

**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](mailto: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.	Valencia College
Institution President.	Dr. Kathleen Plinske

## 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.	August 2024
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS)  If you selected AS/AAS, please specify the program:  Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Elementary Education

## 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.

The demand for qualified Kindergarten and elementary teachers is at an all-time high and is growing at a fast rate, particularly in Orange and Osceola counties, well into the future. According to the Florida Department of Economic Opportunity (DEO) 2023-2031 employment projections, the employment demand for the Standard Occupational Classification (SOC) code 25-2021 Elementary School Teachers, Except Special Education shows 497 annual openings. This is at an all-time high for the proposed CIP 13.1202 (Elementary Education) bachelor's program. This indicates a total of 479 projected annual job openings through 2031 (Table 3.1.1). In 2021-22, there were 316 total graduates with a BS in Elementary Education from public and private institutions in Valencia's service area, leaving 181 of the total job openings unfilled.

The Bachelor of Science (BS) in Elementary Education program at Valencia College will be designed as a 2+2 pathway with the Associate of Arts (AA) degree being the primary pathway into the bachelor program. The curriculum within the Bachelor of Science program in Elementary Education, is in accordance with 1004.04 F.S. which defines the Uniform Core Curriculum, include courses in Teaching and Learning, Teaching Science, Mathematics, Reading, and ESOL (curriculum, methods, and assessment), and instructional strategies designed to prepare candidates in the Florida Educator Accomplished Practices (per Rule 6A-5.065) to learn how to develop and implement effective classroom management and instructional techniques and strategies. The curriculum also requires the candidates to comply with Florida Principles of Professional Conduct in Rule 6A-10.081, in applying their knowledge by participating in- field and paid internship experiences in Orange and Osceola County schools working with children in kindergarten through sixth grade. In addition, all courses will be aligned to the Florida Educator Accomplished Practices and the Florida Teacher Certification Examination competencies as prescribed in 6A-4.0021, F.A.C. for the Elementary Education Subject – Area Examinations and the Professional Education Exam. Clinical experience courses will be coordinated with Orange and Osceola school district partners to ensure continuity of expectations and communication throughout the program and that placements are diverse in nature and high-quality for each student (Table 13.7.1). All courses and course content will comply with Florida Statutes.

All courses within the proposed degree program will be delivered in combination of mixed modes or face-to-face and the required practical and clinical courses will be completed only in face-to-face. Students from Valencia's proposed program will graduate with state required Reading and ESOL Endorsements and will be certified and employed throughout the state of Florida including Orange County Public Schools (OCPS) and School District of Osceola County (SDOC) as

kindergarten and elementary school teachers in public, private, and charter schools with a projected median annual wage of \$60,087 (Table 3.1.1).

Additionally, Valencia is working with Orange and Osceola school Superintendents Dr. Mark Shanoff (SDOC) and Superintendent Dr. Maria F. Vazquez (OCPS) to develop a Teacher Apprenticeship Program. The goal for this program is to allow Orange and Osceola County District paraprofessionals, who meet the eligibility criteria established in F.S. 1012.555, to earn their Bachelor of Science degrees in Elementary Education at no or minimal cost. The curriculum for the teacher apprenticeship will be delivered through a combination of upper division baccalaureate coursework, on the job training, and related technical instructions that fulfill the degree requirements. We anticipate that apprentices will be hired into full-time teaching positions within the district that sponsored their apprenticeship upon successful completion of the BS degree program. Valencia will partner with both school districts, to recruit apprentice teachers and to train, monitor, and support teacher mentors.

### **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.

The primary Federal CIP code for the proposed BS in Elementary Education is 13.1202 and is aligned to Standard Occupational Classification (SOC) codes 25-2021 Elementary School Teachers, Except Special Education (Table 3.1.1). According to the Florida Department of Economic Opportunity (DEO), in 2023, there were a total of 5,314 elementary teachers employed in Orange and Osceola County schools. DEO employment projections also show the need will increase to 6,013 by the year 2031 which makes the annual employment demand for the SOC 25-2021 in Valencia's service area at 497 with over 13% growth and a median annual wage of \$60,087 (Table 3.1.1).

According to the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES), University of Central Florida (UCF) is the only public institution in Valencia's service area which offers a BS in Elementary Education (CIP13.1202). IPEDS shows in 2021-22, UCF graduated a total of 299 students. IPEDS also shows Rollins College, a regionally accredited nonpublic institution that offers a BS in Elementary Education, to have had only 17 graduates in 2021-22. Among both institutions, the 5-year average (2017-22) of program completers is 353 (Table 3.1.3) which is 71% of the total annual job opening (497) leaving 29% (144) of the demand unfilled (table 3.1.4).

Orange County Public Schools (OCPS) is one of the largest employers in Orange County. In the 2022-23 school year, OCPS had 24,294 instructional and classified employees serving over 208,000 students, making it the 9th largest school district in the United States and the 4<sup>th</sup> largest in the state of Florida. School District of Osceola County (SDOC) is also in Valencia's service area with 7,300 employees serving more than 69,000 students in kindergarten through 12th grade in 60 schools throughout Osceola County. Florida Teacher Association reports that in August 2022, there were a total of 10,771 advertised vacancies for teachers and support staff in Florida forcing districts to deal with the shortages in classrooms by hiring untrained teachers with temporary certificates as well as employing a large number of substitutes. Although this number is not just Valencia's service area, we believe the proposed program will assist to alleviate some of these shortages. <https://feaweb.org/issues-action/teacher-and-staff-shortage/>

The America's City Business Journals, and Orlando Economic Partnership (OEP) 2030 report, show that Orlando is forecast to be "the second fastest growing large metropolitan area in the United States moving toward 2030" (<https://info.orlandoedc.com/hubfs/2030report.pdf>)

Furthermore, the Census Bureau (<https://www.census.gov/library/stories/state-by-state/florida-population-change-between-census-decade.html>) anticipates rapid growth in Osceola County from 2010- 2030, with a 50+% increase from 187,000 residents to 391,000. Central Florida's substantial population growth coincides with EMSI/Lightcast identifying the region as a hotspot for projected job increase.

Considering the projected population growth, the volume of current unmet need, it is critical for Valencia to offer the proposed BS degree in Elementary Education. This need is further substantiated by the letters of support from school superintendents in Orange and Osceola Counties for Valencia's proposed program.









## 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	497	316	353	181	144						
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.

Orange and Osceola Counties are experiencing rapid population growth, with the Orlando Economic Partnership (OEP) stating that more than 1,000 people move to the region each week. Using projections produced by America's City Business Journals, OEP states that Orlando is forecast to be "the second fastest growing large metropolitan area in the United States moving toward 2030." The Census Bureau anticipates rapid growth in Osceola County from 2010 – 2030, with a 50+% population increase from 187,000 residents to 391,000. (<https://www.census.gov/library/stories/state-by-state/florida-population-change-between-census-decade.html>)

It is essential that all students are provided with an opportunity to achieve their highest academic, professional, and life goals. In 2022-23 school year, both OCPS and SDOC enrolled over 280,000 students with 143,000 students enrolled in kindergarten through grade level 6. The enrollment is expected to increase as the population continues to grow. <https://edudata.fldoe.org/ReportCards/Schools.html?school=0000&district=48>

Central Florida's substantial population growth aligns with a much higher demand for kindergarten and elementary school teachers for the next several years. This anticipated need is not entirely reflected by the Florida Department of Economic Opportunity (DEO) for Valencia's service district. Dr. Mark Shanoff, Superintendent of School District of Osceola County in his support letter to Valencia College President Dr. Plinske stated "Forecasted population growth within our county and already existing teacher shortages creates a dramatic need for qualified educators." Dr. Shanoff is very eager to participate in a strategic and innovative partnership with Valencia to produce qualified teachers (See appendix A). Orange County Public Schools (OCPS) hire hundreds of new teachers each year for kindergarten and elementary schools. OCPS has a continued need to attract, recruit, and retain highly qualified teachers. In a support letter, Dr. Maria F. Vazquez, Superintendent Orange County Public Schools acknowledges that "Valencia College believes the Bachelor of Science in Elementary Education will be a significant resource for OCPS." (See appendix A). Dr. Vasquez also agrees with Dr. Plinske that, this new program will also expand the partnership with OCPS by forming an education advisory council, and through collaboration, grow a local workforce of teachers who understand the needs of our students throughout Orange County. It is important to mention the recent year (2021-22) program completers by both institutions in Valencia service area shows that only 316 of the 479 K-6 positions needed, are being filled annually by Orange and Osceola school districts, leaving significant number of positions (181) needed annually unfilled.

In March 2022, a survey of 55 currently enrolled in the Education Degree Pathway program at Valencia College was conducted to learn about their interest to complete their bachelor's

degree at Valencia. The result of the survey (question 3) showed that 16 students out of 18 respondents would be interested in studying for that degree at Valencia College if Valencia offered a Bachelor of Science in Elementary Education (Appendix B).

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.

The education level identified by both the Florida Department of Economic Opportunity (DEO) and Bureau of Labor Statistics (BLS) is the baccalaureate degree.

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

Upon completion of the Bachelor of Science in Elementary Education program at Valencia College, graduates will be eligible for Florida Elementary Teacher Certification (K-6) and endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). Valencia graduates will be well prepared for employment and qualified to work in Florida public, charter, and private schools as teachers from kindergarten to grade six. Graduates will be eligible to transfer to master's degree programs to further their education and career advancement opportunities.

## 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:	\$ 103.06	69	\$ 7,111
Tuition & Fees for upper division:	\$ 112.19	51	\$ 5,722
<b>Tuition &amp; Fees (Total):</b>		<b>120</b>	<b>\$ 12,833</b>

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

Students majoring in this program will have the opportunity to graduate from the program for a total of no more than \$10,000. Valencia's Foundation will assume the balance of the tuition once the student has met the eligibility requirements and has exhausted all out-of-pocket expenses including payments to Valencia in the form of cash, checks, credit cards, Florida Pre-Paid Tuition Program payments or tuition-based loans. A degree audit will be conducted to ensure continued eligibility in the program. A list of eligibility is provided in Appendix C.

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Central Florida	\$ 212.28	120	\$ 25,474
			\$ -
			\$ -
			\$ -
			\$ -

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
Rollins College	\$ 504.83	120	\$ 60,580
			\$ -
			\$ -
			\$ -
			\$ -

## 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.

		2024-25	2025-26	2026-27	2027-28
5.2	Unduplicated headcount enrollment:	60	120	200	250
5.3	Program Student Credit Hours (Resident)	1,440	2,880	4,800	6,000
5.4	Program Student Credit Hours (Non-resident)	0	0	0	0
5.5	Program FTE - Resident (Hours divided by 30)	48	96	160	200
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	48	96	160	200

**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.

		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
6.2	Count of Degrees Awarded	NA	54	110	180
6.3	Number of Graduates Employed	NA	49	99	162
6.4	Average Starting Salary	NA	\$54,000	\$61,000	\$68,000

Valencia expects to have the first cohort of graduates in the year 2025-26 academic year with an estimated 90% graduation rate. Valencia also believes that 90% of graduates will be employed in 2025-26. This trend is expected to continue in the following years.

## 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.

		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
7.2	Program Expenditures:	\$ 174,567.00	\$ 302,813.00	\$ 380,605.00	\$ 437,336.00
7.2.1	Instructional Expenses	\$ 130,669.00	\$ 257,559.00	\$ 333,918.00	\$ 389,131.00
7.2.2	Operating Expenses	\$ 43,898.00	\$ 45,254.00	\$ 46,687.00	\$ 48,205.00
7.2.3	Capital Outlay				
7.3	Revenue:	\$ 161,554.00	\$ 323,107.00	\$ 538,512.00	\$ 673,140.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 132,178.00	\$ 264,355.00	\$ 440,592.00	\$ 550,740.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees	\$ 29,376.00	\$ 58,752.00	\$ 97,920.00	\$ 122,400.00
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 161,554.00	\$ 323,107.00	\$ 538,512.00	\$ 673,140.00
7.4.2	Total Unexpended Funds (carry forward)	\$ (13,013.00)	\$ 20,294.00	\$ 157,907.00	\$ 235,804.00

\*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.

Click or tap here to enter text.

The projected enrollment for Valencia's B.S. program in Elementary Education is based on several factors:

- a) Valencia's current Career Path A.A. degree graduates.
- b) The size of the high school student cohort enrolled in dual enrollment pathways.
- c) Number of annual job openings in Orange and Osceola Counties for kindergarten and elementary school teachers.
- d) Continuous collaboration and conversation with the OCPS and SDOC leadership including joint parents and student outreach programs upon entering high school.

**New Admissions:** Considering the above factors, the college expects to admit in the B.S. program 60 students in year one (2024-25) of the program, 120 students in year two, 200 students in year three, and 250 students in year four. Considering the graduation pattern for the A.A. in Education at Valencia College, we project no graduates in 2024-25 and based on the student headcount of 60 in year one and a well-planned course enrollment plan, the college estimates annually an attrition rate of up to 10%, providing the first cohort of graduates of 54 students in year two, 110 graduates in year three, and 180 graduates in year four of the program. We also believe a majority of graduates from teacher preparation institutes are normally hired in their final internship course and are highly desirable based on their level of readiness, preparation, and certification.

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.

Click or tap here to enter text.

The proposed B.S. in Elementary Education will be funded by tuition, Florida College System Program Funds, and other student fees.

**Tuition:** Revenue is based on planned student enrollment as outlined in Table 5.2 with the assumption that all the student enrollment is resident based. No tuition increases are projected over the four years in the table.

**College Operating Funds:** The Executive Dean of School of Public Service and Legal Studies, Dr. Jeff Goltz, and Dr. Susan Dunn, Dean of Behav/Social Science have been overseeing the development of the program and will continue to oversee the implementation and operation of the program. In addition to the current full-time faculty with master’s and doctoral credentials who are available to teach the upper-level courses, Dr. Goltz has also secured a new full-time faculty to start teaching the upper-level courses in the Fall of 2024. To meet the enrollment demand, additional part-time faculty will be hired to teach upper-level courses. For program budgeting purposes only “new” program expenditures have been included, thus no revenue from the Florida College System Program Fund has been included since these costs are already a component of the College’s recurring operating budget.

**Other Student Fees:** There are no anticipated lab fees. During the academic year 2024-25, the college anticipates incurring program expenditures for the B.S. upper-level courses at a projected amount of \$174,567; this includes faculty (full-time and part-time) salaries and fringes, faculty & staff Professional Development (PD) including travel, 50% salary for a career program advisor, additional library materials, instructional material & supplies, minor equipment, and program marketing. Due to projected enrollment growth, the college anticipates a program cost of \$302,813 for 2025-26, \$380,606 for 2026-27, and \$437,336 for the year 2027-28. Any future tuition increases have not been incorporated in these calculations. Currently, special equipment purchases are not required for this program. Valencia College is committed to quality education. The college's Human Resources (HR) office has adopted a strong PD program for all faculty and staff. The PD program includes professional leadership, in-service training opportunities for best teaching practices, and profession enhancement opportunities. The projected budget (Table 7.1) adequately reflects the needed annual budget through 2027-2028 to support instruction, faculty & staff professional development, student services and support system, program marketing material, and the necessary materials and supplies.

## 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.

Click or tap here to enter text.

	Date(s)	Attendees	Description of Activity
Establishment of the need for the program	9/30/2020 10/9/2020	Dr. Paula DaSilva, Dr. Rhonda Atkinson, Dr. Susan Dunn	Discussed potential Elementary education degree to serve high needs populations
	11/30/2020	Dr. Nasser Hedayat Dr. Mark Collins, Dr. Scott Creamer Dr. Susan Dunn	Shared the idea for potential Elementary education degree with the AVP of Career and Workforce Education
	12/8/2020	Dr. Terri Daniels Dr. Susan Dunn	Update Valencia's West Campus President on potential degree.
Conversation with College Leadership	4/19/2021	Dr. Susan Dunn, Dr. Terri Graham, Dr. Isis Artze Vega	To discuss with the VP of Academic Affairs the potential bachelor program.
	4/22/2021	Dr. Nasser Hedayat Dr. Susan Dunn	Reviewed the labor market data to support the bachelor's degree in Elementary Education
	2/02/2023	Dr. Isis Artze Vega Dr. Susan Dunn Dr. Mark Collins Dr. Scott Creamer Ellen Costello, Dr. Paula DaSilva Dr. Molly McIntire Dr. Robyn Brighton Dr. Cheryl Robinson Dr. Landon Shephard Kimberly Foster Jane Maguire Dr. Wendy Givoglu Dr. Lancelot Gooden Dr. Sobia Khan Dr. Danny Hoey Dr. Nasser Hedayat	Conversation on the Teacher preparation requirements and the next steps
Program Development Process and Timelines	2/15/2023 4/18/2023 5/12/2023 6/01/2023	Dr. Susan Dunn Dr. Danny Hoey Dr. Paula DaSilva Dr. Molly McIntire Ellen Costello Dr. Jeff Goltz Dr. Nasser Hedayat	Follow-up meeting to finalize recommendations regarding potential BS degrees in education, grow your own frameworks, and teacher apprenticeship programs. Evaluation of the community workforce needs for Elementary Education. Discuss the timeline for

			the program development and program approval.
Program Approval Requirements	7/21/2023 7/25/2023 7/31/2023	Dr. Danny Hoey Dr. Jeff Goltz Dr. Paula DaSilva Ellen Costello, Dr. Kris Vastbinder Dr. Susan Dunn	Conversation on several topics including, program curriculum and course outlines, curriculum committee submission, Notice of Intent, and Proposal submission timelines, and start date of the program.
Communication Plan with External Stakeholders	8/01/2023	Dr. Jeff Goltz Dr. Nasser Hedayat Dr. Susan Dunn	Communication process and timelines with external stakeholders, community partners, State and SACS approval timelines.
Board of Trustees	9/14/2023	Valencia's DBOT members and College Senior Leadership	Approval of new program
Program Budget	11/6/2023	Dr. Nasser Hedayat Vanessa Ramos	Prepared budget details for program expenditures and revenue based on the projected enrollment.
Curriculum Approval	12/6/2023	Susan Dunn, Valencia College Curriculum Committee	Faculty and dean presented the Program and courses to the curriculum committee and received approval.

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.

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

Engagement Activities	Date(s)	Attendees	Description of Activity
Initial conversation with University of Central Florida (UCF). Establishment of the need for the program	4/07/2021	<b>Valencia:</b> Dr. Susan Dunn, Dr. Terri Graham, Dr. Isis Artze Vega, <b>UCF:</b> Pamela Carroll, Dr. Malcolm Butler, Dr. Kimberly Hardy, Dr. Tanya	UCF/Valencia discussion regarding Elementary Education Bachelor's degree to support urban/high needs populations.

		Armstrong, Dr. Pam Cavanaugh	
	8/31/2022	<b>Valencia:</b> Dr. Danny Hoey, Dr. Susan Dunn <b>UCF:</b> Dr. Kim Hardy, Dr Tanya Armstrong	Meeting to discuss UCF Elementary Education updates – UCF informed Valencia team of their decision to stop offering Elementary Education BS degree courses at Valencia’s West Campus
	8/31/2023	<b>Valencia:</b> Dr. Isis Artze Vega, Dr. Danny Hoey, Dr. Wendy Givoglu, Dr. Jeff Goltz, Dr. Nasser Hedayat, Dr. Susan Dunn. <b>UCF:</b> Dr. Andrea Borowczak, Dr. Ronnie Zimmerman, Dr. Taylar Wenzel, Dr. Paul Dosal, Dr. Grant Hayes, Dr. Orin Smith, Dr. Pam Cavanaugh	Follow-up discussion for proposed Elementary Education BS degree with UCF stakeholders. Reviewed UCF data on student enrollment, graduates, and residency.
Collaboration with OCPS Leadership Team	12/4/2023	<b>OCPS:</b> Michael Armbruster, Robert Bixler, Bonnie Toffoli, Carol Tingley, Kelly Paduano, Mary Bridges, Rahim Jones <b>Valencia:</b> Nasser Hedayat, Susan Dunn, Jeff Goltz, Molly McIntire, Ellen Costello, Gwen Murrell	Continued discussions with school district. Discussed early college program in education and plans for dual enrollment courses.

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

9.3.1 Public Universities in College's Service District

Date(s): 4/7/ 2022, 7/25/2023, 8/31/2023, 9/7/2023, 9/13/2023, 9/19/2023, 3/6/2024

Institution(s): University of Central Florida

Activity Descriptions and Outcomes:

On April 7, 2022, Dr. Plinske and UCF President Dr. Cartwright discussed Valencia's interest in offering a BS in Elementary Education. On July 25, 2023, Dr. Plinske shared with Dr. Cartwright and his leadership team, as well as the presidents of College of Central Florida, Daytona State College , Eastern Florida State College, Lake-Sumter State College, Seminole State College (FCS institutions in the DirectConnect to UCF consortium), that Valencia was interested in offering a bachelor's degree in elementary education via the newly conceived teacher apprenticeship model. This was well received by the group as every other FCS institution represented already offered or was in the process of applying to offer a bachelor's degree in education. As a follow up, on 8/31/2023, Valencia team held a zoom meeting with UCF representatives and shared the program plan for the Elementary Education BS degree. The UCF team shared their data on student enrollment, graduates, and residency, and expressed some reservations about the impact that Valencia's potential program offering might have on their program enrollment.

As a result of these concerns, President Plinske reached out to the superintendents of Orange and Osceola counties to further understand the districts' needs. President Plinske met with Superintendent Mark Shanoff of the School District of Osceola County (SDOC) on September 7, 2023. Superintendent Shanoff described the great lengths to which the SDOC must go to recruit teachers – including recruiting out of state and abroad. Superintendent Shanoff remarked how much of a positive impact it would have if the district could recruit “across the street” in Kissimmee. He underscored that UCF graduates did not represent a large proportion of their teacher population. President Plinske asked Superintendent Shanoff what percentage of teachers at the SDOC earned their bachelor's degree from UCF; his team reviewed their teacher credentialing data and found that it was fewer than 20%.

On September 13, 2023, prior to the Valencia College District Board of Trustees' consideration of the degree proposal, President Plinske spoke with President Cartwright to discuss the UCF College of Education's concerns that a baccalaureate program offered by Valencia could impact enrollment at UCF. Presidents Cartwright and Plinske reached an agreement that Valencia would offer the bachelor's degree program via the apprenticeship model to differentiate the program from UCF's traditional offering.

On September 19, 2023, President Plinske met with Superintendent Vazquez to confirm that Orange County Public School's (OCPS) needs exceeded the number of graduates from UCF's programs.

Superintendent Vazquez confirmed that they have many more teacher vacancies than can be filled by UCF's graduates, and she was excited about the possibility of OCPS graduates being able to stay local to attend Valencia and then find employment at their local elementary school. Similar to Superintendent Shanoff, she confirmed that this program would be instrumental in helping to address the district's teacher shortage.

In compiling this application for the State Board of Education, Valencia College had requested a letter of support from UCF. President Plinske spoke with President Cartwright again regarding their support and a letter on March 6, 2024. At that meeting, President Cartwright confirmed that UCF does not oppose Valencia's proposed bachelor's degree program in elementary education, and that they could document as such in their proposal. He indicated that since they had not sent a letter of support to Lake Sumter State College's proposal (also in their Direct Connect consortium), that the university would continue that process and would not send a separate letter for Valencia.

### 9.3.2 Regionally Accredited Institutions in College's Service District

Date(s): 12/12/2023, 3/6/2024

Institution(s): Rollins College

#### Activity Descriptions and Outcomes:

Dr. Hedayat through the president of CEO Nexus Steve Quello requested a meeting with the Dean at Rollins College to discuss articulation of bachelor to master program at Rollins. President Plinske discussed Valencia's proposal with President Cornwell on March 6, 2024. President Cornwell expressed full support for Valencia's proposal.

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

Date(s): 8/11/2023

Institution(s): Seminole State College, Lake Sumter State College, Daytona State College, Eastern College

#### Activity Descriptions and Outcomes:

Dr. Hedayat communicated with each institution listed above, Valencia's plan for the BS in Elementary Education and the workforce data presented in table 3.1.1 through 3.1.4. All institutions expressed their support for Valencia to offer the new bachelor program.

## PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	9/19/2023
10.2	Indicate the date of District Board of Trustees approval.	9/14/2023
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	9/29/2023
10.4	Indicate the date the completed proposal was submitted to DFC.	1/14/2024
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the <a href="#">next SBOE meeting</a>.</p>	3/27/2024
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	3/15/2024
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	4/15/2024
10.8	Indicate the targeted date that upper-division courses are to begin.	8/22/2024



## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

The School of Public Service and Legal Studies currently has 16 dedicated (30 student capacity) general lecture rooms, 2 computer labs, and 36 offices for program faculty, advisers, and administrators. Other classrooms available at other Valencia's campuses will be utilized as needed. All existing classrooms are equipped with the latest technology and required software.

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

The current computer labs, general classrooms, and faculty offices available to this program adequately support the required upper-level courses for the B.S. program for the first four years of the program. All computers in the labs and faculty offices will be updated with the required software through the college technology refresh program. The college leadership is also committed to allocate additional rooms and computers as needed.

## LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

Currently, libraries at Valencia College campuses have extensive databases that support the needs of all students, faculty, and staff by offering services, including electronic library services, access to the internet, and information literacy instruction. The library collections include more than 56,052 books, 320,947 e-books, 3,990 audiovisual materials, 4 print serial subscriptions, and 162 online databases. The library staff works closely with the department faculty to ensure the latest resources will be available to support the curriculum. Full-service libraries are located on all of Valencia's campuses.

Valencia librarians conducted a thorough inventory of currently available journals, library/media resources that support the Bachelor of Science in Elementary Education program including child development, teaching all subject areas (English, Reading, Science, Social Sciences, Mathematics), teaching exceptional students (both gifted and students with learning disabilities and emotional disabilities), e-learning, distance learning, assessment, curriculum and instruction, and education policies and professional topics. The number of journals available to Valencia students will supplement the approved courses (table 13.7.1) for the elementary education program that will offer students the most up-to-date curriculum and research available that is aligned to the Uniform Core Curriculum and Florida Statutes. Journals selected for use in coursework will be continuously monitored for alignment to FLDOE and Florida statutory requirements.

Through a statewide reciprocal agreement, students also have access to library materials from

Florida public colleges and universities. Valencia libraries are open from 8:00 a.m. to 7:00 p.m. Monday – Thursdays, 8:00am to 5:00pm on Fridays, and 8:00am to 2:00pm on Saturdays, and closed on Sundays.

Valencia also has online services via [Ask-A-Librarian](#) Remote Service. Remote services are the Statewide Staffed Academic Desk Hours where student can text, chat, or e-mail for virtual research help. When Valencia librarians are available, student will directly reach Valencia’s local desk. Remote services via Ask-A-Librarian, is available Mondays through Sundays from 10:00am to Midnight.

The library provides a space and atmosphere conducive to study and research. Valencia libraries provide a variety of seating areas for studying and are equipped with computers for student use. These computers are maintained and refreshed by the College’s OIT department.

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

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

Valencia librarians in collaboration with faculty and staff will determine the need for any new journal or books that adhere to Florida statutes. Strategies used to identify appropriate baccalaureate-level materials for the Bachelor of Science in Elementary Education program will include:

- a. Consult GOBI Library Collection Development System to identify program-related e-books and print resources as recommended by the Florida Department of Education.
- b. Review the current program-related holdings at all Florida college.
- c. Continuously review program-specific classes offered at colleges with a similar degree for course-specific textbooks and materials to support the program adhere to Florida statutes.
- d. The Valencia Libraries’ collections are strong in the related programs and common specializations in the AA Education degrees and the Teacher Preparation and Re-Certification programs.

## 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).

Click or tap here to enter text.

To be considered for admission into the B.S. in Elementary Education at Valencia College, students must submit official transcripts from all prior colleges and universities and must meet one of the following criteria:

- Completion of an associate in arts (A.A) degree\* from a regionally accredited institution with a minimum of 60 semester hours of course work and a 2.5 overall Grade Point Average (GPA).
- Completion of EDF X005 Introduction to the Teaching Profession is required.
- Other Associate or higher degrees must be formally evaluated by the department for admission.

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

25%

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?

Currently no specialized program accreditation is being considered.

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

13.1202 Elementary Education, track 1 in Common Prerequisite Manual with EDF X005 INTRODUCTION TO THE TEACHING PROFESSION as established common prerequisite.

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	
<b>Term 1</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDG 2413	Student Centered Classroom Learning Environment(PC)	3
EDF 2051	Teaching & Learning Theory (PC)	3
EDF 3609	Social and Historical Foundations (PC)	3
RED 3042	Intro to Reading and Content K-12 (PC)	3
EDF 2291	Instructional Strategies (PC)	3
	Total Term Credit Hours	15
<b>Term 2</b>	<b>Course Title</b>	<b>Credit Hours</b>
RED 4352	Differentiated Instruction and Assessment for Literacy (PC)	3
EEX 3084	Differentiated Instruction of Exceptional and Diverse Students (PC)	3
TSL 3080	ESOL Foundations: Culture and Language (PC)	3
SCE 3310	Teaching Science in Elementary School (PC)	3
MAE 3310	Teaching Mathematics I (PC)	3
	Total Term Credit Hours	15
<b>Term 3</b>	<b>Course Title</b>	<b>Credit Hours</b>
LAE 4314	Teaching Language Arts (PC)	3
SSE 3312	Teaching Social Studies (PC)	3
TSL 4100	ESOL: Curriculum, Methods, and Assessment (PC)	3
SCE 3832	Science Concepts in the Elementary Classroom (PC)	3
MAE 4311	Teaching Mathematics II (PC)	3
	Total Term Credit Hours	15
<b>Term 4</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDE 4936	Seminar in Elementary Education (PC)	3
EDE 4943	Student Teaching in Elementary Education (PC)	9
RED 4941	Clinical Field Experience in Reading (PC)	3
	Total Term Credit Hours	15
<b>Term 5</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
<b>Term 6</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>60</b>

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

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.

NA

## PROGRAM TERMINATION

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

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

Valencia has a detailed process for program discontinuation. The following steps will be taken if it becomes necessary for Valencia to terminate the B.S. in Elementary Education program. Based on the outcome of a program evaluation, including a comprehensive analysis of workforce demand, enrollment data, completion rates, job placement rates, college resources, and community needs, program termination is warranted, the college will make a good faith effort to inform and assist affected students, faculty, administrative and support staff in a timely manner to provide minimal disruption to their course of study or professional careers. The lead academic dean in the program area will develop a plan including a Teach-Out Plan for the discontinuation of the program. The plan will include:

- Date of closure of the program and communication with students, faculty, and staff about the closing of the program including a phase-out timeline.
- Identify students who will be affected by the closing of the program and provide information about the discontinuation of the program.
- Provide students with program options (if any), and how required courses within the program will be offered and scheduled so that students interested can complete their program within a specified timeline.
- Inform faculty and staff related to the program. The college will review other potential program areas of need in which faculty are qualified to teach and/or help in identifying other institutions with potential employment opportunities (if needed).
- Notification and approval of SACSCOC for the discontinuation.
- Notification of the discontinuation to the Florida College System.
- Notification to other external accreditation of the discontinuation (if applicable).



## 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.](#)

The following supporting documents are included:

Appendix A: School Districts Letters of Support

Appendix B: Student Survey

Appendix C: \$10,000 bachelor's degree requirements

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.

No objections or alternative proposals were submitted for this program.

## Appendix A: School Districts Letters of Support

# VALENCIA COLLEGE

September 5, 2023

**Dr. Maria F. Vazquez**  
445 W. Amelia Street  
Orlando, FL 32801

Dr. Vazquez,

Due to the significant shortage of teachers in Orange County, Valencia College is preparing to offer a Bachelor of Science in Elementary Education. I understand Orange County Public Schools (OCPS) hires hundreds of new teachers each year for kindergarten and elementary schools, and that you will have a continued need to attract, recruit, and retain highly qualified teachers. Our workforce mission at Valencia College is to be responsive to the needs of our local community, and I am confident this new program will help meet OCPS's workforce needs.

This new teaching program will also expand our partnership with OCPS by forming an education advisory council, and through our collaboration, develop pipelines to grow the local workforce of teachers who understand the diversity and needs of our students throughout Orange County.

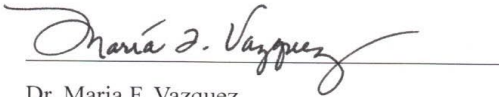
Valencia College believes the Bachelor of Science in Elementary Education will be a significant resource for OCPS and our community, and I am seeking your support for this program.

Thank you,



Kathleen Plinske, Ed.D.  
President, Valencia College

In full support of Valencia College's Bachelor of Science in Elementary Education:



Dr. Maria F. Vazquez  
Superintendent, Orange County Public Schools

# VALENCIA COLLEGE

September 5, 2023

**Dr. Mark Shanoff**  
817 Bill Beck Boulevard  
Kissimmee, Florida 34744

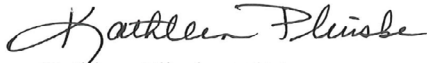
Dr. Shanoff,

Due to the significant shortage of teachers in Osceola County, Valencia College is preparing to offer a Bachelor of Science in Elementary Education. I understand the School District of Osceola County (SDOC) hires hundreds of new teachers each year for kindergarten and elementary schools and that you will have a continued need to attract, recruit, and retain highly qualified teachers. Our workforce mission at Valencia College is to be responsive to the needs of our local community, and I am confident this new program will help meet SDOC's workforce needs.

This new teaching program will also expand our partnership with SDOC by forming an education advisory council, and through our collaboration, develop pipelines to grow the local workforce of teachers who understand the diversity and needs of our students throughout Osceola County.

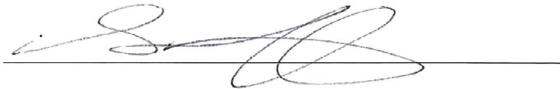
Valencia College believes the Bachelor of Science in Elementary Education will be a significant resource for SDOC and our community, and I am seeking your support for this program.

Thank you,



Kathleen Plinske, Ed.D.  
President, Valencia College

In full support of Valencia College's Bachelor of Science in Elementary Education:



Dr. Mark Shanoff  
Superintendent, School District of Osceola County

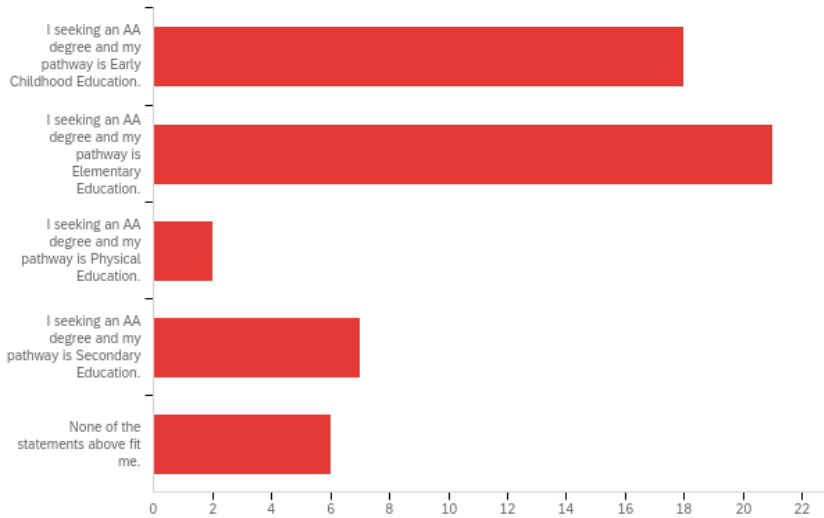
Valencia College

Post Office Box 3028  
Orlando, FL 32802-3028

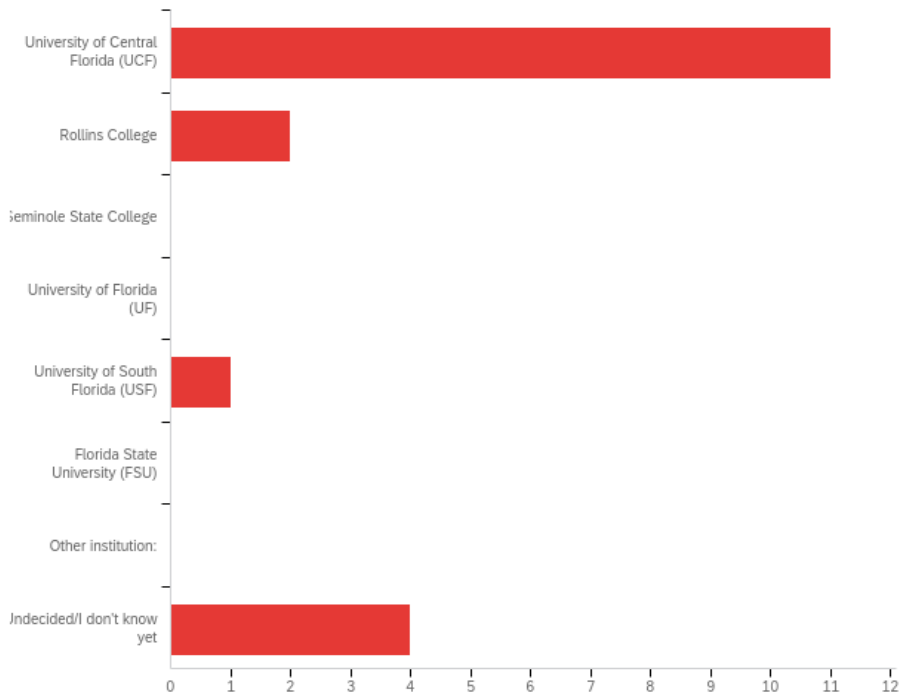
407 299 5000  
valenciacollege.edu

## Appendix B: Student Survey (55 Responses)

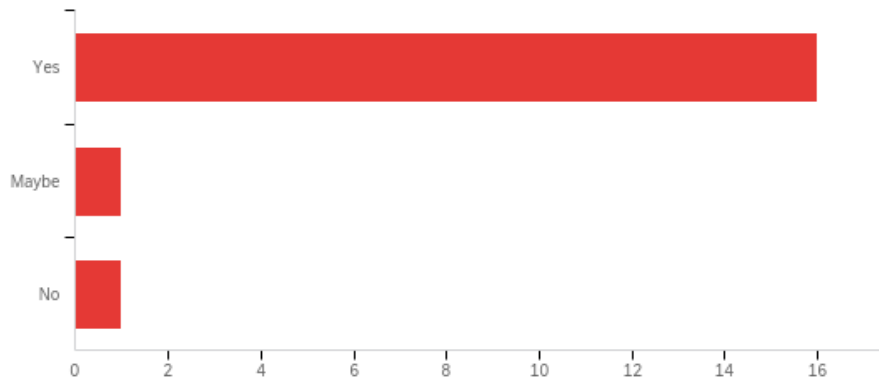
1. According to our records, you are enrolled in an Associate of Arts (AA) degree pathway. Which statement best describes you?



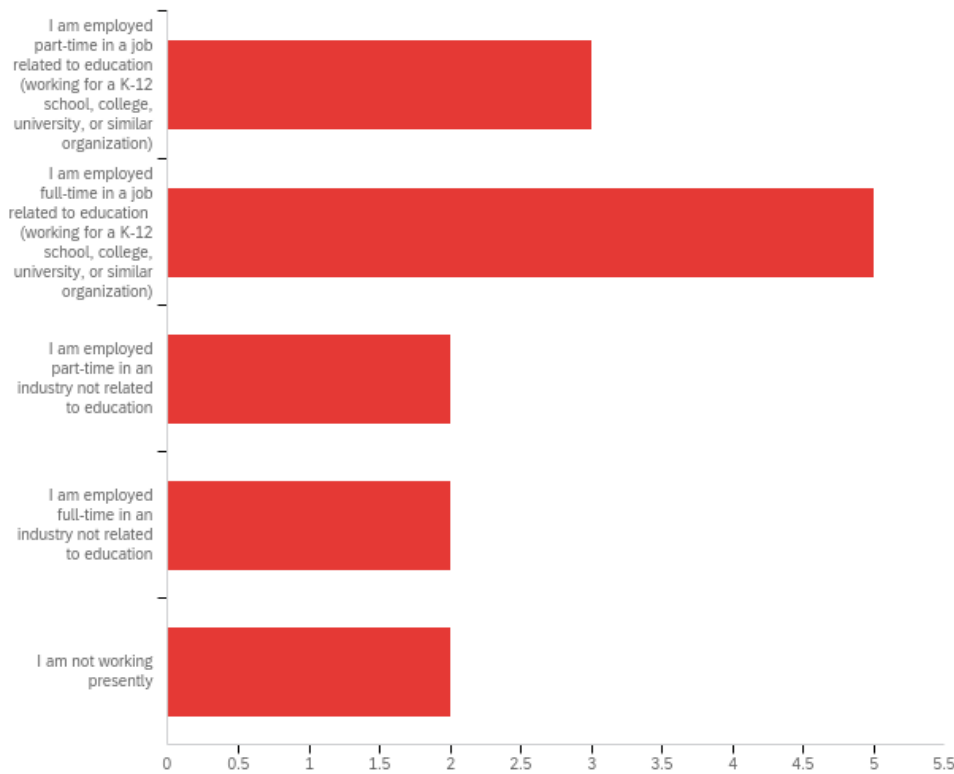
2. Where do you plan to transfer to complete your education bachelor's degree?



**3. If Valencia College offered a Bachelor of Science in Elementary Education, would you be interested in studying for that degree here?**



**4. Please tell us a bit more about your employment status. Select the statement that best describes you.**



## **Appendix C: \$10,000 bachelor's degree requirements**

Students must satisfy the following requirements to qualify for the \$10,000 bachelor's degree.

- Meet Florida residency requirements.
- Have a cumulative 3.0 GPA in all completed college coursework including dual enrollment.
- Provide high school transcripts.
- Demonstrate status as First Time in College Student (not including dual enrollment)
- Must apply for the \$10,000 degree program before the start of their freshman year as an associate degree student.
- Apply for the Baccalaureate Degree upon completion of the A.A. program.
- Maintain continuous enrollment as a full-time student at Valencia College taking courses required for the completion of the declared associate degree.
- Adhere to the established program of study.