SASCOC: Substantive Change Prospectus
A.S. Surgical Services

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Common Content A – Background and Context

Section 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.

Section 4 - ABSTRACT

Pinellas County is the second smallest county in the state and the most densely populated of Florida's 67 counties. Census estimates for 2020 indicate a population of 978,872. Surgical Technology is high in demand profession in this area. The projected growth for this career is 7% from 2019 to 2029 which is faster than most healthcare occupations. 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 implement** a 64-credit A.S. degree program in Surgical Services in January 2022 and apply for accreditation through Commission on Accreditation of Allied Health Educational Programs. The program will teach skills in communication, critical thinking, listening skills, organizational skills, leadership skills, and stress-management skills. Students will gain knowledge in operating room preparation, sterilization techniques, patient preparation techniques, knowledge of instruments, operating room management, anatomy and physiology, microbiology and pharmacology.

The **projection of students** to enroll in the program is 18 students every academic year with the possibility of enrolling a second cohort to meet workforce needs if warranted. The number of enrolled students was determined by accreditation standards. The location of the program will be at the Caruths' Health Education Center at 7200 66th St N. Pinellas Park, FL 33708. The **projected life of the change** is ongoing, as needed by the workforce demands. With the aging population of baby-boom generation, it is anticipated the need for additional surgeries will be continuous. The **primary target audience** or market for this program will be from various areas such as: hospital employees looking to enhance their careers; high school students from healthcare programs; students looking for a career change in the medical field; and employees of the hospital partner for the first two cohorts to fill the demand of their workforce.

Institutional Strengths

St. Petersburg College's primary value is to empower student 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 healthcare community identified the need for this program and have contributed over $800,000 to support the state-of-the-art laboratory experiences and clinical rotation experiences for this program, as well as future support with fees, expendables, and equipment. Medical facilities have implemented tuition reimbursement programs for their employees, allowing them to continue part-time work while in the 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 online, and face-to-face lectures, laboratory experiences onsite and clinical experiences through a variety of local partner hospitals.

Section 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 Surgical Services program will be offered at the Caruths' Health Education Center in Pinellas Park. More than 43,000 students are served annually by SPC, including students in residence from several foreign countries.

The proposed change is the implementation of a 64 credit Associate of Science in Surgical Services. The degree aligns with the State of Florida curriculum framework for the A.S. Surgical Services and prepares students for the standards required to sit for the National Board of Surgical Technology and Surgical Assisting credentialing exam. This degree will support the local demands for a skilled workforce. The U.S. Bureau of Labor Statistics estimates a growth in demand for surgical technologists from 111,300 in 2019 to a projected demand of 118,900 in 2029. This 7% projected growth is faster than any other health career due to advances in medical technology and the variety of treatments offered through surgical services.

Section 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 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. This new AS degree 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.

Section 7 - Planning and Approval Process

The **planning and approval process** for the Associate in Science degree for Surgical Services began with the request from our BayCare hospital in 2019 to address the projected shortage in surgical technologists in Pinellas County and surrounding areas. Discussions also occurred with Tampa Bay Works which is an organization that works through educational partnerships with

workforce demands in our community. The program was planned and developed by the expertise of a surgical technology program consultant in assistance with the Director of Surgical Services at BayCare medical center, the Dean of the College of Health Sciences, the Vice-President of Academic Affairs, Associate Vice-President of Institutional Effectiveness, and the Assistant Director of Academic Services. The medical community was also involved in the planning process to address the workforce demands in the surrounding communities and has created a longstanding partnership in support of the program and future growth in surgical services.

Section 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 Associates of Science in Surgical Services was approved by the BOT in June 2021 (Appendix 1). The Associates of Science in Surgical Services program is under the supervision of the Dean of the College of Health Sciences who reports to the Vice President Academic Affairs.

New Program Section 2&3 – Provide the Curriculum for the Program & Schedule of Course Offerings

Semester 1

BSC1084C	Basic Anatomy and Physiology	4
HSC1531	Medical Terminology	2
ENC1101	Freshman Composition	3
	Semester Total	9

Semester 2

HSC2520	Microbiology for Perioperative Services	4
STS1302	Intro to Surgical Technology	4
STS1302L	Intro to Surgical Technology Lab	2
STS1340	Pharmacology and Anesthesia	2
	Semester Total	12

Semester 3

STS1310	Surgical Principles and Techniques	4
STS1310L	Surgical Principles and Techniques Lab	4
STS2361	The Art of Teamwork	1
PSY2012	General Psychology	3
	Semester Total	12

Semester 4

STS2323	Surgical Procedures I	4
STS2323L	Surgical Procedures I Lab	2
PHI2600	Applied Ethics	3

STS2953	Surgical Technology Portfolio I	1	
	Semester Total		10

Semester 5

STS2324	Surgical Procedures II	4	
STS2324L	Surgical Procedures II Lab	2	
STS2365	Professional Skills for the OR Team	1	
STS2944C	Surgical Technology Clinic I	4	
	Semester Total		11

Semester 6

STS2945C	Surgical Technology Clinic II	4	
HUM	Humanities	3	
Math	Math	3	
	Semester Total		10
	Program Total		64

New Program Section 4 - Program-Specific Goals

The Surgical Services program 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:

01.0 Demonstrate knowledge of the health care delivery system and health occupations.
02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0 Demonstrate legal and ethical responsibilities.
04.0 Demonstrate an understanding of and apply wellness and disease concepts.
05.0 Recognize and practice safety and security procedures.
06.0 Recognize and respond to emergency situations.
07.0 Recognize and practice infection control procedures.
08.0 Demonstrate and understanding of information technology applications in healthcare.
09.0 Demonstrate employability skills.
10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
11.0 Apply basic math and science skills
12.0 Demonstrate language arts knowledge and skills
13.0 Solve problems using critical thinking skill, creativity, and innovation.
14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

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

16.0 Describe supply distribution systems and the principles of inventory control.
17.0 Demonstrate the ability to recall and dispose of or reprocess sterilize supplies.

18.0 Identify fundamentals of the supply chain.
19.0 Demonstrate the roles and responsibilities of the central supply worker.
20.0 Recognize basic principles of microbiology.
21.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
22.0 Describe how central service is involved in controlling infections in hospitals.
23.0 Explain the purpose of occupational safety and health Act.
24.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.
25.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
26.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the surgical specialty.

Standards 35 – 43 students will complete the objectives in Surgical Technologist track.
35.0 Demonstrate central supply skills.
36.0 Use communication and interpersonal skills as related to surgical technology.
37.0 Demonstrate an understanding of the basic sciences related to surgical technology.
38.0 Demonstrate knowledge of pharmacology and math calculations principles related to the surgical environment.
39.0 Describe and practice safety measures in the surgical environment.
40.0 Assist the RN circulator with patient care procedures related to the surgical environment and describe methods for meeting patient's needs.
41.0 Demonstrate knowledge of the skills necessary to function safely and effectively.
42.0 Demonstrate knowledge of and assist with surgical procedures.
43.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology.

New Program Section 5 - Student Learning Outcomes (used in Program assessment)
The Student Learning Outcomes are based on the Curriculum Frameworks from the state as well as the Core Curriculum for Surgical Technology as listed in CAAHEP standards. They were also developed with the input of the program consultant, Dean of the College of Health Sciences, 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 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 with the college Viability Reports annually and a Comprehensive Performance Review on a regular basis.

New Program Section 6 - Course Descriptions
HSC2520 Microbiology for Perioperative Services
4 credits/60 hours
Prereqs: BSC1084C, HSC1531, ENC1101

Coreqs: STS1302, STS1302L, STS1340
Course description: The course covers the types, characteristics and activities of microorganisms. Topics include the uses and application of microscopes along with comparisons of the various microbial groups emphasizing opportunistic and pathogenic forms. Interpretations of stains and cultures, cellular structure, bacterial growth, metabolism, and genetics are discussed in some detail. Theories and methods of destruction, removal and inhibition of microorganisms in the environment are students as well as how the human body's natural defenses act to protect against pathogenic microorganisms, principles of wound health and infection control. Various significant aspects of infectious disease that occur in humans are also covered.

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.

STS1302L – Introduction to Surgical Technology Lab
2 credit/ 90 lab hours
Prereq: BSC 1084C, HSC 1531, ENC 1101
Coreq: HSC 2520, STS 1302, STS 1340
Course description: This is a lab practicum to accompany STS1302. This course introduces students to the skills necessary to function as a Surgical Technologist in the operating room including principles of aseptic technique, correct posture for scrubbing, the surgical scrub, gowning and gloving, and how to function within the operating room environment.

STS1340 - Pharmacology and Anesthesia
2 credits/ 30 hours
Prereq: BSC 1084C, HSC 1531, ENC 1101
Coreq: HSC 2520, STS 1302, STS 1302L
Course description: This course is designed to introduce students to the most commonly used perioperative pharmacological agents and inhalant anesthesia, with emphasis on identification, handling and usage as it pertains to the operating room.

STS1310 – Surgical Principles and Techniques
4 credits/ 60 hours
Prereq: HSC 2520, STS 1302, STS 1302L, STS 1340
Coreq: STS 1310L, STS 2361, PSY 2012
Course description: This course is designed to prepare students for the roles of the surgical technologist, including duties of the scrub role and duties of the assistant circulator. Other

topics covered are chart review, patient identification, skin preparation, urinary catheterization, surgical counts, draping of the surgical patient, types of incisions, principles of wound healing, hemostasis and exposure of the operative field. Insertion of surgical drains and application of surgical dressings, along with relevant terminology, specimen care, pharmacology and anesthesia principles are covered. Actions are emphasized that facilitate the usual sequence of the surgical procedure for all segments of care, including the preoperative, intraoperative and postoperative care of the patient.

STS1310L - Surgical Principles and Techniques Lab
4 credits/180 hours
Prereq: HSC 2520, STS 1302, STS 1302L, STS 1340
Coreq: STS 1310, STS 2361, PSY 2012
Course description: This is a lab practicum to accompany STS1310. This course will focus on the fundamental concepts of Surgical Technology in regards to instrumentation handling and passing in the surgical setting. This course will introduce students to instrument names, classification, parts, materials and instrument finishes, and the use of the instrument. During the course, the student will have the opportunity to learn the relationship between the instrument type and usage. The course will also focus on the function, assembly, and care of specialty and accessory equipment used in the surgical setting.

STS2361 – The Art of Teamwork
1 credit/15 hours
Prereq: HSC2520, STS1302, STS1302L, STS1340
Coreq: STS1310, STS1310L, PSY2012
Course Description: Students will develop teamwork and communications skills, and explore principles of hierarchy, personal styles and coping strategies. Students will be introduced to effective briefing and debriefing mechanisms, models of risk and errors in the healthcare setting. This course will include the psychology of interpersonal interactions and effective team communication.

STS2323 – Surgical Procedures I
4 credits/60 contact hours
Prereq: STS1310, STS1310L, STS2361, PSY2012
Coreq: STS2323L, STS2953, PHI2600
Course Description: This course is designed to prepare students for surgical procedures, including the review of surgical anatomy, physiology, pathophysiology, relevant equipment, supplies and techniques regarding general surgery, orthopedic surgery, endoscopic surgery, gynecological and obstetrical surgery, genitourinary surgery, orthopedic surgery, and otorhinolaryngology surgery, and diagnostic procedures, including relevant equipment, supplies and techniques.

STS2323L – Surgical Procedures I Lab
2 credits/90 clock hours
Prereq: STS1310, STS1310L, STS2361, PSY2012

Coreq: STS2323, STS2953, PHI2600
Course description: This is a lab practicum to accompany STS2323. This course includes the completion of mock surgical procedures used to facilitate the student's ability to anticipate the steps of surgical procedures and evaluate the student's performance regarding the critical elements of the surgical technologist's responsibilities.

STS2953 – Surgical Technology Portfolio
1 credit/15 hours
Prereq: STS1310, STS1310L, STS2361, PSY2012
Coreq: STS2323, STS2323L, PHI2600
Course description: This course is designed to prepare students for employment by incorporating case preparation techniques into a final document describing their experiences and course work preparing them for a lifetime of continuing education. Activities include the design of their own student portfolio to document their accomplishments in the program, presentations, journals, papers, case preparation and their experiences in the clinical setting.

STS2324 – Surgical Procedures II
4 credits/60 clock hours
Prereq: STS2323, STS2323L, STS2953, PHI2600
Coreq: STS2324L, STS2365, STS2944C
Course description: This course is designed to prepare students for surgical procedures, including the review of surgical anatomy, physiology, pathophysiology, relevant equipment, supplies and techniques regarding techniques in plastic and reconstructive surgery, maxillary/mandibular surgery, oral surgery, neurosurgery, cardiothoracic surgery, peripheral vascular surgery, trauma surgery. This course is also an introduction to the principles of electricity, robotics trauma surgery.

STS2324L – Surgical Procedures II Lab
2 credits/90 clock hours
Prereq: STS2323, STS2323L, STS2953, PHI2600
Coreq: STS2324, STS2365, STS2944C
Course description: This is a lab practicum to accompany STS2324. This course includes the completion of mock surgical procedures used to facilitate the student's ability to anticipate the steps of surgical procedures and evaluate the student's performance regarding the critical elements of the surgical technologist's responsibilities.

STS2365 – Professional Skills for the OR Team
1 credit/15 clock hours
Prereq: STS2323, STS2323L, STS2953, PHI2600
Coreq: STS2324, STS2324L, STS2944C
Course description: This course introduces students to the principles of professionalism, including how to work well with many different people/cultures, how to demonstrate respect for and place value on different perspectives, the importance of providing and responding to constructive criticism, mechanisms that can help the individual work well under pressure,

discussions regarding the willingness to work hard, discussions regarding multi-tasking and safety procedures that can enhance the ability to complete a variety of tasks simultaneously and the importance of professional organizations.

STS2944C – Surgical Technology Clinic I
4 credits/250 hours
Prereq: STS2323, STS2323L, STS2953, PHI2600
Coreq: STS2324, STS2324L, STS2365
Course description: This is a clinical course designed to prepare students for preoperative, intra-operative and postoperative surgical procedures via clinical experiences. Students gain experiences in the role of the scrub, assistant circulator and second assistant. Performance evaluation includes surgical techniques, sterile technique, medication administration, prevention of wrong site surgery, prevention of foreign body retention, safe work practices, work ethics, professional ethics, legal requirements, reporting, documentation and efficiency in the work arena. Students gain hands-on experience in the application of surgical techniques under the supervision of their preceptor and surgeon for the case

STS2945C – Surgical Technology Clinic II
4 credits/255 clock hours
Prereq: STS2324, STS2324L, STS2365, STS2944C
Coreq: HUM
Course description: This is a clinical course designed to prepare students for preoperative, intra-operative and postoperative surgical procedures via clinical experiences. Students gain experiences in the role of the scrub, assistant circulator and second assistant. Performance evaluation includes surgical techniques, sterile technique, medication administration, prevention of wrong site surgery, prevention of foreign body retention, safe work practices, work ethics, professional ethics, legal requirements, reporting, documentation and efficiency in the work arena. Students gain hands-on experience in the application of surgical techniques under the supervision of their preceptor and surgeon for the case.

New Program Section 7 – Admissions & Graduation Requirements
Admission and graduation requirements were developed with the assistance of Admission Office at SPC and in alignment with other limited access health sciences programs. The students will work through the admission process with advisors through Student Affairs department and with the College of Health Sciences 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 limited access 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, verification of 3.0 grade point average in courses applicable to the degree and overall 2.0 grade point average, completion of pre-requisite coursework, and completion of a Health Programs Application. Students will be evaluated based on these points and ranked for the top 18 students to be accepted in a cohort.

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 courses work identified and successful completion of all clinical requirements. 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.

New Program Section 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 4)

New Program Section 9 - Administrative Oversight
The **program administrative oversight** for the program will be conducted by one program director, the Dean of the College of Health Sciences 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 College of Health Sciences.

New Program Section 10 - Compressed Time Frames
The program will not offer a compressed time frames for any coursework.

Common Content B – Faculty Qualifications
The qualifications for faculty will follow the requirements for ARC/STSA accreditation standards, the CAAHEP expectations, 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 5).

 The qualifications for the **Program Director** will be a full-time appointment, possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commissioning Certifying Agencies (NCAA), have a minimum total of five years' experience, either in the operating room scrub role or as an instructor in surgical technology or a combination of both within the past ten years, possess a Baccalaureate degree

or greater, possess proficiency in instructional methodology, curriculum design and program planning.

The **Clinical Coordinator** will be a full-time position and responsible for organization, administration, continuous review, planning development and general effectiveness of clinical experiences for students enrolled in the surgical technology program. The qualifications of this position must possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commissioning Certifying Agencies (NCAA), have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology or a combination of both within the past ten years, possess an Associate's degree or greater, and possess proficiency in instructional methodology, curriculum design and program planning.

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 surgical technology courses must possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA). And have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology or a combination of both within the past ten years, possess an Associate's degree or greater, and possess proficiency in instructional methodology, curriculum, design, and program planning.

Full-Time Faculty Support of Program

The Program Director will be responsible for general operations of the program and will be required to teach one course each term. There will also be one full time clinical coordinator who will be responsible to work with the medical facilities and will be required to teach 9 credits in the fall and spring term and 6 credits in the summer term. This will allow for adequate administrative time for the Program Director and Clinical Coordinator, continuity of classroom involvement, and oversight of the program by full-time faculty support of the program.

The Program Director and Clinical Coordinator will be responsible for teaching the majority of the program. There may be a possible need for an adjunct instructor to assist in some laboratory and clinical courses. The college has planned for the addition of this adjunct position as the program expands to full capacity anticipated (Appendix 5 Faculty Roster).

Common Content C – Resources

Library and Learning Resources

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

Section 1 & 2 - Library and Learning Resources – specific to Surge Tech

Library Journal Database Resources:

CINAHL Complete
ScienceDirect Academic Edition
MEDLINE with Full Text
Nursing and Allied Health Source
Ovid
Sage Journals
Springer eJournal Collection

Additional Library Resources:

Visible Body – (interactive suite of models, animations and images)

Book and eBook Resources:

Surgical anatomy and technique: A pocket manual – RD32 .S598 2014
Avoiding common surgical errors – ebook
Atlas of surgical techniques – REF RD32 .G45 1990
Northwestern handbook of surgical procedures – ebook

Surgical technology for the surgical technologist: A positive care approach – RD32.3 .S866 2014
Pharmacology for the surgical technologist – RM300 .S638 2012
Differentiating surgical equipment and supplies – ebook
Alexander's care of the patient in surgery – RD99 .M387 2019
Introduction to the operating room – RD63 .I58 2017
Pharmacology for the surgical technologist – RM300 .S638 2012
Berry & Kohn's operating room technique – RD32.3 .P48 2017
Advanced health assessment and differential diagnosis – ebook
Nolte's the human brain – QM451 .N64 2021
Handbook of fractures – RD101 .K685 2020
Anesthesia emergencies – ebook
Schwartz's principles of surgery – RD31 .P88 2015
Schwartz's manual of surgery – ebook

Section 3 -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.

Section 4 - How Student Access these Materials on and off campus
Online Access
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.

Section 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 a wealth of 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, known as (senior) instructional support specialists, all working across the physical campuses and within live and asynchronous online learning environments. The instructional support staff provide individual and group instruction in the content areas of mathematics 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.

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

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. Throughout the year, the program hosts an information session with our community medical partner to inform students about the program, admission process, and expectations of the program. The information sessions involved the medical partner, the dean of the College of Health Sciences, Associate Provost, and student advisor. The purpose of this session is to provide students information to help them make an informed decision about pursuing a career in surgical services.

After the students are admitted into the program, a mandatory information session is held to discuss the requirements and expectations of the students from the enrollment to graduation. This orientation is conducted collaboratively with student affairs. The beginning portion presentations includes information on registrations, support for students, bookstore process, financial aid, and student assistance. This is followed by a session specific to the Surgical Services program. This session includes information on the requirement of the programs, clinical and laboratory, professionalism expectation, medical documentation, uniforms and any information the students need clarification before beginning their first term in the program.

Student Affairs has created curriculum sequence documents to assist students through their program of study which are called Academic Pathways. This document allows 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.

Within the Learning Support Common at the Health Education Center also has a designated tutoring area for the Health Sciences students. The area includes many learning tools for students and tutors available at all times that have expertise in health sciences. The tutors assist students with health sciences courses as well as writing skills and research skills. Students have the ability to be tutored at no cost to them.

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.

Physical Resources
Section 1 & 2 Adequacy of Physical Facilities & Equipment

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. The 1,239 square foot skills lab (room 223) is adjacent to the classroom and has two surgical simulation areas with ceiling mounted surgical lights, scrub area, instrument preparation area, patient pre-op area and instrument storage area. These state-of-the-art surgical suites will simulate the real-life surgical areas as closely as possible. The back portion of the room will house the simulation control center for instructors to facilitate scenarios and allow for video and post-conferencing for learning purposes. There are also two storage areas in the back of both the skills lab and the classroom for program materials and equipment. The classroom also has cabinet storage for easily accessible supplies.

The program also has use of additional classrooms, large auditorium, student common area, on-site bookstore, Learning Resource Center, student services area, and quiet areas throughout the Health Education Center. The building has additional simulation areas for other health sciences/nursing programs that can be used for interdisciplinary activities.

Section 3 - Impact on Existing Programs

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
Section 1 & 2 – Fiscal and Physical Resources

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

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

Additionally, 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.

Surgical Services equipment

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
Ceiling Mounted Surgical Lights	2	Donated	$14,000
Back tables	4	Donated	$2,500
IV poles	4	Donated	$500

Stryker Stretcher	1	Donated	$6,000
Instrument Transfer Units	2	Donated	$4,000
Nursing Supply Cut	1	Donated	$12,000
Mayo Stand	2	Donated	$16,000
Overbed Table	1	Donated	$150
Stirrup Set	1	Donated	$10,000
Hamper	2	Donated	$1,000
Laparoscopic Tower	1	Donated	$10,000
Transfer Boards	2	Donated	$600
Bovie Cart	1	Donated	$5,000
Positioning Equip	1	Donated	$500
Sterrad 100S	1	Donated	$10,000
Anesthesia Cart	2	Donated	$15,000
Wire rack/shelves	4	Donated	$1,500
Scrub Sink	1	Donated	$3,000
Case carts	6	Donated	$18,000
Patient Monitors	2	Donated	$18,000
Nursing supply cart	1	Donated	$12,000
Step Stools	2	Donated	$300
Disposables	--	Donated	$2,500

Anesthesia Machine	2	To be delivered	$100,000
Trash Cans	2	To be delivered	$250
Kick Buckets	4	To be delivered	$150
Operating Room Tables	2	To be delivered	$100,000
Mistral Air Unit	2	To be delivered	$2,500
Sharps Containers	4	To be delivered	$400
Double Basin Stands	2	To be delivered	$450
Single Basin Stands	2	To be delivered	$418
Floor mats	2	To be delivered	$200
Power devices	2	To be delivered	$6,000
Specialty Scopes	1	To be delivered	$30,000
General Surgery instruments	--	To be delivered	$10,000
Gynecological surgery instruments	--	To be delivered	$10,000
Urology Instruments	--	To be delivered	$10,000
Neptune Suction Devise	--	To be delivered	$12,000
Laparoscopic Tower with all components	--	To be delivered	$225,000

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

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

Surgical Instruments:	$20,000
Travel to clinical sites:	$200
Printing Expenses:	$300
Warranties:	$1,000

Resources going to institutions or organizations for contractual or support services.
No resources will go to any institutions other than St. Petersburg College

Section 3 - Projected Revenues/Expenditures/Cash Flow

Partnerships
The program has strong partnerships in the medical community. The BayCare partner has contributed $230,129 in funding or equipment to date and BayCare and Stryker Medical supplier have pledged to donate and additional $560,000 as the program as it prepares to begin. This strong partnership will continue to grow as the program grows and will ensure the educational experiences is of the highest quality giving the students the best experiences. 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 is provided by a college wide Laboratory fee budget. The estimation for the academic year is projected for approximately $16,000 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. 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).

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

Section 4 - Include a 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 upmost 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 teach out 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. The initial introduction to the program resulted in 700 web views on the first seven days of posting. The college does not expect this to be the case, but a plan is in place if the misfortune did occur.   Also, for 2021-

2022, SPC had a base budget enhancement of $5M through appropriation process over the normal appropriations received. If for any reason, we substantially lost state funding, a review would be conducted all programs. 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
Section 1 - Institutional assessment processes

All active academic programs participate in the three components of the assessment cycle: annual viability reports, a three-year program assessment, and a four-year comprehensive program review, each with follow up reports. 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
Comprehensive Academic Program Review		X				X	
Comprehensive Academic Program Review Follow Up			X				X

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

New programs begin with viability reports followed by a comprehensive program review 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 Academic Effectiveness and Assessment (AEA). 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 Program Learning Outcomes will be the through the use of examinations, written assignments classroom assignments, laboratory assessments and clinical rotation experiences (Appendix 2). Individual laboratory competencies will be used for all students to be in compliance with the standards of the Accrediting Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and Commission on Accreditation of Allied Health Education Programs (CAAHEP).