FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

BACCALAUREATE PROPOSAL APPLICATION Form No. BAAC-02
Section (s.) 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST
The proposal requires completion of the following components: ☐Institution Information ☐Program summary ☐Program description ☐Workforce demand, supply, and unmet need ☐Student costs: tuition and fees ☐Enrollment projections and funding requirements ☐Planning process ☐Program implementation timeline ☐Facilities and equipment specific to program area ☐Library and media specific to program area ☐Academic content ☐Program termination ☐Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION	
Institution Name.	St. Petersburg College
Institution President.	Dr. Tonjua Williams

PROGRAM SUMMARY		
1.1	Program name.	Building Construction Technology
1.2	Degree type.	☐Bachelor of Science ☒Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	☐Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☐Completely online (Entire degree program delivered via online courses only) ☒Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit). CIP code refers to the taxonomic scheme developed by the U.S. Department of Education's National Center for Education Statistics.	15.1001; Track #4
1.5	Anticipated program implementation date.	Fall 2026
1.6	What are the primary pathways for admission to the program? Check all that apply.	☒Associate in Arts (AA) ☒Associate in Science (AS) ☐Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Building Design and Construction Management A.S. (ARCH-AS; CIP#1604090100; 66 credits)
1.7	Is the degree program a STEM (science, technology, engineering or mathematics) focus area?	☒Yes ☐No
1.8	List program concentration(s) or track(s) (if applicable).	Track #4 (New)

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 St. Petersburg College Building Arts Advisory Committee and members of the Tampa Bay area's construction and architecture building communities have noted a lack of degreed construction engineers and technologists. Pinellas County, located within the Tampa Bay Area, has several unique factors that support and drive the need for skilled professionals with a bachelor's degree in construction. Pinellas County is a High Population Density and Urban Development area with unmet construction needs due to a combination of rapid growth and limited availability of land for new development. This lack of land creates a strong demand for professionals skilled in urban development, redevelopment, and the maximization of land use through vertical construction and innovative design.

Graduates of the Building Construction Technology Program would obtain specialized skills and knowledge in coastal construction, sustainability, hurricane specific building codes and regulation, retrofitting, repurposing, renovation of existing properties and green building techniques, financial analysis and project management software, blueprint analysis, and cost estimating. Skilled construction managers and cost estimators are needed to both advise and manage these complex construction projects. Pinellas county's growth is driven by tourism with major destinations such as Clearwater, Tampa, St. Petersburg, and the Gulf Coast beaches. The demand for new resorts, hotels, restaurants, and other supporting infrastructure in these areas will create ongoing construction opportunities requiring a high standard of quality, aesthetics, design integration and project management.

Infrastructure modernization and resilience must also be addressed within the county as there is a significant amount of aging infrastructure, including roads, bridges, and public facilities that require renovation or replacement. Florida Commerce estimates that cumulatively, there are 216 annual job openings in Pinellas County for Construction Managers and Cost Estimators. Construction Managers reflect an average annual salary of over $98,000, and Cost Estimators earn more than $69,000 in annual salary. The 2025-2026 Regional Demand Occupation List created by CareerSource Hillsborough/Pinellas shows the need for Construction Managers is growing by .97% with 485 annual openings with an entry level hourly wage of $33.91 and mean wage of $62.19. The same report shows that Cost Estimators have an annual growth of .19 resulting in 174 openings with an entry level hourly wage of $22.06 and mean wage of $38.71. Graduates with expertise in construction technology, cost estimating, and infrastructure development will be in high demand to address these needs. Construction managers who understand resilient design techniques and principles will be essential for projects that protect the county's infrastructure, especially during natural disasters.

St. Petersburg College currently offers an Associate in Science program in Building Design and Construction Management, which will articulate into the bachelor's degree in Building Construction Technology. It is also our standard practice to develop an associate in arts transfer program to prepare students for entry into the baccalaureate program. These programs create a pathway for students who wish to pursue a bachelor's in building construction technology. The curriculum covers a wide range of subject matter, including materials and methods, design technologies, surveying, estimating, project management, construction safety and law. All courses and course content comply with Senate Bill 266 which modified section (s)1007.25, Florida Statute (F.S.) and Rule 6A-14.0303; General Education Course options. Graduates with a bachelor's degree in construction that is aligned to these local challenges and opportunities will be uniquely prepared to support and contribute to a robust economy in Pinellas County.

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. The Standard Occupational Classification (SOC) system is used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. 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 state of Florida and the Tampa Bay region have identified construction and infrastructure development as key components of their long-term economic strategies. A Bachelor of Construction Technology program would align with these strategies and support the region's goal of developing a skilled workforce to meet future demands. The program will focus on regional priorities which include hurricane-resistant construction, coastal development, and smart city initiatives, making the degree relevant to Pinellas County and surrounding areas. The construction industry is a significant employer in Pinellas County, with many firms involved in residential and commercial projects. A bachelor's program in construction would help meet the local industry's demand for educated professionals to help fill the pipeline with local qualified construction degreed citizens. Graduates from this program would be well-positioned to start their own construction-related businesses, contributing to the local economy, and addressing niche markets within the county's construction businesses and organizations. As noted in chart 3.1.1, data from Florida Commerce identifies an estimated 147 annual job openings for Construction Managers in Pinellas County with an annualized salary of more than $98,000. An additional SOC code for careers as Cost Estimators falls within this degree curriculum. The labor data for this career shows an estimated 69 job openings and annualized salary of more than $69,000. The data under chart 3.1.4 identifies that there are no institutions in St. Petersburg Colleges service district offering this baccalaureate degree, and the closest available program is at Seminole State College, over 100 miles away.

DEMAND: FLORIDA DEPARTMENT OF COMMERCE (FloridaCommerce) 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.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2024	2032	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Construction Managers	11 - 9021	Pinellas County	1872	1965	4.97	1173	47.47	$ 98,738	B	B
Cost Estimators	13- 1051	Pinellas County	750	798	6.40	555	33.42	$ 69,514	B	B
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
								$ -		
					Total	216	$ 40.45	$ 84,126		

*Please replace the "Base Year" and "Projected Year" headers with the years reflected in the projections portal (e.g., Base Year is 2024, Projected Year is 2032).

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

***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.

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		Number of Degrees Awarded					
Institution Name	CIP Code	*Most Recent Year	*Prior Year 1	*Prior Year 2	*Prior Year 3	*Prior Year 4	5-year average or average of years available if less than 5-years
Not offered in our region	15.1001	0	0	0	0	0	0
	Total	0	0	0	0	0	0

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

ESTIMATES OF UNMET NEED

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

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
FloridaCommerce Total	216	0	0	216	216
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.
The 2025-26 Regional Demand Occupations List created by CareerSource Hillsborough/Pinellas shows the need for Construction Managers, growing by .97%, adding 485 openings. Cost Estimator (SOC code 13-1051) is growing by .19%, with 174 annual job openings. Data also shows that both designated careers require a minimum bachelor's degree, supporting the need for this degree program to be offered in the local market. Indeed, one of the largest job posting services lists over 300 Construction Management positions within 50 miles of St. Petersburg. Job titles include Construction Superintendent, Construction Project Manager, Construction Administrator, Construction Estimator and Estimating Manager. These posted positions require a bachelor's degree, and most are in the annual salary range of $70,000 - $100,000. In 2024-25 there are notable, diverse construction projects underway in the Tampa Bay area such as Gas Worx, a 50-acre mixed-use district; Mastry's Brewing's Pinellas Park hub, a new headquarters with a manufacturing facility, tasting room, food hall and an audio, video and design studio; and the Clearwater Beach Marina. In addition, there are large public projects such as the Gateway Expressway, Howard Frankland Bridge/I-275, Tampa General Hospital and Tampa International Airport (TIA) expansions and the Tropicana Field redevelopment project. Over the past 10 years the Tampa Bay area has experienced a steady population growth rate of almost 2%, resulting in growing demands for residential housing, commercial business development and public use infrastructure.

3.3 If the education level for the occupation identified by the Florida Commerce 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.
N/A

3.4 Describe the career path and potential employment opportunities for graduates of the program.
Graduates often start as Cost Estimators, Field Engineers, Construction Engineers or Project Coordinators. These roles involve assisting in site supervision, project planning, cost estimation, and ensuring compliance with safety regulations. Once these graduates have gained experience, they become project managers, construction managers or site engineers. These individuals manage entire projects, lead teams, oversee budgets, timelines, and quality control. Finally, they are promoted to project managers, operations managers, or construction executives. The options are that the graduates can specialize and obtain PMP or LEED certifications.

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:	$ 111.75	75	$ 8,381
Tuition & Fees for upper division:	$ 122.70	45	$ 5,522
Tuition & Fees (Total):		120	$ 13,903

☐ 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
University of South Florida - Tampa	$ 211.19	120	$ 25,343
			$ -
			$ -
			$ -
			$ -

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
Eckerd College	$ 1,756.33	120	$ 210,760
University of Tampa	$ 640.00	120	$ 76,800
			$ -
			$ -
			$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		2026	2027	2028	2029
5.2	Unduplicated headcount enrollment:	30	45	60	80
5.3	Program Student Credit Hours (Resident)	810	1215	1485	2025
5.4	Program Student Credit Hours (Non-resident)			135	135
5.5	Program FTE - Resident (Hours divided by 30)	27	40.5	49.5	67.5
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	4.5	4.5
5.7	Total Program FTE	27	40.5	54	72

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.

		2026	2027	2028	2029
6.2	Count of Degrees Awarded	0	24	48	65
6.3	Number of Graduates Employed	0	18	37	50
6.4	Average Starting Salary	$ -	$ 71,602.00	$ 73,034.04	$ 74,494.72

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.

		2026	2027	2028	2029
7.2	Program Expenditures:	$ 111,032.40	$ 142,622.10	$ 174,212.40	$ 216,332.00
7.2.1	Instructional Expenses	$ 63,180.00	$ 94,770.00	$ 126,360.00	$ 168,480.00
7.2.2	Operating Expenses	$ 47,852.40	$ 47,852.10	$ 47,852.40	$ 47,852.00
7.2.3	Capital Outlay				
7.3	Revenue:	$ 152,059.50	$ 228,089.25	$ 304,119.00	$ 405,492.00
7.3.1	Upper Level - Resident Student Tuition Only	$ 99,387.00	$ 149,080.50	$ 198,774.00	$ 265,032.00
7.3.2	Upper Level - Nonresident Student Fees Only				
7.3.3	Other Student Fees: Lab Fees	$ 22,500.00	$ 33,750.00	$ 45,000.00	$ 60,000.00
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources: Lower Division tuition	$ 30,172.50	$ 45,258.75	$ 60,345.00	$ 80,460.00
7.4	Carry Forward:				
7.4.1	Total Funds Available	$ 152,059.50	$ 228,089.25	$ 304,119.00	$ 405,492.00
7.4.2	Total Unexpended Funds (carry forward)	$ 41,027.10	$ 85,467.15	$ 129,906.60	$ 189,160.00

*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.

The projection of student enrollment in the program is 30 students in year 1, steadily increasing to 80 new enrollments in year 4. We currently have 223 students actively enrolled in our feeder Associate in Science program, Building Construction and Design, with an average of 15 graduates per year in the last 3 years. We also have 142 students actively enrolled in the Associate in Arts transfer plan for Architecture, reflecting the high interest in a bachelor's program in the field of architecture and building construction. The Florida Department of Education 2023-24 Program Enrollments for Building Construction Technology and Architectural Design and Construction Technology also support potential bachelor's enrollment with over 800 students. The location of the program will be the Clearwater and Midtown SPC campuses, with some online coursework. The primary target audience or market for this program will be current Building Arts and Construction A.S. students seeking managerial opportunities and a bachelor's degree in building construction technology; individuals with construction or architectural backgrounds seeking further education to upskill, and current workers at entry level positions in the construction industry who wish to move into management positions. Graduates will be employed as construction managers and in related fields. Marketing and recruitment efforts to the greater Tampa Bay region will allow students to register and attend the program with either face-to-face or blended modalities.

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.

Total instructional expenses for Year 1 include $25,272 to accommodate instruction for the Construction-specific coursework, calculated at 24 course-based ECH (12 credits in Fall, 12 in Spring) x $1,053 per hour. Instructional expenses for additional non-BCN courses (ex. MAC2233) will be covered by the assigned program area.

Program coordination is calculated at 25% of the EMBA Program Director's salary for $25,002.30. This position is staff-budgeted within the College of Natural Sciences and not reliant on enrollment or student tuition. The Program Director oversees additional programs within the College of Natural Sciences, including the lower division Building Arts and Construction Technology A.S. program, and Engineering Technology A.S. Student Lab Assistants will also be employed to assist in the EMBA lab, with 25% of their $5,000 payment allocated to the Construction B.S. program, for a total of $1,250.00 per year.

Other operating expenses total $21,600 for the following:
- Machine repairs (existing machinery): $5,000
- Software licenses for educational materials: $11,500
- Purchase of secure equipment storage and personal safety gear: $5,100

Total program expenditures are estimated at **$73,124.30.**

Anticipated revenues from the program in Year 1 are estimated at **$60,823.80**, which reflects:

• Upper division tuition calculated at a rate of $122.70 per hour x 27 hours (9 credits in Fall, 12 credits in Spring, 6 in Summer) x 12 students, totaling $39,754.80.
• Lower division tuition calculated at a rate of $111.75 per hours x 9 hours (6 credits in Fall, 3 credits in Spring) x 12 students, totaling $12,069.
• Lab fees of $125 per course x 6 courses with "C" lab designation x 12 students, totaling $9,000.

A first-year deficit of $12,300.20 would be absorbed by the College of Natural Sciences and EMBA budget. Long-term revenue from the initial 30 students enrolled in the 60-credits for the full baccalaureate degree would yield approximately $121,674.60 for student tuition and fees.

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.

St. Petersburg College has a strategic priority to meet the baccalaureate workforce needs of the surrounding communities by providing strong workforce programs. Pinellas County is the most densely populated county in the state, home to 971,875 residents as of 2023. December 2001: St. Petersburg College had the privilege of being the first of the state's community colleges to begin offering baccalaureate degrees. The college was accredited as a Level II institution by the Southern Association of Colleges and Schools to offer four-year degrees in (Supplemental Materials – SACS – Level II status letter). Since that time, the ability to offer 4-year higher-level degrees has been a critical part of the college's mission. It has been an on-going strategic priority to provide workforce programs at the baccalaureate level in order to meet the needs of the local community. March 2024: The Building Construction Advisory Board Meeting took place on March 28, 2024, with 16 representatives of local industry and four staff/faculty of St. Petersburg College. There was discussion with industry reps regarding the programs offered at Pinellas County Schools and St. Petersburg College. The enrollment in the current programs was discussed and Pinellas County Schools explained that there are three construction focused High Schools in the county. There was a thought that we need to pursue a bachelor's degree in building construction technology. The suggestion by the committee was to look at the University of Florida as a guide and to review what might be available at other Florida Institutions and Auburn University. Dr. Martin, Building Arts Program Director, will start investigating how to proceed with justification and application for a bachelor's degree in building construction technology. He will report back to the advisory board at the next meeting. April 2024: Dr. Natavia Middleton (Dean), Dr. Martin (Program Director), Djuan Fox (Associate Dean) and Angela Ashe (Baccalaureate Liaison) met to discuss the desire for a new bachelor's degree in building construction technology. The curriculum for the University of Florida program, FGCU and Seminole State was reviewed. Seminole State is an FCS institution and follows Track 2 of the Common Prerequisite Manual issued by the Florida Department of Education. It was agreed that while this track most closely aligns to what SPC envisions in offering in a baccalaureate program, there are concerns and

considerations that it does not align with our lower division course offerings. This team will meet monthly to continue this conversation, complete further research and to begin the process of submitting to DOE an application for a new bachelor's degree. May 2024: Dr. Middleton met with Dr. Matthew Liao-Troth, VP of Academic Affairs, to discuss the new baccalaureate program. He encouraged the baccalaureate liaison to be in contact with Dr. Mike Sfiropolous as we formulate the NOI to ensure that we are under the correct CIP code, as the focus is on building project management versus civil engineering. June 2024: Dr. Martin completed an outline and summary of the bachelor's degree program. The comprehensive curriculum will cover essential topics such as structural design, construction planning, cost estimation, safety management, and sustainability practices. It will also address the newest advanced industry technologies such as Artificial Intelligence (AI), Augmented Reality (AR) and Virtual Reality (VR), and Building Information Modeling (BIM). This outline and summary identified the career paths that students will be prepared for as well as the program learning outcomes which include Technical Proficiency, Technological Expertise, Project Management Skills, Global Competence and Surveying Skills. A draft of potential courses and a program of study was reviewed by our senior faculty, Dr. Robert Hudson, who has led the construction and architecture AS program at St. Petersburg College for over 25 years. July 2024: The curriculum services office of SPC completed an analysis of the Building Construction program offered by Seminole State to confirm state mandated prerequisites (SMPs) and further define the structure of the bachelor's in building construction technology for SPC. Dr. Sfiropolous was contacted for guidance regarding the SMPs and alignment to the existing tracks. August – November 2024: The SPC team continues to meet monthly to complete all information required for the NOI. Time has been spent researching and providing data for the labor and demand section of the NOI. May 2025: Building Construction Technology BAS will be presented to the C&I Committee for review and approval as part of Spring 2026 curriculum cycle. Following our established business process, the new program will be submitted as part of the Curriculum memo for Spring 2026 (0660), with a projected start date of Fall 2026 (0670) pending DOE 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.

The SPC advisory committee represents over twenty companies in the Tampa Bay area. In the Fall meeting of the Building Arts Advisory Committee in October 2021, it was brought up that a Field Surveyor Technician Certificate and a bachelor's degree in construction or construction technology was needed. The advisory committee meets three times a year, and there has consistently been a discussion of the need for this degree in our area. The members have mentioned specifically that there is a need for individuals with knowledge and expertise in construction relative to the type of ground structure in Pinellas County, the unique environment of barrier islands and the impacts of weather, drainage, etc. On February 15th, 2024, an advisory committee meeting was held, and the potential degree development process was discussed in detail. All members support the development of this program. Turner Construction noted that the one similar degree program in the area was not generating enough graduates for the hiring needs in the Tampa Bay area. On March 28th, 2024, the Building Arts advisory committee held a general discussion about the degree and wanted to know the

types of courses that would be developed. We discussed the Track 2 program and Seminole State College. The committee asked if graduates of the program could be licensed engineers. We stated that at the time the degree is offered, the program will be accredited through the college's accreditation but that ABET accreditation will not be sought at this time. The committee agreed that the program graduates would still be desirable candidates for hire. The members suggested that the college consider an accredited engineering program at some point in the future. On July 1st, 2024, a special meeting was held to discuss the degree and take a formal vote to proceed with it. All members voted unanimously in favor of a bachelor's degree in building construction technology. On August 29th, 2024, the advisory Committee chairpersons for the Engineering Technology, Building Arts, and Biomedical Engineering Degrees met. The discussion was that the Construction degree would be a good initial program, and that other engineering and engineering technology degree programs are needed in Pinellas County. Two meetings were held (September 23rd and 30th, 2024) with the Deuces Live District. (This historic nonprofit organization represents the businesses and community surrounding SPC's Midtown Campus.) Representatives from the Urban League, St. Petersburg Economic Development Office, and local residents attending via live stream, were informed of the construction programs at SPC and a future Bachelor of Construction. All those in the audience were highly interested in these educational opportunities. Letters of support by the following business partners will be included in the application for a Construction BAS program: City of Dunedin, Creative Contractors, Inc., DeAngelis Diamond, Park & Eleazer Construction and the A.D. Morgan Corporation.

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): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.
9.3.2 Institutions in College's Service District that are accredited by an agency recognized by the U.S. Department of Education.
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.
9.3.3 Institutions outside of College's Service District (If applicable)
Date(s): Click or tap here to enter text. Institution(s): Click or tap here to enter text. Activity Descriptions and Outcomes: Click or tap here to enter text.

PROGRAM IMPLEMENTATION TIMELINE		
10.1	Indicate the date the notice was initially posted in APPRiSe.	2/18/2025
10.2	Indicate the date of District Board of Trustees approval.	3/25/2025
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	4/24/2025
10.4	Indicate the date the completed proposal was submitted to DFC.	9/12/2025
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. 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.	01/21/2026
10.6	Indicate the date the program is targeting approval pursuant to s. 1008.47, F.S. by its accrediting agency recognized by the U.S. Department of Education (if applicable).	2/21/2026
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	Click or tap here to enter text.
10.8	Indicate the targeted date that upper-division courses are to begin.	Fall 2026

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA
11.1 Describe the existing facilities and equipment that the students in the program will utilize.
The Building Construction Technology B.S. degree will be located at SPC's Clearwater Campus and Midtown Center. The Clearwater Campus has two dedicated classrooms and labs containing the necessary equipment and technology needed for program courses. Each campus has a program lab and student support center as well as equipment lending libraries. Specialized construction equipment, materials, and supplies have been purchased or donated over the past academic year in preparation for the program, with support from advisory committee partners. There is 3,070 approximate square footage for the current classes and lab rooms, along with a prep and storage area. Additionally, approximately1,028 square ft. of computer lab space is available to use. The computer lab is outfitted with 22Dell 5860 Tower Workstations with 32 GB of hard drive and an Intel Xeon 15 MB, 2.1 GHz to 4.2GhZ Turbo Processor. This computer lab can be used for any course that would require computing power to run software programs such as Solidworks, Revit, and CAD. There are also 22 Dell Precision 5550 laptops available in the computer lab at Midtown that can be used to run these software programs and more. All SPC facilities, both on and off campus, adhere to the Florida State Requirement for Educational Facilities design guidelines for space utilization for specific programs. The adequacy of on-campus College facilities is demonstrated through term-based utilization reporting to the state for classroom and laboratory use. Classroom and office space are allocated by the Campus Provost in collaboration with departmental deans and program coordinators to ensure adequate space for all course needs. Students will utilize the existing LMS system at SPC for course access. A detail of specialized equipment and supplies can be found in Appendix 3.1.

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).
The Building Construction Technology B.S. degree will utilize existing lab and lecture spaces at the Midtown Center and Clearwater Campus, with equipment and supplies already purchased by the College. Additional equipment and supplies will be needed to supplement the materials already purchased. A planned expansion of the Midtown Center will include a renovated facility retrofitted with labs and workspaces for EMBA degree programs. Additional items will be purchased in years 1 to 4 of the program to support course needs as they are offered. The full list of equipment is included in Appendix 3.2

LIBRARY AND MEDIA SPECIFIC TO PROGRAM
12.1 Describe the existing library and media resources that will be utilized for the program.
St. Petersburg College is a vibrant institution with strong roots in the community college system. Learning Resources is comprised of the M. M. Bennett Libraries and the William D. Law, Jr. Learning

Centers. These facilities serve four campuses and four centers of the College with campus-specific library collections, college-wide eResources, and a combination of library and tutoring services that support academic success. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. College data indicates that the more students use the services of Learning Resources (e.g., library and tutoring), the greater the success students will achieve.

Through the statewide Florida library consortium for publicly funded colleges and universities, and the allocated budgets of the department, M.M. Bennet Libraries maintains a robust collection of print and digital resources presently consisting of:

- 125 electronic research databases with over 20,000 individual titles and more than a million full text articles
- Approximately 122,000 eBooks; 5,000 eAudiobooks;
- Approximately 81,661 total print volumes and materials
- Approximately 106,254 print and electronic serial and periodical subscriptions (including databases)
- 3,627 audiovisual titles; 58,343 eVideos
- Video and audio editing software, including Adobe Creative Cloud, GameMaker, VisualStudio, and Java Developer IDE

Appendix 1 includes a full list of the library journal database resources, book and eBook resources, and additional resources provided for students in the Building Construction Technology B.S. program.

With more than 60% of students enrolled in at least one online course each semester, Learning Resources has made major strides to support online students in a number of ways. The Learning Resources website offers a gateway to library and tutoring services and resources across all modalities with 24/7 access including a comprehensive library research portal that features both federated and database-specific search tools, connecting to print and digital books, multimedia content, journal articles, and other research and learning materials. Additional services include interlibrary loans, faculty request forms for information literacy instruction, and a robust collection of general and course-specific research and help guides, all designed to support student success at any time and from any location.

- The SPC Online Appointment System is available for students to schedule consultations with librarians and tutors throughout the week.
- Learning Resources offers Brainfuse as a supplemental tutoring service, providing students with access to live, one-on-one academic support during evenings and weekends, extending help beyond operational hours.
- “Ask A Librarian” online research assistance is available.
- The Virtual Learning Commons (login required to learning management system) featuring online video tutorials and resources for course support.

Critical to engaging students with our resources, librarians and tutors promote general, discipline specific, and course-integrated learning opportunities. Strong communication with faculty ensures resources and instruction leads to desired course outcomes. In academic year 2023-2024, librarians

provided instruction to more than 5,233 students across the curriculum. Tutors and librarians also offer face-to-face and online workshops, tailored to support the curriculum and provide just-in-time learning. These workshops were attended by more than 2,847 students during the 2023-24 academic year. As part of departmental outreach, Learning Resources works strategically to:

- Introduce library and tutoring services through providing integrated information sessions during class times, scheduling interactive class visits to library and learning spaces, and partnering with academic services, such as the faculty development center and distance learning.
- Incorporate information literacy principles, learning objectives, and success skills identified for subject areas into workshop offerings and research lessons; and
- Develop research and information guides and deliver online tutorials through the Virtual Learning Commons, accessible through the learning management system to all students and faculty.

Reporting to the Executive Director of Learning Resources, seven administrators oversee campus library and learning centers, all of whom hold a minimum of a master's degree (six of the seven hold master's degrees in library and/or Information Science). A total of 9 full-time budgeted librarians and 20 paraprofessional and support staff serve faculty and students at campus libraries. All librarians are required to hold a master's degree in library and/or Information Science, and all library support staff are required to have at least a high school diploma and two years of library experience (those at higher levels, such as the library services paraprofessional, are required to have an associate's degree). Strengths include vast experience in instruction, virtual reference service, web development, collection management, and access services. Each engages in professional development to remain current with new trends in the field.

Additionally, learning centers feature the equivalent of 31 budgeted professional tutors, known as (senior) instructional support specialists, all working across the physical campuses and within live and asynchronous online learning environments. The instructional support staff provide individual and group instruction in the content areas of mathematics, including statistics and calculus; business and finance, including accounting; biological, physical, and health sciences, including physics; writing across the curriculum; and computer and information technology, including digital arts. To directly support students in the Bachelor of Science in Construction program, tutoring is also available in key subject areas such as Revit and AutoCAD. In addition to direct tutoring support, instructional support staff also contribute to broader academic initiatives designed to enhance student success beyond the classroom. Additional programs that the budgeted instructional support staff have been working on for the students include the ongoing creation of accessible videos that correspond with the BCN4753 accounting course as well as the Accounting and Business Resources and Tutoring Canvas course shell. These emphasize concepts from the seven key learning objectives and presently the first two have been completed. Beyond tutoring and instructional support, Learning Resources also provides access to advanced technologies that enhance hands-on learning and real-world application of course content. Several Learning Resources locations offer students the use of cutting-edge technology, such as Virtual Reality headsets and 3D printers to educate students about the newest trends in their field. The Midtown Jamerson Center Learning Resources offer the use of a 3D printer that can be integrated alongside software, such as AutoCAD and SolidWorks, with the assistance of three staff members trained in the operation of the printer. The Downtown campus shares resources with

Midtown and offers students the use of a Meta Quest Virtual Reality headset. The headset can be used with VR software to enhance Building Information Modeling by virtually transporting the student into construction designs.

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

N/A

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).

As a Florida State College, SPC is approved to offer baccalaureate degrees in a 2+2 model, wherein 60 lower division credit hours and/or an associate degree must be achieved prior to formally entering a baccalaureate program. The College's 66-credit Associate of Science degree in Building Design and Construction Management is intended to feed into this new program. Students with Associate of Arts or other Associate of Science degrees will also be accepted upon completion of required prerequisite coursework as outlined in the admissions guide.

Admission requirements were developed with the assistance of the Admissions and Records Office at SPC and in alignment with other similar programs. The students will work through the admission process with advisors through the Student Affairs department and with the College of Natural Sciences, Engineering, and Building Arts to ensure students are adequately prepared for the program. Students will be selected for this program based on completion of admissions criteria (Appendix 2), including:

- 60 credits from a regionally accredited institution, including:
    - 15 credits of transferable general education courses as determined by SPC guidelines
    - ENC1101-Composition I or equivalent
    - A college Math Course: MAT 1033, MAT1100, STA 2023, STA 2023H, or any MAC, STA, MAP, MGF, MTG, MAS math prefix
    - 21 Technical Credits with a grade of "C" or better
- A cumulative grade point average of 2.0 on a 4.00 scale in all college classes

Additional requirements for overall baccalaureate enrollment include completion of an associate degree; completion of SPC Admission Application; submission of high school and college transcripts; demonstration of college readiness in writing, reading and math; required 2.0 GPA for entrance; and completion of pre-requisite coursework. Students entering with an Associate of Arts degree, unrelated associate in science degree or 60 credit hours, 21 credits of lower-division Building Construction coursework is required to complete the program. Students who have earned a

minimum of 60 college credit hours from an accredited institution may have their completed coursework reviewed and admission determined by departmental approval.

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 institutional accreditor, at least 25% of the upper division coursework in the proposed BAS program will be taught by faculty with a terminal degree. At minimum 25% of the courses will be taught by faculty with terminal degrees. However, this number is likely to be higher based on the pool of qualified faculty hired specifically to teach in the program.

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
12:1	15:1	20:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?
No specialized accreditation will be pursued at this time.

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). “Common Prerequisites Manual,” pursuant to Section 1007.25, F.S., means courses and course substitutions required for each baccalaureate degree program found in Florida’s public universities and colleges.
The Common Prerequisite Manual has 3 identified Tracks for the Building Construction Technology bachelor’s program (CIP 15.1001), with total credit hours ranging from 120 up to 126. There are 8 institutions offering this program and the curriculum for the University of Florida, FGCU and Seminole State was reviewed. Seminole State is a Florida College System institution like SPC and follows Track 2 (126 credits) of the Common Prerequisite Manual issued by the Florida Department of Education. The common prerequisite courses include the following: BCN 1221C: Construction Methods: Timber, Steel, Concrete BCN 2251C: Building Construction Documents BCN 2230: Construction Materials and Methods IBCN 2231: Construction Materials and Methods IICHM 1015: General Chemistry Concepts or CHM 1020 Chemistry in Everyday Life or CHM 1030 Science Allied Fields: Gen/Org/Biochemistry EGN 1110C: Engineering Drawing or EGN 1111C: Engineering Graphics EGN 1112C: Engineering Graphics II or ETD 1320C: Computer Aided Design ISUR 2140C: Advanced Surveying or SUR 1101C: Basic Surveying with Math Prerequisites

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.

After reviewing the established tracks and common prerequisite courses, SPC determined that we needed to create a new track. The existing tracks are aligned to the Building Construction Technology AS (CIP#1615100102), a different framework than SPC's program, Building Design and Construction AS (CIP#1604090100; 66 credits). We expect most students would be entering the program with a related associate in science degree, so we are proposing this program to be a Bachelor's in Applied Science (BAS) for optimal transferability. To support enrollment and transferability from other institutions, we included a range of course options inclusive of other building construction AS program requirements. We will also develop a transfer pathway for students entering with an associate in arts degree. All ETD courses listed below are offered at SPC and are on the current AS program of study as elective options. A new academic pathway will be created outlining the recommended common prerequisite courses for students intending to articulate into the Building Construction Technology baccalaureate program.

1) ARC 1701 Architectural History I (3 cr) or ARC 1702 Architectural History II (3 cr)
2) BCN 1480/ 2068/ 2732 (3 cr) or BCN 2280C Surveying Construction Layout (3 cr) or BCT 1760 Building Codes (2 cr)
3) BCT 1770 Construction Estimating (3 cr)
4) BCN 1221C (3cr) or BCN 2055/BCN 2056/BCN 2052 (3 cr) or ARC 2461C (3 cr) or BCN 1592 (3 cr) or BCN 1596 (2 cr) or BCN 1597 (3 cr) or BCN 2054C (3 cr) or BCN 2230 (3 cr)
5) BCN 1251C: Construction Drawing I (3 cr)
6) BCN 1050 Building Specifications or BCN 1272 Blueprint Reading or ETD 1320C AutoCad I or EGN 1111C Engineering Graphics (3 cr)
7) ETD 1340: AutoCAD II (3 cr) or ETD 1350: AutoCAD Inventor (3D Modeling) (3 cr) or ETD 1390: Intro to Architectural Revit (3 cr) or ETD 2392C: Adv Architectural Revit or EGN 1112C: Engineering Graphics II (3 cr)

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	**Pathway for Students with an A.A.**	
Course	**Course Title**	**Credits**
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
BCN 3411C	Statics and Strengths in Materials (PC)	3
BCN 3225C	Soil Mechanics and Foundations (PC)	3
BCN 3415C	Structures (PC)	3
BCN 3568C	MEPF Systems in Construction (PC)	3
	Total Term Credit Hours	**15**
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
BCN 3708	Construction Laws and Contracts (PC)	3
BCN 3724C	Advanced Construction Scheduling and Planning (PC)	3
BCN 3730	Construction Safety Management (PC)	3
BCN 4612C	Advanced Construction Estimating (PC)	3
	Total Term Credit Hours	**15**
BUL 3320	Law and Business (PC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
	Total Term Credit Hours	**9**
BCN 4310C	Virtual Design and Construction (PC)	3
BCN 4753	Construction Financing and Accounting Principles (PC)	3
EGS 3100	Iterative Design Method (PC)	3
BCN 4709C	Construction Project Management (Capstone #1) (PC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
	Total Term Credit Hours	**15**
BCN 4787C	Construction Capstone Project (PC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
Elective Option	Any BCN, ETD, ETI, EET, CET, ETS prefix (ELEC)	3
	Total Term Credit Hours	**12**
	Program Core	**45**
	Major Elective (LD technical)	**21**
	AA program	**60**
	Total Program Credit Hours	**126**

13.7.2	Pathway for Students with an A.S.	
Course	**Course Title**	**Credits**
Elective Option	General Education (GE)	3
BCN 3411C	Statics and Strengths of Materials (PC)	3
BCN 3225C	Soil Mechanics and Foundations (PC)	3
BCN 3415C	Structures (PC)	3
Elective Option	General Education (GE)	3
	Total Term Credit Hours	**15**
BCN 3568C	MEPF Systems in Construction (PC)	3
Elective Option	General Education (GE)	3
BCN 3708	Construction Laws and Contracts (PC)	3
BCN 3724C	Advanced Construction Scheduling and Planning (PC)	3
BCN 3730	Construction Safety Management (PC)	3
	Total Term Credit Hours	**15**
BUL 3320	Law and Business (PC)	3
BCN 4612C	Advanced Construction Estimating (PC)	3
	Total Term Credit Hours	**6**
Elective Option	General Education (GE)	3
BCN 4310C	Virtual Design and Construction (PC)	3
BCN 4753	Construction Financing and Accounting Principles (PC)	3
EGS 3100	Iterative Design Method (PC)	3
BCN 4709C	Construction Project Management (Capstone #1) (PC)	3
	Total Term Credit Hours	**15**
Elective Option	General Education (GE)	3
BCN 4787C	Construction Capstone Project (PC)	3
Elective Option	General Education (GE)	3
	Total Term Credit Hours	**9**
	Program Core	**42**
	General Education	**18**
	AS degree	**66**
	Total Program Credit Hours	**126**

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.

St. Petersburg College's policy 6Hx23-3.04 directly addresses program closure. The decision to close a program must be made by the District Board of Trustees and communicated to the Southern Association of Colleges and Schools Commission on Colleges by the President of the College. Such action will not be taken without a thorough evaluation of other programming options and special consideration of the implications for students pursuing this degree program. In the unlikely event a program is terminated, the College would establish a "teach-out" plan in accordance with the Policy Statement of the institutional accreditor and St. Petersburg College's BOT procedures, ensuring the timeline for affected students to complete the program.

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.

See document pages 30-42

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.

N/A

UNIVERSITY OF SOUTH FLORIDA
Office of the President

April 17, 2025

Tonjua Williams, Ph.D.
President
St. Petersburg College

Dear President Williams,

Thank you for your leadership in identifying additional areas of workforce need in Pinellas County. It is a powerful statement when St. Petersburg College (SPC) and the University of South Florida (USF) work together to enhance the educational opportunities of the Tampa Bay region. At USF, we are thrilled to have SPC as our partner as we work with local business and industry to improve the lives of those we serve.

I am pleased to give you USF's approval, as SPC begins the process for new and expanded baccalaureate program development in the areas of Building Construction Technology and Art Education. USF is supportive of SPC and your efforts to expand in these directions.
I look forward to continuing and expanding our strong relationship.

Sincerely,

Rhea F. Law
President

University of South Florida | 4202 E Fowler Avenue, CGS 401 | Tampa, FL 33620
813-974-2011 | usf.edu/president

From: Clark Scherer <cscherer@designbuild.com>
Sent: Monday, May 19, 2025 9:15 AM
To: Sidney Martin <Martin.Sidney@SPCollege.edu>
Cc: Doug Wilcox <dougwilcox@scherernfl.com>
Subject: Bachelor's in construction recommendation

Dear Director Martin,

I am Clark Scherer, a second-generation contractor. My father had a master's in civil engineering from the University of Louisville, and was in the CECore in the Navy and a SeaBee. After the Navy, he became a residential builder and a commercial contractor.

I of course worked on job sites, sweeping, roofing working for plumbers, electricians, and learned most of the trades.

I enrolled in the University of Florida and graduated in Building Construction in 1979. I thought the program was very well rounded. Not only did I learn structures, but I learned contracts, materials and methods, and business law and finance. All these have been very helpful to me in my business.

When I enrolled at U of F, I believe there were about 16 million people in the state of Florida and the University of Florida had grown to 21,000 students. I believe there are now almost 24,000,000 people in the state of Florida, and the University of Florida cannot seem to cap its enrollment, and has reached about 50,000 students, not including remote learning students. Unless a student has a high school GPA of 4.5; chances of them getting into Florida are not likely. We need more people trained in construction and the only way to do that is increase the locations and capacity in which students like myself, who graduated high school with a 2.6 and 1100 on the SATs, have a chance at getting an education in Florida's Building Construction school.

I believe Construction is the third largest industry in the state of Florida, behind agriculture and tourism!

My experience with St Pete college's (junior college at the time) construction education curriculum was when Doug Wilcox, who has been my partner, is the President of Scherer Construction North Florida, came to me and applied for a job here in St Petersburg as a draftsman9. Doug, having completed some of his architectural design requirements for an AA degree in architecture, realized he did not want to be an architect, and transferred into the building construction arts at St Pete College. After finishing his two-year degree, he applied to University Florida for Building Construction and was turned down on a couple of occasions. I personally went to Florida and talked to the admissions and assisted Doug in becoming admitted to Florida. Doug is now probably the third largest contractor in the northeast area of Florida doing $100 million a year in construction.

Not everyone has a 4.0 high school degree. Furthermore, I happen to believe the C students are more productive, in meeting people and selling work.

I totally support the idea that St Pete College have a four year program in a construction arts.

Sincerely,

Clark H. Scherer III
CScherer@DesignBuild.com
727.249.9949

PS: Please teach these students how to write letters and punctuate and spell. With everyone using these smart telephones, nobody knows how to create correct technical letter writing anymore.

May 19, 2025
President Tonjua Williams
St. Petersburg College
P.O. Box 13489
St. Petersburg, FL 33733-3489

Re: Letter of Support – Bachelor of Science in Construction Program at St. Petersburg College

Dear Dr. Williams,

On behalf of DeAngelis Diamond, I'm happy to offer my personal and professional support for St. Petersburg College's proposal to establish a Bachelor of Science in Construction program.

This initiative clearly responds to the specific workforce development needs of Pinellas County and the broader Tampa Bay region. As one of the most densely populated counties in Florida, Pinellas faces growing pressure around redevelopment, land use, and vertical expansion. The industry needs skilled professionals who not only understand construction but are equipped to lead projects. My 18-year-old son is a perfect example of a recent graduate who could have benefitted from this program. This program is well-positioned to help meet those demands.

I want to commend SPC for collaborating with local industry leaders and advisory boards in the development of this program. There's an increasing need for educated, well-trained construction managers and technologists in our market, and this degree program will be vital in developing the talent pipeline we all rely on.

At DeAngelis Diamond, we are committed to partnering with SPC in the following ways:

- Providing input on curriculum design to ensure it reflects real-world industry needs.
- Supporting student success through guest speaking, project tours, job shadowing, internships, and other hands-on learning opportunities.

Currently, we hire more than 100 construction professionals annually, and that demand is only growing. Having a local program like this would be a tremendous resource as we continue to bring the next generation of construction leaders on board.

Thank you for recognizing the importance of preparing a skilled, forward-thinking workforce. We support this proposal wholeheartedly and look forward to the successful launch of the B.S. in Construction program—and to partnering with SPC in shaping the future of construction in our region.

Sincerely,

Bill Stevens
Director of Operations
DeAngelis Diamond

Naples, FL
239.594.1994

Fort Myers, FL
239.594.1994

Sarasota, FL
941.952.3846

Orlando, FL
407.949.7440

Birmingham, AL
205.977.7798

Nashville, TN
615.922.3995

Detroit, MI
248.513.6112

deangelisdiamond.com

Paula MacDonald, APR
Image Suite Public Relations
260 1st Avenue South, #200-127
St. Petersburg, Florida 33701

May 20, 2025

Dr. Tonjua Williams
St. Petersburg College
P.O. Box 13489
St. Petersburg, Florida 33733-3489

Re: Letter of Support for – B.S. in Construction Program at St. Petersburg College

Dear Dr. Williams:

I am writing to express my strong support for the establishment of a Bachelor of Science in Construction at St. Petersburg College.

As a communications professional based in Pinellas County and a current member of SPC's Building Arts Advisory Committee, I have had the privilege of working closely with businesses across a variety of industries, including several in the construction and development sector. This work has given me a front-row seat to the critical need for a skilled and educated construction workforce in our region.

Through my client work over the past several years, I have observed firsthand the acute challenges that companies face in recruiting and retaining qualified talent in the construction and building arts industry. This national labor shortage is deeply felt here in Pinellas County and throughout the Tampa Bay area. As our communities continue to grow and invest in major redevelopment and infrastructure projects, the need for qualified, well-trained professionals with a strong foundation in construction management has never been more critical.

Consider just a few of these major projects currently underway or on the horizon in our region—the redevelopment of the Historic Gas Plant District in downtown St. Petersburg, a $200 million investment in modernization and renovation of Pinellas County Schools, and BayCare's $150 million expansion of hospitals and clinics. These projects—and many more to come—will demand a consistent pipeline of capable professionals to ensure successful planning, execution, and long-term sustainability.

A recent report from the Florida Department of Economic Opportunity states that Pinellas County alone is expected to add more than 7,000 construction-related jobs over the next ten years. Considering that the average age of construction workers is 46 years old, retirements will also continue to accelerate over the next decade, creating even more gaps to fill. Without strategic investments in education and workforce development, we risk missing critical opportunities for economic growth in our community.

St. Petersburg College stands front and center as a leader in responding to this challenge. A bachelor's degree program in Construction would not only help offer solutions to these employment gaps, but it would also offer students a clear pathway into a stable, high-demand career field. It would encourage our local talent to remain in Pinellas County and contribute to building better jobs and better lives for themselves and those who benefit from the many businesses and organizations that will evolve from these new projects.

As a long-time resident of the community who is committed to strengthening our local economy and helping businesses thrive, I strongly encourage St. Petersburg College to move forward with this program. It represents the kind of forward-thinking, community-responsive leadership that our region needs—and that our workforce deserves.

Sincerely,
Paula MacDonald, APR
President, Image Suite Public Relations

Telephone: 727.573.2505
Email: info@pjcallaghan.com
Website: www.pjcallaghan.com

President Tonjua Williams
St. Petersburg College
P.O. Box 13489
St. Petersburg, FL 33733-3489

May 17, 2025

Re: Letter of Support – Bachelor of Science in Construction Program at St. Petersburg College

Dear Dr. Williams,

As President of PJ Callaghan Construction, it is my pleasure to express our strong support for St. Petersburg College's proposal to the Florida Department of Education to establish a Bachelor of Science in Construction program. St. Petersburg College has long been a respected educational partner in our community, and this new program represents a critical step forward in addressing both current and future workforce demands. The Tampa Bay region—and Pinellas County in particular—continues to experience sustained redevelopment, constrained land use, and vertical urban growth. These conditions demand a new generation of construction professionals equipped with advanced skills in project management, sustainable building practices, and adaptive reuse strategies.

What makes this proposed program particularly compelling is its thoughtful development in consultation with industry leaders and advisory committees. By engaging construction firms directly in the curriculum design, SPC is ensuring that graduates will be job-ready and aligned with regional economic needs.

At PJ Callaghan, we are not only enthusiastic supporters of this initiative—we are active stakeholders in its success. We look forward to partnering with SPC in meaningful ways, including:

- Offering industry feedback to ensure the curriculum reflects evolving construction technologies and practices;
- Supporting student development through site tours, guest lectures, internships, and mentorship programs;
- Identifying and preparing for our own future workforce needs, where we anticipate hiring several skilled construction technologists and project leaders over the next four years.

This program has the potential to be a game-changer—not just for students and employers, but for the broader regional economy. It reflects a forward-thinking approach to closing the skills gap while investing in the long-term sustainability and innovation of our industry. Thank you for your leadership in championing this initiative. We are excited to support St. Petersburg College in launching this much-needed degree program and preparing the next generation of construction professionals who will build the future of our communities.

Respectfully,

Thomas R. Burket
President | PJ Callaghan Construction

May 28, 2025

President Tonjua William
St. Petersburg College
P.O. Box 13489
St. Petersburg, FL 33733-3489

Re: Letter of Support for – B.S. in Construction Program at St. Petersburg College

Dear Dr. Williams,

On behalf of Smith Fence, I am pleased to offer this letter of support for St. Petersburg College's (SPC) proposal to the Florida Department of Education to establish a Bachelor of Science in Construction program.

We understand that this program has been developed in response to the specific workforce and development needs of Pinellas County and the greater Tampa Bay region. As one of the most densely populated counties in Florida, Pinellas County faces unique challenges related to limited land availability and increasing demands for redevelopment. These conditions underscore the urgent need for highly skilled construction professionals capable of managing urban development, vertical construction, and the adaptive reuse of existing structures. The emphasis on sustainability and innovative design aligns with the construction industry's future.

We commend SPC for engaging regional industry leaders and advisory committee members in shaping this program. There is a clear and growing need for a degree in construction technologists and engineers to meet the evolving demands of the field. We believe this program will help build a strong talent pipeline that will benefit the entire region.

Smith Fence supports this important initiative and is committed to collaborating with SPC in the following ways:

- Providing feedback on the proposed curriculum to ensure alignment with current and future industry needs.
- Supporting student recruitment and retention through guest speaking, facility tours, job shadowing, internships, and other experiential learning opportunities.
- We estimate that we will need number of construction technologists and engineers over the next four years.

Thank you for recognizing the crucial need to produce a skilled and knowledgeable workforce that ensures U.S. competitiveness in manufacturing. We appreciate your consideration of this proposal, as we work to ensure excellence and equity, and success. Smith Fence looks forward to the successful launch of the B.S. in Construction program and the opportunity to partner in preparing the next generation of construction professionals.

Sincerely,

Nicholas P. Smith

Smith Fence Company

www.smithfence.com

Build Arts Meeting Minutes March 28th, 2024

Location: Creative Contractors 3:00 pm to 5:00 pm

Attendees:

Sidney Martin, SPC
Christopher Cain, SPC
Marilyn Browne, SPC
Dean Patricia Watts, SPC
Jeffrey Willett, Creative Contractors (Host)
Paula MacDonald, SPC Marketing Consultant
Scott Kulczar, DeAngelis Diamond Construction
Christopher Telson, C&T Contracting Services
Art Woodroffe, Retired. Mayer electric supply
Greg Lewis, SPC Lead Faculty CAD, and Rapid Prototyping
Robert Hudson, SPC Lead Faculty Building Arts
Gene Luca Anderson Properties and Development
Robert Hawkins, Pinellas County Schools
Michael McCullough, Pinellas County Schools,
Mark Hertig, Pinellas County Schools
Matthew Wiechart, TLC Engineering Solutions, Inc.
Samantha Muilenburg, SPC student
John Mauthner, SPC
Jenifer Jenkins, Fleischman Garcia Maslowski
Clark Scherer, Scherer Construction

The following was the agenda for the meeting:

1. Discussion regarding the Building Arts program and any proposed changes to the program.
    a. Specific discussion of adding either one or two drone courses to the program.
    b. Any other changes
2. Discuss the architecture program and add a new certificate that will address the computer-aided design needs of the industry.
3. Short-term training needs that are needed by your organization.

Each of the items above was discussed in order. The meeting was called to order at 3:02 pm.

Item 1: There was discussion with industry regarding the programs offered at Pinellas County Schools and St. Petersburg College. The enrollment in the current programs was discussed and Pinellas County Schools explained that the are three construction focused High Schools in the county. There was thinking that we need to pursue a Bachelor's Degree

in Construction Management. The suggestion by the committee was to look at the University of Florida as a guide and to review what might be available at other Florida Institutions and Auburn University.

The discussion about drones had input that there may be a need to have a course for licensing, a course for drone operation in a construction environment, and a course in Lidar and other applications for drones. There was input by some of the contractors present that their staff may not have these skills, but they definitely would hire organizations who had drone surveying capability. It was confirmed that there was a need for this addition/change to the program.

Action: Mr. Mauthner, Mr. Hudson, and Dr. Martin will meet to organize a proposal for the committee to have input before trying to design courses. There will be suggestions on how to integrate these courses into the existing program and what impact there would be on course offerings.

Action: Dr. Martin will start investigating how to proceed with justifying the Construction Management Bachelor's degree and report back to the committee in one month with a status.

Item 2: There was discussion concerning the development of a drafting architecture CAD type certificate. The goal is to have a pathway for those architecture students who realize the 5-7 year commitment they are making to obtain an Architecture degree. A suggestion by the committee was to suggest that they pursue the two or four year construction management program. In the end, the committee supported investigating a certificate that could be embedded in the Construction Management Program (we cannot insert a certificate in an AA degree, which is conferred to Architectural students). A subcommittee will be convened to suggest what this certificate will be.

Action: Dr. Martin will start the investigation into how to move forward with investigating the appropriate certificate and report back to the committee in one month with a status.

Item 3: Mr. Cain updated the group on available programs. There were no immediate needs identified. Mr. Cain was asked to send the appropriate workforce offerings to the committee.

The meeting adjourned at 5:05 pm.

MINUTES
BUILDING ARTS ADVISORY BOARD
08/28/24 – Microsoft Teams

Date of Meeting: 08/28/24	

MEMBERS PRESENT:
Art Woodroffe, Bill Stevens, Clark Scherer, Dean Patricia Watts, Gina Zanni, Jeffrey Willett, John Mauthner, John Procaccini, Juan Amado, Kathleen Pope, Kathryn Cleveland, Marilyn Browne, Matthew D'Amaddio, Natavia Middleton, Nicholas Smith, Paula MacDonald, Robert Hudson, Thomas Burket, Thomas Capell

MEMBERS EXCUSED:
Allen Griffith, Christopher Telson, Danny Clark, Debbie Swink, Denise Young, Gene Anderson, Jerry Cantrell, Josephy DiPasqua, Marcel Maslowski, Matt Wiechart, Michael Cangemi, Michael Zehe, Ray Gorman, Ron Johansson, Samantha Muilenburg, Scott Kulczar, Wanda Kimsey

CALL TO ORDER:
Meeting called to order at 4pm by Sidney Martin.

NEW BUSINESS:

Overview: Enrollment for the Building Arts program is looking good, and classes are being offered in multiple forms such as in person and Live Online. Intro to CAD is being taught at the Midtown campus by Greg Lewis. This is the first time the class has been offered at this campus and had 11 students enrolled. In addition to offering CAD courses on the Midtown campus, we are also looking at offering courses such as Surveying and Hydrology there. To support these courses $44,000 worth of new surveying equipment has been purchased and is ready to be put into practice.

New Bachelor of Science: Currently St Petersburg College only offers a two-year associate degree in construction management. Due to no bachelor's degree being offered in the Building Arts program the options for current students include continuing to a bachelor's degree in business management with sustainability as the subplan or transferring elsewhere. Due to this there has been talks that there is a need for a bachelor's degree in construction management in the area. Members of the advisory board have expressed interest and support in the college offering this degree. Preparations have begun to notify the state and other institutions that the college is intending to petition to offer this new degree. The first steps in this process are having the College's President submit a formal document to the Department of Education regarding the degree, we hope to complete this step during the next month. After this document is submitted, we will then wait to hear from that state if there're any concerns or conflicts that would need to be addressed in the program. If there is anything of concern the college would have 60 days to respond to the state. The earliest timeline in which the degree could be offered would be the Spring of 2026, with classes for the program beginning in the Fall 2026 semester.

When the advisory board was asked what types of courses they would like to see offered as part of the degree there were many suggestions. Suggestions included topics such as contract law with a focus on AIA documents, Florida Lean law, accounting, construction finances, leadership and communications, and internships that will count as credit through the degree. Lastly, multiple members of the advisory board

expressed their willingness to support the Bachelor of Science Construction Degree through either letters of support or if time willing traveling with the college when they meet with the Department of Education.

Grant Updates: We are excited to announce that we have received a total of 7.2 million in the form of two grants. For us on the academic side, we are going to be working on a clean room certificate which will help those students prepared to be able to work in a clean room environment. We'll also be working on a semiconductor subplan within our engineering technology program, and the planning to introduce two courses regarding semiconductor processing has begun. The courses will focus on topics such as how do you create a circuit on a wafer, and what are those processes. As well as topics such as photonics and the transmission of light in thin films. This is due to there being multiple companies in our community that focus on these things, and they are important to part of our industrial base in Pinellas County.

Furthermore, to house some of these new courses and be able to offer education on these topics a significant portion of this grant will be going to the refurbishment of gymnasium/office space on the Midtown campus to create a semiconductor space. This space will be shared between the Engineering program and the Workforce team. The construction on this approximately 14,000 square feet space will begin in September. The timeline for everything to be complete is roughly one to three years as well wait for some clarification from the state on when certain things need to be completed by. The workforce team has already begun to develop space at the Midtown campus to use temporarily while construction takes place. Some courses that will be introduced and offered to the community are soldering and mechatronics. Lastly both the Engineering and Workforce teams will be looking at purchasing new equipment for this space, with engineering having roughly $880,000 budgeted for it.

Employer Engagement and Workforce Update: Marilyn Browne wanted to share her thanks to those on the committee for their support and letters of commitment that helped the college being awarded the 7.2M grant for a SMART Tech Lab.

Additionally, if you would like to participate in the 2024 SPC BEAM event please submit the survey below on how you wish to participate.

- https://web.spcollege.edu/survey/36833

Lastly, if you have not already, please submit your 2024-2025 Ways to Engage Survey

- https://web.spcollege.edu/survey/33796

If you have already submitted the above surveys, we appreciate it.

Chris Sprowls Workforce Innovation Hub: Below are few items that Tarpon Springs Provost Rodrigo Davis wanted to share with the advisory committee:

- Expanding Workforce Programs: Collaborating with Shawn, Tim, and the Workforce team to introduce soldering classes in October 2024, with the aim to establish them as regular offerings by the Spring semester. Additionally, developing CNC classes to potentially launch in Spring 2024.

- Launching Drone Certification Courses: Starting an FAA Part 107 - Drones course on October 26, 2024, with plans to expand drone-related courses in the Spring and Summer semesters of 2025.

- Exploring New Workforce Opportunities: Working closely with Workforce and the hub to identify and develop additional workforce programs at the Tarpon Springs campus, fostering growth and meeting the evolving needs of the community.

- Test Kitchen: Certifications completed and will explore operating rental opportunities during the Fall 2024 term.

Activities: On Tuesday, October 8th the Clearwater campus will be hosting the BEAM Expo. This expo will focus on educating middle and high school students on the career opportunities available in the fields of Manufacturing, Engineering, Construction, and Architecture There will be approximately 800 to 1,000 students from Pinellas County in attendance, as well as members of the community and SPC students and alumni. There will be hands-on learning activities, career exploration/employer showcase, and speaker presentations, and a designated area in the parking lot for companies to show off pieces of equipment. If you or your company would like to participate in the 2024 SPC BEAM event, please submit the survey provided by Marilyn Browne below on how you wish to participate.

CLOSING BUSINESS:

SAVE THE DATE:

September:

- 3rd: General Advisory Meeting CR 182 at 3pm
- 7th: First Robotics Kick-Off Seminole High School
- 21st: Fallen Heroes Poker Run

October:

- 15th: General Advisory Meeting 5 pm – Clearwater, Room CR-182 (In Person only)
- 8th: BEAM EXPO, Clearwater Campus
- 22nd: Oct-to-con-like event, Clearwater Campus
- 26th: First Robotics Evangelical Christian Fort Myers
- 27th: Ghouls for Tools 5K MasterCut, marketing@mastercuttool.com
- 29th: Discovery Day Clearwater Campus

November:

- 9th: First Robotics Osceola Middle School
- 12th: Ethical Implications of Artificial Intelligence in the legal system, https://isps.spcollege.edu/events/ethical-implications-of-artificial-intelligence-in-the-legal-system/

NEXT MEETING: Has not been scheduled yet.

MEETING ADJOURNED: Called at 5pm