

BACCALAUREATE PROPOSAL APPLICATION

Form No. BAAC-02

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

CHECKLIST

The proposal requires completion of the following components:

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

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	Tallahassee Community College
Institution President.	Jim Murdaugh, PhD

PROGRAM SUMMARY

1.1	Program name.	Elementary Education
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1202
1.5	Anticipated program implementation date.	Fall 2023
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program:
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	N/A

PROGRAM DESCRIPTION

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

Tallahassee Community College proposes a Bachelor of Science (B.S.) degree in Elementary Education preparing students for certification in Elementary Education (K-6) with endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). With a focus on accessibility, flexibility and educational excellence, this degree provides an opportunity for all students, specifically non-traditional students, to pursue their B.S. degree in an educational setting best suited for their needs. Ultimately, this program is designed to prepare exceptional future educators in a post-pandemic world exceeding the required skills and competencies as outlined in Florida Statutes for teacher preparation programs to meet the demands of our current educational climate.

In addition to offering this as a Bachelor of Science degree in Elementary Education, our program is also designed to be certified by the Florida Department of Education's Initial Teacher Preparation Program (ITP) per Florida Statutes and standards as specified in [Rule 6A-5.066](#). Our curriculum offers coursework and field experience aligned with [Standard 2: Quality of Content Knowledge and Teaching Methods](#), and [Standard 3: Quality of Clinical Placement, Feedback and Candidate Performance](#) which ensures that students' mastery of the Uniform Core Curricula (UCC) effectively prepares them for all portions of the Florida Teacher Certification Examination (FTCE). Additionally, our program is designed as a holistic approach to teacher education by integrating the professional soft skills in combination with the content knowledge and field experience to effectively position graduates to be competitive in the job market.

This program proposal is in direct response to the gap for an open access Elementary Education B.S. degree created by the upcoming program closure at Flagler College's Tallahassee campus. This gap in access leaves both traditional and non-traditional students with limited options for pursuing their degree in an open access bachelor's only program. This is particularly impactful for non-traditional students interested in pursuing their B.S. degree and/or any student whose educational needs are not best served in a larger university program but who also desire to obtain a career in the field of teaching and education. The current Flagler program offers opportunities to pursue a degree using a flexible cohort model providing options for course completion that best fits both traditional and non-traditional students. The TCC program is designed to mirror Flagler's program as a flexible cohort model with access to compressed 8-week sessions and/or 16-week sessions taught face-to-face as well as online. The program also

allows students to pursue their coursework within their degree in day or evening cohort model options providing not only a flexible learning environment but also a more accessible and inclusive one. The current Flagler program serves approximately 144 student each year. In addition to the currently served 144 Flagler students, there are approximately 472 students enrolled in the TCC Associate of Arts degree with an intended major in Elementary and/or Exceptional Education. The TCC Elementary Education program provides a natural matriculation to the 2+2 B.S. program.

Tallahassee Community College (TCC) serves a three-county area including Leon, Gadsden, and Wakulla counties. Within our service area, there are currently three options for students who would like to pursue their degree in Elementary Education. In addition to the soon closed Flagler College program in Tallahassee, the Elementary Education program is offered at Florida State University (FSU) as a combined limited access Bachelor's and Master's degree program and Florida A&M University (FAMU) who offers separate Bachelor's and Master's programs. TCC has received letters of support from each of these colleges regarding the development of our Elementary Education program and support a continued partnership between our programs to best serve the diverse student needs in our service area while meeting the needs of current and future workforce demands in the field of education.

The FDOE report [Critical Teacher Shortage Areas 2022-2023](#) shows 1,521 students completed an Elementary Education Teacher Education Program during the 2019-2020 academic year with 2,195 projected vacancies for that same year. This leaves a .69 ratio of completers to vacancies or the ratio of new teachers available to fill vacancies within the state of Florida. Additionally, the certification areas of Reading and English for Speakers of Other Languages (ESOL) represent areas where significant vacancies exist and where postsecondary programs are not graduating enough students to meet K-12 needs. Our program is designed to provide the education and training that leads to certification in Elementary Education (K-6) with the inclusion of the Reading (K-12) and ESOL endorsement preparing educators for employment opportunities in those shortage areas.

According to the [Florida Department of Economic Opportunity's \(FDEO\) Online Job Demand](#), there were 1155 Elementary Education online ads for job openings within the state of Florida for October 2022 with an average starting salary of \$46,831.00 for applicants entering with a bachelor's degree. Our program provides an open access point to a teacher education program that prepares future educators to enter the field at the B.S. level earning a competitive salary without the immediate need for the advanced degree. Additionally, [FDEO Employment Projections Data](#) show a 9.7% growth statewide for Elementary School Teachers (SOC Code 25-2021) between 2021 and 2029 Within our service area counties (i.e., Gadsden, Leon, Wakulla), that growth increases by 1.4%. This projected growth increases the need to ensure that there are enough graduates with the knowledge, skills, and abilities (KSAs) to meet workforce demands.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

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

TCC is committed to preparing students for success in a global economy by offering higher education pathways that lead to entry into their intended professional field. As we continue to rebuild and recover from the impacts of COVID-19, we are committed to ensuring that we offer impactful programs that serve to fulfill the workforce needs of the communities we serve. The B.S. degree provides not only the knowledge, skills, and abilities (KSAs) for certification in Elementary Education (K-6) but also the specialized content knowledge for a K-12 Reading and ESOL endorsement added to the teaching certificate and providing upskilling opportunities for our graduates.

Data from the [Florida Department of Economic Opportunity \(DEO\)](#) presented in **Table 3.1.1** show a 1.4% increased demand for educators certified in Elementary Education in our service area and a Florida statewide 9.7% increased between now and 2030. According to the [Florida Department of Economic Opportunity's \(FDEO\) Online Job Demand](#), there were 1,155 Elementary Education online ads for job openings within the state of Florida for October 2022 with an average starting salary of \$46,831.00 for applicants entering with a bachelor's degree. Additionally, there are currently 710 job openings within our three-county service area of Leon, Gadsden, and Wakulla counties. According to the Florida Department of Economic Opportunity, Educational Services currently ranks as the 8th highest growth industry based on growth rate regions for the state of Florida for the years 2021-2029.

Data presented in **Table 3.1.3** show that the number of graduates combined from FAMU and FSU do not meet the five year average of workforce demand. Additionally, TCC currently has 472 A.A. enrolled students seeking an academic and professional pathway towards Elementary Education providing a demand for access to Elementary Education programs that can serve the educational needs of the diverse population of students who seek to enter the field of education. Offering the B.S. program at Tallahassee Community College provides the opportunity for students an additional access point to their intended field of study while partnering with FAMU and FSU to increase the number of students graduating who can meet the increased workforce demands in Education.

Additionally, data from **Table 3.1.4** show that the supply of qualified candidates graduating from an Elementary Education program do not meet the demands of the local workforce showing 89 graduates and 710 open positions. Furthermore, there is no guarantee that the graduates from FSU and FAMU will remain in this region to fill those positions. The statewide

demand includes 710 open positions. With a five-year average of 667.7 unmet open positions, our program seeks to help increase the supply of qualified upskilled graduates and meet the demands for not only our service areas but also the statewide critical shortages in Educational Services.

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

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

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Elementary School Teachers, Except. Special Ed.	25-2021	5	1294	1312	1.39	710		\$ 46,831	B	BLS
					Total			\$ 46,831		

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

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

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

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

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

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

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

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

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

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

Program Institution Name	CIP Code	Number of Degrees Awarded					5-year average or average of years available if less than 5-years
		2021	2020	2019	2018	2017	
Florida A & M University	13.1202	18	12	8	4	8	10
Florida State University	13.1202	71	60	50	73	69	64.6
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	Total	89	72	58	77	77	42.3

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

ESTIMATES OF UNMET NEED

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

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

	Demand	Supply		Range of Estimated Unmet Need	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO Total	710	89	42.3	621	667.7
Other Totals				0	0

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

During the 2021-2022 academic year, Flagler College-Tallahassee admitted 144 students into their B.S. Elementary Education program. Due to the closing of the Flagler College (Tallahassee) Elementary Education program, students not served through this program will only increase the unmet need for the workforce region.

According to the FDOE [2022-2023 Identification of Critical Teacher Shortage Areas](#), two areas included in the top 7 shortage areas are ESE and Reading. Both endorsements are included in the Elementary Education program thereby assisting with critical need areas. The data also shows that during the 2020-2021 school year, there were 26,353 Elementary Education courses taught by teachers not certified in the appropriate field statewide. Our program seeks to provide graduates equipped with the knowledge, skills, and abilities to competitively enter the workforce with upskills in specialty areas such as Reading and ESOL Education to help meet the critical shortage areas as well as current and future demand.

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

All the occupations identified by Florida's Department of Economic Opportunity (DEO) correspond to the bachelor's degree as displayed in Sections 3.1.1

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

Students who graduate with an A.A. degree would matriculate into the B.S. Elementary Education program as a career pathway. Additionally, students from a regionally accredited institution would also be able to enroll and complete the B.S. in Elementary Education. There are several teaching positions in the Leon, Gadsden, and Wakulla school districts. Graduates for this program are eligible for the Florida Elementary Teacher Certification for grades K – 6 and endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). According to U.S. Department of Education, Teacher Shortage Areas, ESOL for grades K-12 was

listed on the on the teacher shortage area. ESOL for grades K-12 has been on the teacher shortage area list since 2019.

Graduates of this program will have numerous opportunities to work in the field of Elementary Education in Leon, Gadsden, and Wakulla counties as well as the surrounding Florida region if they so desire. The graduates will be qualified and prepared to teach all grade levels in a variety of school settings including public, private, charter, and virtual schools. Elementary Education graduates from this program have been provided with upskilled opportunities leading to the addition of additional teaching certificates by taking and passing subject area exams. For example, a teacher can take and pass English Language Arts and become eligible to teach high school and middle school English classes.

In addition, graduates may pursue industry certificates and endorsements such as the ESOL endorsement and a certificate in Reading instruction. Program graduates would also be eligible to pursue advanced degrees in Education to expand employment opportunities and increase earning potential. Positions of interest requiring advanced coursework may include principals, assistant principals, guidance counselors, therapists, and superintendents.

STUDENT COSTS: TUITION AND FEES

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

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

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 100.83	60	\$ 6,050
Tuition & Fees for upper division:	\$ 128.51	60	\$ 7,711
Tuition & Fees (Total):		120	\$ 13,760

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

Click or tap here to enter text.

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Florida State University	\$ 215.55	120	\$ 25,866
Florida Agricultural and Mechanical University	\$ 151.80	120	\$ 18,216
			\$ -
			\$ -
			\$ -

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
Keiser University	\$ 183.73	120	\$ 22,048
			\$ -
			\$ -
			\$ -
			\$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		Year 1 (2023-2024)	Year 2 (2024-2025)	Year 3 (2025-2026)	Year 4 (2026-2027)
5.2	Unduplicated headcount enrollment:	50	75	100	100
5.3	Program Student Credit Hours (Resident)	1500	2250	3000	2250
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	50	75	100	75
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	50	75	100	75

PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

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

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	25	50	50
6.3	Number of Graduates Employed	N/A	25	50	50
6.4	Average Starting Salary	N/A	\$ 46,821.00	\$ 46,821.00	\$ 46,821.00

REVENUES AND EXPENDITURES

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

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

		2023-2024	2024-2025	2025-2026	2026-2027
7.2	Program Expenditures:	\$ 197,142.00	\$ 202,142.00	\$ 212,142.00	\$212,142.00
7.2.1	Instructional Expenses	\$ 162,142.00	\$ 162,142.00	\$ 162,142.00	\$162,142.00
7.2.2	Operating Expenses	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	\$ 35,000.00
7.2.3	Capital Outlay	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
7.3	Revenue:	\$ 273,467.50	\$ 410,201.25	\$ 546,935.00	\$546,935.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 68,617.50	\$ 102,926.25	\$ 137,235.00	\$137,235.00
7.3.2	Upper Level - Nonresident Student Fees Only				
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds	\$ 204,850.00	\$ 307,275.00	\$ 409,700.00	\$409,700.00
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 273,467.50	\$ 410,201.25	\$ 546,935.00	\$546,935.00
7.4.2	Total Unexpended Funds (carry forward)	\$ 76,325.50	\$ 208,059.25	\$ 334,793.00	\$334,793.00

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

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

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

Enrollment for the program is based on current enrollment of Flagler College's Elementary Education program of 144 students. Based on a 25:1 teacher/student ratio, the numbers discussed in 5.1-6.1 reflect 2 cohorts in the first year and growing to a total of four cohorts of students by the third year. This means that TCC will graduate at least 25 students by year two and 50 students every semester thereafter. These numbers are based on the current Flagler model which will eliminate the gap in need for the TCC program in response to the upcoming closure of the Flagler Tallahassee program.

Additionally, TCC currently has 472 A.A. enrolled students seeking an academic and professional pathway towards Elementary Education providing a demand for access to Elementary Education programs that can serve the educational needs of the diverse population of students who seek to enter the field of education. Offering the B.S. program at Tallahassee Community College provides the opportunity for students an additional access point to their intended field of study while partnering with FAMU and FSU to increase the number of students graduating who can meet the increased workforce demands in Education.

Data from table 6.1 reflect a projected 100% employment rate for graduates of the TCC Bachelor's program for Elementary Education. Graduates from our programs tend to stay locally and fulfill the workforce needs of our service area.

Finally, data from **Table 3.1.4** show that while the supply of qualified candidates graduating from an Elementary Education program meets the demands of the local workforce showing 89 graduates and 89 open positions, there is no guarantee that the graduates from FSU and FAMU will remain in this region to fill those positions. The statewide demand includes 710 open positions. With a five-year average of 46.7 unmet open positions, our program seeks to help increase the supply of qualified upskilled graduates and meet the demands for not only our service areas but also the statewide critical shortages in Educational Services.

Our program model is based on 1) the current Flagler model, 2) the current workforce and unmet demand for Elementary Education teachers, and 3) the available resources for ensuring our students have the opportunity to engage in a meaningful program experience that most effectively positions them for teacher certification with the knowledge, skills, and abilities to be competitive in current workforce demand.

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

Tallahassee Community College is financially prepared to establish this program. The existing facilities and instructional resources are sufficient to support the addition of the program including office space for instructors. Expenditures include faculty positions for the program. Two full-time faculty members will be hired for the 2023-2024 academic year along with additional adjuncts as needed. This new program will be funded through a combination of student tuition and fee revenue dollars. Program revenue is based on student enrollment tuition and fees. Based on the information in 7.1, the program revenue is expected to increase and additional adjuncts and/or faculty will be added as necessary.

PLANNING PROCESS

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

Our internal planning process timeline includes multiple meetings incorporating all stakeholders and levels of leadership. The meetings are documented below:

Activity	Date	Attendees	Description of Activity
Executive Team Meeting	Jan 26, 2022	President, Executive Team Members	Reviewed the workforce demand and current update from Flagler-Tallahassee about closing the program in December 2021. Discussed degree planning.
Faculty Forum	Feb 15, 2022	All Faculty, Deans, Associate Deans, Provost	Reviewed the workforce demand and current update from Flagler-Tallahassee about closing the program in December 2021. Discussed degree planning
Education Degree Planning Workgroup	May 3, 2022 May 12, 2022 May 26, 2022 June 14, 2022	General Education faculty with teacher certifications, Dean and	Degree planning and course development.

	June 26, 2022 July 19, 2022 August 2, 2022	Associate Dean Social Sciences, Provost	
Academic Planning Committee Meeting	August 2022	Faculty, Deans, Associate Vice Presidents	New Program Proposal Presentation and voting.
Board of Trustees Meeting	November 2022	TCC Board of Trustees Meeting	Finalized proposal for approval

Click or tap here to enter text.

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

Our external planning process includes multiple meetings with TCC leadership, stakeholders, and our University partners from the our community service area. The meetings are documented below:

Activity	Date	Attendees	Description of Activity
Articulation Meeting with Flagler College-Tallahassee	December 16, 2021	Provost Stringer, Dean Riggs of Flagler College-Tallahassee	TCC was informed that Flagler’s Tallahassee campus was no longer accepting students into the Business program. There were approximately 100 students who had received a notice during the week of December 16 th that the Business program was not accepted any students. Discussed future of remaining programs.
Articulation Meeting with Flagler College-Tallahassee	January 13, 2022	Provost Stringer and Dean Riggs of Flagler College-Tallahassee	Meeting to discuss next steps about closing the gap for students unable to get into the Limited Access

			Business programs at FSU and FAMU. Also discussed the vision of the new Flagler University President and direction for remaining Education programs.
Leadership Meeting with Presidents	February 15, 2022	President Murdaugh of TCC and President Delaney of Flagler	The two Presidents met to discuss the future of Flagler in Tallahassee. Timeline of next steps.
Leadership Meeting with FSU Provost and TCC Provost	March 4, 2022	Provost Clark (FSU) and Provost Stringer (TCC)	Regular meeting with the Provost. Discuss Flagler in Tallahassee closing program and solicited support for TCC proposing a BS in Education.
Leadership Meeting with FAMU Provost and TCC Provost	March 4, 2022	Provost Edington (FAMU) and Provost Stringer (TCC)	Regular meeting with the Provost. Discuss Flagler in Tallahassee closing program and solicited support for TCC proposing a BS in Education.
Leadership Meeting with Presidents	March 30, 2022	President of TCC and President of Flagler	President Murdaugh and President Delaney met to finalize next steps and the timeline of closing remaining programs at the Flagler-Tallahassee campus.
Leadership Meeting with Flagler Provost and TCC Provost	March 30, 2022	Provost of Flagler and Provost of TCC	Provosts met to discuss next steps and timelines related to the future of Flagler at the closing of the Business program in Tallahassee. Also, discussed Flagler supporting TCC to propose a BS in Elementary Education.
Click or tap here to enter text.			

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Public Universities in College’s Service District</p>
<p>Date(s): March 4, 2022</p> <p>Institution(s): Florida State University and Florida A&M University</p> <p>Activity Descriptions and Outcomes: The focus for this meeting was to discuss the closing of the Flagler-Tallahassee education programs and to solicited support for TCC to offer a BS in Elementary Education in order to fill the gap in need for the program. Part of this discussion focused on how each of the two university’s offer the program including FSU’s 5-year Elementary Education program leading to a Master’s degree. We propose that offering the B.A. degree in Elementary Education at TCC will provide access to a Bachelors only program that fills the gap left by Flagler’s program closure.</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): December, January, February, March 2022</p> <p>Institution(s): Flagler College-Tallahassee</p> <p>Activity Descriptions and Outcomes: As discussed in the meeting timeline, several meetings occurred with Flagler College – Tallahassee to discuss TCC proposing a new baccalaureate degree in Elementary Education due to the closing of Flagler’s program. The meetings resulted in support for TCC to propose new baccalaureate degree in Elementary Education.</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes: Click or tap here to enter text.</p>

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	June 2022
10.2	Indicate the date of District Board of Trustees approval.	November 2022
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	June 2022
10.4	Indicate the date the completed proposal was submitted to DFC.	November 2022
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	April 2023
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	July 2023
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	July 2023
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2023

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Tallahassee Community College offers a main campus within the city of Tallahassee, a Center for Innovation, the Florida Public Safety Institute, the Ghazvini Center for Healthcare Education, the Wakulla Environmental Institute, and two service centers in Gadsden and Wakulla counties. The main campus, comprised of eight different academic buildings, is the proposed location to house the Elementary Education program. The main campus also offers academic support buildings for the Library and Learning Commons respectively. In the [Learning Commons](#), students may receive tutoring and academic success coaching, attend workshops and study reviews, and receive other helpful resources: <https://www.tcc.fl.edu/academics/academic-divisions/learning-commons/>

There are no specialized facilities or equipment needed for this program other than those facilities that already exist. All classroom buildings on the main campus are equipped with smart classroom technologies including a projector and speakers. For online course offerings, the College is supported by [TCC Online](#), a team dedicated to ensuring that students, faculty, and administration receive support and resources for Canvas and other online learning modalities.

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

The existing facilities and equipment located on Tallahassee Community College's main campus are shared among academic divisions and programs unless there is a program need for specific resources.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

The [Tallahassee Community College Library](#) is a comprehensive academic resource for students. The services provided include an "Ask a Librarian" feature, citation assistance, and research appointments. Other features of the main campus Library are study rooms, access to printing services, research guides, databases, and information literacy resources. The library is equipped with tablets, laptops, headsets, webcams, and computer stations for student and faculty use. Librarians offer information literacy sessions to classes and provide embedded academic support as requested by faculty.

Existing TCC Library education databases will be utilized including ERIC (EBSCO), Education source, Educators Reference Complete, and Teacher Reference Center. In addition, the library has test prep databases to aid in teacher certification such as Peterson’s Test Prep and PrepStep. Other databases and research guides can be found here: <https://tcc.fl.libguides.com/databases/education>

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

The TCC Library will provide additional supplemental resources by acquiring print teacher certification practice exam study materials for the course reserves collection and acquire practice ESL/ ESOL exam study materials for students planning to become certified and teach English speakers of other languages. This cost has been included in 7.1 Revenues and Expenditures as part of operating expenses.

ACADEMIC CONTENT

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

Admission requirements are listed below:

- Acceptance to Tallahassee Community College as a degree-seeking student with all required admissions documents such as residency received by the TCC admissions navigator team.
- Conferred Associate of Arts degree from a regionally accredited institution including the following provisions: Students must complete the State mandated 36 hours of general education core prior to applying: Communications - 9 hours; Mathematics – 6-9 hours; Social Sciences – 6-9 hours; Humanities – 6-9 hours; Natural Sciences – 6-9 hours; International/Intercultural requirements – 6 hours; and Gordon Rule courses. Please see the TCC Catalog for General Education requirements for Associates in Arts Degree.
 - Maintain a minimum 2.5 overall grade point average on a 4.0 scale
 - Grade of “C” or higher in EDF 1005 (Introduction to the Teaching Profession)
 - Complete BS in Elementary Ed application
 - Meet with an advisor prior to registering for courses

Before a student can enroll in Internship courses, fingerprinting and a Level-2 criminal background check are required. This degree requires student teaching internship experiences in the State of Florida.

Students will be required to submit a separate application for this degree program after receiving the AA degree. The application will be submitted to and reviewed by the College prior to the student beginning the program.

In order for graduates of this program to be certified, students must meet specialization requirements as outlined in [6A-4.01795](#) determined by the Florida Department of Education. Students will also be required to pass the [General Knowledge Test \(GK\)](#).

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

In accordance with the requirements set forth by the Principles of Accreditation, [Southern Association of Colleges and Schools](#), Commission on Colleges (SACSCOC), 3.5.4, at least 25% of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree usually the earned doctorate, or the equivalent of the terminal degree. TCC strives to hire faculty who hold a doctorate degree to teach the baccalaureate level courses.

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

Year 1	Year 2	Year 3
25:1	25:1	25:1

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

TCC will plan to seek accreditation from the [Council for the Accreditation for Educator Preparation \(CAEP\)](#) with a target approval date of the 2025-2026 academic year. The standards of CAEP are designed to ensure that teacher preparation programs equip teachers with the knowledge and skills to support the development of all students. The application and approval process is generally 12-18 months in length

Click or tap here to enter text.

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

CIP Code for Elementary Education is 13.1202. The common prerequisites based on the most recent Common Prerequisite Manual include the following:

EDFX005 (3 Credits) Introduction to Education

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.

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.

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

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

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

Click or tap here to enter text.

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

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

13.7.1 Program of Study for Students with A.A. Degree		
Term 1	Course Title	Credit Hours
	TSL3080: ESOL Issues and Strategies I	3
	RED3309: Early and Emergent Reading K-2	3
	EDF4430: Classroom Assessment	3
	EDG 4323: Professional Teaching Practices	3
	LAE4314: Teaching Language Arts	3
	Total Term Credit Hours	15
Term 2	Course Title	Credit Hours
	EDF4603: Critical Issues in Classroom Management, Ethics, Law, and Safety	3
	LAE3414: Children's Literature	3
	SCE3310: Teaching Science in the Elementary School	3
	SSE3312: Teaching Social Studies	3
	RED4519: Diagnosis, Intervention in Reading	3
	Total Term Credit Hours	15
Term 3	Course Title	Credit Hours
	TSL4081: ESOL Issues and Strategies II	3
	RED4511: Intermediate Literacy, Reading and Thinking	3
	EEX4070: Teaching Exceptional Students	3
	MAE4326: How Children Learn Mathematics	3
	RED4844: Reading Practicum	3
	Total Term Credit Hours	15
Term 4	Course Title	Credit Hours
	MAE4803: Mathematics Content for Elementary Grades	3
	EDF4945: Internship Seminar	3
	EDF4943: Student Internship	9
	Total Term Credit Hours	15
Term 5	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
Program Total Credit Hours:		60

13.7.2	Program of Study for Students with A.S./A.A.S. Degree	
Term 1	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 2	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 3	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 4	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 5	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
	Program Total Credit Hours:	0

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

- Limited Access
 Restricted Access
 N/A

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

[Click or tap here to enter text.](#)

PROGRAM TERMINATION

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

A “teach-out” procedure is included in the College’s academic planning process. This procedure is SACSCOC compliant and includes the following steps:

- Once program termination has been determined, TCC will stop accepting new students to the program.
- TCC will develop a timeline and schedule for continuation of courses needed by currently enrolled students.
- TCC will notify currently enrolled students, in writing, of the schedule of courses and last semester being offered.
- TCC will work with individual students on an academic plan to assure opportunity to complete the program or to assist in transfer to a program at another institution.
- Faculty teaching in the program will be assigned to other programs for which they are qualified to teach, will be offered the opportunity to take up to 18 hours of graduate credit in a related field for which TCC needs qualified faculty, or, if no other alternative exists, will be terminated in accordance with TCC policy, Collective Bargaining Agreement, as well as state and federal laws governing such termination.
- TCC will notify appropriate state agencies of the program termination.

SUPPLEMENTAL MATERIALS

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

[Click or tap here to enter text.](#)

TCC has received letter of support from the three current institutions that offer the B.S. program in Elementary Education. The complete letters of support are included in the supplementary documentation portion of the proposal.

On September 14, 2022, our College received a letter of support from Flagler College whose program is being terminated at their Tallahassee location. As the letter states, “As Flagler re-examines its role in this partnership, we are very eager that the programs continue to exist to fulfill the needs of the capital city region-especially in the field of teacher-training. We can think of no better steward to continue that our institutions have built together than Tallahassee Community College.”

On September 7, 2022, our College received a letter from Florida State University in support of our bachelors’ program. As their letter states, “As Associate Vice President Jennifer Buchanan expressed on my behalf during your recent meeting, we do support your efforts to prepare qualified teachers to enter the workforce and do not have concerns that TCC programs would impact the FSU College of Education’s ability to attract appropriate candidates to its programs in these areas.” With that said, FSU did express a concern with regards to offering the same program.

On August 18, 2022, our College received a letter of support from Florida A&M University. In their letter, the University extends their support for our bachelors program; however, expressed a concern with regards to offering the same program. “Regarding the proposed degree in Elementary Education with ESOL and Reading Endorsements, this program is offered at FAMU. Through the FAMU Ignite program and partnership with TCC, FAMU enrolls a substantial number of transfer students from TCC seeking entry into our Elementary Education program.” While they expressed a concern regarding a possible negative impact on FAMU enrollment, they “welcome continued discussions with [our] team and opportunities to create additional partnerships to produce qualified teachers in the State of Florida.” Based on the current number of students at TCC who have designated Elementary Education as their major (i.e., 472), and the projected number of students projected to enroll in our program (i.e., 100), any concerns regarding negative impacts on enrollment in other programs most likely would be unfounded. Additionally, our program is replacing a gap left by the termination of a current program that has been co-existing with both FSU and FAMU without negative impacts on enrollment in those programs.

Our College strives to continue our excellent partnerships with both FSU and FAMU as we work together to graduate excellent educators that can meet the critical shortage areas as well as current and future workforce demands.

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

Tallahassee Community College has not received nor are we aware of any alternative proposals or objections to this program.