

Outcome 2. Promote workforce development**Key Indicators:**

- a. Integrate Panther Den (D2L) as a resource for workforce training programs
- b. Develop and market the college's new bioenergy and fire science program via print, electronic media, and recruitment activities
- c. Provide additional online corporate training opportunities

Outcome 3. Promote bachelor's and advanced degree options**Key Indicators:**

- a. Provide regular university partnership information sessions
- b. Regularly publicize advanced degrees available at the University Center
- c. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
- d. Conduct a comprehensive needs assessment in the college's service area to evaluate the viability of offering a bachelor of science in nursing and bachelor of science in elementary education

Outcome 4. Promote alumni association**Key Indicators:**

- a. Highlight alumni as guest speakers/participants during graduation and other campus events
- b. Focus on expanding Alumni Association membership and participation
- c. Maintain communication with alumni via email and social media
- d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
- e. Encourage alumni involvement in philanthropic initiatives to support the College, its programs and students

STRATEGIC PLAN

January 2014 - December 2018



Goal C. Increase awareness of the college through expanded marketing of college programs and services

Outcome 1. Expand the use of online marketing

Key Indicators:

- a. Increase college information available to students online
- b. Research and implement a customized program online inquiry packet
- b. Use social networking opportunities to reach potential students
- c.
- d. Increase online marketing efforts to non-traditional students
- e. Develop mobile website to attract potential students

Outcome 2. Promote workforce development

Key Indicators:

- a. Integrate Panther Den (D2L) as a resource for workforce training programs
- b. Develop and market the college's new bioenergy, cybersecurity, logistics, and fire science program via print, electronic media, and recruitment activities
- c. Provide additional online corporate training opportunities

Outcome 3. Promote bachelor's and advanced degree options

Key Indicators:

- a. Publicize advanced degrees available at the University Center or college website
- c. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
- d. Implement a bachelor of science in nursing and bachelor of science in elementary education by Fall 2014
- e. Partner with a university to initiate a masters level business degree

Outcome 4. Promote alumni association

Key Indicators:

- a. Highlight alumni as guest speakers/participants during graduation and other campus events
- b. Expand Alumni Association membership and participation
- c. Maintain communication with alumni via email and social media
- d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
- e. Encourage alumni involvement in philanthropic initiatives to support the college, its programs and students
- f. Highlight alumni who make a difference in our community and serve as role models

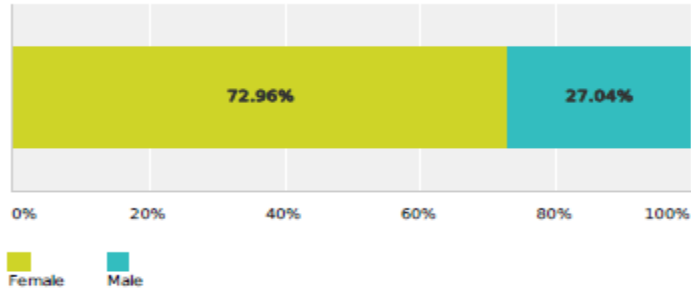
Outcome 5. Implement Marketing Plan recommendations

Key Indicators

- a. Conduct the college's 50th Anniversary Celebration
- b. Build foundation endowment
- c. Create college vision statement
- d. Address Marketing Task Force recommendations

Q1 What is your gender?

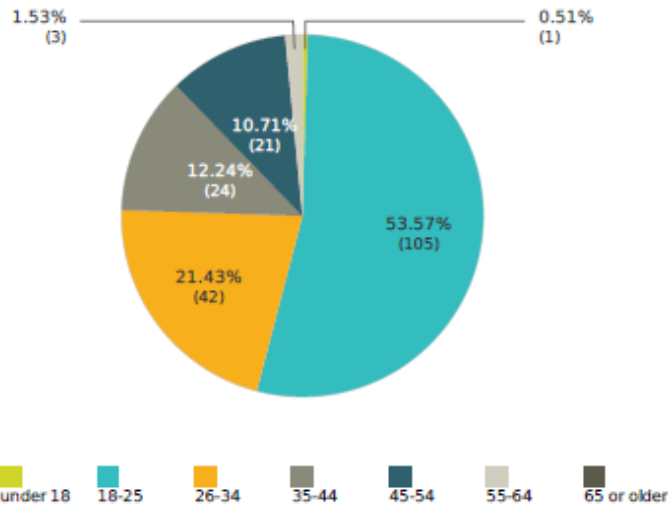
Answered: 196 Skipped: 0



Answer Choices	Responses	
Female	72.96%	143
Male	27.04%	53
Total		196

Q2 What is your age? Select your age category below.

Answered: 196 Skipped: 0

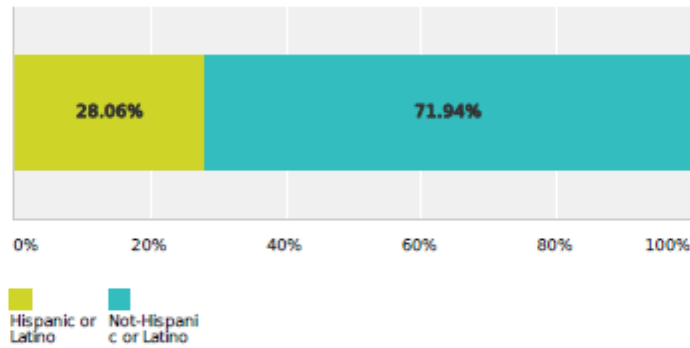


Answer Choices	Responses	
under 18	0.51%	1
18-25	53.57%	105
26-34	21.43%	42
35-44	12.24%	24
45-54	10.71%	21
55-64	1.53%	3
65 or older	0%	0
Total		196

Student Survey Findings

Q3 What is your ethnicity?

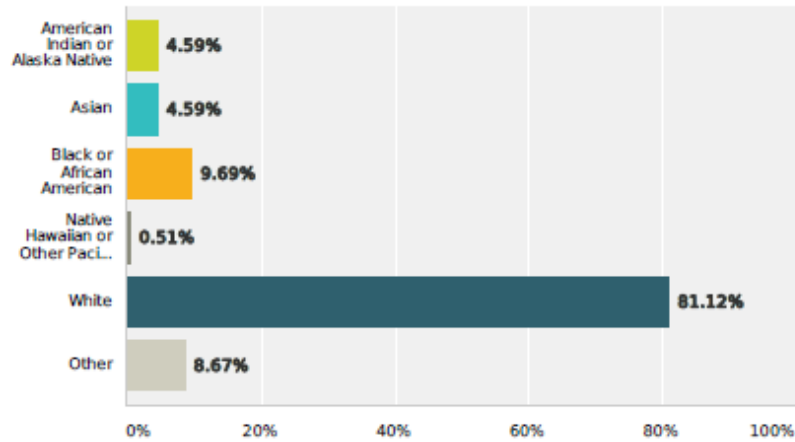
Answered: 196 Skipped: 0



Answer Choices	Responses
Hispanic or Latino	28.06% 55
Not-Hispanic or Latino	71.94% 141
Total	196

Q4 What is your race? Please choose one or more.

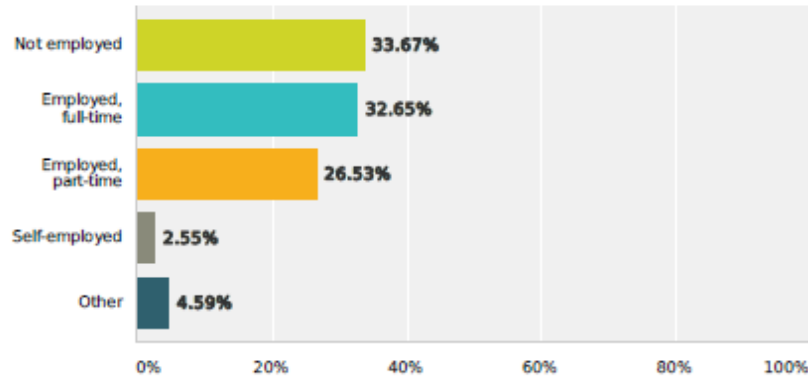
Answered: 196 Skipped: 0



Answer Choices	Responses
American Indian or Alaska Native	4.59% 9
Asian	4.59% 9
Black or African American	9.69% 19
Native Hawaiian or Other Pacific Islander	0.51% 1
White	81.12% 159
Other	8.67% 17
Total Respondents: 196	

Q5 Which of the following categories best describes your employment status?

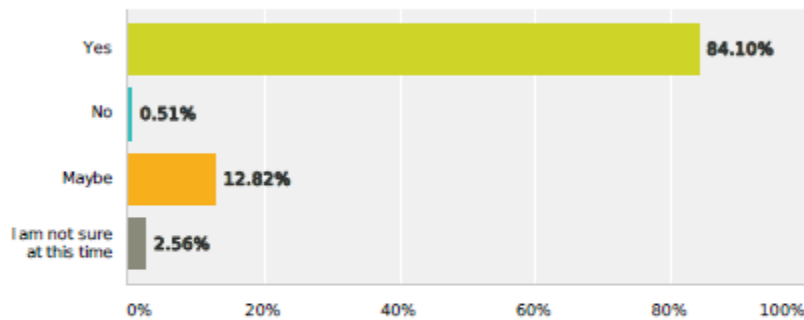
Answered: 196 Skipped: 0



Answer Choices	Responses	Count
Not employed	33.67%	66
Employed, full-time	32.65%	64
Employed, part-time	26.53%	52
Self-employed	2.55%	5
Other	4.59%	9
Total		196

Q6 Are you planning to pursue a four year degree (i.e., bachelor's degree) sometime in the future?

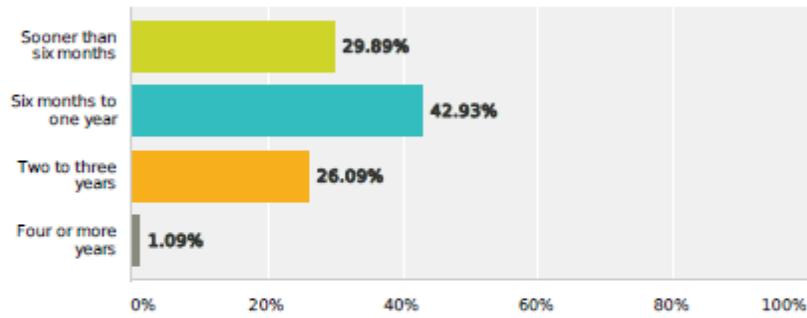
Answered: 195 Skipped: 1



Answer Choices	Responses	Count
Yes	84.10%	164
No	0.51%	1
Maybe	12.82%	25
I am not sure at this time	2.56%	5
Total		195

Q7 How soon would you want to or be able to enroll in a bachelor's degree program (at any institution, SFSC or elsewhere)?

Answered: 184 Skipped: 12

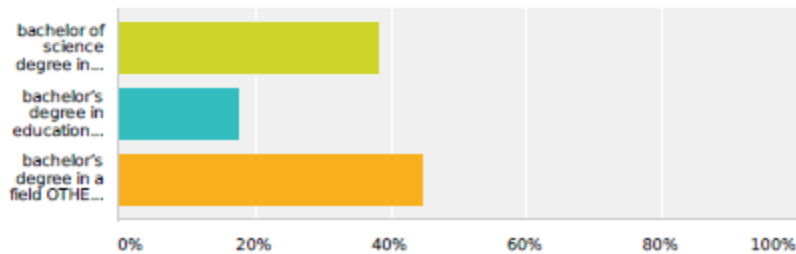


Answer Choices	Responses	Count
Sooner than six months	29.89%	55
Six months to one year	42.93%	79
Two to three years	26.09%	48
Four or more years	1.09%	2
Total		184

Student Survey Findings

Q8 I am interested in pursuing the following bachelor's degree at SFSC or elsewhere:

Answered: 184 Skipped: 12



Answer Choices	Responses	Count
bachelor of science degree in nursing	38.04%	70
bachelor's degree in education (any field, focus, or discipline)	17.39%	32
bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	44.57%	82
Total		184

#	bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	Date
1	Bachelor of Fine Arts	4/9/2013 11:37 PM
2	aert, education	4/9/2013 9:34 PM
3	Computer Science	4/9/2013 9:30 PM
4	Psychology	4/9/2013 8:59 PM
5	elementary ed	4/9/2013 8:51 PM
6	Biology	4/9/2013 6:39 PM
7	Computer Science	4/9/2013 6:30 PM
8	Criminal Justice	4/9/2013 6:22 PM
9	health science radiology	4/9/2013 4:41 PM
10	Bachelor's degree in business	4/9/2013 2:33 PM
11	Computer information systems	4/9/2013 1:59 PM
12	Psychology	4/9/2013 11:32 AM
13	Psychology	4/9/2013 10:56 AM
14	biology	4/9/2013 10:05 AM
15	Computers	4/9/2013 9:46 AM
16	bachelor of science not in nursing	4/9/2013 8:06 AM
17	Biology	4/9/2013 5:45 AM
18	Occupational Therapy	4/8/2013 9:55 PM
19	Fine Arts	4/8/2013 8:18 PM

Student Survey Findings

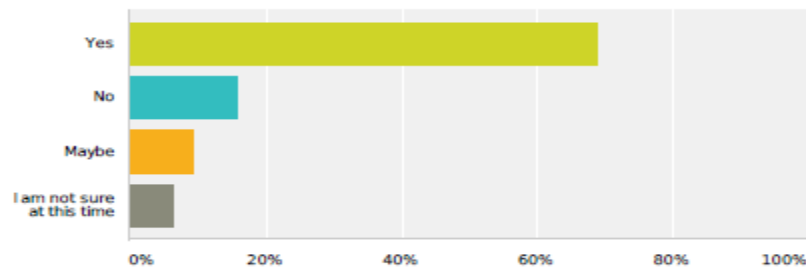
ID	Bachelor's Degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	Date
20		4/8/2013 7:22 PM
21	Telecommunications	4/8/2013 5:00 PM
22	Psychology	4/8/2013 4:38 PM
23	engineering	4/8/2013 2:53 PM
24	Psychology	4/8/2013 2:26 PM
25	radiology	4/8/2013 2:24 PM
26	zoology	4/8/2013 1:58 PM
27	Computer Science	4/8/2013 1:39 PM
28	criminology	4/8/2013 1:29 PM
29	business administration	4/8/2013 12:38 PM
30	BASM or Human Resources/ Org Leadership	4/8/2013 12:36 PM
31	PSYCOLOGY	4/8/2013 12:13 PM
32	ASL and Deaf Studies	4/8/2013 11:14 AM
33	Psychology	4/8/2013 10:01 AM
34	IT or Computer engineering/software	4/8/2013 8:49 AM
35	Computer Science	4/7/2013 10:54 PM
36	Accounting	4/7/2013 9:13 PM
37	Business Administration	4/7/2013 5:09 AM
38	Business Administration	4/6/2013 10:15 AM
39	psychology	4/4/2013 9:27 PM
40	Humanities or Photography	4/4/2013 6:24 PM
41	Criminal Justice	4/4/2013 2:57 PM
42	Computer Science	4/4/2013 1:27 PM
43	Both	4/4/2013 1:01 PM
44	bachelor in veterinary	4/4/2013 11:53 AM
45	engenering	4/4/2013 10:23 AM
46	Biological Sciences	4/4/2013 9:34 AM
47	Nutrition	4/3/2013 9:39 PM
48	Computer Engineering	4/3/2013 3:43 PM
49	Social Work	4/3/2013 3:34 PM
50	Computer Science	4/3/2013 1:48 PM
51	Social Worker	4/3/2013 12:09 PM
52	dietetics and nutrition	4/3/2013 11:47 AM
53	Dietatics Nutrition	4/3/2013 10:46 AM
54	Therapy	4/3/2013 10:18 AM
55	Engineering	4/3/2013 9:57 AM
56	Radiography	4/3/2013 9:43 AM
57	Not sure yet.	4/3/2013 9:08 AM
58	Electronics	4/3/2013 8:45 AM

Student Survey Findings

39	Bachelor's degree in a field OTHER than education or nursing. (PLEASE SPECIFY)	4/2/2013 8:40 AM
60	Undecided	4/3/2013 7:24 AM
61	Business	4/3/2013 1:53 AM
62	Pre-Med	4/2/2013 11:41 PM
63	Biology/Pre-Medicine	4/2/2013 10:17 PM
64	Doctorate in Emergency Med.	4/2/2013 9:39 PM
65	Criminal Justice	4/2/2013 9:28 PM
66	Healthcare Maangement	4/2/2013 9:01 PM
67	Sciences.....Citrus	4/2/2013 8:57 PM
68	Social Sciences	4/2/2013 8:23 PM
69	Petroleum/ Energy Engineering	4/2/2013 7:57 PM
70	BS in Biology	4/2/2013 7:22 PM
71	business administration	4/2/2013 6:50 PM
72	Biology/Aquaculture	4/2/2013 6:25 PM
73	computer engineering	4/2/2013 6:08 PM
74	business administration	4/2/2013 5:47 PM
75	Accounting	4/2/2013 4:57 PM
76	Animal Science	4/2/2013 4:20 PM
77	Not sure	4/2/2013 4:19 PM
78	Game Design OR Education	4/2/2013 3:55 PM
79	Psychology	4/2/2013 3:43 PM
80	Business Administration	4/2/2013 3:36 PM
81	Education and Radiography	4/2/2013 3:32 PM
82	Business or Accounting	4/2/2013 3:29 PM

Q9 Are you interested in pursuing a career as an elementary school (grades K-5), middle school (grades 6-9), or high school (grades 9-12) teacher?

Answered: 32 Skipped: 164

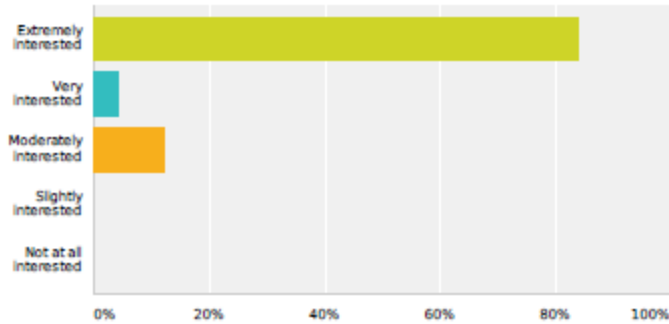


Answer Choices	Responses	
Yes	68.75%	22
No	15.63%	5
Maybe	9.38%	3
I am not sure at this time	6.25%	2
Total		32

Student Survey Findings

Q10 What is your level of interest in pursuing a bachelor's degree program that would prepare you for a career in teaching at an elementary (grades K-5), middle (grades 6-9), or high school (grades 9-12)?

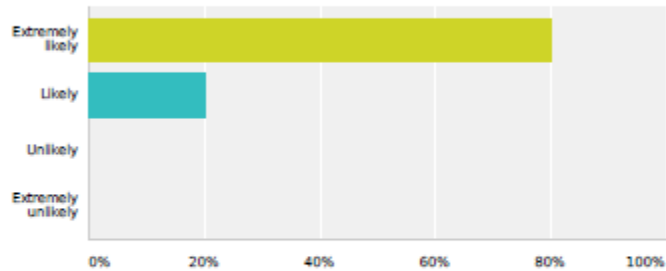
Answered: 25 Skipped: 171



Answer Choices	Responses
Extremely interested	84% 21
Very interested	4% 1
Moderately interested	12% 3
Slightly interested	0% 0
Not at all interested	0% 0
Total	25

Q11 What is the likelihood that you would pursue a bachelor's degree program in education if offered by SFSC?

Answered: 25 Skipped: 171

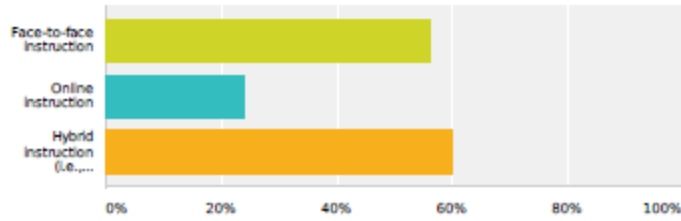


Answer Choices	Responses
Extremely likely	80% 20
Likely	20% 5
Unlikely	0% 0
Extremely unlikely	0% 0
Total	25

Student Survey Findings

Q12 If you were to attend SFSC for a bachelor's degree in education, which of the following instructional approaches BEST fit your needs/interests? (CHOOSE ALL THAT APPLY)

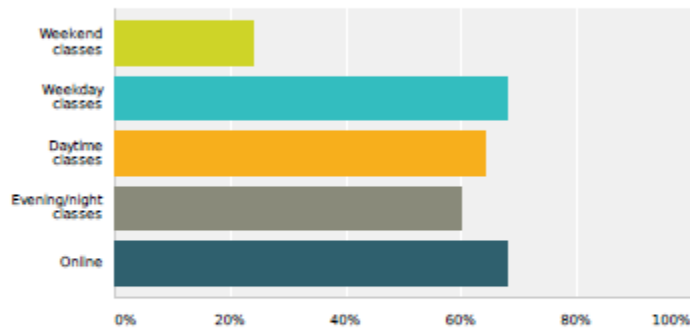
Answered: 25 Skipped: 171



Answer Choices	Responses
Face-to-face instruction	56.00% 14
Online instruction	24% 6
Hybrid instruction (i.e., mixture of face-to-face and online instruction)	60% 15
Total Respondents: 25	

Q13 If you were to attend SFSC for a bachelor's degree in education, what type of schedule(s) would allow you to participate? (CHOOSE ALL THAT APPLY)

Answered: 25 Skipped: 171

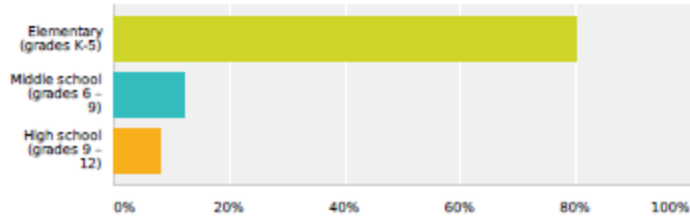


Answer Choices	Responses
Weekend classes	24% 6
Weekday classes	68% 17
Daytime classes	64% 16
Evening/night classes	60% 15
Online	68% 17
Total Respondents: 25	

Student Survey Findings

Q14 What particular grade level of education would you most likely want to teach IF there were open positions at the school(s) of your choice? (SELECT ONLY ONE)

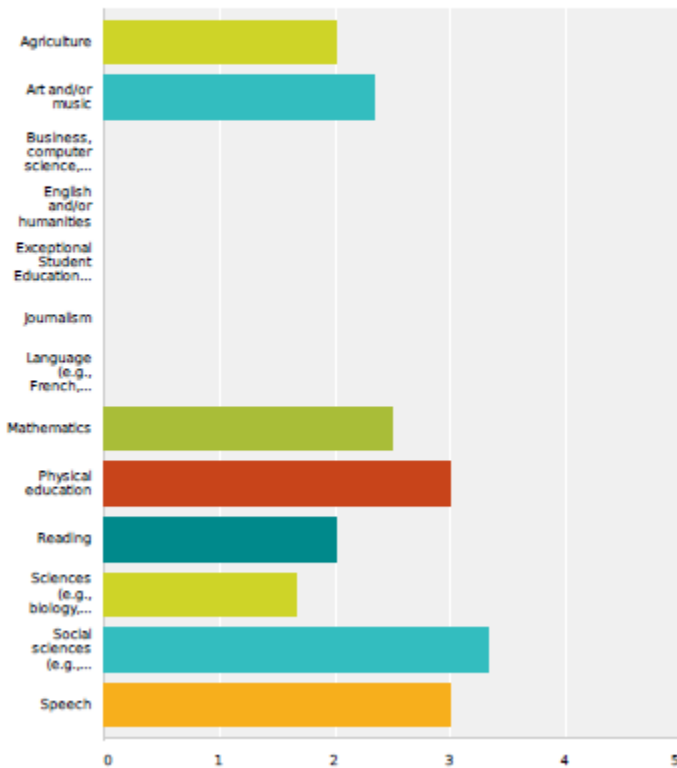
Answered: 25 Skipped: 171



Answer Choices	Responses
Elementary (grades K-5)	80% 20
Middle school (grades 6 - 9)	12% 3
High school (grades 9 - 12)	8% 2
Total	25

Q15 Please rank your level of interest in teaching the following content areas. You must provide a response for each content area.

Answered: 4 Skipped: 192



Student Survey Findings

	Very interested	Interested	Slightly interested	Not interested	Total	Average Rating
Agriculture	0% 0	0% 0	100% 1	0% 0	1	2.00
Art and/or music	33.33% 1	0% 0	33.33% 1	33.33% 1	3	2.33
Business, computer science, and/or marketing	0% 0	0% 0	0% 0	0% 0	0	0.00
English and/or humanities	0% 0	0% 0	0% 0	0% 0	0	0.00

Exceptional Student Education (ESE)	0% 0	0% 0	0% 0	0% 0	0	0.00
Journalism	0% 0	0% 0	0% 0	0% 0	0	0.00
Language (e.g., French, German, Spanish, etc.)	0% 0	0% 0	0% 0	0% 0	0	0.00
Mathematics	50% 1	0% 0	0% 0	50% 1	2	2.50
Physical education	0% 0	100% 1	0% 0	0% 0	1	3.00
Reading	0% 0	0% 0	100% 1	0% 0	1	2.00
Sciences (e.g., biology, chemistry, physics, etc.)	0% 0	33.33% 1	0% 0	66.67% 2	3	1.67
Social sciences (e.g., government, history, economics, psychology, sociology, etc.)	33.33% 1	66.67% 2	0% 0	0% 0	3	3.33
Speech	50% 1	0% 0	50% 1	0% 0	2	3.00

Student Survey Findings

Q25 Please provide any comments you might have regarding the proposed bachelor's degrees in education and nursing, your educational/career goals, future programs you would like to see offered by SFSC, and/or this survey.

Answered: 64 Skipped: 132

#	Responses	Date
1	I would love to see a 4 year program for Fine Art	4/9/2013 9:35 PM
2	I feel very proud for our college, because it is expanding.	4/9/2013 6:41 PM
3	this survey was good enough to sum up it all.	4/9/2013 4:42 PM
4	I would like to teach History !!	4/9/2013 1:04 PM
5	It was quick, easy, and got right to the point.	4/9/2013 10:56 AM
6	I am hoping and praying that this come thorough.	4/9/2013 10:15 AM
7	N/A	4/9/2013 9:23 AM
8	radiography	4/9/2013 8:06 AM
9	I would like to see an Occupational Therapist Assistant Program offered	4/8/2013 9:55 PM
10	I wish SFSC will inaugurate and establish one of the best nursing course.	4/8/2013 9:44 PM
11	I am ready to apply for BSN in nursing at a university. Ive completed my LPN certificate and AS Nursing degree here at SFSC and would love to continue for my bachelor's degree because Im familiar with the college, instructors, etc.	4/8/2013 8:15 PM
12	I'm looking forward to being able to continue my education at SFSC.	4/8/2013 7:47 PM
13	I would love to attend a bachelor's in education program at SFSC if it were available in the fall of 2013	4/8/2013 5:45 PM
14	I think that these two proposed bachelor's degrees are great to implement into SFSC's curriculum because they are always needed.	4/8/2013 2:32 PM
15	it would help local students	4/8/2013 2:25 PM
16	i would like to see some of the classes offered at the hardee campus	4/8/2013 1:42 PM
17	High Tech Vocational Programs	4/8/2013 1:40 PM
18	Psychology department; I want to be a counselor in the educational system to help with the children. Just as much as education is needed so are counselors to facilitate the teachers with the students.	4/8/2013 10:04 AM
19	I believe education and nursing are great as bachelor degrees but SFSC should also offer computer science.	4/7/2013 10:55 PM
20	None	4/7/2013 8:26 PM
21	i would bde very interested in the bachelors degree in nursing and hope that it could be at the DeSoto campus so i would be able to attend	4/7/2013 6:20 PM
22	I THINK IT WOULD BE A GREAT ASSET TO OUR COUNTY THEN PEOPLE WOULD NOT HAVE TO TRAVEL SO FAR TO GET AN EDUCATION.	4/5/2013 2:25 PM
23	Please keep it going even after an unsuccessful year or two.	4/5/2013 10:29 AM
24	I hope this program can be started at SFSC. I'm very interested in taking it.	4/4/2013 9:27 PM

Student Survey Findings

#	Responses	Date
25	I think BSM and Nursing is not enough for the bachelor's degree program in SFSC. We need more majors for this college. For instance, at least have some Humanities, Photography. Or simply look at the other college's website so that you guys will have an idea what to get next time. On the other hand, I really want Photography to be a bachelor's degree.	4/4/2013 6:26 PM
26	i think it will be an amazing opportunity if a BSN program will be offered by SFSC	4/4/2013 3:09 PM
27	It would save me from having to commute for my 4 years degree which would keep me from getting discouraged about pursuing my bachelors in education.	4/4/2013 2:18 PM
28	I love this college	4/4/2013 1:02 PM
29	It would be wonderful to attend a program close by and I am sure a lot of nurses in the area would take advantage of this opportunity. I hope it all works out, I've had a great experience at SFSC nursing program.	4/4/2013 12:29 PM
30	I think it is a good idea because it provide people who live here a way to seek higher education	4/4/2013 11:54 AM
31	It would be awesome if they could get the program soon, I would rather stay here than move to a bigger city to go to school for the same degree.	4/4/2013 10:46 AM
32	I will like to see that any student that is taking classes for an AA will be able to register for the bachelor degree in nursing without the RN.	4/4/2013 9:20 AM
33	Continued clinicals in facilities not only in Highlands County, but Polk also. This is very beneficial for me since I live in Polk County.	4/3/2013 10:17 PM
34	This will be great if offered, I work and have a family, and would love to stay local to pursue my education.	4/3/2013 7:40 PM
35	I believe the proposed bachelor's degree in education would be a huge benefit for many. As in my situation as a mother it is not an option for me to travel far away to attend school	4/3/2013 6:22 PM
36	Computer Engineering	4/3/2013 3:43 PM
37	I would love for SFSC to have a bachelor in education. I just changed my major and do not have the money to move away. It would be amazing to get the program.	4/3/2013 2:33 PM
38	would like to see it completed by january 2013 so I could participate in the program. Would like to start in january	4/3/2013 2:02 PM
39	This degree is not offered anywhere in this general vicinity. Many people are interested in pursuing a bachelor's degree in this field.	4/3/2013 1:51 PM
40	a variety of bachelor degrees would valuable	4/3/2013 12:15 PM
41	these are good programs to start out with but a bachelors in dietetics and nutrition should be proposed because there is a increasing demand in that particular field.	4/3/2013 11:48 AM
42	I will not only like to see a 2 year program in physical therapy, but I would also like to see a bachelor degree in Physical therapy. The closed place that provide at least a 2 year program has a 3 year waiting list. So to see a program offered in my community would be a blessing. Especially since the hospital in Wauchula, Sebring, and Lakeplacid have a physical therapy department.	4/3/2013 10:24 AM
43	I support SFSC having more Bachelor's degrees. I think it will help students to further their education, where otherwise they may not get to due to different reasons.	4/3/2013 7:28 AM
44	A Bachelor's program in Nursing would be EXCELLENT to have at SFSC for the local community.	4/2/2013 10:17 PM
45	Strange that I would receive this email today, I was just in to see advising this morning, inquiring about the BSN program. Good News!	4/2/2013 10:16 PM
46	I am currently pursuing my associate's in education. I would love to stay local for my bachelor's degree.	4/2/2013 9:38 PM
47	I was crushed when I heard that SFSC no longer did the Elementary Education program. Now I am very excited to hear that it is some hope. I would love to hear more if it does follow through. I want to start working towards my BA in the Fall of 2013.	4/2/2013 9:20 PM
48	I'd like to see medical coding certification	4/2/2013 9:02 PM
49	I am very excited for this new bachelor's program!! This is going to help me so much! Thank you!	4/2/2013 8:39 PM
50	I would love to see a bachelors program for Fine Arts	4/2/2013 8:30 PM

Student Survey Findings

#	Responses	Date
51	I believe offering bachelor's degree in education at SFSC would be extremely beneficial to many current students! I am so excited to know that this could be offered soon at SFSC.	4/2/2013 8:13 PM
52	It is wonderful that SFSC is now offering more degrees. I think the new degrees will be a nice addition to the college offerings.	4/2/2013 7:59 PM
53	More fine arts	4/2/2013 7:23 PM
54	I would really like to see Elementary Education offered so I don't have to transfer to another college.	4/2/2013 7:05 PM
55	Future programs I would like to see offer by SFSC for a bachelor degree is for psychology	4/2/2013 6:52 PM
56	Living here in Highlands County works best for me personally because I can save money, get a good education, and live at home while pursuing my passion into Aquaculture/Biology. I would like to see this become a Bachelor degree offered at SFSC.	4/2/2013 6:26 PM
57	please offer a bachelor's degree in computer engineering	4/2/2013 6:09 PM
58	I WOULD LIKE SFSC TO OFFER A BSN	4/2/2013 5:43 PM
59	need night classes to fit my schedule	4/2/2013 4:50 PM
60	n/a	4/2/2013 4:19 PM
61	Bachelor's Degrees in Education and Nursing should absolutely be done. I myself, plan on continuing forward with advancing in design and education unless my writing takes off. In which case, I likely will still do college anyways. Game Design would be asking a lot I feel, but having classes more aimed at helping with that would be nice. I welcome any kind of bachelor's degree programs.	4/2/2013 3:59 PM
62	Business / Psychology / Pre-Law	4/2/2013 3:44 PM
63	I am unable to leave highlands county for school so in order to extend my education I had to choose one that SFSC offered. if it was offered, I would have liked to receive my bachelors degree in Counseling.	4/2/2013 3:41 PM
64	I love the idea of SFSC offering a Bachelor's Degree in Education!!!!!!	4/2/2013 3:33 PM

Summary of Five Education Course Focus Groups

Note: Two focus groups were daytime classes at the Highlands Campus, one group was a night class at the Hardee Campus, and two groups were online classes. 85 responses were tallied but not every student answered every question. 14 students are enrolled in multiple education courses and therefore, have been counted twice. Information was collected between March 26 and April 14, 2013.

1. Are you planning a career as a public or private school teacher?

Yes – 72 students

No – 5 students

Undecided – 2

If so, what particular grade levels (elementary, middle, or high school) would you most like to teach and why?

Elementary – 42 students

Middle School – 12 students

High School – 17 students

2. Are you planning to seek employment as a teacher in Highlands, Hardee, or DeSoto counties? If yes, which county?

Highlands – 26 students

Hardee – 19 students

DeSoto – 2 students

Other – 33 students

3. In selecting a college or university, what attributes about the college or university are most important to you? Students could give multiple reasons.

Cost of tuition – 37 students

Distance to drive – 19 students

Convenience – 8

Degree offerings – 12

Reputation of college – 16

Employment opportunities after graduation – 10

Facilities – 1

Class size – 8

Student Focus Group

4. Would you attend a bachelor's degree program in education if offered by SFSC?

Yes – 51 students

No – 27 students

Maybe – 7 students

5. Are there any barriers that may affect your decision to enroll in a bachelor's degree program in the near future (either at SFSC or elsewhere)? Students could give multiple reasons.

Financial issues – 20 students

Schedule – 18 students

Child care – 1 student

Distance – 3 students

None – 30 students

SFSC BSEE Advisory Council

Administrator Name	Employment	Position
Highlands County		
Jodi Lee	School Board of Highlands County	Human Resources
Dr. Linda Laye	Sun 'N Lake Elementary Sebring, FL	Principal
Karin Doty	Park Elementary School Avon Park, FL	Principal
Rick Kogelschatz	Park Elementary School Avon Park, FL	Assistant Principal
Kaye Bowers	Woodlawn Elementary School Sebring, FL	Retired Principal
Hardee County		
Dr. Sheryl Mosley	Hilltop Elementary Wauchula, FL	Assistant Principal
Heartland Educational Consortium, DeSoto, Hardee, Highlands Counties		
Debra Elliott	Heartland Educational Consortium Lake Placid, FL	Director, Office of Professional Development

SFSC Bachelor's Degree in Elementary Education Advisory Council Notes June 18, 2013

Welcome and Introductions (11:05am)

Present: SFSC: Dean Batty-Herbert, Michele DeVane, Colleen Rafatti. Highlands County School Board: Jodi Lee (HR), Linda Laye, (Principal at Sun 'n Lake), Karin Doty and Rick Kogelschatz (Principal and Assistant Principal at Park Elementary), Kaye Bowers (Former Principal at Woodlawn), Hardee County School Board: Sheryl Mosley (Assistant Principal), and Heartland Educational Consortium: Debra Elliott

Minutes taken by Colleen Rafatti.

Purpose and Needs Assessment

Dr. Kimberly Batty-Herbert briefly reviewed the results of the needs assessment completed to determine if the proposed program was needed in our area. Highlights were (see handout):

- % of bachelor's degree holders in Highlands County is very low vs. state average
- % of new teacher hires in elementary ed in our service area is high
- % of SFSC students interested in an education bachelor's degree is high

Proposed Implementation Timeline

- First class proposed to begin, as juniors, in fall of 2014
- Initial program application will likely go to SACS this summer; SFSC must follow their guidelines closely
- A full time program director (PhD or EdD level) will be hired in January of 2014; no other outside staff will likely be hired other than adjunct instructors. Existing SFSC staff with appropriate credentials will teach some of the courses. Minimum credentials to teach are MA in elementary education or MA plus 18 hours in elementary education

Discussion: Many questions about the mandated degree in elementary ed. Can MA in educational leadership or MA in education be substituted? Dean Batty-Herbert will explore but felt this was a SACS requirement.

Curricula- Comparison of Similar Bachelor Programs at Other Colleges

- Michele presented a chart showing the total credit hours and content distribution for elementary Ed bachelor's programs at UCF, USF and FGCU and the outline of the current SFSC AA degree with concentration in elementary education.
- Michele stated SFSC desires to cap the credits for the second two years of the program at 60 to maximize financial aid for students and to decrease student out of pocket costs
- To keep maximum credits at 60, SFSC proposes to not include all required courses to provide ESOL and/or reading endorsement as part of the program. Students could take these the summer following graduation if desired.

Discussion:

- Much discussion ensued on this topic!
- Committee members expressed strong concern about this plan. All felt students must exit our program with ESOL endorsement at least- and preferably both endorsements.

- Reasons: To meet FLDOE requirements to hire highly qualified staff, to increase marketability of graduates, to keep grads “on time” for application for local jobs, to avoid overloading new teachers in first year of employment and avoid their trying to earn these two endorsements (mandated by most districts) while also acclimating to teaching, Common Core Standards focuses heavily on reading training- new grads will need this to be successful in the classroom.
- Jodi Lee shared SBHO guidelines and requirements for ESOL and reading endorsements for prospective hires. Interestingly, Mrs. Lee stated that students may take only 6 hours of ESOL or reading courses, pay \$275, and “test out” of having to take the additional 11 course hours.
- All urged reconsideration to include ESOL and reading certification in SFSC’s proposed curriculum as integral elements rather than add on’s. If only one can be done, focus should be on ESOL; reading can be obtained later through the employing school district, however, lack of reading endorsement will be a hindrance to students seeking employment and will place them at a disadvantage. Having ESOL endorsement, or not, may make or break a candidate’s application/selection process.
- Questions were raised regarding content of educational technology courses. Consensus was that hands on teaching skills with smart board/interactive white board, and with knowledge of how to work with students in the classroom using these modalities was critical to include. The EME 2040, Educational Technology, class is taught online. These concepts are taught online but there is no “hands on” training. Technology expertise, and use of technology in teaching, needs to be implemented across the curricula.
- Common Core Standards- discussed at length. Common Core must be infused throughout our teacher training core and students must develop expertise in integrating these concepts in all subject areas. Caution- be sure that faculty teaching SFSC ed courses are proficient in Common Core standards- not many in our area are at this time. Caution- select current textbooks based on Common Core- not that plentiful at present. Resource- SBHC web site has posted examples of teacher evaluations/rubrics based on these new methods.
- Inquiries were made about “methods” courses- which are planned for inclusion. Discussion followed on need to ensure that these courses adequately address professionalism, ethics and related issues.
- Group consensus was that the program’s goal should be to produce robust and exemplary teachers- not just teachers!

Application Process

- Michele briefly reviewed the proposed application process for candidates for this program.
- Process to include program application, GPA, GK exam passed, passing 3 prereq courses with C or better, background screening, etc. as outlined in handout.
- Dispositions for teaching assessment (required by FLDOE) could be done via Kuder Journey assessment tool as described by Colleen Rafatti. This research-based tool designed for adults assesses interests, skill confidences, and preferred work values and suggests appropriate “match” with 16 occupational clusters (one of which is Education and Training).

Discussion:

- Some discussion regarding minimum GPA- several different values were listed in Michele's handout.
 - Many felt strongly that a minimum 2.5 should be required; this is the minimum level accepted by FLDOE toward alternative certification, etc. were given as reasons.
 - Colleen noted that the courses to be included/excluded in the GPA calculation needed to be clarified, working with Dr. Fuschetti (? All courses completed/passed, ? All courses attempted, ? Transfer courses; ? Core classes only, ? Developmental courses)
- Some discussion regarding timing of background screening. Most felt this should be done prior to admission to the junior year of the program rather than waiting until immediately prior to start of internships.
- Some suggested addition of personal interview.

Plan of Study and Internships (Student Teaching)

- Michele outlined a model that included all internship in the final year of the program.

Discussion:

Much discussion on this issue! Consensus called for:

- Both internships to be "hands on" and involve teaching activities rather than being observation/journaling experiences.
- All internship experience to be in a school setting- as close to real life employment as possible.
- Internship I- preference to block into two full days rather than smaller blocks of time.
- Concern was expressed about having no internship experience in junior year! Early exposure could serve as a "reality check" for students regarding requirements of a teaching career.
- Internship I and Internship II should both occur in fall terms rather than spring. Spring is problematic with high stakes testing and performance based testing implications. Fall term allows students to experience reality of setting up a classroom for a new group of students, etc.
- Suggestion was made to redistribute hours across Internship I and II to be more similar.

Next Steps

- Michele will contemplate feedback and consider revisions to proposed curricula, admission process, etc.
- Updated documents will be distributed to Committee for review and further input.
- Next meeting- in 2-3 months.
- Meeting dismissed at approximately 12:00 p.m.

Alumni Survey

SFSC Bachelor's in Education & Nursing Need Assessment: Phone Survey of Recent AA, AAS, and AS Graduates

AA, AAS, and AS graduates were contacted to evaluate interest in the proposed bachelor's degree program in Education and bachelor's degree program in Nursing. Information was collected between April 15 and April 19, 2013.

370 - Graduates:

69 - Participated

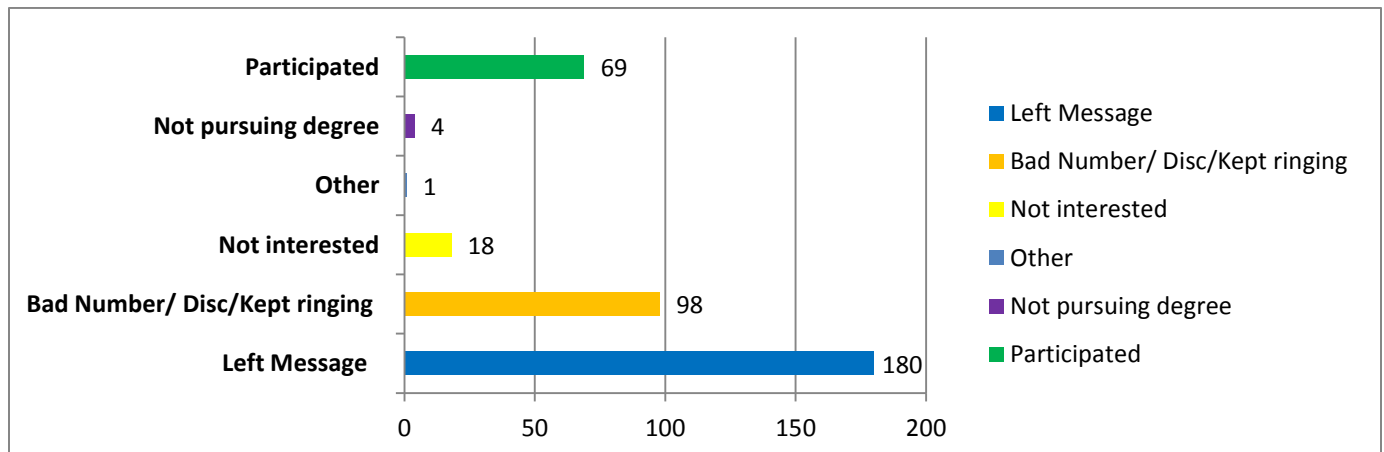
180 - Messages left (seven returned phone call)

98 - Bad numbers/Disconnected/No answers

18 - Not interested

4 - Indicated "not pursuing degree" but wished not to complete survey

1 - Other (moved out of area) did not complete survey



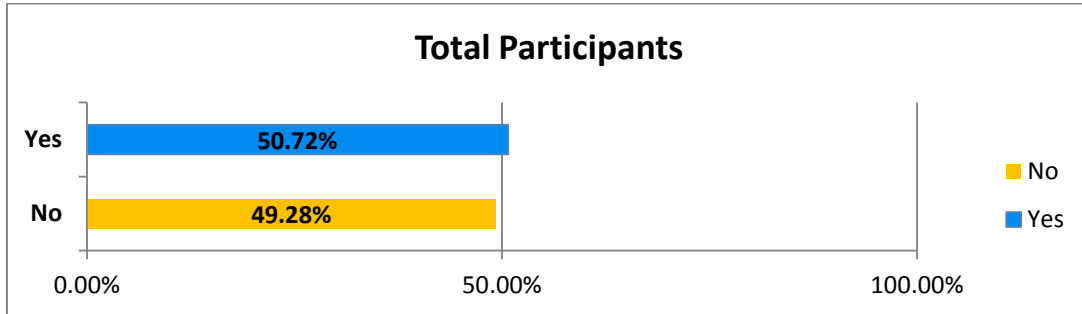
Alumni Survey

1. Are you presently pursuing a bachelor's degree or have you recently completed a bachelor's degree?

Yes – 50.72% (35) participants

No – 49.28% (34) participants

Total – 69



If “yes”, survey ended, if “no”, proceed to question #2.

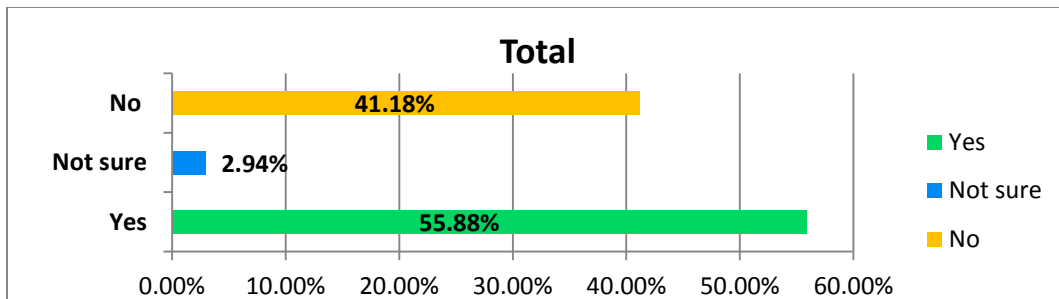
2. Are you planning to pursue a four year degree (i.e., bachelor's degree) sometime in the future?

Yes – 55.88 % (19) participants

No – 41.18 % (14) participants

I am not sure at this time – 2.94% (1) participant

Maybe – 0



If “no” or “I am not sure at this time”, survey ended, else proceeded to question #3.

Alumni Survey

3. How soon would you want to or be able to enroll in a bachelor's degree program (at any institution, SFSC or elsewhere)?

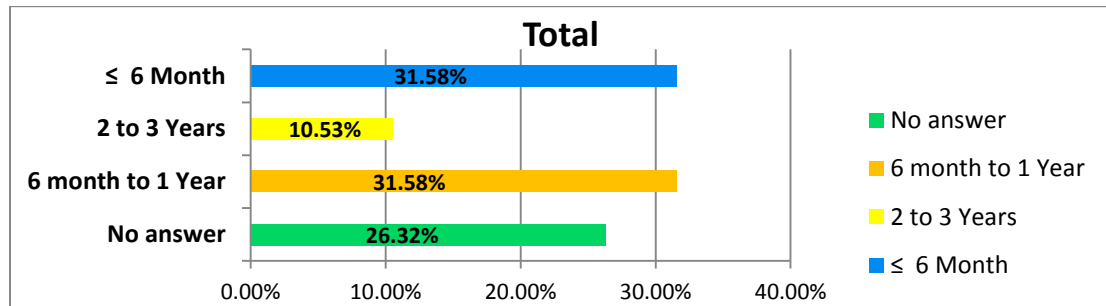
Sooner than six months – 31.58% (6) participant

Six months to one year – 31.58% (6) participants

Two to three years – 10.53% (2) participants

4 Four or more year – (0) participants

5 No Answer – 26.32% (5) participants



4. Out of the following three choices, which one best describes your academic interest:

Bachelor's degree in Nursing – 89.47% (17) participants

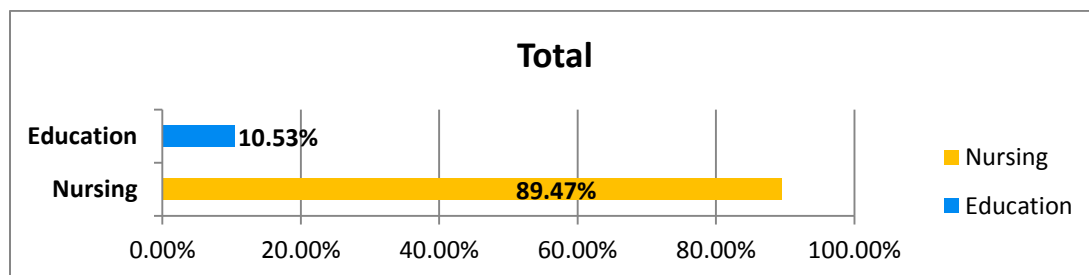
If selected go to Nursing.

Bachelor's degree in Education – 10.53% (2) participants

If selected go to Education.

Bachelor's degree in a field OTHER than education or nursing – (0) participants

If selected go to Other.



EDUCATION ALUMNI

1. What is the likelihood that you would pursue a bachelor’s degree program in education if offered by SFSC?

Extremely likely – 50.00% (1)

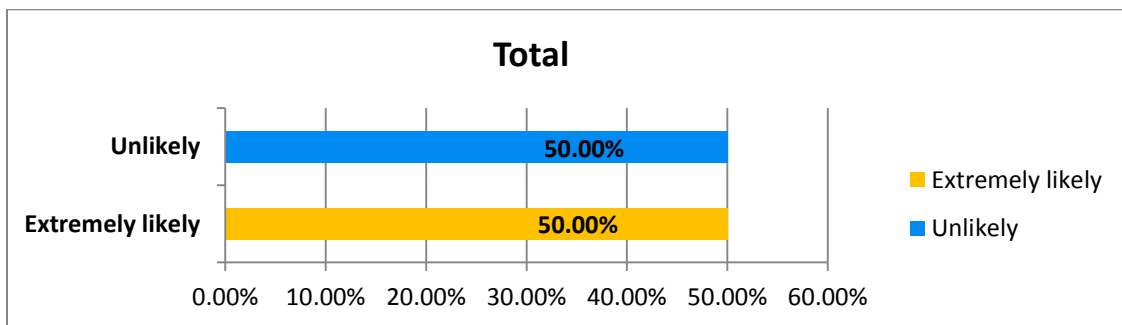
Likely – (0) participants

Unlikely – 50.00% (1)

Extremely unlikely

If “unlikely” or “extremely unlikely” the survey ended and proceeded to question #4.

Else, proceeded to question #2.

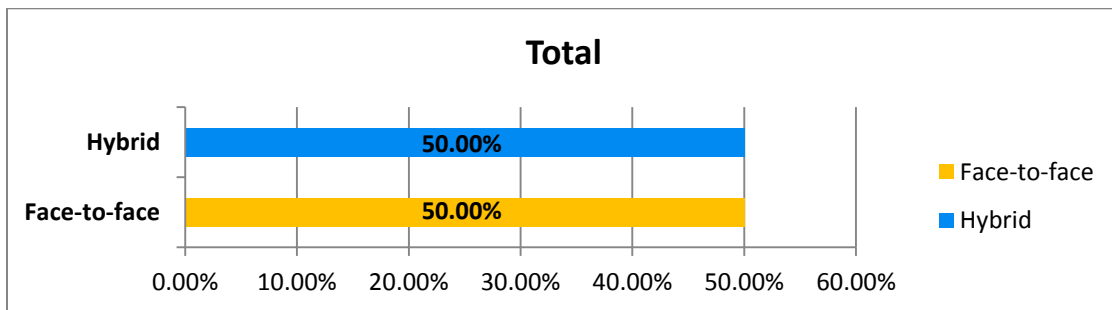


2. If you were to attend SFSC for a bachelor’s degree in education, which one of the following instructional approach best fits your needs/interest? (Select all that apply)

Face-to-face instruction – 50.00% (1) participant

Online instruction – (0) participants

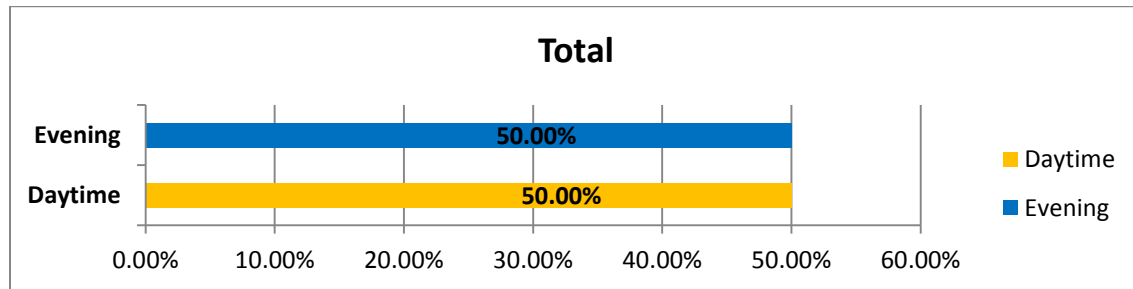
Hybrid instruction (i.e., mixture of face-to-face and online instruction) – 50.00% (1) participant



Alumni Survey

3. If you were to attend SFSC for a bachelor's degree in education, what type of schedule would allow you to participate? (Select all that apply)

Weekend classes – (0) participants
 Weekday classes – (0) participants
 Daytime classes – 50.00 % (1) participant
 Online – (0) participants
 Evening/night classes – 50.00 % (1) participant



4. Are there any comments you might have regarding the proposed bachelor's degrees in nursing, your educational/career goals, future programs you would like to see offered by SFSC, and /or this survey?

No comments



September 9, 2013

Dr. Leana Revell
Vice President for Educational and Student Services
South Florida State College
600 West College Drive
Avon Park, Florida 33825

Re: Letter of Support for Bachelor of Science Degree in Nursing and
Bachelor of Science Degree in Elementary Education

Dear Dr. Revell:

It is my understanding that South Florida State College (SFSC) is planning to offer a Bachelor of Science Degree in Nursing and a Bachelor of Science Degree in Elementary Education. The purpose of offering these degrees is to provide students at SFSC the opportunity to continue their education at the bachelor's level.

Hodges University entered into an Articulation Agreement with SFSC in 2008 to provide SFSC graduates the opportunity to obtain a Bachelor of Science Degree in Interdisciplinary Studies. Classes for this degree were first offered in January 2009 and continue to be offered to date. Several SFSC graduates have completed their bachelor's degree through this arrangement.

That being said, access to higher education has become a focal point in the State of Florida. Students need to be provided with as many opportunities as possible to complete their degrees and we feel that these degree offerings by SFSC will provide students with yet another opportunity towards that goal.

We at Hodges wish you well with this endeavor. We also look forward to working with you to continue to offer your students the opportunity to achieve their bachelor's degrees with Hodges University.

Sincerely,

Jeanette Brock, J.D.
President

Cc: Dr. Kim Spiezio, Provost
Dr. Joe Pepe, Executive Vice President of Administration

2855 NORTHERDORF DRIVE, NAPLES, FL 34110 • 419-511-1122 PHONE • 800-480-5017 TOLL FREE • WWW.HODGES.EDU



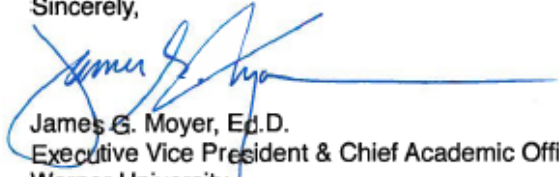
Dr. Leana Revell
Vice President for Educational and Student Services
South Florida State College
600 West College Drive
Avon Park, Florida 33825

Thursday, May 16, 2013

Dear Dr. Revell,

Warner University supports South Florida State College's venture into offering a bachelor of science degree in elementary education. This major will no doubt prove to be viable as well as meet an economic need in the three counties you primarily serve. We wish you well in this new endeavor.

Sincerely,



James G. Moyer, Ed.D.
Executive Vice President & Chief Academic Officer
Warner University
13895 Highway 27
Lake Wales, Florida 33859

13895 Highway 27 Lake Wales, FL 33859 phone: 863-638-1426 fax: 863-638-7290





OFFICE OF THE PRESIDENT

May 15th, 2013

Dr. Leana Revell
Vice President for Educational and Student Services
South Florida State College
600 West College Drive
Avon Park, FL 33825-9356

Dear Dr. Revell:

Thank you for your visit to explain South Florida State College's intention to offer a Bachelor of Science in Elementary Education.

As you likely know, both Webber and most other institutions of higher education in Polk County offer degrees in elementary education. While I am not certain there is any shortage of programs available to traditional students pursuing this degree, because Webber's offering requires a series of courses beginning in one's freshman year and a single semester of residency at our Laurinburg, NC campus, it does not meet the needs of many transfer students and many working adults who could, in fact, be served by your proposed offering. And, while none of us can foretell the future, given my personal belief that our Legislators' and Governor's commitment to making Florida a business friendly state will continue to lead to more jobs (and, consequently, more citizens) and that their commitment to education as a high priority will continue, I believe demand for these degrees will continue to increase.

Our long experience with SFSC gives us every reason to believe that you have the ability to deliver the program.

Consequently, I wish you much success with this degree.

Sincerely yours,

H. Keith Wade, DBA
President & CEO

DR. H. KEITH WADE, PRESIDENT AND CEO

Webber International University

1301 N. County Highway 4, Polk County, FL 32927



ACADEMIC AFFAIRS
 Office of the Provost
 777 Glades Road, AD 10-309
 Boca Raton, FL 33431
 tel: 561.297.3062
 fax: 561.297.3942
 www.fau.edu

July 23, 2013

Ms. Abbey Cunningham

Coordinator of Baccalaureates

Florida Department of Education

325 West Gaines Street

Tallahassee, Florida 32399



Dear Ms. Cunningham:

This is in response to an e-mail of June 26, 2013 from Board of Governors Chancellor Frank Brogan to the SUS Presidents in regard to a new baccalaureate programs being proposed by South Florida State College.

South Florida State College is proposing a Bachelor of Science in Elementary Education and a Bachelor of Science in Nursing. We have reviewed the proposals for both degrees. **FAU's College of Education does have a few students placed in the area served by South Florida State College but we do, nevertheless, support the proposal for a Bachelor of Science in Elementary Education.** Similarly we do recognize the need for nurses with BSN degrees in rural areas. FAU does, however, have the capacity to provide access to RN-BSN students in the State on-line or through video-conferenced classes at our Harbor Branch Oceanographic Institution campus in Fort Pierce. Our program is accredited by the Commission on Collegiate Nursing Education. In a time of a nurse faculty shortage in the State, we believe it is important to manage our resources wisely.

Sincerely,

A handwritten signature in cursive script that reads 'Diane E. Alperin'.

Diane E. Alperin, Acting Provost

Cc: Jan Ignash, Vice Chancellor, Board of Governors

Dennis Crudele, Acting President, Florida Atlantic University

Norman Stephens, President, South Florida State College

Boca Raton • Dania Beach • Davie • Fort Lauderdale • Harbor Branch • Jupiter • Treasure Coast
 An Equal Opportunity/Equal Access Institution



HEARTLAND EDUCATIONAL CONSORTIUM

P.O. Box 1047 • Lake Placid, Florida 33862

(863) 531-0444

FAX (863) 531-0405

Board of Directors

Karyn Gary
Superintendent
DeSoto

Scott Bass
Superintendent
Glades

David Durastanti
Superintendent
Hardee

Paul K. Puletti
Superintendent
Hendry

Wally Cox
Superintendent
Highlands

Ken Kenworthy
Superintendent
Okeechobee

Thomas Conner
Executive Director

September 9, 2013

Dr. Thomas C. Leitzel, President
South Florida State College
600 West College Drive
Avon Park, Florida 33825

Dr. Leitzel:

Heartland Educational Consortium is a regional service agency that augments and supports the instructional activities of its six member school districts. Employment history has shown the value of employing qualified teachers who are familiar with the area, have ties to their community, and are focused on the development of local talent. Traditionally the school districts employ many teachers who are trained outside the area, and many from outside the state. The consortium is most supportive of South Florida State College's desire to provide a bachelor's of science in elementary education.

The Heartland area is home to a 37,000+ student base that is served by 50+ schools, and 2,400+ teachers. The consortium and school districts provide ample opportunities for collaboration with South Florida State College to insure high quality field experiences that could include observation of teachers, preparation and teaching of lessons, and full-time teaching internships. As this letter is being prepared, next door is a leadership collaborative that includes three of the member district's middle and high school leadership teams, South Florida State College leadership representatives, AVID (Advancement through Individual Determination) state and national leadership team. The collaborative is a part of a national i3, Investing in Innovation, grant awarded to AVID national that focuses on providing the skills and school culture that supports college readiness and success.

South Florida State's development of a bachelor's of science in elementary education would increase the employment base of qualified teachers, and enhance the training efforts of local school districts. We appreciate the college aggressively pursuing opportunities for expanding services to the local citizens, and increasing the talent pool of locally trained educators.

Yours Truly,

Thomas W. Conner
Executive Director

www.HeartlandEd.org



September 12, 2013

Dr. Thomas C. Leitzel, President
South Florida State College
600 West College Drive
Avon Park, Florida 33825

Dr. Leitzel:

Heartland Workforce – as the regional workforce development organization representing DeSoto, Hardee, and Highlands counties – is pleased to lend its support to South Florida State College as they expand their program offerings to include the Bachelor of Science Degree in Elementary Education (BS EE). The ability to offer this degree locally will greatly enhance both education and workforce in this region.

Throughout the years, our mutual interest in economic and workforce development has been paramount – and Education is a critical component in the development of a diverse, highly skilled workforce.

We appreciate your vision, and applaud your continued efforts to offer our residents the qualifications needed to meet the demands of our business community. Thank you for working with us to develop a pool of degreed citizens who possess the creative and analytical thinking skills required by high skill, high wage employers. Your commitment to these initiatives is noteworthy! South Florida State College has proven to be an excellent and reliable resource for preparing our citizens to meet future employment needs.

Sincerely,



Donna Doubleday
Chief Executive Officer

An Equal Opportunity Employer / Program



5901 US Hwy 27 South, Suite 1 • Sebring, Florida 33870-2117
(863) 385-3672 • Fax (863) 382-9067
www.hwib.org





September 12, 2013

Dr. Thomas Leitzel
South Florida Community College
600 West College Drive
Avon Park, FL 33825

Dr. Leitzel:

We are proud to have South Florida State College as a part of our city and such an integral part of the larger community of Highlands County. The vision of the administration at South Florida has enhanced the skills and education of our workforce since 1965.

We at the Avon Park Chamber of Commerce recognize the value that your programs have added to our community by strengthening the knowledge and skills of the individual to compete in the ever competitive marketplace.

We were pleased to hear of your plans to apply for bachelor degree approval in elementary education. Your institution continues to evaluate the needs of the community and you have a proven track record of bringing value-added degrees to meet the needs of Avon Park and Highlands County. We whole-heartedly support this new degree program and look forward to your graduates, enhancing the lives of our youngest residents.

Please let me know if there is anything the Avon Park Chamber of Commerce can do to assist you with to make this a reality.

Sincerely,

A handwritten signature in cursive script that reads "Tori Trinder".

Tori Trinder
Executive Director

28 East Main Street • Avon Park, Florida 33825

Phone: (863) 453-3350

Email: avonparkcco@gmail.com

web address: www.avonparkchamberofcommerce.com



863.385.8448
Fax 863.385.8810
Toll Free 877.844.6007
www.sebring.org

227 US Hwy 27 North
Sebring, FL 33870

September 12, 2013

Dr. Thomas Lietzel, President
South Florida State College
600 West College Drive
Avon Park, Florida 33825

Dear Dr. Lietzel,

Throughout the years, our mutual interest in economic and workforce development has been paramount. We rely on the College's vision to offer our community the needed skills for career advancement, and your commitment to these initiatives has been noteworthy. The role South Florida State College has assumed in preparing our employees for the future has been an excellent and reliable resource.

The Greater Sebring Chamber of Commerce recognizes the need to have a highly skilled and educated workforce not only in technical expertise, but also in education areas. Teachers are in high demand.

We have recently learned about South Florida State College's intent to apply for bachelor degree approval in elementary education. As a key County advocate in the region, The Greater Sebring Chamber of Commerce fully supports this effort. We feel that it will add great value to the educational system in our community. Please consider this letter as our full endorsement of your College's request for a bachelor degree in education.

If we can be of any assistance as you plan and develop this program, please feel free to call upon us.

Sincerely,

Steven J. Nyhan
President/CEO



THE GREATER
Lake Placid
CHAMBER OF COMMERCE
"Building a future that reflects our past"

PRESIDENT
Vicki Spires
MidFlorida Credit Union

VICE PRESIDENT
Mary Basso
Coffee News of FLA

DIRECTOR
Cheryl Brantley Davis
Brantley Properties

SECRETARY
Niki Gregor
Heartland National Bank

TREASURER
Heather Harshman
Delray Plants

DIRECTORS:
Donald Clarke
Clarke Pest Control
Clarke Self Storage

Anthony Haney
Lake Placid Camp &
Conference Center

Frank Hartzell
Hartzell's Meat
Market & Catering

Ken LeBlanc
Lake Placid
Cottage Company

Kim Miller
Happiness Farms

Michael Noel
Thrivent Financial

Chuck Oakes
Southern Lifestyle
Assisted Living Facility

Barb Sheasley
The Journal

Eileen May
Executive Director

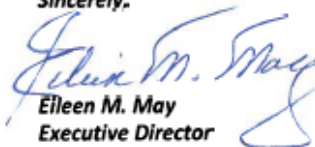
Dr. Thomas C. Leitzel, President
South Florida State College
600 West College Drive
Avon Park, FL 33825

Dear Dr. Leitzel,

On behalf of the Board of Directors of the Greater Lake Placid Chamber of Commerce, we are pleased to lend our support to South Florida State College's vision to include the Bachelor of Science in Elementary Education (BSEE) at the college. South Florida State College has consistently been a premier source for higher education. It is vital that we have this higher education available locally to attract new students and retain the quality educational personnel that we have in our community. Additionally the program will help prepare our citizens and educators for the ever changing demands of the multifaceted academic world.

Your commitment to excellence is insightful and we applaud and support your vision.

Sincerely,



Eileen M. May
Executive Director

Greater Lake Placid Chamber of Commerce, Inc.
18 North Oak Avenue • Lake Placid, Florida 33852-9546
Phone 863-465-4331 • Fax 863-465-2588
Web Site: www.visitlakeplacidflorida.com • Email: chamber@lplfa.com



The School Board of Highlands County

426 School Street • Sebring, FL 33870-4048

(863) 471-5555 • FAX (863) 471-5600 • TDD (863) 382-3693

Wally Cox
Superintendent

Andy Tuck
Chairperson

Ronnie Jackson
Vice Chairperson

Bill Brantley
Donna Howerton
Jan Shoop

September 12, 2013

Dr. Thomas C. Leitzel, President
South Florida State College
600 W. College Drive
Avon Park, Florida 33825

Dear Dr. Leitzel:

Throughout the years, our mutual interest in jointly serving the students in our community has been paramount. We rely on the College to offer the needed technical training for the Career Academy students and provide dual enrollment opportunities for our high school students. Your support of our Top Ten graduates, provision of GED classes, Children's Theatre and the many other partnerships we participate in are noteworthy. We sincerely appreciate the ongoing support that South Florida State College (SFSC) provides to our students and staff.

We understand that SFSC will soon apply to the State to deliver a new Bachelor of Science in Elementary Education. We are delighted at the prospect of having this important opportunity to train new teachers available locally. Each year there is a need for elementary education teachers and we look forward to hiring your quality graduates in the future. This year we hired 111 teachers from all over the United States. We fully support your development of this program. Please consider this letter as our full endorsement of your College to provide this new baccalaureate program.

If we can be of any assistance as you plan and develop this program, please feel free to contact me.

Sincerely,

Wally Cox
Superintendent of Schools

WC:pk

"A fully accredited school system"
Southern Association of Colleges and Schools
Equal Opportunity Employer

THE SCHOOL BOARD OF HARDEE COUNTY

P.O. BOX 1678
WAUCHULA, FLORIDA 33873

BOARD MEMBERS

Mildred Smith
Thomas Trevino
Paul Samuels
Janice Platt
Teresa Crawford

ADMINISTRATIVE OFFICES
1009 NORTH 6TH AVENUE
WAUCHULA, FLORIDA 33873

David D. Durastanti, Superintendent of Schools (863) 773-9058
Bob Shayman, Deputy Superintendent Fax (863) 773-0069

September 23, 2013

Dr. Thomas C. Leitzel, President
South Florida State College
600 W. College Drive
Avon Park, Florida 33825

Dear Dr. Leitzel,

We have recently learned of South Florida State College's intent to begin a bachelor's degree program in Elementary Education. This will certainly help our school district as we continue to seek well qualified applicants for teachers for our elementary schools. It will provide opportunities for our high school graduates to continue their education at a quality institution and hopefully stay in the community to educate our children for the future.

South Florida State College has always been a strong supporter of our county and our students. Our many years of working with the Hardee campus of SFSC has been positive and productive. Our community benefits greatly from the services and outstanding educational opportunities available to our citizens.

The Hardee County School District fully supports SFSC's effort to begin a Bachelor's of Science in Elementary Education and look forward to working with you in the future. Please let us know if we can provide assistance as you plan and develop the new program. We wish you great success.

Sincerely,



David Durastanti
Hardee Superintendent of Schools

Affirmative Action/Equal Opportunity Employer



September 12, 2013

Dr. Thomas C. Leitzel, President
South Florida State College
600 W. College Drive
Avon Park, Florida 33825

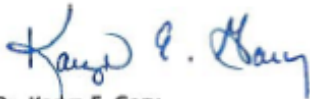
Dear Dr. Leitzel,

On behalf of the School District of DeSoto County I would like to offer support and encouragement for your plans to offer a Bachelor of Science in Elementary Education. Having well qualified teachers for our K-6 students is an ongoing struggle and I look forward to having a new pool of candidates to work with our K-6 students. Therefore, you have my full support as you move forward with these exciting plans.

I sincerely appreciate the school district's partnership with South Florida State College and their continued willingness to address the needs of the students in our community.

Please let me know if I can provide assistance as you plan and develop this program.

Sincerely,



Dr. Karyn E. Gary
Superintendent of Schools

Post Office Drawer 2000 Arcadia, Florida 34265
Telephone: (863) 494-4222, ext. 110 Facsimile: 1-866-370-2471

U.S. Census, Highlands County

U.S. Department of Commerce

Home | Site | About Us | Index A to Z | Glossary | FAQs

United States Census Bureau

People | Business | Geography | Data | Research | Newsroom

Search

State & County QuickFacts

Select a State | USA QuickFacts | What's New | FAQ

Florida counties- selection map | Florida cities- place search | More Florida data sets | Share this page

Select a county | Select a city

Highlands County, Florida

Want more? [Browse data sets for Highlands County](#)

People QuickFacts	Highlands County	Florida
Population, 2012 estimate	98,128	19,317,568
Population, 2010 (April 1) estimates base	98,788	18,802,690
Population, percent change, April 1, 2010 to July 1, 2012	-0.7%	2.7%
Population, 2010	98,788	18,801,310
Persons under 5 years, percent, 2012	4.9%	5.5%
Persons under 18 years, percent, 2012	18.2%	20.7%
Persons 65 years and over, percent, 2012	33.0%	18.2%
Female persons, percent, 2012	51.3%	51.1%
White alone, percent, 2012 (a)	86.0%	78.3%
Black or African American alone, percent, 2012 (a)	10.2%	16.6%
American Indian and Alaska Native alone, percent, 2012 (a)	0.6%	0.5%
Asian alone, percent, 2012 (a)	1.5%	2.7%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	0.1%	0.1%
Two or More Races, percent, 2012	1.5%	1.9%
Hispanic or Latino, percent, 2012 (b)	18.1%	23.2%
White alone, not Hispanic or Latino, percent, 2012	69.5%	57.0%
Living in same house 1 year & over, percent, 2007-2011	85.0%	83.5%
Foreign born persons, percent, 2007-2011	10.5%	19.2%
Language other than English spoken at home, percent age 5+, 2007-2011	18.6%	27.0%
High school graduate or higher, percent of persons age 25+, 2007-2011	79.3%	85.5%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	14.5%	26.0%
Veterans, 2007-2011	13,787	1,637,466
Mean travel time to work (minutes), workers age 16+, 2007-2011	22.3	25.7
Housing units, 2011	55,276	9,026,965
Homeownership rate, 2007-2011	79.4%	69.0%
Housing units in multi-unit structures, percent, 2007-2011	11.3%	29.9%
Median value of owner-occupied housing units, 2007-2011	\$115,600	\$188,600
Households, 2007-2011	39,970	7,140,096
Persons per household, 2007-2011	2.44	2.56
Per capita money income in the past 12 months (2011 dollars), 2007-2011	\$19,860	\$26,733
Median household income, 2007-2011	\$34,913	\$47,827
Persons below poverty level, percent, 2007-2011	18.3%	14.7%
Business QuickFacts	Highlands County	Florida
Private nonfarm establishments, 2011	1,903	490,851

<http://quickfacts.census.gov/qfd/states/12/12055.html>[9/19/2013 9:38:25 AM]

U.S. Department of Commerce Home | Blogs | About Us | Index A to Z | Glossary | FAQs

United States Census Bureau People | Business | Geography | Data | Research | Newsroom

State & County QuickFacts

[Select a State](#) | [USA QuickFacts](#) | [What's New](#) | [FAQ](#)

Florida counties- [selection map](#) | Florida cities- [place search](#) | [More Florida data sets](#) | [Share this page](#)

|

Hardee County, Florida

Want more? [Browse data sets for Hardee County](#)

People QuickFacts	Hardee County	Florida
Population, 2012 estimate	27,514	19,317,568
Population, 2010 (April 1) estimates base	27,731	18,802,690
Population, percent change, April 1, 2010 to July 1, 2012	-0.8%	2.7%
Population, 2010	27,731	18,801,310
Persons under 5 years, percent, 2012	7.7%	5.5%
Persons under 18 years, percent, 2012	27.4%	20.7%
Persons 65 years and over, percent, 2012	13.8%	18.2%
Female persons, percent, 2012	48.5%	51.1%
White alone, percent, 2012 (a)	88.7%	78.3%
Black or African American alone, percent, 2012 (a)	7.5%	16.6%
American Indian and Alaska Native alone, percent, 2012 (a)	1.2%	0.5%
Asian alone, percent, 2012 (a)	1.3%	2.7%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	0.1%	0.1%
Two or More Races, percent, 2012	1.3%	1.9%
Hispanic or Latino, percent, 2012 (b)	43.1%	23.2%
White alone, not Hispanic or Latino, percent, 2012	47.6%	57.0%
Living in same house 1 year & over, percent, 2007-2011	85.6%	83.5%
Foreign born persons, percent, 2007-2011	21.7%	19.2%
Language other than English spoken at home, percent age 5+, 2007-2011	41.5%	27.0%
High school graduate or higher, percent of persons age 25+, 2007-2011	63.2%	85.5%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	9.3%	26.0%
Veterans, 2007-2011	1,548	1,637,468
Mean travel time to work (minutes), workers age 16+, 2007-2011	25.1	25.7
Housing units, 2011	9,599	9,026,965
Homeownership rate, 2007-2011	73.8%	69.0%
Housing units in multi-unit structures, percent, 2007-2011	8.8%	29.9%
Median value of owner-occupied housing units, 2007-2011	\$104,100	\$188,600
Households, 2007-2011	7,850	7,140,098
Persons per household, 2007-2011	3.25	2.56
Per capita money income in the past 12 months (2011 dollars), 2007-2011	\$15,760	\$26,733
Median household income, 2007-2011	\$38,046	\$47,827
Persons below poverty level, percent, 2007-2011	28.5%	14.7%
Business QuickFacts	Hardee County	Florida
Private nonfarm establishments, 2011	397	490,851 ²
Private nonfarm employment, 2011	4,122	6,732,639 ²

U.S. Department of Commerce Home | Blogs | About Us | Index A to Z | Glossary | FAQs

United States Census Bureau People | Business | Geography | Data | Research | Newsroom

State & County QuickFacts

[Select a State](#) | [USA QuickFacts](#) | [What's New](#) | [FAQ](#)

Florida counties- [selection map](#) | Florida cities- [place search](#) | [More Florida data sets](#) | [Share this page](#)

|

DeSoto County, Florida

Want more? [Browse data sets for DeSoto County](#)

People QuickFacts	DeSoto County	Florida
Population, 2012 estimate	34,712	19,317,568
Population, 2010 (April 1) estimates base	34,862	18,802,690
Population, percent change, April 1, 2010 to July 1, 2012	-0.4%	2.7%
Population, 2010	34,862	18,801,310
Persons under 5 years, percent, 2012	6.3%	5.5%
Persons under 18 years, percent, 2012	22.5%	20.7%
Persons 65 years and over, percent, 2012	19.0%	18.2%
Female persons, percent, 2012	43.6%	51.1%
White alone, percent, 2012 (a)	83.4%	78.3%
Black or African American alone, percent, 2012 (a)	13.5%	16.6%
American Indian and Alaska Native alone, percent, 2012 (a)	1.1%	0.5%
Asian alone, percent, 2012 (a)	0.7%	2.7%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	0.2%	0.1%
Two or More Races, percent, 2012	1.1%	1.9%
Hispanic or Latino, percent, 2012 (b)	30.3%	23.2%
White alone, not Hispanic or Latino, percent, 2012	55.3%	57.0%
Living in same house 1 year & over, percent, 2007-2011	81.4%	83.5%
Foreign born persons, percent, 2007-2011	19.3%	19.2%
Language other than English spoken at home, percent age 5+, 2007-2011	27.9%	27.0%
High school graduate or higher, percent of persons age 25+, 2007-2011	68.9%	85.5%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	11.4%	26.0%
Veterans, 2007-2011	2,941	1,637,466
Mean travel time to work (minutes), workers age 16+, 2007-2011	24.1	25.7
Housing units, 2011	14,617	9,026,985
Homeownership rate, 2007-2011	75.6%	69.0%
Housing units in multi-unit structures, percent, 2007-2011	9.4%	29.9%
Median value of owner-occupied housing units, 2007-2011	\$114,900	\$188,600
Households, 2007-2011	10,462	7,140,096
Persons per household, 2007-2011	2.93	2.56
Per capita money income in the past 12 months (2011 dollars), 2007-2011	\$16,034	\$26,733
Median household income, 2007-2011	\$38,407	\$47,827
Persons below poverty level, percent, 2007-2011	26.1%	14.7%
Business QuickFacts	DeSoto County	Florida
Private nonfarm establishments, 2011	409	490,851 ²
Private nonfarm employment, 2011	4,814	6,732,639 ²

**Overview of the Heartland Workforce Region
Not Seasonally Adjusted
January 18, 2013**

- The unemployment rate in the Heartland Workforce region (Desoto, Hardee, and Highlands Counties) was 7.6 percent in December 2012. This was a decrease of 1.9 percentage points from the region's year ago rate. In December 2012, the region's unemployment rate was 0.3 percentage point below the state rate of 7.9 percent. Out of a labor force of 74,064, there were 5,645 unemployed region residents.
- Employment by industry in the Heartland Workforce region totaled 41,497 in June 2012 (the latest available data). Industry employment decreased by 4.1 percent over the year, compared to an increase of 1.9 percent for the state.
- The Heartland Workforce region job losses totaled 1,795 over the year. Industries losing jobs over the year were natural resources and mining (-1,039 jobs); government (-580 jobs); education and health services (-157 jobs); other services (-91 jobs); financial activities (-81 jobs); construction (-69 jobs); and manufacturing (-65 jobs). Job gains were posted by: trade, transportation, and utilities (+149 jobs); leisure and hospitality (+126 jobs); professional and business services (+4 jobs); and information (+3 jobs).
- The annual job growth rate for information (+1.3 percent) exceeded that of the state.

Unemployment Rates (%) (not seasonally adjusted)	Dec-12	Nov-12	Dec-11
Heartland Workforce Investment Region	7.6	8.5	9.5
DeSoto County	7.6	8.8	9.4
Hardee County	7.2	8.5	9.1
Highlands County	7.8	8.5	9.6
Florida	7.9	8.0	9.7
United States	7.6	7.4	8.3

Employment by Industry Covered by Unemployment Compensation (not seasonally adjusted)	Heartland Workforce Investment Region				Florida			
	Jun-12	Jun-11	change	percent change	Jun-12	Jun-11	change	percent change
Total Employment	41,497	43,292	-1,795	-4.1	7,229,230	7,093,507	135,723	1.9
Natural Resources and Mining	8,527	9,566	-1,039	-10.9	75,976	80,721	-4,745	-5.9
Construction	1,431	1,500	-69	-4.6	343,296	335,400	7,896	2.4
Manufacturing	1,126	1,191	-65	-5.5	317,690	312,722	4,968	1.6
Trade, Transportation, and Utilities	7,951	7,802	149	1.9	1,523,158	1,480,930	42,228	2.9
Wholesale Trade	734	747	-13	-1.7	317,295	308,193	9,102	3.0
Retail Trade	6,457	6,392	65	1.0	971,594	946,179	25,415	2.7
Transportation, Warehousing, and Utilities	760	663	97	14.6	234,269	226,558	7,711	3.4
Information	237	234	3	1.3	133,519	134,412	-893	-0.7
Financial Activities	1,235	1,316	-81	-6.2	493,600	473,133	20,467	4.3
Professional and Business Services	2,950	2,946	4	0.1	1,072,191	1,051,493	20,698	2.0
Education and Health Services	7,238	7,395	-157	-2.1	1,087,702	1,067,612	20,090	1.9
Leisure and Hospitality	3,655	3,529	126	3.6	1,005,674	961,679	43,995	4.6
Other Services	790	881	-91	-10.3	239,718	235,559	4,159	1.8
Government	6,348	6,928	-580	-8.4	932,219	958,918	-26,699	-2.8

Population	2012	2011	change	percent change
Heartland Workforce Investment Region	161,125	161,073	52	0.0
DeSoto County	34,408	34,708	-300	-0.9
Hardee County	27,762	27,653	109	0.4
Highlands County	98,955	98,712	243	0.2
Florida	19,074,434	18,905,048	169,386	0.9

Average Annual Wage	2011	2010	change	percent change
Heartland Workforce Investment Region	\$29,734	\$29,769	-\$35	-0.1
DeSoto County	\$31,936	\$31,633	\$303	1.0
Hardee County	\$28,943	\$27,784	\$1,159	4.2
Highlands County	\$29,296	\$29,783	-\$487	-1.6
Florida	\$42,312	\$41,574	\$738	1.8

Note: All data are subject to revision.

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 19 - De Soto, Hardee, and Highlands Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
000000	Total, All Occupations	50,907	55,554	1.14	608	1,251	1,859	NA	NA
110000	Management Occupations	3,766	3,835	0.23	10	73	83	NA	NA
111000	<i>Top Executives</i>	427	428	0.03	0	8	8	NA	NA
111011	Chief Executives	85	84	-0.15	0	2	2	92.29	5
111021	General and Operations Managers	310	312	0.08	0	6	6	38.16	4
111031	Legislators	32	32	0.00	0	1	1	23.02	5
112000	<i>Marketing, Public Relations & Sales Managers</i>	62	63	0.20	0	2	2	NA	NA
112022	Sales Managers	36	38	0.69	0	1	1	40.86	5
113000	<i>Operations Specialties Managers</i>	138	161	2.08	3	3	6	NA	NA
113011	Administrative Services Managers	35	42	2.50	1	1	2	37.74	4
113021	Computer and Information Systems Managers	14	17	2.68	0	0	0	43.02	5
113031	Financial Managers	54	58	0.93	0	1	1	47.39	5
113051	Industrial Production Managers	16	22	4.69	1	0	1	52.86	4
119000	<i>Other Management Occupations</i>	3,139	3,183	0.18	6	60	66	NA	NA
119021	Construction Managers	125	135	1.00	1	1	2	38.09	4
119032	Education Administrators, Elementary and Secondary	51	55	0.98	0	1	1	NA	5
119033	Education Administrators, Postsecondary	11	11	0.00	0	0	0	NA	5
119111	Medical and Health Services Managers	57	68	2.41	1	1	2	47.45	5
119151	Social and Community Service Managers	20	21	0.62	0	0	0	32.07	4
119199	Managers, All Other	70	76	1.07	1	2	3	33.26	4
130000	Business and Financial Operations Occupations	1,124	1,264	1.56	18	22	40	NA	NA
131000	<i>Business Operations Specialists</i>	707	791	1.49	11	14	25	NA	NA
131023	Purchasing Agents, Except Farm Products & Trade	28	30	0.89	0	1	1	21.71	4
131041	Compliance Officers, Exc. Safety, Agri, Constr & Transp.	25	29	2.00	0	0	0	20.51	3
131051	Cost Estimators	48	65	4.43	2	1	3	22.77	4
131074	Farm Labor Contractors	94	92	-0.27	0	3	3	16.01	1
131078	Human Resources, Labor Relations, and Training Specialists, A	55	60	1.14	1	1	2	23.55	5
131111	Management Analysts	118	144	2.75	3	2	5	30.71	5
131151	Training and Development Specialists	59	76	3.60	2	1	3	21.62	5

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center - January 2013

FLORIDA JOBS by Occupation*

* Because most industries experienced job declines in the economic downturn that began in 2007, some of the occupational job growth projected in this forecast includes the recapturing of jobs lost since that time.

Workforce Region 19 - De Soto, Hardee, and Highlands Counties

Occupation		Employment		Annual Percent Change	Average Annual Openings			2012 Average Hourly* Wage (\$)	Education Code
					Due To Growth	Due To Separations	Total		
Code	Title	2012	2020						
252000	<i>Primary, Secondary, and Special Education School Teachers</i>	1,789	1,998	1.46	26	43	69	NA	NA
252012	Kindergarten Teachers, Except Special Education	89	100	1.54	1	2	3	NA	5
252021	Elementary School Teachers, Except Special Education	618	697	1.60	10	13	23	25.92	5
252022	Middle School Teachers, Exc. Special & Voc. Education	258	292	1.65	4	6	10	NA	5
252031	Secondary School Teachers, Exc. Special and Voc. Ed.	295	311	0.68	2	8	10	NA	5
252032	Vocational Education Teachers, Secondary School	27	29	0.93	0	1	1	NA	5
252041	Special Education Teachers, Preschool - Elementary	80	93	2.03	2	2	4	NA	5
252053	Special Education Teachers, Middle School	38	44	1.97	1	1	2	25.44	5
252054	Special Education Teachers, Secondary School	26	28	0.96	0	1	1	NA	5
253000	<i>Other Teachers and Instructors</i>	818	883	0.99	8	12	20	NA	NA
253021	Self-Enrichment Education Teachers	11	16	5.68	1	0	1	17.82	3
254000	<i>Librarians, Curators, and Archivists</i>	53	58	1.18	1	2	3	NA	NA
254021	Librarians	30	32	0.83	0	1	1	24.82	6
254031	Library Technicians	20	22	1.25	0	1	1	10.54	4
259000	<i>Other Education, Training, and Library Occupations</i>	382	430	1.57	6	8	14	NA	NA
259041	Teacher Assistants	334	372	1.42	5	7	12	9.70	3
270000	Arts, Design, Entertainment, Sports, and Media Occupations	318	341	0.90	4	8	12	NA	NA
271000	<i>Art and Design Workers</i>	54	53	-0.23	0	2	2	NA	NA
271023	Floral Designers	18	18	0.00	0	0	0	11.62	3
272000	<i>Entertainers and Performers, Sports and Related Workers</i>	185	210	1.69	3	5	8	NA	NA
273000	<i>Media and Communication Workers</i>	55	52	-0.68	1	2	3	NA	NA
274000	<i>Media and Communication Equipment Workers</i>	24	26	1.04	0	0	0	NA	NA
290000	Healthcare Practitioners and Technical Occupations	3,214	3,684	1.83	59	63	122	NA	NA
291000	<i>Health Diagnosing and Treating Practitioners</i>	1,966	2,262	1.88	37	37	74	NA	NA
291021	Dentists, General	40	48	2.50	1	1	2	49.49	6
291031	Dietitians and Nutritionists	20	23	1.88	0	1	1	25.38	5
291051	Pharmacists	152	174	1.81	3	4	7	54.91	6
291069	Physicians and Surgeons, All Other	117	123	0.64	1	2	3	104.94	6
291071	Physician Assistants	29	31	0.86	0	0	0	49.06	5

Source: Florida Department of Economic Opportunity, Labor Market Statistics Center - January 2013

State University System Graduates

State University System of Florida | Board of Governors : Resources

Home Choose a U For Students The Board The System Press Room Facts/Figures Contact Us

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Degrees Awarded by State University System Institutions since 1991

New Search

Your search criteria

Two Digit CIP Code: 13: EDUCATION
Six Digit CIP Code: 13.1202: Elementary Teacher Ed
Degree Level: Bach **Race:** ALL
Major: First Major **Gender:** ALL
University: ALL **Residency:** ALL

Your Results

Show rows for:

	Residency										
	Direct Program Area (CIP 2)										
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	
FAMU	105	86	74	74	75	64	47	38	34	29	
FAU	437	441	368	387	389	415	421	412	390	390	
FGCU	80	66	79	74	105	115	119	124	110	104	
FIU	192	170	157	196	229	249	277	228	194	192	
FSU	144	171	165	144	171	186	157	127	81	81	
NCF	0	0	0	0	0	0	0	0	0	0	
UCF	377	386	341	446	478	462	547	553	495	477	
UF	178	162	165	191	211	188	181	167	134	115	
UNF	169	189	154	183	192	185	181	166	206	149	
USF	351	338	365	372	432	443	496	527	425	345	
UWF	87	98	114	110	133	168	166	115	113	68	
Total	2,120	2,107	1,982	2,177	2,415	2,475	2,592	2,457	2,182	1,950	

http://www.flbog.edu/resources/iud/degrees_results.php[9/17/2013 4:27:31 PM]

Florida Common Prerequisites

Program:	<u>Elementary Teacher Education</u>	CIP:	<u>13.1202</u>
		Track:	<u>1</u>
Offered At:	<u>CC, DSC, ESC, FAMU, FGCU, FSU*, NWFSC, UCF, UF*, USF, USFSM, USFSP, UWF</u>	Program Length:	<u>120 Cr. Hrs.</u>
	<u>FIU</u>		<u>120-125</u>
	<u>FAU, SPC</u>		<u>123</u>
	<u>UNF</u>		<u>126</u>
REVISED 10/22/08			
Added universities 4/11/2013			
LOWER LEVEL COURSES			
		Cr. Hrs.	
—	EDFX005	3	Intro to Education
&—	EDFX085 ⁽¹⁾	3	
&—	EMEX040	3	Education Technology
<p>FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.</p> <p>FOR EDUCATION MAJORS: General education courses will be determined by the college or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog and delineated in the Statewide Course Numbering System.</p>			
<p>-----</p> <p>(1) In addition to EDFX085, a minimum of 6 sh with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.</p> <p>* Limited Access.</p>			

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Florida State College

Name of Primary Department, Academic Program, or Discipline: Bachelor of Science in Elementary Education

Academic Term(s) Included: Fall 2014 - Spring 2016

Date Form Completed: September 2013

1	2	3	4
NAME F= Full-time P= Part-time	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours, UT= Undergraduate Transferable	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Adams, Anna (P)	SCE3310 Teaching Science in the Elementary School (3 cr.) (UT) (Spring, year 1)	Ed.D. in Education, Nova Southeastern University, 2010 M.S. in Education, City College of New York, 1984	*20 years experience as an elementary school teacher *18 years experience as an elementary school principal *2 years experience teaching at the graduate level
Andrews, Elizabeth (F)	LAE4314 Language Arts in the Elementary School (3 cr.) (UT) (Spring, year 2)	M.A. in English Education, University of South Florida, 1996 M.Ed. in Educational Supervision, University of South Florida, 2006	*11 years experience as a middle and high school teacher *22 years college teaching experience *Florida Teacher Certification in Middle Grades and Secondary English
Broen, Elizabeth (F)	SSE3312 Teaching Social Science in the Elementary School (3 cr.) (UT) (Spring, year 1)	M.S. in Social Studies Education, Florida State University, 1988	*8 years experience as a middle and high school teacher *5 years college teaching experience

Faculty Roster

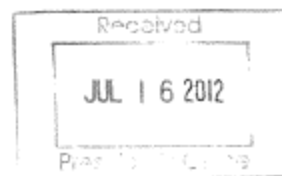
NAME F= Full-time P= Part-time	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours, UT= Undergraduate Transferable	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
DeVane, S. Michele (F)	EDF3603 Analysis and Application of Ethical, Legal, and Safety Issues in Schools (3 cr.) (UT) (Spring, year 1)	M.A. in Elementary Education, University of Central Florida, 1992	*12 years experience as an elementary school teacher *10 years experience as a college instructor *Florida Teacher Certification in Elementary Education and Primary Education
Futral, Cathy (F)	EDE4223 Integrated Arts, Music, and Physical Education in the Elementary School (3 cr.) (UT) (spring, year 2)	M.S. in Art Education, Florida State University, 1974 M.F.A., University of North Carolina, 1983	*5 years of experience as an elementary education teacher *3 years of experience as a high school teacher *23 years of college teaching experience
Kogelschatz, Richard (P)	EEX3070 Teaching Exceptional Students (3 cr.) (UT) (Spring, year 1)	M.A. in Exceptional Student Education, University of Central Florida, 1998 M.S. in Educational Leadership, University of South Florida, 2012	*9 years experience as an ESE elementary education teacher *6 years as Dean of Students at an elementary school *1 year as an elementary school assistant principal *Florida Teacher Certification in Elementary Education, Exceptional Student Education, and Educational Leadership
Lewis, Kristina (F)	LAE3414 Literature for Children (3 cr.) (UT) (Spring, year 1)	Ph.D. in Educational Administration, Illinois State University, 2005 M.A. in English Education, Western Illinois University, 1978	*20 years as a middle and high school teacher *10 years college teaching experience *3 years as a high school principal

Faculty Roster

NAME F= Full-time P= Part-time	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours UT= Undergraduate Transferable	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Mosley, Sheryl (P)	EDG3410 Teaching Strategies and Classroom Management (3 cr.) (UT) (Fall, year 1)	Ed.D. in Educational Leadership, Argosy University, 2010 M.A. in Education Curriculum and Instruction, National Louis University, 2005	*12 years experience as an elementary school teacher *2 years experience as an elementary school assistant principal *4 years college teaching experience *Florida Teacher Certification in Elementary Education, Reading, ESOL, and Educational Leadership
Moye, James J. (F)	MAE3310 Teaching Elementary School Mathematics I (3 cr.) (UT) (Fall, year 1) MAE4326 How Children Learn Mathematics (3 cr.) (UT) (Spring, year 2)	M.S. in Math Education , Nova Southeastern University, 1991	*8 years high school teaching experience *22 years college teaching experience
Sharp, Stacy (F)	TSL4080, Theory and Practice of Teaching ESOL Students in Schools (3 cr.) (UT) (Fall, year 2) TSL4240 Issues in Second Language Acquisition (3 cr.) (UT) (Spring, year 2)	M.A. in English Education, University of South Florida, 2003	*10 years college teaching experience *12 years high school teaching experience *Florida Certification in English and Spanish *ESOL Endorsement *National Board Certification
Simmonds, Effie (P)	RED4519 Diagnostic and Corrective Reading Strategies (3 cr.) (UT) (Spring, year 2)	Ed.D. in Education, Columbia University, 1986 M.A. in Exceptional Student Education, Columbia University, 1981	*22 years experience teaching at the graduate level

Faculty Roster

NAME F= Full-time P= Part-time	UPPER DIVISION COURSES TAUGHT Including Term, Course Number & Title, Credit Hours UT= Undergraduate Transferable	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBA (F)	EDF3467 Learning Theory and Assessment (3 cr.) (UT) (Fall, year 1)		
Thornton, Ellen (F)	RED3012 Basic Foundations of Reading (3 cr.) (UT) (Fall, year 1)	M.S. in Reading, Nova University, 1985	*30 years experience as an elementary school teacher *9 years college teaching experience *Florida Teacher Certification in Elementary Education, Reading, and Spanish *Certified FOR-PD instructor
TBA (F)	EDE 3942, Internship I (3 cr.) (UT) (Fall, year 1) EDE4943 Internship II (12 cr.) (UT) (Fall, year 2)	Doctoral preparation in Education	



July 11, 2012

Dr. Norman L. Stephens, Jr.
President
South Florida Community College
600 West College Drive
Avon Park, FL 33825-9356

Dear Dr. Stephens:

The following action regarding your institution was taken at the June 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2022** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2012**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Marsal P. Stoll



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

January 13, 2012

Dr. Norman L. Stephens, Jr.
President
South Florida Community College
600 West College Drive
Avon Park, FL 33825

Dear Dr. Stephens:

This letter will confirm that South Florida Community College has applied for a change in level, from Level I (offers the associate degree as the highest degree) to Level II (offers the baccalaureate degree as the highest degree). The application will be considered at the June 2012 meeting of the SACSCOC Board of Trustees.

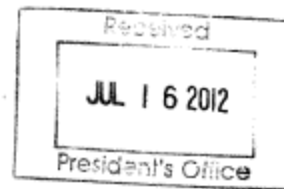
Regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/SLA:efk

cc: Dr. Leana Revell, Vice President, Educational and Student Services
Dr. Marsal P. Stoll



July 11, 2012

Dr. Norman L. Stephens, Jr.
President
South Florida Community College
600 West College Drive
Avon Park, FL 33825-9356

Dear Dr. Stephens:

The following action regarding your institution was taken at the June 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges awarded membership at Level II to offer the Bachelor of Applied Science in Supervision and Management (including distance delivery of this program), and authorized a Substantive Change Committee to visit the institution to review continued compliance with the *Principles of Accreditation*. Please note that Commission policy states: "An institution may not initiate any expansion of programs at the new degree level until *after* the Commission has taken positive action on its continued accreditation following a Substantive Change Committee visit." (See Commission policy "Substantive Change for Accredited Institutions of the Commission on Colleges.")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

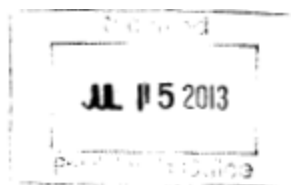
Sincerely,

A handwritten signature in cursive script that reads 'Belle S. Wheelan'.

Belle S. Wheelan, Ph.D.
President

BSW:rlb

cc: Dr. Marsal P. Stoll



7/10/13 Belle S. Wheelan
[Signature]

July 10, 2013

Dr. Thomas C. Leitzel
 President
 South Florida State College
 600 West College Drive
 Avon Park, FL 33825-9356

Dear Dr. Leitzel:

The following action regarding your institution was taken at the June 2013 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges continued accreditation following an on-site committee review of membership at Level II offering the Bachelor of Applied Science in Supervision and Management offered through distance delivery (approved June 2012). No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
 President

BSW:cp

cc: Dr. Marsal P. Stoll

FLORIDA COLLEGE SYSTEM
Baccalaureate Limited Access Program Request

College:	South Florida State College	Degree(s) offered:	Bachelor of Science
Program Title:	Elementary Education	Six digit CIP code:	13.1202

1. What is the justification for limiting access?

These numbers should accommodate the number of students anticipated per year in this region. There are specific background checks, GPA and General Knowledge Test that will limit the pool of qualified candidates

2. How many students will the program plan to accommodate?

Fall 26 Spring 26 Academic Year Total 26

3. When do you propose to initiate limited access?

Upon initial delivery of the program, August 2014

4. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures.

The proposed BSEE program is available to those students who have completed an Associate in Arts degree and seek to become an elementary school teacher. The following are required for admission into the SFSC BSEE degree program:

- Applicants must complete an Application for Admission indicating interest in entering the BSEE program. Applications are available online at www.southflorida.edu or in the SFSC Admissions Office.
- Applicants for the BSEE program must have successfully completed an Associate in Arts degree from a regionally accredited college or university. Associate degrees in unrelated fields will be reviewed on a case-by-case basis.
- Applicants must have passed the General Knowledge portion of the Florida Teacher Certification Exam.
- Complete all Education Common Program Prerequisite courses (EDF 1005, EDF 2085, EME 2040) with a minimum letter grade of C or better.
- Applicants must provide official transcripts from all previous educational institutions attended.
- International students must have their transcripts evaluated by a recognized international transcript evaluation service.
- College or university transfer applicants must have minimum cumulative grade point average of 2.5 on a 4.0 scale.
- Successfully complete the school board's volunteer or employment application, background check, and fingerprinting process for interning in the schools.
- Demonstrate proficiency in foreign language through any of the following means:
 - Completion of two years of high school instruction in the same foreign language, or

Limited Access

- Completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.

Students will be assessed for meeting the admissions criteria on a first come, first served basis. Prospective candidates who meet the application criteria will be interviewed by the faculty and selection determined. The number of applicants will be limited to 26 students per year.



5. Discuss the impact of the proposed action on the anticipated race and gender profiles of potential students. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

The initiation of an Elementary Education program is expected to reflect local demographic make-up although gender trends for elementary educators shows a statistically higher percentage of females in the field. If necessary, we will recruit males during career fairs, information sessions or school activities where prospective applicants may be in attendance.

6. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Graduates of the Elementary Education program are anticipated to have high job placements to meet the steady demand for teachers in the three county service district. The demand is present, although not excessive at this time.

7. Provide any additional information that may be appropriate.

Request Initiated by:	Dr. Leana Revell
EEO Officer's Signature:	
Chief Academic Officer's Signature:	
Date of Chief Academic Officer's Signature:	9.28.13

If this request is for an existing baccalaureate degree program, send the completed form to:

*Vice Chancellor for Academic and Student Affairs
Division of Florida Colleges
Florida Department of Education
325 West Gaines Street, Suite 1544
Tallahassee, Florida 32399-0400*

If this request is part of a new baccalaureate degree program proposal, submit this form, along with the other required documents, to the contacts listed on the Program Proposal Template.

Limited Access Form Updated 7/2012

**COURSE DESCRIPTIONS
SOUTH FLORIDA STATE COLLEGE
BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION**

EDE3942 Internship I 3 credit hours
Student teaching assignment in an elementary school under the supervision of a certified classroom teacher. This course requires 12 practicum hours per week. Prerequisites: EDG3410 and MAE3310. Co-requisite of EDF3467 and RED3012.

EDE4223 Integrated Arts, Music, and Physical Education in the Elementary School 3 credit hours
Provides the prospective teacher with knowledge, skills, and dispositions to integrate arts, music, and physical education into the education of elementary school children.

EDE4943 Internship II 12 credit hours
Student teaching in an elementary school under the supervision of a certified classroom teacher. Satisfactory completion of Internship II requires the student to demonstrate proficiency in the Florida Educator Accomplished Practices at the pre-professional level in accordance with State Board of Education Rule. This course requires 40 practicum hours per week. Co-requisite of TSL4080.

EDF3467 Learning Theory and Assessment 3 credit hours
Application of learning theory and assessment principles to classroom teaching situations using a case study design, teacher work samples, and a theoretical/conceptual debate. Co-requisite EDE3942

EDF3603 Analysis and Application of Ethical, Legal, and Safety Issues in Schools 3 credit hours
Critical analysis of contemporary educational issues, including ethical, safety, legal, cultural, and linguistic considerations which directly impact schooling in a democracy.

EDG3410 Teaching Strategies and Classroom Management 3 credit hours
Instructional, organizational and classroom management strategies to create effective learning environments.

EEX3070 Teaching Exceptional Students 3 credit hours
Development and practice of effective teaching and management strategies for elementary regular classroom teachers to use in working with mainstreamed exceptional education students.

LAE3414 Literature for Children 3 credit hours
Criteria for analysis and evaluation of children's literature in terms of interests, needs, and abilities of children.

BSEE Master Course Descriptions

- LAE4314 Language Arts in the Elementary School 3 credit hours**
Content, principals, materials, organization, and techniques involved in teaching, speaking, listening, writing, and spelling in the elementary school.
- MAE3310 Teaching Elementary School Mathematics I 3 credit hours**
Methods for teaching number ideas, computation skills, and mathematical reasoning for teaching elementary students.
- MAE4326 How Children Learn Mathematics 3 credit hours**
Instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematical learning, and diagnostic techniques for teaching elementary students.
- RED3012 Basic Foundations of Reading 3 credit hours**
Principles, procedures, and current practices for teaching reading. Specific techniques and materials for word identification, content reading and comprehension. Co-requisite of EDE3942.
- RED4519 Diagnostic and Corrective Reading Strategies 3 credit hours**
An investigation of the needs of individual learners in reading instruction. Organization and techniques for promoting optimum reading growth.
- SCE3310 Teaching Science in Elementary School 3 credit hours**
Philosophy, instructional techniques, and content related to teaching science to elementary school students.
- SSE3312 Teaching Social Science in the Elementary School 3 credit hours**
Philosophy, instructional techniques, and content related to teaching social studies to elementary students.
- TSL4080 Theory and Practice of Teaching ESOL Students in Schools 3 credit hours**
Focuses on methods of teaching English to Speakers of Other Languages (ESOL), ESOL curriculum and materials, cross-cultural understanding, applied linguistics in second language teaching, and test and evaluation of ESOL. Co-requisite of EDE4943.
- TSL4240 Issues in Second Language Acquisition 3 credit hours**
Synthesizes and reinforces concepts and theories related to the teaching of Limited English Proficient Students. Emphasis on phonology, morphology, syntax, and semantics, for future teachers.

**FLORIDA COLLEGE SYSTEM
ENROLLMENT, PERFORMANCE AND BUDGET PLAN
(NEW BACCALAUREATE PROPOSALS ONLY)**

COLLEGE NAME: SOUTH FLORIDA STATE COLLEGE

CONTACT NAME: Glenn Little

DEGREE NAME: ELEMENTARY EDUCATION

CONTACT PHONE NUMBER: 863.784.7218

	BUDGETED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	2013-14	2014-15	2015-16	2016-17	2017-18
I. PLANNED STUDENT ENROLLMENT					
A. Student Headcount	0	26	52	52	52
B. Upper Division Student Credit Hours Generated (Resident)	0	780	1,560	1,560	1,560
Upper Division Student Credit Hours Generated (Nonresident)	0	0	0	0	0
Upper Division Total Student Credit Hours Generated (Resident and Nonresident)	0	780	1,560	1,560	1,560
C. Upper Division Student FTE (30 Credit Hours) - (Resident)	0.0	26.0	52.0	52.0	52.0
Upper Division Student FTE (30 Credit Hours) - (Nonresident)	0.0	0.0	0.0	0.0	0.0
Upper Division Student FTE (30 Credit Hours) - (Resident and Nonresident)	0.0	26.0	52.0	52.0	52.0
II. PLANNED PERFORMANCE					
A. Number of Degrees Awarded	0	0	21	45	45
B. Number of Placements	0	0	20	42	42
C. Projected Annual Starting Salary	0	0	\$35,741	\$36,782	\$37,823
III. PROJECTED PROGRAM EXPENDITURES					
INSTRUCTIONAL					
1. Faculty Full-Time FTE	0.5	1.4	2.8	2.8	2.8
2. Faculty Part-Time FTE	-	0.6	1.2	1.2	1.2
1. Faculty Full-Time Salaries/Benefits	\$40,358	\$113,003	\$232,785	\$239,565	\$246,346
2. Faculty Part-Time Salaries/Benefits	\$0	\$10,800	\$22,248	\$22,896	\$23,544
3. Faculty Support: Lab Assistants, etc	\$0	\$12,244	\$12,611	\$12,978	\$13,346
OPERATING EXPENSES					
1. Academic Administration	\$16,966	\$8,483	\$8,738	\$8,992	\$9,247
2. Materials/Supplies	\$3,000	\$6,600	\$13,776	\$18,536	\$18,536
3. Travel	\$1,500	\$2,500	\$4,500	\$4,500	\$4,500
4. Communication/Technology	\$0	\$1,000	\$1,000	\$1,000	\$1,000
5. Library Support	\$0	\$3,000	\$3,000	\$3,000	\$3,000
6. Student Services Support	\$0	\$3,000	\$3,000	\$3,000	\$3,000
7. Professional Services	\$8,500	\$0	\$0	\$0	\$0
8. Accreditation	\$0	\$0	\$0	\$0	\$0
9. Support Services	\$1,000	\$1,500	\$2,500	\$2,500	\$2,500
CAPITAL OUTLAY					
1. Library Resources	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
2. Information Technology Equipment	\$2,000	\$34,500	\$1,000	\$1,000	\$1,000
3. Other Equipment	\$0	\$1,000	\$2,500	\$2,500	\$3,000
4. Facilities/Renovation	\$10,000	\$0	\$0	\$0	\$0
TOTAL PROJECTED PROGRAM EXPENDITURES	\$88,324	\$202,629	\$310,658	\$323,468	\$332,018
IV. NATURE OF EXPENDITURES					
1. Recurring	\$71,324	\$162,129	\$304,158	\$316,968	\$325,018
2. Nonrecurring	\$17,000	\$40,500	\$6,500	\$6,500	\$7,000
TOTAL	\$88,324	\$202,629	\$310,658	\$323,468	\$332,018
V. SOURCES OF FUNDS					
A. REVENUE					
1. Special State Nonrecurring	\$0	\$0	\$0	\$0	\$0
2. Upper Level - Resident Student Tuition Only	\$0	\$93,077	\$186,155	\$186,155	\$186,155
Upper Level - Non-Resident Student Fees Only	\$0	\$0	\$0	\$0	\$0
Upper Level - Other Student Fees	\$0	\$2,600	\$9,776	\$14,536	\$14,536
3. Contributions or Matching Grants	\$0	\$0	\$0	\$0	\$0
4. Other Grants or Revenues	\$0	\$0	\$0	\$0	\$0
5. Florida College System Program Funds (formerly Community College Program Fund)	\$88,324	\$106,952	\$114,727	\$122,777	\$131,327
6. Unrestricted Fund Balance	\$0	\$0	\$0	\$0	\$0
7. Interest Earnings	\$0	\$0	\$0	\$0	\$0
8. Auxiliary Services	\$0	\$0	\$0	\$0	\$0
9. Federal Funds - Other	\$0	\$0	\$0	\$0	\$0
B. CARRY FORWARD			\$0	\$0	\$0
TOTAL FUNDS AVAILABLE	\$88,324	\$202,629	\$310,658	\$323,468	\$332,018
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	\$0	\$0	\$0	\$0	\$0

NOTE: THIS FORM IS EFFECTIVE UNTIL JUNE 30, 2014 (FOR FISCAL YEAR JULY 1, 2013 TO JUNE 30, 2014)