PROPOSAL

BACHELOR OF APPLIED SCIENCE
Supervision and Management

Submitted to:
The Florida Department of Education

By:
South Florida Community College
Avon Park, Florida

August 16, 2011
THE FLORIDA COLLEGE SYSTEM

BACCALAUREATE PROPOSAL APPROVAL APPLICATION

COVER SHEET

INSTITUTION: South Florida Community College

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DEGREE TYPE (BS, BAS, other): BAS
DEGREE TITLE: Bachelor of Applied Science in Supervision and Management
TOTAL NUMBER OF CREDIT HOURS: 120
PROPOSED DEGREE SIX-DIGIT CIP CODE: 52.0299
PLANNED PROGRAM IMPLEMENTATION DATE: Fall 2012

PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:

The Bachelor of Applied Science degree in Supervision and Management (BAS-SM) will be available in the South Florida Community College (SFCC) district serving DeSoto, Hardee, and Highlands counties. This BAS-SM degree will prepare individuals to develop, plan, manage, and supervise in a variety of workforce settings. Graduates will acquire specialized skills in human resources, management, finance, and leadership. These skills may be applied to a wide range of workforce venues. Students who have earned associate degrees in specific areas may continue to enhance their education and career progression. Job opportunities available to graduates may include administrative, supervisory or management roles. The BAS-SM will prepare students for careers within the public, private, or nonprofit sectors.

BOARD OF TRUSTEES APPROVAL DATE: January 26, 2011

PRESIDENT’S SIGNATURE ________________________________ Date: August 16, 2011
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EXECUTIVE SUMMARY

Institution: South Florida Community College
Degree Type: Bachelor of Applied Science
Degree Title: Supervision and Management

OVERVIEW

South Florida Community College (SFCC) is a well-established community college servicing south-central Florida and, specifically, rural Desoto, Hardee, and Highlands counties. The college currently serves approximately 12,000 students annually in a variety of liberal arts and career programs culminating in an Associate in Arts degree, an Associate in Science degree, Associate in Applied Science degree, diploma, or certificate. The college has an excellent reputation in the community based on its quality academic programs, highly qualified faculty and staff, and ongoing collaboration with the business community.

A. PLANNING PROCESS

In 2009, the SFCC Strategic Plan established a priority goal to explore the feasibility of offering applied baccalaureate degrees. Since that time, a thoughtful and deliberative process ensued to determine need, employer support, and SFCC’s institutional capacity to deliver bachelor’s degrees.

- Surveys were administered and focus groups facilitated to gauge student interest in baccalaureate programs. Analysis revealed overwhelming support based on the college’s reputation, proximity, familiarity, and cost.

- Community leaders, major employers, and economic development groups, such as the local chambers of commerce and workforce board, also expressed a strong desire for the SFCC to move forward with an applied baccalaureate degree. Strong consensus supports that offering a BAS degree would significantly enhance the local workforce given the area’s limited educational options.

- While the college district does not host a state university campus, the SFCC University Center maintains positive relations with several colleges and universities. To maintain effective partnerships, SFCC’s president and vice president of educational and student services approached the leadership of existing educational partner institutions. These partner institutions include: University of South Florida, Tampa; University of South Florida Polytechnic; Webber International University; Hodges University; and Warner University. Through open dialogue, SFCC garnered support from public and private colleges and universities in the service area. Individual letters of support can be found in Appendix 4, pages 76-82.
While several applied baccalaureate program options were considered and discussed with stakeholders, feedback indicated strong, broad-based support for a BAS in supervision and management (BAS-SM) program. It was felt that this program would appeal to students and local employers; moreover, it would not jeopardize existing SFCC University Center partnerships.

B. PROGRAM IMPLEMENTATION TIMELINE

This application will be submitted to the Florida Department of Education (FDOE) in June 2011, with a goal of receiving official approval during the fall of 2011. SFCC will submit an application for level change to SACS-COC by October 2011. Assuming approval by the FDOE and SACS-COC, SFCC plans to offer the BAS in supervision and management degree in fall 2012.

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

SFCC, one of the smaller institutions in the Florida College System, is located south of Orlando in the rural agricultural center of the peninsula known as Florida’s Heartland, where citrus production, cattle ranching, and phosphate mining form the backbone of the local economy. Major employers in the area also include public service, health care, and business/retail. These areas combined have a recognized need for a more educated workforce with the common skills a bachelor’s degree in management provides: liberal education, critical thinking, people skills, supervision, and management.

SFCC draws more than 90 percent of the student body from the three counties in its service district. While SFCC is proud of the number of graduates it produces, only 10 percent of the population in the area have bachelor’s degrees, well below the state average of 26 percent. Many attribute this gap in baccalaureate degrees to the lack of affordable baccalaureate options available in the community. Collectively, the SFCC student body includes a significant concentration of low-income, first generation in college, and single parents. These students face additional barriers to education that commonly plague rural areas: lack of public transportation and available child care.

While this region was hit hard during the current economic downturn, employers and state employment projections indicate a modest growth in the need for trained managers and supervisors across an array of occupational areas including agriculture, heath care, retail, and business and financial services; several supporting data sources are cited in this request. The fact that DeSoto, Hardee and Highlands have been identified as part of a rural area of critical economic concern further underscores the need to support the BAS-SM.

The proposed program will serve an identified need of the Desoto, Hardee, and Highlands counties business community. It is anticipated that demand within these counties for individuals with a bachelor’s-level education related to supervision and management will total 280 positions from 2012 to 2016 (56 positions per year). Workforce data suggest local growth in positions related to medical, health services,
marketing, financial, and sales management. This demand also parallels a projected state-wide demand (2 percent increase per year) for bachelor’s-level education in supervision and management. Growth will be seen among various management related occupations similarly available in the service district and other occupations where the BAS-SM would be applicable.

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

SFCC’s current facilities and equipment can accommodate the proposed program. Existing standard classrooms, computer laboratories, and an electronic learning platform are available to accommodate the program initially and for at least four years based on projected enrollments. In addition, local employers express a willingness to host students at their locations for experiential learning opportunities and intern assignments, eliminating the need for additional specialized equipment and laboratory space. Office furniture and equipment ($10,000 budgeted) will be needed to meet the needs of new full-time program faculty.

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

The existing SFCC library collection, particularly in the management discipline, is substantial, current, and broad based. A thorough review will be conducted to coincide with the curriculum development process. SFCC has set aside funds to address identified learning resource needs, including $5,000 in preparation for the program, $6,000 during the first year, and $3,000 for the next three years.

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

Faculty in the business and management area are well qualified and properly credentialed to teach several BAS-SM courses. SFCC will hire full-time instructors with terminal degrees in the discipline to ensure compliance with the SACS faculty credential requirements. An instructor will serve as the lead faculty member for the BAS-SM. This position will oversee curriculum development and teach a significant portion of the courses.

Existing adjunct faculty are also well credentialed. Due to increased course offerings, additional qualified adjunct faculty will be hired as needed.

The support staff at SFCC are well positioned to assist baccalaureate students. SFCC University Center staff who are skilled in addressing baccalaureate student needs are part of the Student Services division and will be the primary support for the BAS-SM students.

G. COST TO STUDENTS

An analysis of the cost to earn a baccalaureate degree was conducted with nearby state and private colleges and universities. The cost to earn a BAS-SM degree at SFCC is
projected to be $13,000. Based upon a comparative analysis, this is at least one-third less than baccalaureate degrees offered by private colleges and the closest state university. The cost of SFCC’s BAS-SM is aligned with other Florida colleges offering this degree.

Student survey results and focus group comments indicate that cost is a primary prohibiting factor in advancing to a baccalaureate degree. The cost of SFCC’s proposed program will make this degree affordable and attainable to the community SFCC serves.

H. ACADEMIC CONTENT

The proposed Bachelor of Applied Science degree with a major in Supervision and Management is a 120 credit hour program. Students must possess an Associate in Science or an Associate in Arts degree prior to admission. The Associate in Science graduates earn a minimum of 18 general education credits; the Associate in Arts graduates earn 36 general education credits as required by the FDOE. The curriculum allows for 18 credits of electives, allowing appropriate opportunity for Associate in Science graduates to complete general education courses and allowing Associate in Arts graduates the opportunity to complete credits in an occupational or technical area, e.g., business, computers, accounting. See Appendix 2.4, p.57.

The upper-level supervision and management core courses and electives provide students with a general, but comprehensive understanding of practical management and supervisory skills. Upper-level course work includes a variety of supervision and management related courses including, management information systems, strategic planning, business finance, human resources, organizational behavior, leadership, and management practices.

The admission requirements for the BAS-SM program are clearly stated. Students must possess an Associate in Science or Associate in Arts degree prior to admission. Additionally, students who have earned a minimum of 60 credit hours may be admitted on a case-by-case basis. In all situations, the general education requirements and the core requirements can be met during the third and fourth year of the baccalaureate program. SFCC’s Associate in Science graduates earn a minimum of 18 general education requirements; the Associate in Arts graduates earn the 36 credits required by the FDOE. The baccalaureate program is designed so that the Associate in Science students can complete their general education requirements within the 120 hours of the baccalaureate program and still meet all other requirements.

There are no course-specific pre-requisites for the degree. Proposed course work currently exists in the common course numbering system and will serve as the curriculum foundation for the program as outlined on the charts in the following Section H.

A full-time faculty member will be hired in advance of the program starting in fall 2012. This faculty member will serve as the lead faculty, and in accordance with Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) standards will possess a terminal degree in Business Management or related discipline. This will
be in full compliance with SACS-COC requirement 3.5.4: “At least 25% of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate in the discipline.” Up to five adjunct faculty will be hired to teach in the baccalaureate program possessing SACS-COC credentials as stated in SACS-COC requirement 3.5. The student to faculty ratio is projected to be approximately 30:1.

SFCC is currently undergoing SACS-COC reaffirmation of its accreditation. The SACS-COC on-site team will visit the campus in November 2011. The institution has been in contact with SACS-COC regarding the intent to move from being a Level 1 to a Level 2 institution. A substantive change visit is tentatively scheduled for 2013.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

The projected enrollment in the BAS-SM program for fall 2012 is estimated to be 40 students. Student enrollment projections for the following three years suggest small but steady growth (100 students expected in the fourth year.) A high percentage of students are expected to attend full-time and to complete/graduate (as many as 146 during the first four years). Placements are expected to be very high for completers, since many students are currently employed but need the BAS-SM degree for advancement. Revenues to establish and maintain the BAS-SM program will derive from state funding, student tuition and fees, and auxiliary revenues. The budget provides for hiring a doctoral level faculty member the first year ($62,396 budgeted), additional funding for five adjunct faculty, and overloads for existing full-time faculty ($18,000 budgeted for the first year.). Depending upon student demand and rising enrollments, a second faculty member is projected to be hired in the third year, along with additional adjunct faculty as needed. Funding is allocated for increased library resources, curriculum development, and other possible equipment needs. Planning costs for the year preceding the first year of the program are budgeted for $32,299, with first year costs expected to total $128,896 in total.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

A plan of action has been developed to ensure that students will not be penalized should the program be phased out. Upon the SFCC District Board of Trustees decision to terminate the program, the vice president for educational and student services will provide the college registrar with a cut-off date that precludes future enrollments. Currently enrolled students will be notified in writing and receive an individualized completion plan prescribing a clear mechanism for degree completion.

A timeline for program closure will be developed and distributed to those impacted. The phase-out period will last up to two years so that all needed course work will be offered in sequence one last time. Student progress in these courses will be monitored closely to verify they are fully aware of the program status and their options toward degree completion.
EVALUATION CRITERIA

A. PLANNING PROCESS

Summary of Internal Process and Meetings

In fall 2008, a broadly based and representative task force was established to coordinate the development of the college strategic plan for the upcoming five years. The task force included a cross-section of faculty, professional, administrative, and career staff tasked with conducting extensive research among internal and external stakeholders to establish future directions for the college. Surveys from over 500 stakeholders including advisory committees, businesses, county agencies, students, and private organizations were analyzed and prioritized. Among the identified needs for the college was a need to establish bachelor’s degree programming that would serve the three-county service district.

The initial information gathered from the strategic planning stakeholders indicated a need for bachelor’s degrees in Health Care Administration, Public Administration and Business Administration. Further discussions among the area workforce, chambers of commerce and local business groups further affirmed the need for bachelor’s programs that would provide technical, supervisory, and managerial skills needed for upward mobility in an organization.

A planning group of business faculty, administrators, and general education faculty was convened at the college and broken into specific task groups. For more information see Appendix 1, p.42-52. The planning group evaluated the Florida K-20 strategic initiatives, labor trends and statistics relevant to Region 19. The initial evaluation indicated that attempting three degrees was rather aggressive, but the combined need for a workforce degree that could prepare supervisors and managers in any of these areas would benefit a wide variety of the regional workforce. It was determined that the college would seek a single BAS program, rather than attempting multiple, more specialized programs simultaneously.

The task force explored the interests and need for SFCC to offer bachelor’s degree programs. Over a three-month period, staff conducted several research activities designed to assess interest in SFCC offering a BAS degree. Activities included: focus group interviews of currently enrolled students; an online survey of currently enrolled students; and telephone interviews of recent health, business, and public service graduates.

Five focus group interviews were conducted from December 2010 through January 2011. Business, nursing, dental hygiene, radiography, and Student Government Association (SGA) students participated in the group interviews.

Graduates of SFCC’s health, business, and public services programs responded to telephone interviews conducted by Enrollment Management staff on December 2-
These graduates had completed an A.A., A.S., or A.A.S. program within the past three years.

SFCC President Stephens invited currently enrolled students to participate in an online survey designed to assess interest in bachelor’s degree studies. The survey was developed by the Institutional Effectiveness Department and administered Dec. 3-10, 2010.

Results of the focus group interviews, online survey, and telephone interviews suggested that SFCC is well positioned to offer a BAS-SM degree. Most students responding to interview and survey questions indicated a desire to continue bachelor’s degree studies if offered by SFCC. Students participating in the focus group interviews and surveys expressed their satisfaction with the instruction, activities, and services offered by SFCC and would like to continue their education at the college, if possible. Student comments included:

- “Would love to attend SFCC for bachelor’s degree!”
- “Would have attended SFCC. High praise for SFCC.”
- “As a previous student, I believe SFCC would do a great job. Great for the community.”
- “The more options we students have here close to our home, the better. We wouldn't look elsewhere to go for our education, because we would be getting the same type if we went away somewhere.”

Currently enrolled students and graduates from previous years prioritized cost, convenience, and educational quality when seeking a bachelor’s degree program. Economic issues dominated and a desire to gain a quality and economically viable education leading to employment was identified as paramount. For a more complete report, see Appendix 1.5, pages 48-52.

Once it was established that the Bachelors of Applied Science in Supervision and Management was the degree of choice by internal and external stakeholders, a subgroup of the taskforce began development of the curriculum. The dean of arts and sciences, dean of applied sciences and technologies, three business faculty, and an economist helped to develop the curriculum design. Several meetings in the spring and summer of 2011 resulted in the proposed program curriculum. The proposed curriculum will be distributed for adoption in fall 2011 with proposed implementation fall 2012. For a more information about curriculum, see Appendix 2, pages 53-61.

Summary of External Process and Meetings

As previously mentioned, the initial needs assessment for the Bachelor of Applied Science in Supervision and Management sprang from the 2008-2009 college strategic planning. Information was solicited from a variety of external stakeholders including county agencies, public and private educational institutions, chambers of commerce, local organizations, regional planning councils and citizens.
The key finding resulting from interaction with these groups was the resounding need for SFCC to provide more bachelor’s degree opportunities. This priority is created largely by the fact that SFCC is the sole higher education institution in this rural service area. The overall percentage of residents in the service district with a bachelor’s degree is significantly lower than state and national norms. The percentage of adults with a baccalaureate degree in Highlands County is 14 percent, Hardee County is 8 percent, and DeSoto County is 10 percent, which is well below state (26 percent) and national (29 percent) averages. The opportunity for students to receive an associate degree close to home is met by SFCC, but the opportunity to pursue education at the baccalaureate-level remains a challenge in the tri-county area.

In fall 2010, SFCC further explored the option of providing on-campus baccalaureate programming. A comprehensive study ensued and meetings were held with local businesses, municipal administrators, chambers of commerce, regional planning organizations, and community agencies regarding the need for local baccalaureate degree offerings. Local employers were also targeted. Results of the data collection concluded that a bachelor’s degree in supervision and management would be strongly supported by SFCC’s internal and external stakeholders. This is best illustrated by the letters of support from the following entities: Heartland Workforce, Highlands County Economic Development Commission, Hardee County Board of County Commissioners, DeSoto County Board of County Commissioners, Highlands County Citrus Growers Association, Inc., Heartland Agricultural Coalition, Highlands Regional Medical Center, Florida Hospital Heartland Division, Highlands Independent Bank, Greater Sebring Chamber of Commerce, Avon Park Chamber of Commerce, and the South Florida Community College Foundation, Inc. Their comments reflect their support, as the following sampling shows.

- “As a key member of the region, the Avon Park Chamber of Commerce fully supports this effort.”
- “We [Highlands Community Bank] were very pleased to hear the other day of your plans for bachelor degree approval in specific areas. Your institution continues to strive not only to improve the students that participate in your programs but also to strengthen and grow the community we live in.”
- “As a key employer in the region, Highland Regional Medical Center fully supports this effort. We feel that it will add great value to the educational background of our current and future employees.”
- “The agricultural community, as one of the primary employers in the region, applauds and fully supports this effort.” Heartland Agriculture Coalition
- “The Economic Development Commission of Highlands County commends and strongly supports South Florida Community College in moving forward and seeking approval to become a baccalaureate degree granting institution.”
Letters of support from these agencies can be found in Appendix 3, pages 63-76.

The college provides a university center where SFCC partners with public universities and private postsecondary institutions. The SFCC University Center contains space for baccalaureate as well as master’s degree programs. Three of the current university partnerships are for online learning experiences only, and the others provide face-to-face bachelor’s level education on the Highlands Campus.

In the six months prior to drafting this document, President Stephens and his leadership team attended meetings with the nearest regional colleges and universities. Details of the discussions are provided below.

University of South Florida, Tampa

SFCC President Stephens and Vice President Revell contacted Dr. Sullins, dean of undergraduate studies, University of South Florida (USF), Tampa campus, on Jan. 3, 2011, to identify the means for seeking approval from USF to initiate a baccalaureate degree program. Dr. Sullins is the USF coordination representative for the region’s community and state colleges. Dr. Sullins identified himself as the official point of contact for discussion for SFCC’s bachelor’s proposal. Moreover, he would coordinate efforts with both USF Tampa and USF Polytechnic.

On January 18, Dr. Sullins noted that he had a positive meeting with Dr. Marshall Goodman, vice president/CEO (USF Polytechnic), and Dr. Ponticell, senior associate vice president (USF Polytechnic), and Dr. Wilcox, provost (USF Tampa), regarding the SFCC proposal to initiate a BAS-SM. Both the USF Tampa and USF Polytechnic representatives were supportive of the BAS proposal. See letter of support in Appendix 4.2, page 77.

University of South Florida Polytechnic

Dr. Stephens met with Dr. Goodman, vice president and CEO of USF Polytechnic, on Nov. 5, 2010, to discuss general issues of interest to both parties. Dr. Stephens related that SFCC would soon begin a needs assessment to determine community need for baccalaureate programs and Dr. Goodman confirmed that USF Polytechnic would be supportive of this effort.

On Jan. 11, 2011 Vice President Revell contacted Dr. Ponticell to discuss SFCC’s desire to submit a Letter of Intent to provide a BAS-SM. USF Polytechnic offerings at the SFCC University Center, including the bachelor’s degree in elementary education, master’s degree in educational leadership, and master’s in reading education were reviewed. These successful partnerships have been in existence since 2000. The proposed BAS-SM is not expected to alter or influence existing USF Polytechnic programs. Dr. Ponticell noted that she would meet with Dr. Sullins to discuss the BAS
proposal in more depth, but felt that USF Polytechnic would be supportive of SFCC’s request to initiate a BAS-SM program. See letter of support in Appendix 4.3, page 78.

**Webber International University**

On Dec. 13, 2010, Vice President Revell met with Dr. Wade, president, and Dr. Shieh, chief academic officer, to discuss SFCC’s proposal to offer baccalaureate degrees. The following degree considerations were presented: BAS with possible concentrations in business, allied health, and public administration.

Dr. Wade was positive in response to SFCC’s offering the BAS with a concentration in allied health, but less receptive to the concentration in business as this is the primary area of study for Webber International University (WIU). Drs. Wade and Shieh stated that they were appreciative of the existing 2+2 programs in computer information services and SFCC University Center opportunities to provide business classes each term. They would like to offer new programs in sports medicine. WIU was assured that the current SFCC University Center relationship would not change as a result of this initiative. They expressed their appreciation for being consulted. See letter of support in Appendix 4.5, page 80.

The lack of support from WIU for a business concentration was one of the contributing factors that eventually led to the decision to provide a BAS in Supervision and Management. A second letter of support was solicited from WIU for the supervision and management program. See letter of support in Appendix 4.6, page 82.

**Hodges University**

On Dec. 20, 2010, Vice President Revell spoke with Dr. Brock, executive vice president for academic affairs, regarding the proposal for baccalaureate degrees to be offered by SFCC.

The following degree considerations were presented: BAS with possible concentrations in business, allied health and public administration.

Dr. Brock stated that Hodges University had no opposition to the planned BAS degree and would support SFCC’s efforts. Dr. Brock also reaffirmed that they would like to maintain their interdisciplinary studies program at the SFCC University Center and continue the strong partnership that has developed between the two institutions. She was assured that the current relationship would not change as a result of this initiative. See letter of support in Appendix 4.1, page 76.

**Warner University**

On Jan. 5, 2011, Vice President Revell met with Dr. Moyer, vice president and chief academic officer, to discuss the proposal for baccalaureate degrees to be offered by SFCC. The following degree considerations were presented: BAS supervision and
management with possible concentrations in business, allied health, and public administration.

Dr. Moyers discussed the potential programs and the current partnership with SFCC. As a new academic officer, it was an opportunity to review existing agreements and discuss areas for future growth. Dr. Moyers verbally approved and gave his full support to SFCC to proceed with implementing the degrees. He said he would relay this conversation to his university president, Dr. Hall. See letter of support in Appendix 4.4, page 79.

**Summary of Findings**

After full discussions with regional higher education institutions, it was determined that a single BAS-SM, with no concentrations, would be the preferred degree for SFCC to pursue at this time. USF and all other educational institutions identified that the BAS-SM would complement our joint efforts and provide needed and affordable options for the residents of the service region.

On January 26, 2011, a Letter of Intent was presented to the SFCC District Board of Trustees documenting the needs assessment, summary of contacts with colleges and universities, and letters of support. The board approved the submission of the Letter of Intent that was then submitted to the chancellor of the Florida College System. The board item can be found in Appendix 6, pages 86-88.
### B. PROGRAM IMPLEMENTATION TIMELINE

**Dates for Program Implementation Activities**

The following table illustrates the date or date range for the requested program implementation activities.

**BACHELOR OF APPLIED SCIENCE IN SUPERVISION AND MANAGEMENT PROGRAM IMPLEMENTATION TIMELINE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date or Date Range</th>
</tr>
</thead>
</table>
| Assessment of Need and Demand          | • Fall 2008  
Surveys, focus groups and meetings are held within the three counties of service district regarding Strategic Planning priorities. The need for BAS is identified as an SFCC priority.  
• December 2009  
Strategic Plan is adopted by the District Board of Trustees.  
• October 2010 – January 2011  
Needs assessment conducted for SFCC to offer baccalaureate degrees with students, alumni, business community, county agencies and regional higher education institutions.  
• January 2011  
Needs assessment determines the BAS-SM as the bachelor’s degree of choice. |
| Curriculum Development                 | • April 2011  
Initial development of Supervision and Management curriculum.  
• April – August 2011  
Curriculum shared with faculty and workforce advisory boards. Modifications made as needed. |
| Approval Process                       | • January-July 2011  
Submit Letter of Intent to the SFCC Board of Trustees for consideration and approval; submit Letter of Intent to the Department of Education—Division of Florida Colleges. Prepare and submit baccalaureate application to the Department of Education—Division of Florida Colleges. |
| Accreditation Activities               | • June 2011  
Notice to SACS that SFCC has submitted an application to the state of Florida to seek the ability to offer bachelor’s degrees. |
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 2011</strong></td>
<td>Submission of SACS Application for Level Change upon Florida State Board of Education approval.</td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
<td>Begin offering BAS-SM.</td>
</tr>
<tr>
<td><strong>Spring 2013 – Fall 2013</strong></td>
<td>Six to nine months after beginning BAS program, SACS conducts an on-site accreditation visit.</td>
</tr>
<tr>
<td><strong>Recruitment of Faculty and Staff</strong></td>
<td><strong>Fall 2011-Spring 2012</strong></td>
</tr>
<tr>
<td></td>
<td>Advertise, recruit, and hire faculty for the BAS-SM. The appointed faculty member will require a doctorate in the discipline.</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2012</strong> Schedule classes for credentialed full- and part-time faculty for fall 2012.</td>
</tr>
<tr>
<td><strong>Systems, Facilities and Resource Upgrades and Development</strong></td>
<td><strong>Spring 2012</strong> Purchase additional library materials as needed. Upgrade college management information system (BANNER).</td>
</tr>
<tr>
<td><strong>Student Recruitment and Advising</strong></td>
<td><strong>Fall 2011</strong> Develop promotional and recruitment materials. Establish a major recruitment campaign upon SBE and SACS approval.</td>
</tr>
<tr>
<td><strong>Estimated date upper division courses are to begin</strong></td>
<td><strong>Fall 2012</strong></td>
</tr>
</tbody>
</table>
C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

Geographic Region to be Served

SFCC, one of the smaller institutions in the Florida College System (22 out of 28 colleges in full-time equivalent enrollment), is located south of Orlando in the rural agricultural center of the peninsula known as Florida’s Heartland, where citrus production, cattle ranching, and phosphate mining form the backbone of the local economy. This central Florida region has been identified as one of three rural areas of critical economic concern (RACEC). The designation of being a RACEC area is determined by key economic indicators such as per capita income, average annual wages, percentage of people in poverty and average annual employment. RACEC areas receive special consideration when dealing with state agencies or qualifying for selected programs.

SFCC draws more than 90 percent of the student body from its service district of Desoto, Hardee and Highlands counties. The local per capita income is $22,401, which is more than 30 percent below the state average (Bureau of Economic and Business Research, 2009). All five local high schools are categorized by the Florida Department of Education as low-performing schools (Florida Department of Education, 2010). Additionally, the region ranks as one of the highest statewide for the incidence of teenage pregnancy. These factors combine to produce a high percentage of non-traditional higher education students. Collectively, the SFCC student body includes a significant concentration of low-income, first-generation-in-college and single parents. These students also face additional barriers to education that commonly plague rural areas--lack of public transportation and lack of available and affordable child care.

POPULATION STATISTICS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>County</td>
<td>State</td>
<td>County</td>
</tr>
<tr>
<td>DeSoto</td>
<td>34,862</td>
<td>62.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Hardee</td>
<td>27,731</td>
<td>59.5%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Highlands</td>
<td>98,786</td>
<td>72.2%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>


A gap exists between the educational average and educational level of residents in the SFCC tri-county service district. As demonstrated by the above table, educational attainment for residents in SFCC’s service area is significantly lower than state averages. While baccalaureate degrees are offered throughout central Florida, they are not sufficient in meeting local educational needs. Students in rural, central Florida desire affordable and accessible programming that is close to home.
Current and Five-Year Projection of Job Openings

Students earning a BAS-SM can be employed in almost any industry. Graduates will be prepared to become supervisors and managers of businesses and organizations within their field of technical training. The table below provides information regarding the average annual openings for individuals with bachelor’s degrees related to supervision and management. Based on average projected openings of 56 positions per year, a total of 280 positions are expected to be needed by 2016 as a result of growth or attrition.

**PROJECTED EMPLOYMENT GROWTH FOR POSITIONS REQUIRING BACHELOR’S DEGREES RELATED TO SUPERVISION AND MANAGEMENT**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>5 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>280</td>
</tr>
<tr>
<td>Statewide</td>
<td>10,979</td>
<td>10,979</td>
<td>10,979</td>
<td>10,979</td>
<td>10,979</td>
<td>54,895</td>
</tr>
<tr>
<td>Nationwide</td>
<td>166,400</td>
<td>166,400</td>
<td>166,400</td>
<td>166,400</td>
<td>166,400</td>
<td>832,000</td>
</tr>
</tbody>
</table>

**FLORIDA JOBS BY OCCUPATION; WORKFORCE REGION 19 DESOTO, HARDEE, AND HIGHLANDS COUNTIES**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Due To Growth</th>
<th>Due To Separations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executives</td>
<td>99</td>
<td>-0.13</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Legislators</td>
<td>27</td>
<td>0.46</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>18</td>
<td>1.39</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sales Managers</td>
<td>26</td>
<td>2.40</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Financial Managers</td>
<td>58</td>
<td>0.43</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education Administrators, Elementary and Secondary</td>
<td>51</td>
<td>0.74</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>47</td>
<td>1.60</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business and Financial Operations Occupations</td>
<td>1,033</td>
<td>2.03</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Human Resources, Training, &amp; Labor Relations</td>
<td>23</td>
<td>2.17</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>61</td>
<td>0.41</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Personal Financial Advisors</td>
<td>33</td>
<td>4.92</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Farm and Home Management Advisors</td>
<td>19</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,495</strong></td>
<td><strong>1,700</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

Graduates of bachelor’s degree programs often seek employment beyond their local community, and this is particularly true in the rural communities served by SFCC. Given this fact, many additional employment opportunities exist for BAS-SM graduates. On average, Florida is projected to see an increase of 2 percent per year in bachelor’s-level supervisory and management positions.

The information below reflects an analysis of data derived from the Florida Agency for Workforce Innovation’s annual publication: The Florida Jobs by Occupation Report, September 2010.

### FLORIDA JOBS BY OCCUPATION
**MANAGEMENT AND SUPERVISION EMPLOYMENT PROJECTIONS**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment 2010</th>
<th>Employment 2018</th>
<th>Percent Change</th>
<th>Due To Growth</th>
<th>Due To Separations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chief Executives</em></td>
<td>21,270</td>
<td>22,642</td>
<td>0.81</td>
<td>172</td>
<td>590</td>
<td>762</td>
</tr>
<tr>
<td><em>Legislators</em></td>
<td>1,598</td>
<td>1,607</td>
<td>0.07</td>
<td>1</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>Advertising and Promotions Managers</td>
<td>1,424</td>
<td>1,515</td>
<td>.80</td>
<td>11</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td><em>Marketing Managers</em></td>
<td>5,490</td>
<td>6,479</td>
<td>2.25</td>
<td>124</td>
<td>118</td>
<td>242</td>
</tr>
<tr>
<td><em>Sales Managers</em></td>
<td>14,642</td>
<td>18,033</td>
<td>2.89</td>
<td>424</td>
<td>313</td>
<td>737</td>
</tr>
<tr>
<td>Public Relations Managers</td>
<td>1,450</td>
<td>1,666</td>
<td>1.86</td>
<td>27</td>
<td>34</td>
<td>61</td>
</tr>
<tr>
<td>Computer and Information Systems Managers</td>
<td>7,328</td>
<td>8,528</td>
<td>2.05</td>
<td>150</td>
<td>113</td>
<td>263</td>
</tr>
<tr>
<td>Financial Managers</td>
<td>17,825</td>
<td>20,144</td>
<td>1.63</td>
<td>290</td>
<td>310</td>
<td>600</td>
</tr>
<tr>
<td>Human Resources Managers, All Other</td>
<td>1,986</td>
<td>2,036</td>
<td>2.01</td>
<td>40</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td><em>Education Administrators, Elementary and Secondary</em></td>
<td>4,341</td>
<td>5,112</td>
<td>2.22</td>
<td>96</td>
<td>129</td>
<td>225</td>
</tr>
<tr>
<td>Education Administrators, Postsecondary</td>
<td>2,065</td>
<td>2,213</td>
<td>.90</td>
<td>19</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Education Administrators, All Other</td>
<td>1,023</td>
<td>1,201</td>
<td>2.17</td>
<td>22</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>Occupation</td>
<td>Current Employment</td>
<td>Recent Employment</td>
<td>% Increase</td>
<td>Graduates</td>
<td>2 year Graduates</td>
<td>3 year Graduates</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Engineering Managers</td>
<td>4,170</td>
<td>4,713</td>
<td>1.63</td>
<td>68</td>
<td>83</td>
<td>151</td>
</tr>
<tr>
<td>*Medical and Health Services Managers</td>
<td>8,069</td>
<td>10,414</td>
<td>2.01</td>
<td>181</td>
<td>163</td>
<td>344</td>
</tr>
<tr>
<td>Natural Sciences Managers</td>
<td>788</td>
<td>882</td>
<td>1.49</td>
<td>12</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>Social and Community Service Managers</td>
<td>2,416</td>
<td>2,429</td>
<td>1.65</td>
<td>35</td>
<td>48</td>
<td>83</td>
</tr>
<tr>
<td>Agents and Business Managers of Artists &amp; Entertainers</td>
<td>1,385</td>
<td>1,710</td>
<td>2.93</td>
<td>41</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>Training and Development Specialists</td>
<td>10,984</td>
<td>13,590</td>
<td>2.97</td>
<td>326</td>
<td>284</td>
<td>610</td>
</tr>
<tr>
<td>*Human Resources, Training, &amp; Labor Relations Specialists, All Other</td>
<td>11,322</td>
<td>13,619</td>
<td>2.54</td>
<td>287</td>
<td>293</td>
<td>580</td>
</tr>
<tr>
<td>Logisticians</td>
<td>3,252</td>
<td>3,856</td>
<td>2.32</td>
<td>76</td>
<td>70</td>
<td>146</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>47,310</td>
<td>54,604</td>
<td>1.93</td>
<td>912</td>
<td>791</td>
<td>1,703</td>
</tr>
<tr>
<td>Personal Financial Advisors</td>
<td>17,827</td>
<td>23,698</td>
<td>4.12</td>
<td>734</td>
<td>182</td>
<td>916</td>
</tr>
<tr>
<td><strong>Total Statewide Management and Supervision Employment</strong></td>
<td>188,595</td>
<td>220,961</td>
<td>4.048</td>
<td>3,783</td>
<td>7,831</td>
<td></td>
</tr>
</tbody>
</table>

*Occupational titles available in service district.

**Number of Most Recent Graduates in the Discipline Area from the State University System, by Institution(s) in the Geographic Region Specified in the Application**

No state universities are located in SFCC’s service district, but as noted earlier, some state universities use the SFCC University Center for bachelor’s and master’s degree programs. Graduation data from the SFCC University Center are shown below. State University System (SUS) graduation data are not included, because service areas are not geographically comparable.
SFCC University Center Graduates From BAS-SM Related Programs

<table>
<thead>
<tr>
<th>University</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hodges University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Skills (B.A.)</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Warner University (B.A.)</td>
<td>7</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Webber International University (B.S.)</td>
<td>16</td>
<td>22</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

Number of Most Recent Graduates in the Discipline Area from Nonpublic Postsecondary Institutions in Geographic Region by Institution

No private universities solely serve the SFCC geographic service district. But as mentioned earlier, some private universities use the SFCC University Center for business-related bachelor’s degree programs. Showing the total graduates for these private universities can be misleading as they encompass a more populated service area than that of SFCC.

GRADUATES FROM NONPUBLIC COLLEGE AND UNIVERSITIES WITHIN GEOGRAPHIC REGION BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICE DEGREES

<table>
<thead>
<tr>
<th>University</th>
<th>Bachelor's Degree AY 2010 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warner University-Lake Wales, Polk County</td>
<td>131</td>
</tr>
<tr>
<td>Webber International University - Babson Park, Polk County</td>
<td>76</td>
</tr>
</tbody>
</table>

Data and Description of the Employment Gap

An analysis of regional labor market information, surveys from stakeholder groups, and the number of graduates produced by regional educational programs, indicate that there is both a demand and unmet need for a BAS-SM within the SFCC service district. A strong case for increasing bachelor’s degree opportunities within the service district is demonstrated by the low percentage of adult residents (8-14 percent) with baccalaureate degrees. This is further supported by the limited number of higher education opportunities within the three-county service district.

This, in addition to low per capita income, lengthy commutes to other higher education institutions (e.g., 40-80 miles), and the rising costs of fuel further support the need for a local bachelor’s degree option. Based on results from the student needs assessment, cost was a major factor in pursuing a baccalaureate education.

In addition, the theoretical course content provided in a supervision and management degree can be applied to a variety of workforce arenas such as health care, public
administration, business, corrections and criminal justice. Residents of the SFCC service
district often leave their county, but remain in the state to pursue better employment
opportunities.

A BAS-SM program will allow associate degree graduates to continue their education,
find better jobs or advance in their existing positions. Moreover, it will serve the
community by meeting projected workforce needs and stimulating the economic
development of the rural communities of Desoto, Hardee and Highlands counties. As
research continues to show, a more educated populous will enhance the economic growth
and quality of life in a local community.

Other Measures Not Reflected in Local, State, and National Data

Not Applicable
D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Description of Existing Facilities and Equipment

SFCC has adequate classroom (over 145,000 sq. ft.) and office space to support additional baccalaureate-level courses. The BAS-SM curriculum is designed for a hybrid delivery that will provide face-to-face as well as online content. Course work—face-to-face, hybrid, or online—will be supported with the existing electronic course management systems, databases, and college technology. Student support services such as financial aid, advising, registration, and job placement will be provided using existing college facilities and personnel.

During the needs study for the BAS-SM program, SFCC discovered that the majority of students surveyed preferred to receive face-to-face and hybrid instruction. Students stated that they had many opportunities to obtain online training or travel great distances to earn bachelor’s degrees, but believed they would be more likely to succeed if they could earn their degree in traditional face-to-face courses close to home, family, and employment.

Description of New Facilities and Equipment Needed

No new facilities will be needed for the BAS program. Existing administrative and classroom space will be sufficient. Some software program modifications will be required to update existing computer systems for tracking and reporting of baccalaureate specific data. In addition, local employers have willingly offered to cooperate should internships and special site locations be needed.
E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

Description of Existing Library/Media Resources Used for Program

The SFCC library currently owns a collection of 79 print titles and 323 eBook titles related to organizational management and supervision. In addition, there are 22 major databases for business, including Business and Economics eJournal Collection (Springer), Business Full Text (Wilson), Business Source Complete (EBSCO), General Business File ASAP (Gale), Hoovers Premium, InfoTrac Small Business eCollection (Gale), Regional Business News (EBSCO), and Small Business Resource Center (Gale).

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

Description of New Library/Media Resources Needed

Augmenting and improving the existing organizational management and corollary areas of the collection is a priority for which SFCC will provide a specific budget for the next five fiscal years. Additional sums of $5,000 for 2011-2012, $6,000 for 2012-2013, and $3,000 for the following three years are planned for library and media.

Planned acquisitions of books, eBooks, and media will specifically address curriculum at the 3000 and 4000 course level, as specified in the collection development policy. Additional journals and databases will be added, upon request of the faculty, to support curricular needs as is common practice with all academic programs.
F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

Number of Existing Full-Time and Part-Time Faculty

SFCC currently offers lower-level courses in management and public services. It will draw from the existing pool of faculty members as it develops and implements the BAS-SM program. Currently, six full-time and nine adjunct faculty members are qualified to teach in the BAS-SM program. These individuals are listed in the table below. To remain in compliance with SACS-COC requirement 3.5.4, which states: “At least 25% of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate in the discipline.”

EXISTING FULL-TIME AND PART-TIME FACULTY

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full-Time</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Dutton</td>
<td>Full-time</td>
<td>Doctoral candidate (ABD) in Accounting, Nova Southeastern University; M.B.A. West Virginia University; Certified Public Accountant</td>
</tr>
<tr>
<td>Michele Leidel</td>
<td>Full-time</td>
<td>M.A. Accounting, Stetson University; Certified Public Accountant.</td>
</tr>
<tr>
<td>Adam Martin</td>
<td>Full-time</td>
<td>M.B.A., Webster University</td>
</tr>
<tr>
<td>Cherie Stevens</td>
<td>Full-time</td>
<td>M.S. Education (w/18+ g.s.h. in Computer Science), Old Dominion University</td>
</tr>
<tr>
<td>Peggy Sueppel</td>
<td>Full-time</td>
<td>M.B.A., Florida Southern College</td>
</tr>
<tr>
<td>George Ann Woodward</td>
<td>Full-time</td>
<td>M.B.A. Finance/Management, UCLA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Part-Time</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Bodeck</td>
<td>Part-time</td>
<td>M.B.A., University of Phoenix</td>
</tr>
<tr>
<td>Melvin Bynes</td>
<td>Part-time</td>
<td>M.B.A., Everest University</td>
</tr>
<tr>
<td>Jeff Cornelius</td>
<td>Part-time</td>
<td>M.B.A., Warner Southern College</td>
</tr>
<tr>
<td>Heidi Davis</td>
<td>Part-time</td>
<td>J.D., Saint Thomas University School of Law</td>
</tr>
<tr>
<td>Suzanne Demers</td>
<td>Part-time</td>
<td>M.S. Management, Embry Riddle Aeronautical University</td>
</tr>
<tr>
<td>Robert Flores</td>
<td>Part-time</td>
<td>Ph.D. in Public Administration, Nova Southeastern University</td>
</tr>
<tr>
<td>Karl Hoglund</td>
<td>Part-time</td>
<td>M.B.A., Warner Southern College</td>
</tr>
<tr>
<td>Jennifer Mattison</td>
<td>Part-time</td>
<td>M.A. Marketing, Webster University</td>
</tr>
<tr>
<td>David Ward</td>
<td>Part-time</td>
<td>J.D., University of Florida</td>
</tr>
</tbody>
</table>
Anticipated Additional Faculty Needed

Upon Florida Department of Education approval, SFCC will recruit and hire an individual with a terminal degree in the major. The appointee will serve as the lead faculty of the program and help guide and direct areas of the program, such as admissions, curriculum development, and internships. The individual will also be the point person for the degree and will be responsible for communicating with local business and industry, as well as other educators, to ensure that courses taught in the program are current and relevant to today’s business and industry needs.

Additional faculty will be needed to teach specific courses within the degree. For example, up to five adjunct instructors who are qualified to teach upper-level courses, as in the field of human resources, will be hired.

Anticipated Instructional Support Personnel

As referenced above, SFCC will initially hire one full-time faculty member who will provide oversight for the program curriculum and faculty. Personnel who currently provide administrative support and advising in the SFCC University Center will furnish support for the BAS-SM.

Additional Information Related to Academic Resources

SFCC will draw from its current pool of credentialed full-time and part-time faculty members as it develops and implements the BAS-SM. The newly hired faculty member will be responsible for program coordination with the teaching of upper-level courses being his or her primary responsibility. Program growth will determine the addition of a second full-time faculty member with a terminal degree in field.

Existing support personnel will be able to provide adequate services for BAS-SM students. Advisors, academic tutors, and specialists are available to assist the baccalaureate students and position them for success. The SFCC University Center staff are a part of the Student Services division and are skilled providing the necessary support needed for a successful program.
G. COST TO STUDENTS

*Anticipated Cost to Students—Florida College System*

The estimated cost for four years of study in the BAS-SM at SFCC is $12,897. This calculation is based on current tuition and fees for an associate in science degree ($5,974) with an additional estimate of tuition and fees for the upper division course work ($6,923); 18 of the 60 credits will be charged at the lower division rate. The estimated cost excludes distance learning and laboratory fees, or increases in tuition or student fees.

The estimated 2011-2012 annual cost of Florida College System institutions providing bachelor’s programs in the region are listed below. Costs are based upon tuition and fees multiplied by credit hours.

**ESTIMATED 2011-2012 ANNUAL COSTS OF FLORIDA COLLEGE SYSTEM FOR BACHELOR’S PROGRAM**

<table>
<thead>
<tr>
<th>College</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCF- Manatee/Sarasota</td>
<td>$ 6,149.52</td>
<td>$ 6,818.26</td>
<td>$ 12,967.78</td>
</tr>
<tr>
<td>Edison</td>
<td>$ 6,259.68</td>
<td>$ 6,947.86</td>
<td>$ 13,207.54</td>
</tr>
<tr>
<td>Polk State College</td>
<td>$ 6,089.26</td>
<td>$ 6,877.22</td>
<td>$ 12,966.48</td>
</tr>
</tbody>
</table>

*Estimated Costs to Students—State University*

The estimated cost for four years of study at the state universities nearest the SFCC service district is listed below.

**ESTIMATED FOUR-YEAR COST OF STUDY AT NEARBY STATE UNIVERSITIES**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>USF</td>
<td>$ 20,799.60</td>
</tr>
<tr>
<td>UCF</td>
<td>$ 20,082.00</td>
</tr>
<tr>
<td>FGCU</td>
<td>$ 19,924.80</td>
</tr>
</tbody>
</table>

*Estimated Cost to Students—NonPublic Institution*

The estimated cost for four years of study at nonpublic institutions nearest to the SFCC service district is listed below.

31
## ESTIMATED FOUR-YEAR COST OF STUDY AT NEARBY NONPUBLIC INSTITUTIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webber International University</td>
<td>$ 73,762.80</td>
</tr>
<tr>
<td>Warner University</td>
<td>$ 56,700.00</td>
</tr>
<tr>
<td>Hodges University</td>
<td>$ 55,200.00</td>
</tr>
</tbody>
</table>
H. ACADEMIC CONTENT

Admissions Requirements

The BAS-SM is an open access program available to students who have successfully completed an associate’s degree. The following are required for admission into the SFCC BAS-SM degree program:

- Applicants must complete a BAS Application for Admission. This will be available online at [www.southflorida.edu](http://www.southflorida.edu) or in the SFCC Admissions Office.
- Applicants for the BAS program must have earned an Associate in Science or Associate in Arts degree from a regionally accredited institution.
- A.S. and A.A. degrees in unrelated fields will be reviewed on a case-by-case basis.
- Applicants must provide official transcripts from all previous educational institutions attended.
- International students must have their transcripts evaluated by a recognized international transcript evaluation service.
- College or university transfer applicants must have at least 60 college credit hours, with a minimum cumulative grade point average of 2.0 on a 4.0 scale in relevant transfer courses that apply toward the BAS degree.

The following are required for graduation from the B.A.S. program:

- Complete 120 credits as outlined in the degree map.
- Earn an overall cumulative grade point average of 2.0 or higher.
- Meet college-level academic standards set by the State of Florida.
- Complete 36 hours of required General Education courses.
- A.A. students must complete 18 hours of technical course work.
- Demonstrate proficiency in foreign language through any of the following means: Completion of two years of high school instruction in the same foreign language or completion of a minimum of eight college-level credits in one foreign language, per Florida Statute 1007.262.
- Complete at least 25 percent (30 credit hours) of the program with SFCC coursework.
- Apply for graduation.

Faculty Credentials

SFCC currently has well-qualified faculty to teach lower-level courses. The college is aware of the need to provide at least 25 percent of the upper-level course offerings using faculty with a terminal degree. SFCC will meet the SACS requirement of 25 percent of course work in accordance with *The Principles of Accreditation 3.5.4, Southern Association of Colleges and Schools, Commission on Colleges*. Although current faculty may teach some upper-level courses, the SFCC plans to hire a full-time lead faculty
member with a terminal degree in field. During the first year of the program, this faculty member will teach a majority of the upper-level course work. As more students enter the program during the second year, an additional faculty member may be hired to maintain the necessary faculty credentialing requirement. SFCC will also expand the adjunct faculty pool with up to five instructors who preferably have a terminal degree. All upper division courses will be taught by faculty who have at least 18 graduate semester hours in field.

**Anticipated Average Student/Teacher Ratio**

Based on enrollment projections stated in the *Enrollment, Performance and Budget Plan*, the average student to faculty ratio in the first year of the program will be 30:1.

**Summary of SACS Accreditation Plan**

The following timeline will be used for the SACS accreditation process:

- **June 2011**
  Notice to SACS that SFCC has submitted an application to the state of Florida to seek the ability to provide baccalaureate programs.

- **October 2011**
  Submission of SACS Application for Level Change upon Florida State Board of Education approval.

- **August 2012**
  Pending state and SACS approval, begin offering BAS in Supervision and Management.

- **Spring 2013**
  Six to nine months after beginning BAS program, SACS conducts an on-site accreditation visit.

**Curriculum**

Similar programs to the proposed BAS-SM are included in the *Common Prerequisites Counseling Manual* (CPCM) that carry the 52.0299 CIP code. A copy of the current CPCM is below:
Prerequisites

BAS-SUPERVISION AND MANAGEMENT CREDITS

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Prerequisite Courses-credits</td>
<td>0</td>
</tr>
<tr>
<td>General Education credits in the lower division that are not counted for</td>
<td>18-36</td>
</tr>
<tr>
<td>prerequisite requirements</td>
<td></td>
</tr>
<tr>
<td>Lower Division electives - credits</td>
<td>24-42</td>
</tr>
<tr>
<td>Total Lower Division credits</td>
<td>78</td>
</tr>
<tr>
<td>Total Upper Division credits</td>
<td>42</td>
</tr>
<tr>
<td>Total Program Credits for BAS – Supervision and Management</td>
<td>120</td>
</tr>
</tbody>
</table>

Refer to Appendix 2.5, p. 58
For this CIP code, the CPCM states that there are no common prerequisites. One caveat is that a student must have an Associate in Science or an Associate in Arts degree for admission to the program. Admission to BAS degree programs usually requires an Associate in Science degree in a related area. If a student has earned an equivalent degree or course work, the student may be admitted on a case-by-case basis. Students are strongly encouraged to consult with the baccalaureate academic advisor prior to applying for the BAS-SM program. For students who have not completed an associate degree in business administration or management, the following technical electives are suggested for BAS-SM upper-level course work:

- MAR 2011  Principles of Marketing
- CGS 1100C  Introduction to Microcomputers
- ACG 2021  Financial Accounting OR
- ACG 2001  Financial Accounting I AND
- ACG 2011  Financial Accounting II
- MAN 2021  Principles of Management
- SPC 2608  Oral Communications

For students who have additional general education requirements to complete, the following courses are suggested:

- SPC 2608  Oral Communications
- CGS 1100C  Introduction to Microcomputers
- ECO 2012  Macroeconomics
- ECO 2023  Microeconomics
- STA 2023  Elementary Statistics OR
- MAC 2233  Calculus for Business and Social Science

Course work to fulfill foreign language requirement, if needed

The BAS-SM will be a 120 credit hour program consisting of 36 hours of general education courses, 42 credit hours of lower-level specialized courses, and 42 hours of upper-level course work.

For students with existing A.S. or equivalent degrees in a business-related, health-related, or public service-related program, 60 hours would articulate from the associate degree with most students having already completed 18 credit hours of general education courses and 42 credit hours of lower level specialized courses. Once accepted into the BAS-SM program, these students would complete an additional 18 credit hours of general education courses and 42 credit hours of upper-level courses.

Students who have an A.A. degree may also articulate into the BAS-SM program. They will transfer 60 credit hours that includes 36 hours of general education courses. Once accepted into the program, these students would complete an additional 18 hours of lower level specialized courses from an approved list of courses and 42 credit hours of upper-level courses.
In addition, like all baccalaureate students, all BAS students will be required to demonstrate foreign language competency. For students who did not complete the foreign language requirement in high school or before acceptance into the program, they will need to complete an additional 8 credit hours of sequential foreign language before graduation.

*Upper-Level Curriculum*

The following table describes the upper-level course work required for the BAS-SM program.

**BACHELOR OF APPLIED SCIENCE IN SUPERVISION AND MANAGEMENT**

**Upper-Level Course Work**

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th>Fall Term/Total Credit Hours: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3240</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MAN 3303</td>
<td>Leadership and Management Practices</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>General Education Course/Technical Elective</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>General Education Course/Technical Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term/Credit Hours: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3024</td>
</tr>
<tr>
<td>GEB 3213</td>
</tr>
<tr>
<td>MAN 3301</td>
</tr>
<tr>
<td>XXX XXXX</td>
</tr>
<tr>
<td>XXX XXXX</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
<th>Fall Term/ Total Credit Hours: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUL 4310</td>
<td>Legal and Ethical Environment</td>
</tr>
<tr>
<td>FIN 4403</td>
<td>Business Finance</td>
</tr>
<tr>
<td>MAN 4342</td>
<td>Supervisory Skills</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>Supervision and Management Elective</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>General Education Course/Technical Elective/Supervision and Management Elective</td>
</tr>
</tbody>
</table>
Continued next page

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 4891</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>ISM 4011</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4900</td>
<td>Capstone: Supervision and Management</td>
<td>3</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>Supervision and Management Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX XXXX</td>
<td>Supervision and Management Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supervision and Management Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 4356</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4045</td>
<td>Effective Team Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4120</td>
<td>Interpersonal Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAR4802</td>
<td>Marketing for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MNA 4037</td>
<td>Project Management and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

*If ACG 2021 or ACG 2011 has been completed, the student should take a supervision and management elective.*

**A.S. Alignment**

The BAS-SM program has the potential to articulate and align with a variety of existing associate degree programs at SFCC. Each A.S. program requires 18 hours of general education, which can be articulated to the BAS. Individual specializations courses will account for 42 hours of the A.S. program. The following programs taught at SFCC will be aligned and eligible for articulation to the upper-level BAS program.

- Accounting (A.S.)
- Agri-Business Specialization (A.S.)
- Business Administration (A.S.)
- Computer Information Systems (A.S.)
- Criminal Justice Technology (A.S.)
- Nursing (A.S.)
- Nursing Transition-LPN to RN (A.S.)

**Limited Access**

The BAS-SM program is not designed as a limited access program but will expect students to have an associate degree upon admission. Transfer students who have not earned an associate degree will be considered on a case-by-case basis.
I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

Narrative

Estimated revenues and expenditures for the first four years of the BAS-SM are provided in the attached Enrollment, Performance, and Budget Plan form (Appendix 7, page 89). Also included are budgeted expenditures for the 2011-12 fiscal year (the year immediately preceding the planned implementation year). Preliminary budgeted costs include six months of program faculty time for curriculum development, office furniture and equipment, and start-up classroom supplies. Funds are also budgeted for the expansion of library collects needed for the BAS-SM program course work.

Based on strong student and employer interest, SFCC anticipates starting the BAS-SM with 40 students in the fall term 2012. During the first four years, it is expected that enrollment will grow to include at least 100 BAS-SM students in the 2015-16 academic year. We anticipate a large percentage of students to attend full-time, resulting in as many as 146 BAS-SM degree awards during the first four years. Placement in-field is also expected to be very high, due to the number of students who are currently employed but need this degree to be more effective in their current positions. Projected starting salaries ($35,000 annually) are lower than in many other regions, but salaries are expected to rise as economic development increases due in part to a more highly trained workforce (see Appendix 7, page 89, for projected annual completions, placements, and starting salaries).

Initially, one full-time faculty will be hired on a year-round contract and will serve as the lead instructor. Current full-time faculty will be assigned to teach sections as qualified and needed, and up to five adjunct instructors will be hired to provide added coverage. If enrollment growth occurs as forecasted, a second full-time faculty will be hired on a standard 10-month contract during the third year of program development and additional adjunct instructors will be hired as needed. Office furniture and equipment have been budgeted in addition to the added salary costs.

As stated earlier, facilities space is readily available on the Highlands Campus and throughout the district. Classrooms are fitted with smart technology and quality furnishings. Administrative and student services support will be provided through the existing SFCC University Center and as integrated throughout all student and academic support service functions currently in place for degree-seeking students. Funding for additional library resources for BAS level instruction will be budgeted annually, as will funding for instructional supplies and any other program needs. See Appendix 7, page 89, for annual allocations.

Enrollment, Performance and Budget Plan

The table in Appendix 7, page 89, presents the enrollment, performance, and budget projections for the proposed BAS-SM degree.
Funding Source

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

Should the Florida Legislature provide no funds for BAS-SM enrollments initially or in the future, SFCC will support the program’s needs through tuition and fee revenue and other sources of funds (auxiliary services revenues, direct support organization fund raising, local business support, etc.). SFCC will likely be unable to fund program expansion without ongoing legislative funding support, however.
J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

As required by SACS-COC policy, in the event that it becomes necessary for SFCC to terminate the BAS-SM program, the following procedures will be instituted:

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

The phase-out period will last up to two years so that all needed course work will be offered in sequence one last time. Student progress in these courses will be monitored closely to verify they are fully aware of the program status and their options toward degree completion.
TO: BACCALAUREATE MEMBERS  
FROM: DR. LEANA REVELL  
SUBJECT: BAS MEETINGS  
DATE: 11.12.2010  
CC: GLENN LITTLE, DR. NORM STEPHENS, NOREEN THOMAS

We have established three key teams to participate in the planning process. The first will deal with administrative issues, the second subject area issues, and the last will provide information related to general education. If you are unable or unwilling to serve, please let me know early next week. We will be meeting in Building F, either the President’s conference room or the Board Room. We will send out a second notice with meeting space early next week.

Wednesday November 17, 2010

1:00 pm  Administrative Issues
          Glenn Little              Dean Alexander
          Dan McAuliff               Dr. Fuschetti
          Dean Batty-Herbert         Anita Kovacs
          Dean Brown

2:00 pm  General Education
          Dean Batty-Herbert         Coleen Rafatti
          Michele DeVane             Marcy Everest
          Becky Sroda

3:00 pm  Subject Area
          Carol Dutton
          Joel Boydston
          Peggy Sueppel
          Michele Heston
          Becky Sroda
          Dean Brown
## Baccalaureate Readiness Operational Timeline

<table>
<thead>
<tr>
<th>TASK</th>
<th>RESPONSIBLE PARTY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Institutional Effectiveness</td>
<td>11/22/10</td>
</tr>
<tr>
<td>Internal Student Interest</td>
<td>Institutional Effectiveness</td>
<td>11/22/10</td>
</tr>
<tr>
<td>Financial Proforma</td>
<td>Mr. Little, Dr. Revell, Dr. Thomas</td>
<td>11/22/10</td>
</tr>
<tr>
<td>Economic Development</td>
<td>Drs. Revell and Thomas</td>
<td>11/29/10</td>
</tr>
<tr>
<td>Employment Outlook</td>
<td>Drs. Revell and Thomas</td>
<td>11/29/10</td>
</tr>
<tr>
<td>Faculty Credential Inventory</td>
<td>TBD</td>
<td>11/29/10</td>
</tr>
<tr>
<td>CIP and Curriculum Samples</td>
<td>Institutional Effectiveness</td>
<td>12/6/10</td>
</tr>
<tr>
<td>Summarize Need Assessments</td>
<td>Institutional Effectiveness</td>
<td>December 13, 2010</td>
</tr>
<tr>
<td>Program Readiness Decision</td>
<td>Dr. Thomas and staff</td>
<td>December 15, 2010</td>
</tr>
<tr>
<td>Student Service--Admissions</td>
<td>Dr. Thomas and staff</td>
<td>December 15, 2010</td>
</tr>
<tr>
<td>SFCC Board Approval</td>
<td>Dr. Revell</td>
<td>January 26, 2011</td>
</tr>
<tr>
<td>Submit DoE Letter of Intent</td>
<td>Dr. Revell</td>
<td>January 27, 2011</td>
</tr>
<tr>
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<td>Faculty Capacity/Qualifications</td>
<td>Susie Hale</td>
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Appendix 1.3

**Baccalaureate Preparation Strategy**

**Feasibility Review**
- Assess areas of viability for face-to-face and online baccalaureate programming
- Study readiness of General Education Program
  - Formalize General Education Program with courses and assessments
  - Documentable assessment loop
  - Consider a General Education Program assessment capstone in senior year
- Meet with faculty to assess areas of readiness for baccalaureate programs
- Consider the financial impact of delivering baccalaureate programs and determine feasibility
- Conduct student interest survey to document need/interest

**Prepare the College’s Organizational Culture to Become a Baccalaureate Organization**
- Readiness of all general education and baccalaureate faculty credentials and employee status
- Discuss internally the meaning of “baccalaureate”
- Identify areas of needed academic rigor both in and outside the classroom
- Re-think the “open door” strategy for baccalaureate completion by augmenting programs with student success services
- Create student systems to accommodate student entering as freshmen through seniors and juniors to seniors
- Consider a possible name change, mission revision, and identity campaign

**External Considerations**
- Forge supportive arrangements with local university graduate programs—both public and private
- Conduct preliminary sessions with the local workforce development board to document program need from an employer’s perspective
- Consider graduation for the baccalaureate students and graduate follow-up studies
- Redesign the University Partner offerings so as not to compete

**Prepare Formal Applications**
- Submit an application to the Florida Department of Education for baccalaureate program approval
- Notify SACS regarding Substantive Change
- Complete Substantive Change document and prepare for a site visit from SACS
Begin Program

- Market program
- Schedule classes
- Hire faculty with the 25% ratio
- Develop club/society for baccalaureate students
- Order diplomas and regalia
Appendix 1.4

Baccalaureate Needs Assessment Strategy

A. Assess Needs from Student Perspective (Begin w/o 11/22/10)

I. Strategy—Consider Using 1 or 2 of the Following (obtain quotes for the application):
   1. Focus groups (visit a few classes) – I will be glad to conduct
   2. Online, mailed, or in-class paper surveys – I will be glad to visit classes for paper survey
   3. Telephone survey – a group of us can do this, me included

II. Conduct Three Student Needs Assessments by then end of December 2010

   Introduction to each assessment: SFCC is considering offering bachelor’s degree in a few areas that meet our students’ and community needs. If offered, these degrees will be fully accredited and authorized by the State of Florida Department of Education. This program will be offered online and/or in a blended format on campus. Tuition for this degree will be prescribed by the State and currently is set for 75% of the tuition rate for area universities.

   One—Current Students enrolled in health care programs and accounting program
   1. Student Name or anonymous
   2. Program of Study
   3. Anticipated Graduation Date
   4. Full time or part time student
   5. Are you employed? If yes, full time or part time
   6. Do you plan on earning a bachelor’s degree within the next five years?
   7. Reason for wanting a bachelor’s degree—career advancement, personal fulfillment, other
   8. If SFCC offered a bachelor’s degree in Leadership and Management with an emphasis in health careers (or Leadership and Management with an emphasis in Business), would you be interested in attending?
   9. Name primary reason(s) for selecting SGCC—satisfaction with the college, familiarity with the college, cost, convenience, etc.
   10. Are you interested in an online version of this degree, or a blended format?

   Two—Current students enrolled in all other AS or AAS program tracks

   1. Same as above except for Number 8—reword so that the bachelor’s degree in Leadership and Management is in Business and will augment their associate degree in their specific skill area
Three—Past graduates/attendees in AS or AAS programs in the last 3 years

1. Student Name or anonymous
2. Program of Study
3. Graduation Date
4. Are you employed? If yes, full time or part time
5. Do you plan on earning a bachelor’s degree within the next five years?
6. Reason for wanting a bachelor’s degree—career advancement, personal fulfillment, other
7. If SFCC offered a bachelor’s degree in Leadership and Management with an emphasis in health careers (or Leadership and Management with an emphasis in Business) REWORD, would you be interested in attending?
8. Name primary reason(s) for selecting SGCC—satisfaction with the college, familiarity with the college, cost, convenience, etc.
9. Are you interested in an online version of this degree, or a blended format?

B. University Partnerships (Begin w/o 11/29/10)

- Meet with each provider to explain the process. Let them know that you are in the feasibility stage. Ask for a letter of support to be received by January 10th.
- Decide who should conduct these meetings—they could be a telephone call as well depending on the relationship
- Be sure to include the private or proprietary schools
- Fund raising—public or private

C. Work Force Boards and Key Employers (Begin w/o 11/29/10)

- Identify key Boards and employers
- Meet and assess future needs
- Ask for a letter of support
Appendix 1.5

Baccalaureate Needs Study
Summary of Findings

South Florida Community College (SFCC) staff conducted three focus group interviews of currently enrolled students, an online survey of currently enrolled students, and telephone interviews of health, business, and public service graduates. Additional focus group interviews are planned; however, the following reflects the summary findings of each of the activities completed to date.

Overall Summary of Interviews and Surveys

Results of the focus group interviews, online survey, and telephone interviews suggest that SFCC is well positioned to offer a bachelor of applied science in supervision and management (BAS-SM) degree. Most students responding to interview and survey questions indicated their desire to continue bachelor’s degree studies offered by SFCC. Students participating in the focus group interviews and surveys expressed satisfaction with instruction, activities, and services offered by SFCC and would like to continue their education at SFCC, if possible.

Currently enrolled students and prior year graduates voiced concerns over cost, convenience, and educational quality when seeking a bachelor’s degree program. Student economic issues appeared paramount, as well as a desire to gain an economically viable, quality education that leads to employment.

Students indicated that the instructional approach most desired was face-to-face and hybrid instruction. Students pointed out that they have many options for online programs of study; however, opportunities to attend colleges for face-to-face and hybrid instruction are limited because of distance.

In addition to the BAS-SM degree, nursing students have strongly indicated that they would prefer a bachelor of science in nursing (BSN) degree rather than a BAS-SM. Nursing students seem to be more interested in hybrid types of instruction, especially when course instruction is better suited for face-to-face and group participation. Nursing students most desire hybrid courses that include a combination of face-to-face instruction and online.

The following summaries reflect findings for each of the interview and survey types:

Focus Group Summary

Thirty-two students participated in focus group interviews as seen below:

1. Student Government  3 females, 7 males
2. Business Students – 6 females, 2 males
3. Nursing Students – 10 females, 4 males
The interviews appear to indicate that students would most prefer face-to-face and hybrid instruction. Students indicated that they have many options for on-line programs of study; however, opportunities to attend colleges for face-to-face and hybrid instruction are limited because of distance. Students participating in the focus group interviews and surveys expressed their satisfaction with the instruction, activities, and services offered by SFCC and would like to continue their education here, if possible.

Most participants responded positively to the possibility of attending SFCC for bachelor’s degree studies. Nursing students voiced an interest in obtaining a BSN and seem interested in hybrid types of instruction, especially when course instruction is better suited for face-to-face and group participation. Hybrid courses that included a combination of face-to-face instruction and online appeared to be most desired.

Focus Group Results

Three student focus group interviews were conducted during December 2010. Participants included: Student Government Association students (December 7, 2010), business students (December 8, 2010), and nursing students (December 15, 2010).

Students participating in focus group interviews were asked to respond to five questions. These questions and summary of student responses include:

1. **Which of you are planning to pursue a four-year degree sometime in the future?**
   Thirty-one students responded positively. One student indicated that family obligations would prevent him/her from pursuing a four-year degree.

2. **In selecting a college/university, what attributes about the college/university are important to you?**
   Responses to this question focused on cost of attendance, class size, distance, convenience, degree offerings, college ranking/reputation, and employment opportunities upon graduation.

3. **Would you attend a bachelor’s degree program offered by SFCC?**
   The majority indicated that they would attend SFCC if the college offered a bachelor’s degree program in their area of study. Several students responded that they would like to seek their education elsewhere, especially at colleges or universities that excelled in their program of interest.

4. **What degree would you be most interested in SFCC providing?**
   Responses to this question varied depending on program interest of the focus group. SGA student representatives had the widest span of degree interest, while business, and nursing students were most interested in bachelor’s degrees related to their program area.

5. **If you were to attend SFCC for a bachelor’s degree, which one of the following instructional approach best fits your needs/interest: face-to-face instruction, online instruction, and/or hybrid instruction (online + face-to-face)?**
Student interest was primarily face-to-face and hybrid instruction. Although some online instruction would be acceptable, most would prefer to develop educational relationships with the faculty and other students.

Graduate Telephone Summary

One hundred twenty-two graduates of SFCC’s health, business, and public services programs responded to telephone interviews conducted by SFCC Enrollment Management staff Dec. 2-9, 2010. These graduates completed an A.A., A.S., or A.A.S. degree in health, business, or public service related programs at SFCC within the past three years.

Approximately 60 percent of students responding to the telephone interview questions indicated that they were interested in obtaining a bachelor’s degree. Approximately 45 percent of these students were already attending or had completed their bachelor’s degree.

Students indicated a greater interest in hybrid instruction (54.79 percent) and face-to-face (26.02 percent) rather than online instruction (9.58 percent). Hybrid instruction includes a combination of face-to-face and online instruction.

In general, students were pleased that SFCC was considering offering bachelor’s degree programs.

Graduate Telephone Survey Results

Responses to the telephone survey for selected questions include:

1. If SFCC were to offer a bachelor’s degree program in supervision and management with emphasis in health care, business, or public service, would you be interested in attending?
   a. Yes – Seventy-three graduates out of 122 (59.83 percent) graduates responding indicated that they would be interested. Although 73 graduates responded positively, it should be noted that approximately 33 of these graduates were currently enrolled in a four-year bachelor’s program. Some commented that they would have preferred to attend a program at SFCC. There is no indication from the responses that students currently attending a four-year program would cease their current program and choose SFCC.
   b. No – Forty-nine graduates out of 122 (40.16 percent) indicated that they would not be interested in attending a supervision and management program offered by SFCC. Graduates responding negatively to this question included individuals who were not considering obtaining a bachelor’s degree, individuals who had already completed a bachelor’s degree, graduates who were currently attending a four-year program, and graduates who were interested in a different four-year program.
2. If you were to attend SFCC for a bachelor’s degree, which one of the following instructional approach best fits your needs/interest?
   a. **Face-to-face instruction**: Nineteen of the 73 graduates (26.02 percent) who responded that they would be interested in attending SFCC bachelor’s program indicated that the instructional approach that best fit their needs/interest was face-to-face instruction.
   
   b. **Online instruction**: Seven of the 73 graduates (9.58 percent) who responded that they would be interested in attending SFCC’s bachelor’s program indicated that the instructional approach that best fit their needs/interest was online instruction.
   
   c. **Hybrid instruction**: Forty of the 73 graduates (54.79 percent) who responded that they would be interested in attending SFCC’s bachelor’s program indicated that the instructional approach that best fit their needs/interest was hybrid instruction.
   
   d. **No response**: Seven of the 73 graduates (9.58 percent) did not respond to this question.

3. Are you currently employed? If yes, indicated your employment status.
   a. **Employed**: Forty-six of the 73 graduates (63.01 percent) who responded that they would be interested in attending SFCC bachelor’s program indicated that they were employed.
   
   b. **Employed full-time**: Thirty-two of the 73 (43.83 percent) graduates were employed full-time.
   
   c. **Employed part-time**: Eleven of the 73 (15.06 percent) graduates were employed part-time.
   
   d. **Unknown employment**: Three of the 73 (4.1 percent) graduates did not respond to this question.

**Online Summary**

Sixty-nine currently enrolled students responded to an e-mail sent to them from Dr. Stephens regarding an online baccalaureate needs survey. The survey was designed to learn about student’s interest in bachelor’s degree studies.

The online survey was prepared by the institutional effectiveness department and implemented by the SFCC eLearning Department. Students were provided the opportunity to complete the survey Dec. 3-10, 2010.

Unlike the focus group interviews and telephone interviews, the online survey enabled any currently enrolled student to respond to survey questions.

Of the 69 students responding to the survey questions, 71.01 percent of the students indicated that they would be interested in a bachelor’s degree program in supervision and management if offered by SFCC.
As with the focus group interviews and the telephone interviews, online respondents were more interested in face-to-face instruction and hybrid instruction. 44.92 percent of students indicated that face-to-face instruction best fit their needs/interest, while 42.02 percent of students indicated that hybrid instruction best fit their needs/interest.

**Online Survey Results**

Results for selected questions include the following:

1. **If South Florida Community College were to offer a bachelor’s degree program in supervision and management with emphasis in health care, business, or public service, would you be interested in attending.**
   
   **Yes** – Forty-nine out of 69 (71.01 percent) currently enrolled students responding to the online baccalaureate needs study survey indicated that they would be interested.
   
   **No** – Twenty out of 69 (28.98 percent) currently enrolled students indicated that they would not be interested in attending a supervision and management program offered by SFCC.

2. **If you were to attend SFCC for a bachelor’s degree, which one of the following instructional approaches best fits your needs/interest?**

   **Face-to-face instruction**: Thirty-one of the 69 (44.92 percent) currently enrolled students who responded that they would be interested in attending SFCC bachelor’s program indicated that the instructional approach that best fit their needs/interest was face-to-face instruction.
   
   **On-line instruction**: Nine of the 69 (13.04 percent) currently enrolled students who responded that they would be interested in attending SFCC bachelor’s program indicated that the instructional approach that best fit their needs/interest was on-line instruction.
   
   **Hybrid instruction**: Twenty-nine of the 69 (42.02 percent) currently enrolled students who responded that they would be interested in attending SFCC bachelor’s program indicated that the instructional approach that best fit their needs/interest was hybrid instruction.

3. **Are you currently employed? If yes, indicated your employment status.**

   **Employed**: Forty-five of the 69 (65.21 percent) who responded that they would be interested in attending SFCC bachelor’s program were employed.
   
   **Employed full-time**: Eighteen of the 69 (26.08 percent) currently enrolled students were employed full-time.
   
   **Employed part-time**: Thirty-two of the 69 (46.37 percent) currently enrolled students were employed part-time.
Appendix 2.1

BAS CURRICULUM MEETINGS

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<td>Jan 26, 2011</td>
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<td>Feb 11, 2011</td>
<td>Postponed to Feb 25</td>
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<td>Feb 25, 2011</td>
<td>Initial meeting, collaboration of ideas, assignments</td>
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<td>April 6, 2011*</td>
<td>Review and acceptance of draft curriculum map. Begin Program proposal</td>
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<td>April 6, 2011*</td>
<td>and Master Course Descriptions</td>
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<td>April 13, 2011*</td>
<td>More changes made to degree map. Curriculum proposal provided to</td>
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<td>April 27, 2011</td>
<td>members.</td>
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<tr>
<td>June 1, 2011</td>
<td>Master Course Descriptions and New Course Proposal due.</td>
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<td>June 7, 2011*</td>
<td>New Course Proposals introduced to Curriculum Department at SFCC</td>
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* Indicates supporting documentation sample provided in following Appendices
Appendix 2.2

SOUTH FLORIDA COMMUNITY COLLEGE
B A S MEETING
WEDNESDAY, April 6, 2011    11 A.M    BUILDING T ROOM 20

Present:
Kimberly Batty-Herbert, Kevin Brown, Carol Dutton, Michele Leidel, Leana Revell,
Peggy Sueppel, George Ann Woodward, Chris van der Kaay, Elisavet Rios, Gaylin
Thomas, Kim Hemler

Curriculum Map:
Committee reviewed and accepted draft curriculum map with changes.

Program Proposal/Master Course Descriptions:
They decided to go forward with a Program Proposal and Master Course Description so
it can be submitted for Curriculum Committee approval. Carol and Peggy will prepare
those documents. Goal is early June to review with Elisavet Rios, Curriculum.

Gen Ed and Electives:
Dr. Revell will have a discussion with the Science Department on which science
courses would work at the bachelor’s level for Gen Ed.

She suggested Leadership and Group Dynamics and Entrepreneurship as possible
electives. The following courses were moved from electives to third year courses:

MAN X240   Behavior Concepts Techniques & Applications
MAN X162   Customer Relations for Managers
MNA X037   Project Management and Planning

Combine Business Law and Ethics with:
BUL 4310   Business Law / Legal Environment

Homework:
Peggy will email course numbers to Gaylin to update in the curriculum map. Kevin
Brown will send it forward to Tom Bush for Faculty Council review.

Next Meeting:
The next meeting will be next Wednesday, April 13 at 11 a.m. Admission requirements,
Program Proposal and Master Course Description will be addressed.

The meeting adjourned at 12:30 p.m.
Appendix 2.3

SOUTH FLORIDA COMMUNITY COLLEGE
B A S MEETING
WEDNESDAY, April 13, 2011
11 A.M.
BUILDING T ROOM 20

Present:
Kimberly Batty-Herbert, Kevin Brown, Carol Dutton, Michele Leidel, Leana Revell, Peggy Suzpel, George Ann Woodward

Recent Suggested Changes:
Since the last meeting several course changes were suggested by Carol and Peggy and included in the degree map. These changes were discussed and accepted.

New Program Proposal:
Carol Dutton provided the Curriculum Proposal Abstract, and it was signed by Kevin Brown and Dr. Revell.

New Course Proposals and Master Course Descriptions:
The deadline for the completion of the Master Course Descriptions and New Course Proposals has been extended to June 1. Carol, George Ann, Michele and Peggy will prepare them.

A catalog style course description is due April 26 for Dr. Revell to have for a conference call on April 28 with Noreen Thomas.

Clarifications:
Peggy Sueppel posed the following questions:

1. For individual upper divisional classes, do we make admission to the BAS program a prerequisite?
   Answer: Admission to the program or permission of the program manager

2. Should we add a line for BAS on the Master Course Description form?
   Answer: Peggy will check with Elisavet Rios on that.

3. Which instructional methods should be checked?
   Answer: Lecture, Discussion, Online, Audio Visual, Other
4. *Will Gen Ed outcomes be the same for BAS?*
   
   Answer: Yes.

**Needs Assessment:**
Mr. Brown will work on needs assessment and will send that information out to all committee members.

**Admission Requirements:**
Mr. Brown will meet with Dr. Revell about admission requirements before the April 27th meeting.

**Next Meeting:**
The next meeting will be next Wednesday, April 27 at 11 a.m.

The meeting adjourned at 12:00 p.m.
## New Course Proposals

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<td>BUL</td>
<td>4310</td>
<td>Legal and Ethical Environment</td>
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<td>FIN</td>
<td>4403</td>
<td>Business Finance</td>
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<td>3213</td>
<td>Advanced Business Communication</td>
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<td>MAN</td>
<td>3303</td>
<td>Leadership and Management Practices</td>
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<td>MAN</td>
<td>3504</td>
<td>Operations Management</td>
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<td>4045</td>
<td>Effective Team Management</td>
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<td>Interpersonal Dynamics</td>
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<td>MAN</td>
<td>4342</td>
<td>Supervisory Skills</td>
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<td>4900</td>
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<td>MNA</td>
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Submitted to Curriculum Department: June 2011
Appendix 2.5

BACHELOR OF APPLIED SCIENCE IN SUPERVISION AND MANAGEMENT

DEGREE MAP

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****OR****

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<td>Technical courses (see Advisor)</td>
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Upper Division Common Core courses required for B.A.S. in Supervision and Management students

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Electives: 6-9 hrs Needed TOTAL: 120

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<tr>
<td>MAN 4120</td>
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<td>MAR 4802</td>
<td>Marketing for Managers</td>
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<td>MNA 4037</td>
<td>Project Management and Planning</td>
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TOTAL: 120
Appendix 2.6

COURSE DESCRIPTIONS
SOUTH FLORIDA COMMUNITY COLLEGE
BACHELOR OF APPLIED SCIENCE IN SUPERVISION AND MANAGEMENT

ACG 3024  Accounting for Managers and Investors (non-majors)  3 credit hours
This course addresses the use of accounting information by non-financial managers. Emphasis is placed on the interpretation of accounting information and the language of financial accounting to effectively participate in activities such as planning, investment, control, and managerial decision making.

BUL 4310  Legal and Ethical Environment  3 credit hours
This course presents the ethical and legal responsibilities of managers and supervisors. It addresses agencies, contracts, debtor-creditor relationships, government regulation, and the Uniform commercial code. Cases in ethical value trade-offs and dilemma are included throughout the course.

FIN 4403  Business Finance  3 credit hours
This is an introductory course in financial analysis and decision-making from a management perspective. Topics include financial statement analysis, financial planning, time value of money with analysis and computation tools, risk and rates of return, asset valuation, capital budgeting, and miscellaneous financial decision-making tools and methods.

GEB 3213  Advanced Business Communication  3 credit hours
This course is designed to help students develop written, verbal, and interpersonal business communication skills while reviewing various kinds of business correspondence. The course will focus on preparation of business presentations, e-mails, memos, letters, and reports. Assignments will include both individual and team-written documents. Students are expected to integrate business decision making and analytical thinking skills into the content. This is a writing intensive course.

GEB 4356  International Business  3 credit hours
This course is designed as an overview of the principal aspects of conducting international business. Domestic and international business characteristics are compared and international political and legal environments are studied. Topics include: International trade theory, foreign exchange, export and import strategies, negotiations and diplomacy, and human resource management in the global marketplace.

GEB 4891  Strategic Planning  3 credit hours
This course covers the strategic planning process from identifying and engaging internal and external stakeholders to the development of a mission statement and identification of goals, objectives and activities. Evaluation of plans and SWOT analysis are also covered.
ISM 4011  Introduction to Management Information Systems  3 credit hours
This course provides a study of the language, concepts, structures, and processes involved in management of information systems, including fundamentals of computer-based technology and the use of business-based software for support of managerial decisions.

MAN 3240  Organizational Behavior  3 credit hours
This course investigates the study of individual and group behavior in organizations including motivation, conflict, work stress, power, politics and other challenges of leadership. Emphasis is on ethics, leadership, communication, and decision-making.

MAN 3301  Human Resource Management  3 credit hours
This course examines all aspects of human resources including job descriptions, work force planning, training, development of policies and procedures, reward systems, and due process relative to personnel management. Employment laws and labor relations will also be covered.

MAN 3303  Leadership and Management Practices  3 credit hours
This course incorporates contemporary leadership skills as they relate to basic management concepts, practices and techniques. Emphasis will be on the development of solid leadership foundations while centering on real themes, demands and opportunities of an evolving and dynamic workplace.

MAN 3504  Operations Management  3 credit hours
This course describes the scope of operations management and how it pertains to the whole organization. Quantitative principles and techniques to effective planning and utilization of resources in the operations of manufacturing, research and services are emphasized.

MAN 4045  Effective Team Management  3 credit hours
This course examines team building, two-way communication and feedback; participative management techniques concerning motivation, small group processes, and group decision support; attracting and retaining quality personnel. The course also covers skills in writing employee evaluations, responsibility, authority, accountability, initiative, creativity, communication upward and downward, people management strategies, and recognition and reward.

MAN 4120  Interpersonal Dynamics  3 credit hours
This course is a study of the psychological and sociological dimensions of intergroup relations. Attention to the problems experienced by subgroups in large and small organizations with particular reference to ethnic, racial, and subcultural groups is covered as well as the roles and responsibilities of management in the constructive resolution and utilization of inter-group conflict in organizations.

MAN 4342  Supervisory Skills  3 credit hours
This course will study the changing responsibilities of first-level supervisors; topics include high-quality management, multicultural diversity, dealing with unions, equal opportunity legislation, discipline procedures and organizational ethics and politics.
**MAN 4900  Capstone Experience**  
This course focuses on the integration of knowledge, skills, and abilities learned in the program through a capstone project. This course should be completed during the last 12 credits of the program prior to graduation. The capstone experience project requires approval by the program manager.

**MAR 4802  Marketing for Managers**  
This course helps develop the marketing knowledge and skills necessary for the successful management of an organization. Students will research and discuss marketing concepts, including the development and execution of marketing strategies. The course focuses on formulating a marketing strategy for a variety of enterprises including business-to-business, business-to-government, and public service organizations.

**MNA 4037  Project Management and Planning**  
This class is a general introductory class in project management designed to give students an exposure in general project management concepts. This course is meant to provide students with a framework on which to build project management knowledge that relates to the students area technical background.
## LETTERS OF SUPPORT

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Agency</th>
<th>Name/Title</th>
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</thead>
</table>
| 3.2      | Heartland Workforce | Roger A. Hood  
President/ CEO |
| 3.3      | Highlands County Economic Development Commission | Dan Murphy  
Executive Director |
| 3.4      | Hardee County Board of Commissioners | Lexton H. Albritton Jr.  
County Manager |
| 3.5      | Board of Commissioners Desoto County | Jan B. Brewer  
Administrator |
| 3.6      | Highlands County Citrus Growers Association, Inc. | Raymond Royce  
Executive Director |
| 3.7      | Heartland Agricultural Coalition | Raymond Royce  
Executive Director |
| 3.8      | SFCC Foundation, Inc. | Lana Puckoruis  
President |
| 3.9      | Highlands Regional Medical Center | Robert G. Mahartey  
Chief Executive Officer |
| 3.10     | Florida Hospital Heartland Division | Timothy W. Cook  
Chief Executive Officer |
| 3.11     | Highlands Independent Bank | John C. Shoop  
President/CEO |
| 3.12     | Greater Sebring Chamber of Commerce | Greg Harris  
President/CEO |
| 3.13     | Avon Park Chamber of Commerce | David Grenolade  
Executive Director |
| 4.1      | Hodges University | Jeanette Brock, J.D.  
Executive Vice President of Academic Affairs |
| 4.2      | University of South Florida | W. Robert Sullins  
Dean |
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<th>Institution</th>
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<tr>
<td>4.3</td>
<td>University of South Florida</td>
<td>Ralph C. Wilcox</td>
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<td>Provost and Executive Vice President</td>
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<td>4.4</td>
<td>Warner University</td>
<td>James G. Moyer, Ed.D.</td>
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<td>Vice President/Chief Academic Officer</td>
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<td>4.5</td>
<td>Webber International University</td>
<td>Dr. H. Keith Wade</td>
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<tr>
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<td>January 6, 2011</td>
<td>President/CEO</td>
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<td>Webber International University</td>
<td>Dr. H. Keith Wade</td>
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<td>August 15, 2011</td>
<td>President/CEO</td>
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<td>Highlands Today</td>
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Appendix 3.2

January 11, 2011

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

Dr. Stephens:

Throughout the years, our mutual interest in economic and workforce development has been paramount. We rely on the College’s vision to offer our community the needed skills for career advancement, and your commitment to these initiatives has been noteworthy. The role South Florida Community College (SFCC) has assumed in helping to meet our local workforce needs has been an excellent and reliable resource.

As Heartland Workforce plans for the future, we recognize the need to have a more highly skilled and educated workforce – not only in technical expertise, but also in general management areas. We feel it is critical for our local education system to support the growth of our regional innovation economy and work with us to develop a pool of degreed citizens with the creative and analytical thinking skills required by high skill, high wage employers.

We have recently learned about SFCC’s intent to apply for bachelor degree approval in specific workforce areas. As the workforce development board for our tri-county region, Heartland Workforce wholeheartedly supports this effort. We feel this will add great value to the educational background of this region’s current and future employees and strongly recommend favorable consideration of this initiative.

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

Sincerely,

Roger A. Hood
President/CEO
December 27, 2010

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

Dear Dr. Stephens,

The Economic Development Commission of Highlands County commends and strongly supports South Florida Community College in moving forward with seeking approval to become a baccalaureate degree granting institution.

As an agency deeply invested in economic development in our community, we recognize the value of higher education and bachelor's degree programs. Although some university programs are available through the SFCC University Center, costs of private institutions are typically high and beyond the reach of many who might otherwise attend a baccalaureate program. The possibility of SFCC providing much needed programs would be important in achieving access to affordable educational opportunities near home.

SFCC has built a strong track record of success in bringing value-added degrees to meet the needs of Highlands County. New degrees in business and allied health will expand essential educational and economic opportunity for students, residents and employers. These new degrees will not only stimulate our regional economy, but also assist in enriching the caliber of employees available throughout our community.

The Economic Development Commission stands behind you and South Florida Community College in these exciting new endeavors.

Sincerely,

Dan Murphy
Executive Director
January 12, 2011

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

Dear Dr. Stephens:

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

As Hardee County plans for the future, we recognize the need to have a highly skilled and educated workforce not only in technical expertise, but also in general management areas. As a small county we struggle to upgrade the educational level of our workforce. But once our youth leave the community to obtain their education they are seldom willing to return. Having a bachelor's program at South Florida Community College will enable our youth to stay at home while obtaining their degrees and enhance our ability to attract them to jobs in Hardee County. In addition many students can't afford to live away from home and having the local program will enable the students to live at home, saving the cost of increased living and travel expense elsewhere, significantly reducing the cost of completing their education.

We have recently learned about South Florida Community College's intent to apply for bachelor degree approval in specific workforce areas. As a key employer in the region, Hardee County fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College's request for a bachelor degree in management.

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

Sincerely,

Lexton H. Albritton, Jr.
County Manager

LHA:sm

Terry Atchley, Chairman - Minor L. Bryant, Vice-Chairman
Dale A. Johnson - Sue Bingley - Crady Johnson
County Manager Lexton H. Albritton, Jr. - County Attorney Ken Evers

"An Equal Opportunity Employer™"
January 11, 2011

South Florida Community College
600 West College Drive
Avon Park, Florida 33825

Desoto County Board of County Commissioners
201 E. Oak Street
Arcadia, Florida 34266

Dear Dr. Stephens:

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

As the Board of County Commissioners plan for the future, we recognize the need to have a highly skilled and educated workforce not only in technical expertise, but also in management areas. Educating our youth is a key factor in economic growth. The stronger our workforce becomes the stronger our community will become.

We have recently learned about South Florida Community College's intent to apply for bachelor degree approval in specific workforce areas. As a key employer in the region, the Board of County Commissioners fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College's request for a bachelor degree in management.

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

Sincerely,

[Signature]

Jan B. Brewer
Administrator
Desoto County Board of County Commissioners
Dr. Norman Stephens  
South Florida Community College  
600 W. College Drive  
Avon Park, Fl. 33825

January 25, 2011

Dr. Stephens:

The citrus growers of Highlands County, and our affiliated business partners, recognize that workforce development and management training is critically important to both South Florida Community College and our local industry. South Florida Community College has consistently shown proactive vision through the years as it developed curriculum and specialized programming in order to provide the key skills that our industry and its employees rely upon. The College’s commitment to these career enhancing initiatives has been exemplary. The citrus industry of central Florida is thankful that the College has always been a dependable and superb resource for helping prepare our employees for the future.

As the Highlands County Citrus Growers Association, and the nearly 400 members that it represents, plan for a sustainable and profitable future; we recognize the need for a highly skilled and educated workforce. This workforce will not only require technical expertise, but enhanced financial, personnel management and communication skill sets as well. Our grower’s operations are becoming more and more technically and scientifically diverse, requiring personnel that have the ability to manage a wide range of tasks and employees. Having access to proper management and leadership training within the central citrus production region of Florida will be one of the determinative factors of our success.

Our Association has recently learned of South Florida Community College’s intent to apply for bachelor degree approval within specific workforce areas. The local citrus industry, as one of the leading employers of the region, applauds and fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of South Florida Community College’s request for a bachelor degree in management.

If you can provide assistance of any kind as you plan and develop these programs, please do not hesitate in calling upon me.

Sincerely,

Raymond Royse  
Executive Director
Appendix 3.7

Dr. Norman Stephens  
South Florida Community College  
600 W. College Drive  
Avon Park, Fl. 33825  

Dr. Stephens:

The agricultural community of Highlands County recognizes that an intense interest in economic and workforce development is critically important to both South Florida Community College and the local agricultural industries that it has served so well in the past. The College has consistently shown forward thinking vision as it developed programs and curriculum in order to provide the needed skills that the agricultural community and its employees rely upon. Your commitment to these career development initiatives has been exemplary. The agricultural community has always viewed the College as a dependable and excellent resource for preparing our employees for the future.

As the Heartland Agricultural Coalition, and the wide range of agricultural operations that we represent in our region, plan for a diversified agricultural future; we recognize the need for a highly skilled and educated workforce not only in technical expertise, but also within the general management arena. In addition to specialized training, our industries are going to need employees with enhanced financial and personnel management skill sets. Our operations are becoming more and more diverse, requiring personnel that have the ability to manage a wide range of tasks and employees. Having access to proper management and leadership training in our immediate production region of Florida will be one of the keys to our success.

Our organization has recently learned of South Florida Community College’s intent to apply for bachelor degree approval within specific workforce areas. The agricultural community, as one of the primary employers in the region, applauds and fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College’s request for a bachelor degree in management.

If I can provide assistance of any kind as you plan and develop this program, please do not hesitate in calling upon me.

Sincerely,

Raymond Reyes  
Executive Director
January 11, 2011

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

Dear President Stephens:

On behalf of the Board of Directors of the South Florida Community College Foundation I would like to strongly offer our support and encouragement for your plans to expand the offerings of SFCC to include bachelor's degree programs in selected areas where the needs are greatest. Beginning with a bachelor's degree in Supervision and Management with concentrations in Business and Allied Health certainly will address some of the more pressing needs of our service district.

As the only postsecondary educational institution located in and serving the citizens of DeSoto, Hardee, and Highlands counties this is a logical and needed step forward. Those citizens who are place bound have few other options for completing a bachelor's degree.

Our Foundation has existed to support SFCC for nearly 30 years, and we will continue to do so by offering scholarships for needy and deserving students and by providing program assistance where possible. You have our full support as you move forward with these exciting plans.

Sincerely,

[signature]
Lana Puckorius, President
SFCC Foundation, Inc.

*Past Presidents
January 11, 2011

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

Dear Dr. Stephens:

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

As Highlands Regional Medical Center plans for the future, we recognize the need to have a highly skilled and educated workforce not only in technical expertise, but also in general management areas. In view of the increasing changes in healthcare and evolving technology the goal is to strengthen education, lay foundations in our communities to return the workforce within our county.

We have recently learned about South Florida Community College’s intent to apply for bachelor degree approval in specific workforce areas. As a key employer in the region, Highlands Regional Medical Center fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College’s request for a bachelor degree in management.

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

Sincerely,

Robert B. Mahote
Chief Executive Officer

RGM: ac:
Administration Office
PH 863.471.5800
3600 South Highlands Avenue
Sebring, Florida 33870-8416
PH 863.385.6101
F X 863.385.3489
Appendix 3.10

January 13, 2011

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

Dear Dr. Stephens:

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

As Florida Hospital Heartland Medical Center plans for the future, we recognize the need to have a highly skilled and educated workforce not only in technical expertise, but also in general management areas. Over the years we have encouraged our staff members to seek higher levels of education. The opportunity to attend classes on a local level would enable more staff to reach their educational goals. Education is the key to excellence and Florida Hospital Heartland Medical Center seeks excellence both in employees and services.

We have recently learned about South Florida Community College’s intent to apply for bachelor degree approval in specific workforce areas. As a key employer in the community, Florida Hospital Heartland Medical Center fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College’s request for a bachelor degree in management.

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

Sincerely,

Timothy W. Cook
Chief Executive Officer
January 27, 2011

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

Dear Dr. Stephens:

Since the time South Florida Community College was established in 1965, it has been an integral part of our community. The vision of the administration and Board has brought a higher level of academics and culture to rural Florida and has played a major part in our economic development.

At Highlands Independent Bank, we value your institution as a resource for highly skilled and educated individuals to enhance the local workforce. Your programs go beyond basic level training and strengthen the knowledge and skills of individuals to compete in an ever increasing competitive marketplace.

We were very pleased to hear the other day of your plans for bachelor degree approval in specific areas. Your institution continues to strive not only to improve the students that participate in your programs but also to strengthen and grow the community we live in. Highlands Independent Bank fully supports this effort and highly encourages you to bring the programs to the area. Please consider this letter as our full endorsement of your college’s request for a bachelor degree in management.

Please let me know if there is anything we can assist you with to make this a reality.

Sincerely,

John C. Shoop
President / CEO

JCS:ss
January 11, 2011

Dr. Norman Stephens, President
South Florida Community College
600 West College Drive
Avon Park, FL 33825-9399

Dear Dr. Stephens:

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

The Greater Sebring Chamber of Commerce recognizes the need to have a highly skilled and educated workforce not only in technical expertise, but also in general management areas. Healthcare is a very big and needed area of expertise. The majority of the businesses we see looking to relocate to the area are healthcare-related businesses.

We have recently learned about South Florida Community College's intent to apply for bachelor degree approval in specific workforce areas. As a key County advocate in the region, The Greater Sebring Chamber of Commerce fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College's request for a bachelor degree in management.

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

Sincerely,

Greg Harris
President/CEO

“Working Together for a Better Community”
January 19, 2011

South Florida Community College
Dr. Norman Stephens, President
600 College Drive
Avon Park, Florida 33815

Dear Dr. Stephens:

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

As the Avon Park Chamber of Commerce plans for the future, we recognize the need to have a highly skilled and educated workforce not only in technical expertise, but also in general management areas. The Chamber recognizes the continued need to improve the educational needs of our healthcare and management employees in order to continue to provide quality service and improve the quality of life for the citizens of our region.

We have recently learned about South Florida Community College’s intend to apply for bachelor degree approval in specific workforce areas. As a key member of the region, the Avon Park Chamber of Commerce fully supports this effort. We feel that it will add great value to the educational background of our current and future employees. Please consider this letter as our full endorsement of your College’s request for a bachelor degree in management.

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

Sincerely,

David Grenslade
Executive Director
Appendix 4.1

January 18, 2011

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

Re: Letter of Support for Bachelor of Science Degree in Supervision and Management

Dear Dr. Stephens:

It is my understanding that South Florida Community College (SFCC) is planning to offer a Bachelor of Science Degree in Supervision and Management upon approval from the State of Florida. The purpose of offering this degree is to provide students at SFCC the opportunity to continue their education at the bachelor's level.

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

That being said, access to higher education has become a focal point in the State of Florida. Students need to be provided with as many opportunities as possible to complete their degrees and we feel that this degree offering by SFCC will provide students with yet another opportunity towards that goal. As a private institution, Hodges University’s tuition is more expensive than tuition at a public state institution, and thus having this option will provide students with an affordable alternative.

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

Sincerely,

Jeanette Brock, J.D.
Executive Vice President of Academic Affairs

Cc: Terry P. McMahan, J.D., President, Hodges University
Dr. Leaha Revell, Vice President, SFCC
February 1, 2011

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

Dear President Stephens:

The University of South Florida and South Florida Community College have enjoyed a long history of working together, closely and successfully, to provide a seamless transfer for students graduating from SFCC. During the past eleven years our mutual interests in serving the higher education needs of citizens in the SFCC service region have included quality baccalaureate and master’s degree programs offered through the SFCC University Center.

I have discussed South Florida Community College’s desire to expand opportunities for citizens in the college region by adding selected bachelor’s degrees to the college’s academic program portfolio with a number of USF’s leaders, including those at USF-Polytechnic. We are supportive of the proposal to initiate a Bachelor’s in Applied Sciences in Supervision and Management. We agree that the program offerings you are proposing will complement our joint efforts and will provide needed and affordable options for the people of your service region. USF Polytechnic looks forward to continued partnerships in offering baccalaureate and master’s degree programs of mutual interest through the SFCC University Center.

We commend you in your efforts to work toward granting bachelor’s degrees, and if we can be of any assistance as you plan and develop this program, please feel free to call upon us.

Sincerely,

W. Robert Sullivan
Dean

OFFICE OF THE DEAN • UNDERGRADUATE STUDIES
University of South Florida • 4202 E. Fowler Avenue, SVC2002 • Tampa, FL 33620-6920
www.usf.edu
February 7, 2011

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

Dear President Stephens:

The University of South Florida and South Florida Community College have enjoyed a long history of working together, closely and successfully, to provide a seamless transfer for students graduating from SFCC. During the past 11 years our mutual interests in serving the higher education needs of citizens in the USF and SFCC service region has included delivery of high quality baccalaureate and master’s degree programs through the SFCC University Center.

We have reviewed South Florida Community College’s desire to expand opportunities for citizens in the college region by adding selected bachelor’s degrees to the college’s academic program portfolio and I have discussed your plan to submit a letter of intent to provide bachelor’s degrees with USF Polytechnic leaders and have confirmed that we are supportive of the SFCC proposal to initiate a Bachelor of Applied Science degree in Supervision and Management. We agree that the program offerings that you are proposing will complement our joint efforts and will provide needed and affordable options for the people of your service region. USF Polytechnic looks forward to continued partnerships in offering baccalaureate and master’s degree programs of mutual interest through the SFCC University Center.

We commend you in your efforts to work toward granting bachelor’s degrees and if we can be of any assistance as you plan and develop this program, please feel free to call upon us.

Sincerely,

Ralph C. Wilcox
Provost and Executive Vice President
University of South Florida System

cc. Judy Genshaft, President
Marshall Goodman, Regional Vice Chancellor, USF Polytechnic
Kathleen Moore, Associate Vice President for System Initiatives
Bob Sullivan, Dean Undergraduate Studies

OFFICE OF THE SYSTEM PROVOST & EXECUTIVE VICE PRESIDENT
University of South Florida System • 4202 East Fowler Avenue, GCS 461 • Tampa, Florida 33620-6100
(813) 974-2154 • FAX (813) 974-5093 • www.acad.usf.edu

The University of South Florida is an Affirmative Action/Equal Access/Equal Opportunity Institution.
January 31, 2011

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

Dear Dr. Revell:

This letter is in response to your visit to Warner University on January 5, 2011, regarding the move to include four year programs in your curricular offerings at South Florida Community College.

As a representative of Warner University and President Gregory V. Hall, I offer you the support of this institution in this new educational endeavor at SFCC.

Sincerely,

James C. Moyer, Ed.D.
Vice President & Chief Academic Officer
Warner University
Appendix 4.5

Office of the President

January 6, 2011

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

Dear Dr. Revell:

Now that we are back from our respective winter breaks, I want to reiterate our commitment to the success of SFCC’s graduates and our willingness to help you, in any way that we can, to achieve your educational mission.

As you know, South Florida Community College and Webber International University have enjoyed, for many years, a partnership which has made the Bachelor of Science in Business Administration degree available to residents of south Polk, DeSoto, Hardee, and Highlands counties. It is, I think, a model of how Public/Private cooperation can work to meet district, regional, or statewide workforce needs. While the primary purpose of this cooperation has been providing quality, affordable, accessible business education to this population, an unavoidable byproduct has been our becoming intimately familiar with the quality, competencies, and qualifications of SFCC. It is this knowledge which makes us even prouder of our longstanding partnership with SFCC in providing access to baccalaureate level business education.

Webber is, and has been since 1927, strictly a business school. We have numerous graduates employed in various positions of leadership throughout south Polk, DeSoto, Hardee, and Highlands counties, but the vast majority are employed in the fields of business. Therefore, our comments regarding the need, demand, and economic impact of non-business degrees will be, by necessity, anecdotal and not based on any empirical data. But, with that said, it does appear to us that there are many degree paths currently unavailable to many residents of your district. We would, therefore, be happy to reduce to writing our observation of the quality and skills of the SFCC faculty, staff, and administration, as well as anecdotal observation that, even with the increasing availability of distance education, there are degree paths, and, consequently, career paths, largely unavailable to those residing within SFCC’s service area. And, even though the existence of a more highly education populace has a positive economic impact on the community is thoroughly documented enough to almost rise to the level of a-priori, we are

Dr. H. Keith Wade, President and CEO
Webber International University
1201 N. Scott Highway • Babson Park, FL 33827
863.682.2940 (Direct) • 863.682.2823 (Ext) • KeithWade@webber.edu
nevertheless willing to note this in our letter of support as well. Tell us which specific degrees you are contemplating, and, if we can, we’re happy to help.

Our feeling regarding the need, demand, and economic impact of baccalaureate degrees in the areas of business is, however, quite different. The data are abundant and inescapable: existing programs have ample capacity to support the community’s current and future needs for baccalaureate education in the areas of business. While there are certainly academic disciplines in which the people of south Polk, DeSoto, Hardee, and Highlands counties currently have little access, the area of business is, frankly, a success story of an alternative proposal to offer the baccalaureate degree program. Through your University Center, articulation and cooperative agreements, and distance education, we have successfully eliminated the challenges of distance. Through our generous Community College scholarship, state, federal, and private student aid, we have successfully eliminated the challenges of impossible tuition. And, as you know, while we have had discussions over the years about expanding our offerings at SFCC, the relatively small program we have there is driven by what, in the final analysis, all of our programs are driven by: student demand. Even the most optimistic growth projections do not anticipate a population sufficiently large to fill the existing capacity of existing business degrees, much less new ones. While there are always costs inherent in creating, staffing, and administering new programs, because the students serviced by a new baccalaureate degree in business would largely be the same students who would have been serviced by one of the existing baccalaureate degrees in business and no new graduates would be created, it is hard to posit a positive economic impact resulting from new offerings. It is for these reasons that our general support for your offering degrees in underserved disciplines does not extend to your offering degrees in that area, business, in which we are already amply serving the needs and demands of your district students and industries.

We thank you for being candid in our intra-institutional discussions regarding program need, demand, and impact and truly hope that we can have an increased role in helping you to meet the needs of our mutual constituents.

Wishing you continued success and best regards,

Keith Wade, DBA
President and CEO

Copy: Dr. Norm Stephens, President
Appendix 4.6

August 15th, 2011

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

Dear Dr. Stephens:

It was a pleasure to speak with you this afternoon.

As I shared with you, I believe that we have significant common ground — the absolute belief that education is empowering, the recognition of the high correlation between education and income, and the recognition that there are very few educational opportunities south of you. And, as I also shared with you, it has been my experience that the faculty, staff, and administration of SFCC are highly competent and quite capable.

And, as I shared with you as well, we do have some honest disagreement about the need for your proposed Bachelor of Applied Science in Management and Supervision given projected growth in the area; the ability of existing programs with current capacity for more students, including ours, to meet the needs of the students who would enroll in your new program; and the impact of your new program on existing programs, including but not limited to ours. I am not certain that we have to resolve these differences of opinion to be good neighbors and good partners.

To the extent that this new program is what you envision and portray it to be — a degree path, and therefore, a career path for those who are not currently served by any program, including those offered at our respective schools — we certainly support it. As previously noted, we all agree that education is tremendously empowering and understand that the more options available, the more likely each person is to find the right program for his or her particular needs.

Sincerely yours,

Keith Wade, DBA
President and CEO

Dr. H. Keith Wade, President and CEO
Webber International University
1201 N. Scenic Highway • Babson Park, FL 33827
863.638.2940 (direct) • 863.638.2823 (fax) • KeithWade@webber.edu
AVON PARK » South Florida Community College is looking to expand its curriculum to offer SFCC baccalaureate degrees.

'We are in the first stages; we are doing a needs assessment; the preliminary data indicates that there truly is a need,' SFCC President Norm Stephens, Jr. said Friday.

The recent census data shows that the proportion of the population in Highlands, Hardee and DeSoto counties with baccalaureate degrees is quite low compared to the state and national figures, he said.

The process to offer baccalaureate degrees includes several levels of approval, including approval by the college's Board of Trustees, the Florida State Board of Education and the Southern Association of Colleges and Schools.

'Before I send a letter of intent to the state I need to get the Board of Trustees to approve that and we are hoping to take that recommendation to them in January at the end of the month,' Stephens said.

If everything worked out just right, the fall of 2012 would be the earliest the college would be able to offer baccalaureate degrees, he added.

Some of the college's current faculty are qualified to teach at the bachelor's degree level, but a certain percentage need advanced degrees in each of the four-year programs the college offers, Stephens said.

The first four-year degree efforts will likely be in the area of supervision and management with specializations in allied health, public service and general business, he said.

Each year more than 50 percent of the county's college-bound high school graduates opt to attend South Florida Community College. If the college offered baccalaureate degree programs, some students may choose to complete their education at SFCC.

Freshman Walter Lamerson is from St. Petersburg, but he is attending SFCC to play on its baseball team.

He's studying law enforcement and is thinking about transferring to the University of Central Florida after he earns his A.A. degree.
'This is definitely an eye opener for me because it's a good college and the professors are all nice,' he said after hearing that the college may offer bachelor’s degree programs.

'If they offer four-year degrees here I would stay,' he said.

Lamerson's friend from St. Petersburg, Brent Brockman, said he probably wouldn't change his plans to transfer to Florida State if SFCC offered bachelor's degrees.

'I've loved Florida State since … ever,' he said.

SFCC is part of the Florida College System, which has 28 community colleges though the 'community' part of the name has been dropped by some colleges.

Now 17 of the colleges are accredited or are currently seeking accreditation to become baccalaureate degree granting institutions.

'We have not decided at this point whether or not we will change our name,' Stephens said. 'Somewhere along the way in the next year or two we will have to make that decision.' SFCC does not have to change its name, but most of the college's that are offering bachelor's degrees have dropped 'community' from their name so that it communicates better that it is now a four-year institution.

Through its University Center, SFCC has partnered in recent years with other universities and colleges to offer those institutions' bachelor’s degree programs on the SFCC campuses.

Highlands Today reporter Marc Valero can be reached at 863-386-5826 or mvalero@highlandstoday.com

Editorial: December 19, 2010

Let's move forward on SFCC becoming a 4-year college

Sometimes an idea's time has come. That's the case with Highlands County getting its own four-year institution of higher education. At least that's our opinion. We hope the people in positions to make that happen share it and not waste any time applying for such a change.

The idea of South Florida Community College offering baccalaureate degrees isn't new. It's been kicked around for some time. It's looking more and more like a reality these days.

The SFCC board would have to agree to pursue such a change and a letter of intent would be sent to the state. Several levels of approval at the state level are needed to make such a change.

Many other community colleges in Florida are trying to do the same thing. Seventeen of Florida's 28 community colleges are seeking the ability to offer baccalaureate degrees. We want
SFCC to be one of them.

Some faculty positions would be affected. More stringent requirements are necessary for teaching staff at a four-year institution.

SFCC has a quality faculty and it shouldn't be a huge issue, though.

There are several reasons why it makes sense for SFCC to offer four-year degrees. One of the biggest is that our county is ranked low for the number of people who have four-year college degrees.

That's due to several reasons, some having to do with our senior population, but still it's a legitimate issue.

Highlands County also is a low income county. A large number of citizens here cannot afford to send their children out of town for college. More offerings locally allow kids to live at home while pursuing bachelor’s degrees.

A change like this also helps the entire county in many ways. More course offerings will bring more students and even, possibly, more economic development as our workforce becomes more qualified and better educated.

SFCC already does an amazing job at bringing cultural offerings of all kinds. A four-year institution would be even better.

We can't see a down side to changing SFCC to a four-year degree granting institution. The name should change, though, and for some folks that might be difficult. But it sure isn't a good enough reason to stop progress on something that would benefit so many people.

We hope the board moves quickly and we start the approval process to get this going.
MINUTES
SOUTH FLORIDA COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES
JANUARY 26, 2011

Members Present: Mr. Tim Backer, Vice Chair
Mrs. Tami Cullens
Mr. Gary Delatorre, Chair
Mrs. Joan Hartt
Dr. Louis Kirschner
Mr. David Leidel
Mr. Richard Maenpaa
Mrs. Anne Reynolds
Dr. Norman L. Stephens Jr., President/Secretary
Mr. Andrew Jackson, College Attorney

Members Absent:

Staff Present: Ms. Annie Alexander-Harvey Mr. Doug Andrews Mr. Don Appelquist
Dr. Kimberly Batty-Herbert Ms. Deborah Bell Mr. Kevin Brown
Mrs. Tammy Bush Mr. RL Geiger Mr. Glenn Little
Dr. Leana Revell Mrs. Lindsay Lynch Mrs. Laura White
Dr. Chris van der Kaay

Others Present: Mrs. Mary Geiger Mrs. Ida Jackson Ms. Noreen Thomas

CALL TO ORDER
At 6:05 p.m., the regular meeting of the District Board of Trustees was called to order at the DeSoto Campus by Board Chair, Mr. Gary Delatorre.

1.0 PRELIMINARY MATTERS
1.1 Adoption of Agenda
Mrs. Hartt made a motion, seconded by Mr. Maenpaa, to adopt the agenda of the regular meeting held January 26, 2011. Those voting in favor of the motion were Mr. Backer, Mrs. Cullens, Mr.
6.1 **Baccalaureate Program**

A request to approve the development of a Bachelor of Applied Science Degree in Supervision and Management and to authorize the submission of a letter of intent to the Division of Florida Colleges and the Florida State Board of Education was presented.

**Mr. Leidel made a motion, seconded by Mr. Backer, to approve a request to develop a Bachelor of Applied Science Degree in Supervision and Management and to authorize the submission of a letter of intent to the Division of Florida Colleges and the Florida State Board of Education, as presented.** Those voting in favor of the motion were Mr. Backer, Mrs. Cullens, Mr. Delatorre, Mrs. Hartt, Dr. Kirschner, Mr. Leidel, Mr. Maenpaa, and Mrs. Reynolds. 

**Motion carried by unanimous vote.** *(EXHIBIT “J”)*

6.2 **Nebraska Book Company (NBC) Agreement Extension**

A request to approve an extension to the college’s agreement with Nebraska Book Company (NBC) was presented. *(EXHIBIT “K”)*

**Mr. Maenpaa made a motion, seconded by Mrs. Reynolds, to approve an extension to the college’s agreement with Nebraska Book Company, as presented.** Those voting in favor of the motion were Mr. Backer, Mrs. Cullens, Mr. Delatorre, Mrs. Hartt, Dr. Kirschner, Mr. Leidel, Mr. Maenpaa, and Mrs. Reynolds. **Motion carried by unanimous vote.**

6.3 **Southern Association of Colleges and Schools Commission on Colleges (SACS COC) Submission**

A request to authorize the submission of the Compliance Certification Report to the Commission on Colleges of the South Association of Colleges and Schools was presented. *(EXHIBIT “L”)*

**Mrs. Hartt made a motion, seconded by Mr. Backer, to authorize the submission of the Compliance Certification Report to the Commission on Colleges of the Southern Association of Colleges and Schools, as presented.** Those voting in favor of the motion were Mr. Backer, Mrs. Cullens, Mr. Delatorre, Mrs. Hartt, Dr. Kirschner, Mr. Leidel, Mr. Maenpaa, and Mrs. Reynolds. **Motion carried by unanimous vote.**

6.4 **President’s Annual Performance Review**

Mr. Backer made a motion, seconded by Mrs. Hartt, to approve entering into a new contract to continue the employment of Dr. Norman L. Stephens, Jr., as President of South Florida Community College, commencing July 1, 2011 through June 30, 2015, subject to
the provisions for annual extensions as stipulated by Florida Statutes and recognizing the President’s commitment and progress in supporting college planning and equity goals. Those voting in favor of the motion were Mr. Backer, Mrs. Cullens, Mr. Delatorre, Mrs. Hartt, Dr. Kirschner, Mr. Leidel, Mr. Maenpaa, and Mrs. Reynolds. **Motion carried by unanimous vote.**
## Appendix 7

**FLORIDA COLLEGE SYSTEM**

**ENROLLMENT, PERFORMANCE AND BUDGET PLAN**

*(NEW BACCALAUREATE PROPOSALS ONLY)*

**COLLEGE NAME:** SOUTHERN FLORIDA COMMUNITY COLLEGE  
**CONTACT NAME:** Glenn Little  
**DEGREE NAME:** SUPERVISION AND MANAGEMENT  
**CONTACT PHONE NUMBER:** 863.784.7218

### I. PLANNED STUDENT ENROLLMENT

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<td>F. Upper Division Total Student Credit Hours Generated (Resident and Nonresident)</td>
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<td>1,710</td>
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<td>2,625</td>
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<tr>
<td>G. Upper Division Total Student FTE (Resident and Nonresident)</td>
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<td>35.0</td>
<td>57.0</td>
<td>70.0</td>
<td>87.5</td>
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### II. PLANNED PERFORMANCE

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### III. PROJECTED PROGRAM EXPENDITURES

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#### OPERATING EXPENSES

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#### CAPITAL OUTLAY

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#### TOTAL PROJECTED PROGRAM EXPENDITURES

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<td>128,396</td>
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### IV. NATURE OF EXPENDITURES

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### V. SOURCES OF FUNDS

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#### B. CARRY FORWARD

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#### TOTAL FUNDS AVAILABLE

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#### TOTAL UNEXPENDED FUNDS (CARRY FORWARD)

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>21,092</td>
<td>3,725</td>
<td>23,654</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** THIS FORM IS EFFECTIVE UNTIL JUNE 30, 2011.