

**SASCOC: Substantive Change Prospectus
(Program Name)**

INSTITUTION: St. Petersburg College
Primary Contact Persons: _____
Phone Number: _____

Common Content A – Background and Context

3. Institutional Degrees Offered

Associate in Arts, Associate in Science, Bachelor of Science, Bachelor of Applied Science.

Arts and Entertainment

Digital Media A.S.

- Digital Graphic Design Certificate (CT)
- Digital Media Video Production CT
- Digital Media Multimedia Foundations CT

Music Industry/Recording Arts A.S.

- Audio Production & Engineering CT

Business

Business Administration B.S.

Business Administration A.S.

- Accounting Technical Operations CT
- Business Management CT
- Business Development & Entrepreneurship CT
- Business Entrepreneurship CT
- Business Operations – Marketing CT
- Risk Management & Insurance Management CT
- Supply Chain & Logistics CT

Hospitality & Tourism Management A.S.

- Event Planning Management CT
- Food & Beverage Specialist CT
- Food & Beverage Management CT
- Rooms Division Specialist CT
- Rooms Division Operations CT
- Rooms Division Management CT

Management and Organizational Leadership B.A.S.

- Management & Leadership CT

Project Management Bachelor's CT

Supply Chain Management Advanced Technical CT

Sustainability Management B.A.S.

Technology

Technology Development and Management B.A.S.

Computer Information Technology A.S.

- Help Desk Support Specialist CT

Computer Programming and Analysis A.S.

- Computer Programmer CT
- Computer Programming Specialist CT

Cybersecurity B.A.S.

Cybersecurity A.S.

- Cybersecurity CT

Data Science A.S.

Networking Technologies A.S.

- Cisco Certified Network Associate CT
- Network Administrator CT

Web Development A.S.

- Web Development CT

Education

Educational Studies: Educational Interpreting B.S.

Educational Studies: Interdisciplinary B.S.

Educational Studies: Preschool B.S.

Early Childhood Education A.S.

- Early Child Development CT
- Infant & Toddler Specialization CT
- Preschool Specialization CT

Elementary Education B.S.

Elite Educator Program - Elementary Education B.S.

Exceptional Student Education B.S.

Middle Grades Mathematics Education B.S.

Secondary Mathematics Education B.S.
Educator Preparation Institute Certificate

Engineering, Manufacturing and Building Arts

Biomedical Engineering Technology A.S.

- Medical Equipment Repair CT
- Medical Device Design & Manufacturing CT
- Medical Device Networking & Cybersecurity CT

Building Design & Construction Management A.S.

- Sustainable Construction Technology CT

Engineering Technology A.S.

- Computer-Aided Design and Drafting C.T.
- Electronics Aide CT
- Engineering Technology Support C.T.
- Lean Six-Sigma Green Belt C.T.
- Mechatronics CT
- Rapid Prototyping and Design C.T.
- Six Sigma Black Belt C.T.

Production Systems Management A.S.

Health Sciences

Dental Hygiene B.A.S.
Dental Hygiene A.S.
Emergency Medical Services A.S.

- Paramedic CT
- Paramedic Applied Technology Diploma
- Emergency Medical Technician Applied Technology Diploma
- Emergency Medical Technician (PSAV)

Funeral Services A.S.

- Funeral Arts CT

Health Information Technology A.S.

- Healthcare Data Management CT
- Medical Coding and Revenue Management CT

Health Services Administration B.A.S.
Health Sciences A.S.

- Health Care Services CT

Nursing B.S.N.
Nursing A.S.
L.P.N. transitional A.S.
Orthotics and Prosthetics Technology A.S.
Physical Therapist Assistant A.S.

Radiography A.S.
Respiratory Care A.S. (and CRT Transitional)

- Advanced Adult Critical Respiratory Care CT
- Advanced Neonatal and Pediatric Respiratory Care CT

Veterinary Practice Management CT
Veterinary Technology B.A.S.
Veterinary Technology A.S.

Human Services

Social and Human Services A.S.

- Addiction Studies CT
- Community Health Worker CT
- Youth Development Professional CT

Natural Sciences

Biology B.S.
Biotechnology Laboratory Technology A.S.
Environmental Science Technology A.S.

- Laboratory Specialist Advanced Technical CT
- Water Quality Technician CT

Public Safety, Public Policy and Legal Studies

Public Safety Administration B.A.S. Degree
Digital Forensics and Computer Investigations A.S.

- Computer Related Crime Investigation CT

Criminal Justice Technology A.S.

- Corrections Academy
- Law Enforcement Academy
- Homeland Security CT

Crime Scene Technology A.S. Degree

- Crime Scene Technology CT

Emergency Administration and Management A.S.

- Emergency Administration & Management CT

Fire Science Technology A.S.

- Fire Officer Supervisor CT
- Firefighting Academy

Paralegal Studies B.A.S.
Paralegal Studies A.S.
Paralegal Studies CT
Public Policy Administration B.S.

4. ABSTRACT (*One-page limit*)

Pinellas County is the second smallest county in Florida but is the most densely populated of the state's 67 counties. Census estimates for 2020 indicate a population of 978,872. [Data on demand in program field]. The demand in the areas served by St. Petersburg College matches or exceeds the national average and therefore validates the need for the program.

The **proposed change** is to [describe program change]. The program will [brief description of program goals]. Students will gain knowledge in [skill areas].

The **projection of student enrollment** in the program is X students every academic year. The number of enrolled students was determined by accreditation standards. The location of the program will be [program location]. The **projected life of the change** is [ongoing/term-limited], as needed by the workforce demands. The **primary target audience** or market for this program will be from various areas such as: [include target audience examples].

Institutional Strengths

St. Petersburg College's primary value is to empower students to succeed by aligning resources and efforts. This is illustrated by our commitment to the Guided Pathways Initiative approach of wrap-around academic and student support services. This includes intentional onboarding practices, advisor case management, clear academic pathways, and strong Learning Support Centers.

In addition, the College builds strong local workforce partnerships when developing new programs. The ongoing partnership between St. Petersburg College and the [program/industry; describe contributions or efforts from this industry to support program] This community partnership is strong and will ensure the program remains current and prepares students well for the career at hand. The program will be taught with a combination of [describe teaching locations (i.e. online, face-to-face, laboratory setting, industry partners)].

5. The Need for Change

Access and excellence are the hallmarks of St. Petersburg College (SPC), founded in 1927 as St. Petersburg Junior College (SPJC), Florida's first two-year institution of higher learning. SPC is located in Pinellas County, a midway point on Florida's Gulf Coast, bordered by the Gulf of Mexico on the west and by Tampa Bay on the east. Pinellas County is a peninsula 38 miles long and 15 miles wide at its broadest point, covering approximately 280 square miles. Today SPC stands as a multi-campus, public institution with learning sites countywide in Clearwater, Largo, Pinellas Park, St. Petersburg, Seminole, and Tarpon Springs. The [Program Name] will be offered at [campus]. More than 43,000 students are served annually by SPC through credit and non-credit programs, including students from several foreign countries.

The proposed change is the implementation of a [credit hour] credit [degree name]. The degree aligns with the State of Florida curriculum framework and prepares students for [credential/exam]. This degree will support local demands for a skilled workforce. [Labor statistics on demand area for local and state]

6. Alignment with Mission and Goals

The **mission** of St. Petersburg College is to “empower our students and community to achieve success and economical mobility through academic excellent and engagement.” To best support student success, SPC has built the 2021-2024 strategic plan and **goals** upon three pillars of Academic Excellence, Economic Mobility and Community Engagement. SPC is a creative leader and partners with students, communities, service agencies, businesses, and other educational institutions to deliver enriched active learning experiences and to promote economic and workforce development. SPC seeks to provide educational opportunities within its service area, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution. The **values** of student success, integrity, community focus, growth and empowerment, communication, and equity continue to drive the institution. The work of its outstanding, diverse faculty and staff is enhanced by advanced technologies, online learning resources, innovative teaching techniques, comprehensive library and other information resources, continuous self-evaluation, a climate for student success, and an enduring commitment to excellence. The proposed new program aligns with workforce needs of the community and will contribute to the economic mobility of the students it serves; has been designed by faculty and aligns with the College's goal of academic excellence; and was developed in conjunction with community partner input.

7. Planning and Approval Process

The **planning and approval process** for the [degree name] began with [describe planning process, including any industry partners, collective/community meetings, etc.].

8. Legal Authority for Change

The proposed change is in alignment with the College’s degree granting authority per Florida State Statute and its mission and focus on Workforce education and industry certification alignment. Neither this program nor any other similar program is offered on any St. Petersburg College campus or approved off campus sites. SPC has a **governing board of trustees** (BOT) that, according to Florida Statute 1004.65, is the policy making body for the College and, therefore, ultimately responsible for ensuring adequate financial resources for the institution’s programs. The [degree/certificate name] was approved by the BOT in [Approval date](Appendix 1). The [degree/certificate name] program is under the supervision of the Dean of the [program name] who reports to the Vice President Academic Affairs.

New Program Section 2 – Program Curriculum

1. Projected schedule of course offerings

Semester (Number)—*Repeat for each semester needed for program/cert. completion*

Course Number	Course Name	Course Hours
<i>Ex: BSC1084C</i>	<i>Basic Anatomy and Physiology</i>	<i>4</i>
	Semester Total	

2. Program-Specific Goals and Student Learning Outcomes

The [degree/program certificate name] has been designed using the State of Florida Department of Education curriculum frameworks. The State DOE establishes major program outcomes for all programs in the State College System of Florida. The outcomes for this degree are:

[List program outcomes and standards; notate if different standards apply for different tracks]

Ex: 01.0 Demonstrate knowledge of the health care delivery system and health occupations.

Ex: Standards 16 – 26 students will complete the objectives in Central Sterile Processing Technologists track:

3. Student Learning Outcomes Assessment

The Student Learning Outcomes are based on the Curriculum Frameworks from the state as well as the Core Curriculum for [degree/certificate program name] as listed in [accrediting body standards]. They were also developed with the input of the program consultant, Dean of [program name], Vice-President of Academic Affairs, and the Curriculum Services Department. All SPC Learning Outcomes clearly articulate the knowledge, skills and abilities of their graduates.

The learning outcomes will be assessed through [assessment structure—ex. classroom evaluations, laboratory competencies and clinical evaluations on site] (Appendix 2). The program will assess the learning outcomes at the end of each term to ensure the benchmark is met with each course. The outcomes will also be assessed annually through the college's program-specific Viability Reports and regular Comprehensive Academic Program Reviews.

4. Course Descriptions

Repeat for each course needed for program/cert. completion

Course Number—Course Name

Credits/Hours

Prereq:

Coreq:

Course Description:

Ex: STS1302 – Introduction to Surgical Technology

4 credits/60 hours

Prereq: BSC 1084C, HSC 1531, ENC 1101

Coreq: HSC 2520, STS 1302L, STS 1340

Course description: This course introduces the discipline of surgical technology, introduction to the program and facilities, professional ethics, the health care team and legal issues in patient care. This course also includes an introduction to the sequence and principles of perioperative care as regards to the adult, pediatric, geriatric, bariatric and special needs patient care concepts.

5. Admissions & Graduation Requirements

Admission and graduation requirements were developed with the assistance of Admission Office at SPC and in alignment with other similar programs. The students will work through the admission process with advisors through Student Affairs department and with the College of [Program] to ensure students are adequately prepared for the program. **An advisor, located on the Health Education Center, has been designated as the contact for students interested in the program.** Students will be selected for this program based on completion of criteria (Appendix 3) and verification of requirements. This will be done through a process which involves completion of SPC Admission Application; submission of high school and college transcripts; demonstration of college readiness in writing, reading and math; **[required GPA for entrance]**; completion of pre-requisite coursework; and **[any additional requirements]**.

Students must earn a grade of C or better in all courses in the degree to proceed through the program. For students to **graduate** from the program, they must meet the criteria of all course work identified and successful completion of **[additional requirements, if applicable]**. Students must have a cumulative **2.0** grade point average for SPC coursework and a **2.0** grade point average in program coursework. Student must also take a minimum of **12** credits within the program of study and **16** credits in residence at SPC.

6. Planned Method(s) of Delivery (New section)

[New program name] will be offered to students via **[face-to-face, live online, blended, online, etc.]**. *Describe method of program delivery and justification.*

7. Planned Location(s) for Program Delivery (New section)

[New program name] courses will be held [online, specific campus, etc.]. *Describe where program will be housed and any classroom or laboratory space specifics, technology, etc.*

8. Policy for Awarding Credit (Compliance with Standard 10.7)

St. Petersburg College has policies and procedures that conform to commonly accepted practices in higher education and to Florida Administrative Rule 6A-10.033, the Federal Definition of a credit hour and SACS-COC policies. SPC BOT Rule 6Xx23.3.04 and Procedure P6Hx23.3.04 codifies these policies for determining the amount and level of credit awarded for courses regardless of format or mode of delivery. For the purposes of the application of this definition, a **credit hour** is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates (BOT Procedure P6Hx23.3.04): 1) The equivalent of fifteen (15) fifty-minute (50) periods of classroom instruction plus the final exam; 2) A 1-credit course equates to 17 contact hours (15 hours of classroom instruction plus a 2 hour final exam (Appendix X).

9. Administrative Oversight

The **program administrative oversight** for the program will be conducted **by one program director, the Dean of [department name], and the Vice-President of Academic Affairs** to ensure the quality of the program and compliance of accrediting agencies. The program director will be responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, accreditation requirements, and general effectiveness of the program. This position will be a full-time appointment and will work closely with the dean and other program directors in the **[department name]**.

10. Compressed Time Frames

The program **[will/will not]** offer a compressed time frames for any coursework. **[If yes, describe.]**

Common Content B – Faculty Qualifications

The qualifications for faculty will follow the requirements for **[specific accrediting body, if applicable]**, and the college credentialing recommendations. The college is currently advertising and interviewing for the key positions for this program. The Faculty Roster outlines the expectations for these positions (Appendix X).

2. Qualified Program Leadership

The qualifications for the **Program Director** will be: **[include qualifications here, such as certifications and degrees, experience, type of appointment, etc.]**

Include any additional appointments that will oversee the program and their qualifications (i.e. Program Coordinator, Clinical Coordinator, etc.)

The instructional staff **[program director, clinical coordinator and possible adjunct]** will be responsible for directing, evaluating, and reporting student progress toward course objectives as well as periodic review and updating of course materials. The **Faculty** must be qualified by education and experience, and must be current and effective in teaching and subjects assigned. Faculty with instructional responsibilities in core courses must possess a credential in **[credentials required]**.

3. Full-Time Faculty Support of Program

The Program Director will be responsible for **[include description of Program Director responsibilities and/or any full-time personnel leading or supporting the program. Include need for adjuncts, if applicable]**. (Appendix 5 Faculty Roster).

New Program Common Content C – Resources

Library and Learning Resources

For the Library and Learning Resources sections, contact [Matthew Bodie, Exec. Dir. of Learning Resources: bodie.matthew@spcollege.edu](mailto:bodie.matthew@spcollege.edu)

Introduction

St. Petersburg College is a vibrant institution with strong roots in the community college system. Learning Resources is comprised of the M. M. Bennett Libraries and the William D. Law, Jr. Learning Centers. These facilities serve four campuses and four centers of the College with campus-specific library collections, college-wide eResources, and a combination of library and tutoring services that support academic success. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. College data indicates that the more students use the services of Learning Resources (e.g., library and tutoring), the greater the success students will achieve.

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

- 128 electronic research databases with over 20,000 individual titles and more than a million full text articles
- Approximately 83,372 eBooks; 5,904 eAudiobooks;
- Approximately 81,661 total print volumes and materials
- Approximately 715 print serial and periodical subscriptions
- 4,171 audiovisual titles; 66,011 eVideos
- Video and audio editing software, including Adobe Creative Cloud, GameMaker, VisualStudio, and Java Developer IDE

1. & 2. Library and Journal Resources – Specific to [Program/Certificate]

Library Journal Database Resources: [List those items relevant to the proposed program/certificate]

Additional Library Resources: [List those items relevant to the proposed program/certificate]

Book and eBook Resources: [List those items relevant to the proposed program/certificate]

3. On-site and Off-site Access to Resources for Students

With more than **60%** of students enrolled in at least one online course each semester, Learning Resources has made major strides to support online students in a number of ways. The [Learning Resources website](#) offers a gateway to library and tutoring services and resources across all modalities of instruction, including:

- A [library research portal](#) with both a federated and database-specific search, leading to print and digital books, multimedia content, and journal articles, among other forms of research and learning resources; interlibrary loan services; and faculty requests for information literacy instruction;
- General and course-specific [research and help guides](#);
- The [SPC Online Appointment System](#) for students to schedule consultations with librarians and tutors throughout the week;
- [Ask A Librarian](#) online research assistance;
- The Virtual Learning Commons (login required to learning management system) featuring online video tutorials and resources for course support, and
- [24/7 access to Tutor.com](#) for both live and asynchronous online tutoring services.

4. How Students are Made Aware of Resources, Instruction, Workshops and Outreach

Critical to engaging students with our resources, librarians and tutors promote general, discipline-specific, and course-integrated learning opportunities. Strong communication with faculty ensures resources and instruction leads to desired course outcomes. In academic year **2019-20**, librarians provided instruction to more than **9,300** students across the curriculum. Tutors and librarians also offer face-to-face and online workshops, tailored to support the curriculum and provide just-in-time learning. These workshops were attended by more than **5,400** students during the **2019-20** academic year. As part of departmental outreach, Learning Resources works strategically to:

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

5. Resources to Support Student Use and Access of Resources - Staffing

Reporting to the Executive Director of Learning Resources, **seven** administrators oversee campus library and learning centers, all of whom hold a minimum of a master's degree (**six of the seven hold master's degrees in Library and/or Information Science**). A total of **8.5** full-time budgeted librarians and **21** paraprofessional and support staff serve faculty and students

at campus libraries. All librarians are required to hold master's degrees in Library and/or Information Science, and all library support staff are required to have at least a high school diploma and two years of library experience (those at higher levels, such as the library services paraprofessional, are required to have an associate's degree). Strengths include vast experience in instruction, virtual reference service, web development, collection management, and access services. Each engages in professional development to remain current with new trends in the field.

Additionally, learning centers feature the equivalent to **41** budgeted professional tutors, knownas (senior) instructional support specialists, all working across the physical campuses and within live and asynchronous online learning environments. The instructional support staff provide individual and group instruction in the content areas of mathematics and statistics, natural and health sciences, writing across the curriculum, and computer and information technology, including digital arts. Instructional support staff are required to hold a minimum of an associate's degree and two years of experience with teaching or tutoring; however, at the time of this writing, 20 budgeted instructional support staff hold a bachelor's degree and 14 hold advanced degrees. These individuals offer a wealth of instructional experience in individual and small group settings and create and/or provide numerous supplemental resources for students.

Specific to Health-Related Programs: NIP Information

The New Initiative Program (NIP) is a federally funded program that provides free academic help to health and pre-health students. Since graduates of these programs work in such critical occupations, our health education programs are quite demanding and require long hours of concentrated study. NIP's rich assortment of services and resources will help you meet these challenges. If you are seeking an A.S. degree, certificate or diploma in a health field, we can support you from the beginning to the completion of your program. Health students can also use services like textbook and laptop lending and success plans through the NIP center.

Student Support Services

For updated and program-specific information on Student Support Services, including Accessibility, contact Misty Kemp, Exec. Dir. of Retention Services: kemp.misty@spcollege.edu.

For updated and program-specific information on Student Affairs / Academic Advising, contact Kellie Ziemak, Exec. Dir. Of Student Affairs: ziemak.kellie@spcollege.edu

SPC provides student support programs, services, and activities consistent with the institution's mission to promote student learning and enhance the development of its students. Support programs include admission and advising, technology and online support, student learning support commons, services to students with disabilities, administrative support and student life and leadership activities. An important program feature to ensure a structure to the course progression and assist students in program completion is faculty involvement with the students beyond the classroom. ***[Describe student support services that are specific to program, including recruitment and onboarding/orientation.]***

Student Affairs has created curriculum sequence documents to assist students through their program of study which are called Academic Pathways. These documents allow students the ability to navigate through their coursework to determine the appropriate timeline for their progression. The students can identify general education courses that are offered every semester at multiple campuses to facilitate student progression. At SPC, academic advising is an intentional, educational partnership designed to engage students and their learning community. Students accepted into the program are assigned a dedicated Career and Academic Advisor to assist them as they progress through the program. The Learning Support Commons at SPC are central to the college's efforts to support students in their efforts to be successful in the academic programs. Each campus has a Learning Support Commons. All Learning Support Commons have an open general area for computer use and tutoring as well as separate study rooms. Some Learning Support Commons have separate math classrooms, reading classrooms, and English as a Second Language (ESL) classrooms used for tutoring when classes are not in session. The Learning Support Commons also provide textbooks, calculators, and interactive math CDs for the tutors and the students to utilize while in the Learning Support Common. For distance learners, numerous OL tutorials are provided. SPC students may also access OL tutorials including *Smarthinking*, a hybrid tutoring service providing OL private tutoring sessions as well as study materials and practice assessments.

[Describe any program-specific tutoring services and resources]

SPC recognizes the importance of equal access for all students. In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, SPC and its Office of Services for Students with Disabilities seeks to ensure admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by students who document a qualifying disability with SPC. A Counselor/Learning Specialist in Disability Resources is assigned to oversee services on each SPC campus.

Academic support services allow students and faculty to meet program requirements. The process for regular review of the adequacy of these services includes the parent institution's efforts at evaluating feedback from students through the annual Enrolled Student Survey. The Enrolled Student Survey was developed at SPC as one component of a college-wide assessment system to ensure the delivery of quality academic and student support services. The specific purposes of this annual survey are to ascertain how enrolled students perceive the College and determine both the importance and level of satisfaction of enrolled students with the College's academic and student support services. **[For questions about the Enrolled Student Survey or other student assessments, contact [Magaly Tymms, Dir. of Institutional Effectiveness: tymms.maggie@spcollege.edu](mailto:Magaly.Tymms@spcollege.edu)]**

Physical Resources

1. & 2. – Adequacy of Physical Facilities & Equipment

For questions regarding physical facilities and equipment, contact Campus Provost and/or Gary Falasca, Director of Facilities Services: falasca.gary@spcollege.edu

[Describe location of where program will be provided, including square footage for classrooms. Describe any existing equipment that will be used for the program, if applicable.]

Ex: The Surgical Services program will be located on the second floor at the Health Education Center in Pinellas Park in a newly renovated, dedicated area for this program. The area consists of one large classroom and an adjacent skills lab and is equipped with instructional technology and monitors for students' viewing. The 1,192 square foot (room 224) classroom will seat 30 students and can be utilized separately from the skills lab or be incorporated into demonstrations in the lab.

3. Impact on Existing Programs

[Describe impact, if any, that program will pose on physical space for existing programs]

Ex: The new Surgical Services learning environment will utilize currently unused space in the Health Education Center and pose no impact on existing programs from a facilities standpoint. This will include the classroom, surgical lab, storage areas, and two administrative offices adjacent to the student area. The simulation area will be dedicated to this program and will be fully outfitted with instructional needs. Adjacent to the simulation area will be housed a control room for the facilitation of simulation experiences. This room will be used by faculty to create real-life experiences for students and will have the potential to video student performances. This will be used for a learning tool as students will debrief after the experiences and identify areas of need for the students.

Financial Resources

1. Financial Resources Available to Support Proposed Change

For updated Fiscal and Physical Resources information, contact [Janette Hunt, VP of Business Services: hunt.janette@spcollege.edu](mailto:Janette.Hunt@spcollege.edu) or [Vonda Woods, Exec. Dir of Accounting Services: woods.vonda@spcollege.edu](mailto:Vonda.Woods@spcollege.edu)

Fiscal and physical resources are sufficient to support the program to fulfill its mission, goals, and expected student and faculty outcomes. SPC has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. The annual SPC budget is prepared according to the Florida State Board of Education (FSBOE) fiscal procedures using an accounting structure defined by the Florida Community Colleges.

Financial Resources

[Describe how the program will be supported by SPC and any outside partners, including funding amounts for faculty. Include a section for Administrative Support, if appropriate.]

Ex: The Surgical Services program has both the support of SPC and the BayCare Hospital partner for the funding of faculty and program administration. The program has support for one full-time faculty/program and one full time director and clinical educator in the amount of \$113,597. In addition to this support, the college will fund a part-time faculty credentialed in the field of Surgical Technology as needed for laboratory and clinical courses in accordance to accreditation faculty: student ratio.

Administrative Support and Laboratory Support

Ex: The college has recently restructured the personnel of the College of Health Sciences and with this reorganization, two additional personnel have been assigned to work with the program. One full-time laboratory specialists will serve the Orthotics and Prosthetics AS degree, Physical Therapist Assistant AS degree and Surgical Services AS degree assisting with organization of laboratory experiences and ordering of laboratory materials. The second administrative assistant will work with the program and faculty for clerical assistance. This person has been reassigned to assist the Funeral Services AS degree, Physical Therapist Assistant, AS degree and Surgical Services AS degree. Both administrative assistants have been at the college of years and will be very helpful to the program.

Specialized Equipment

[Describe any specialized equipment purchased or donated for the program, including legal agreements for that equipment use, if leased or donated.]

Ex: Specialized surgical services equipment has been purchased or donated over the past academic year in preparation for the program from our community partner BayCare Medical. A Memo of Understanding confirms that the partner will continue to supply the program with all

equipment and materials necessary to replicate two typical surgical suites. Following items have been delivered or will be delivered to the program and the remaining is anticipated to be received when the program is ready for it.

Item	Quantity	Donated/Purchased	Value
<i>Ex. Ceiling Mounted Surgical Lights</i>	<i>2</i>	<i>Donated</i>	<i>\$14,000</i>

[Describe any additional budgeted items for the program]

2. One-Year Budget for Proposed Program

Provide a one-year budget for the proposed program, including all of the categories described above.

Ex: In addition to the support from the medical partner, SPC college has budgeted for the following:

Accreditation Fees: \$6,000
Materials/supplies: \$3,300

3. Resources going to institutions or organizations for contractual or support services.

Resources [will/will not] go to any institutions other than St. Petersburg College. [If yes, describe resources and partnerships.]

4. Projected Revenues/Expenditures/Cash Flow

Partnerships

The program has strong partnerships to support program costs. [Describe any partnerships and funding amounts, if applicable.]

There is also a strong partnership with the SPC Foundation that supports the program and equipment needs. The program will also be eligible for Perkins Funding for equipment purchases as needed.

Budget and Lab Fees

Revenue from **12** students enrolled in the 64-credits for the AS degree would yield a revenue of approximately **\$129,000** for student tuition and fees. For the academic year of **2021-2022**, the budget has been submitted for review (Appendix 6). The Board of Trustees approved budgets at the **June 2021** meeting (Appendix 1).

If applicable: Revenue is also provided by a college wide Laboratory fee budget. The estimation for the academic year is projected for approximately **[\$0,000]** for just lab expenses. The fees for laboratory are collected from the students in their tuition and fees with the

intent of student use to provide materials for the learning experience.

Operational, management, and physical resources available for the change.

[Describe where/how the program will be managed and enrollments, as well as College support.]

Ex.: The Surgical Technology program will be managed within the College of Health Sciences at St. Petersburg College. The College of Health Sciences had approximately 7,884 enrollments in the Fall 2019 and Spring 2020 semesters. The Surgical Services program will have the support of the administration and the other Health Sciences programs to offer learning experiences, program support, and intradisciplinary activities as the program grows.

5. Contingency Plan in Case Expected Revenues Do Not Materialize

SPC has contingency plans for programs that for unexpected reasons do not have the revenues for sustainability. The college holds the success of students to the utmost importance and would include proper planning for enrollment. If the program were to not meet that expected enrollment projection, donated funds and institutional funds would be made available to teachout the program for any student currently enrolled. This is not expected based on the vast interest and inquiries the college has received concerning the program. If for any reason, we substantially lost state funding, a review would be conducted all programs.

Include any contingencies for donations. *Ex: Since funds were donated to facilitate the program for a minimum of three years, the college has made a minimum of three-years commitment to fund the program. The college does not intend on having a short-term program but expects the program to grow in enrollment over time.*

Common Content D – Institutional Evaluation and Assessment Processes

For information on Institutional Evaluation and Assessment, contact Magaly Tymms, Dir. of Institutional Effectiveness: tymms.maggie@spcollege.edu

1. Institutional Assessment Processes

All active academic programs participate in three components of the assessment cycle: annual viability reports, a three-year program assessment, and follow up report. An active assessment cycle for any program over a seven-year period would look similar to the following chart:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Viability Report	X	X	X	X	X	X	X
Program Assessment			X			X	
Program Assessment Follow Up				X			X

2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

New programs begin with annual viability reports followed by a three year program assessment to compare original anticipated program growth with actual growth and allow assessment data to be gathered from its first graduates.

The assessment process is managed by Institutional Effectiveness. The reports are housed within the Educational Outcomes Assessment website, which was developed to provide a medium for completing the educational assessment reports, aggregating student learning outcomes across educational programs, and establishing a repository for additional program-specific information, such as viability reports, program reviews, employer surveys, recent alumni surveys, and program advisory committee documents.

Assessments for the intended Program Learning Outcomes will be completed the through the use of [**List assessment types here, such as examinations, written assignments classroom assignments, laboratory assessments and clinical rotation experiences, as well as any assessments required by a program-specific accrediting body.**] (Appendix X).