

BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST

The proposal requires completion of the following components:

- Institution Information
- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Student costs: tuition and fees
- Enrollment projections and funding requirements
- Planning process
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	Lake-Sumter State College
Institution President.	Dr. Laura Byrd

PROGRAM SUMMARY

1.1	Program name.	Exceptional Student Education
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1001
1.5	Anticipated program implementation date.	August 2025
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Exceptional Student Education

PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to: the program demand current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

According to Florida Commerce's Bureau of Workforce Statistics and Economic Research, there were approximately 589 individuals employed as Exceptional Student Education (ESE) teachers in 2024 in Lake and Sumter Counties. The demand is expected to increase to 662 by 2032 (Table 3.1.1). There is a need for 51 ESE teachers annually as indicated in Table 3.1.4. Furthermore, the Florida Department of Education (FLDOE) annually identifies which certification areas represent the greatest need among teachers statewide. The recommended high demand teacher needs areas for the 2024-2025 school year includes ESE as the most needed teacher certification in the state of Florida (Appendix C). The nearest university that offers a Bachelor's of Science in Exceptional Student Education (BSESE) degree program reported that only 30 of their all of their current education students including all programs, both certification and non-certification (accounting for 1.32%) reside in Lake-Sumter's geographic region (based on active student mailing address postal code data) (retrieved from UCF IKM Active Student Information File). This indicates an untapped potential pool of ESE teachers within LSSC's community. The primary pathway to program admission is an AA degree. Courses will be offered in accordance with the Registered Teacher Apprenticeship requirements, including asynchronous courses that coincide with a clinical setting where course objectives can be demonstrated and mastered alongside a master teacher. Synchronous class meetings will also take place throughout the program to calibrate the clinical experiences, coursework, and program requirements. The curriculum includes coursework for required K-12 English Speakers of Other Languages (ESOL) and Reading Endorsements, along with Exceptional Student Education courses including Assessments, Autism Spectrum Disorders, Classroom Management in Special Education and Assistive Technology, subject-area coursework. All coursework within the BSESE program will adhere to the Uniform Core Curriculum requirements provided within 1004.04, F.S. and students will demonstrate pre-professional mastery of the Florida Educator Accomplished Practices in accordance with Rule 6A-5.065 and adhere to the Florida Principles of Professional Conduct found within Rule 6A-10.081. Program completers will be qualified to become a K-12 ESE teacher. Additionally, students will also be eligible to enter Master's Degree programs to further their education and opportunities. The average starting salary for Exceptional Student Education Teachers is currently \$59,920 (retrieved from the Florida Commerce Bureau of Workforce Statistics and Economic Research portal & Table 3.1.1).

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

Table 3.1.1 includes local data to demonstrate the need for Exceptional (Special) Education Teachers in Lake and Sumter Counties. Annually, it is anticipated that 51 positions will need a certified ESE teacher in Lake and Sumter Counties. When consulting with superintendents from both Lake and Sumter Counties, ESE Teachers were their highest need area, as supported by the State's High Needs Certification areas. Currently all state universities and colleges within a wider geographic region (Central Florida and beyond) are producing 23 ESE teachers per year, on average. Considering the size of the districts in Central Florida, along with the high need in Lake and Sumter Counties alone, there is a need for a program to prepare highly qualified ESE teachers for Lake and Sumter County Schools that would provide qualified, professional ESE Educators.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

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

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2024	2032	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Special Education Teachers, Kindergarten and Elementary School	25-2052	Lake and Sumter	369	415	12.47	255	25.31	\$ 52,645	B	B
Special Education Teachers, Secondary School	25-2058	Lake and Sumter	93	104	11.83	63	24.95	\$ 51,896	B	B
Special Education Teachers, All Other	25-2059	Lake and Sumter	108	121	12.04	74	41.75	\$ 86,840	B	B
Special Education Teachers, Preschool	25-2051	Lake and Sumter	19	22	15.79	13	23.22	\$ 48,298	B	B
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
						Total		\$ 28.81	\$ 59,920	

*Please replace the “Base Year” and “Projected Year” headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

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

***Please note that the "Total Job Openings" columns is preset to be divided by 8.

ESTIMATES OF UNMET NEED

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

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	51	0	0	51	51						
Other Totals				0	0						

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

There are no postsecondary institutions within the region that offer Exceptional Student Education Certification programs. Institutional data outside of LSSC's geographic region or workforce region was analyzed as an option for providing workforce, however they are producing minimal numbers of ESE teachers that do not meet the local demand. Lake County is 17th out of 67 counties in population, and 5th in projected annual growth rate. Lake County is 11th in absolute population growth with an anticipated growth of +214,000 by 2050, and 36th in student generation rate (according to Lake County Schools' Growth Planning Department). There are currently 23 public elementary schools, nine public middle schools, two multi-level schools (K-8) and eight public high schools. Additionally, Lake County Schools has four conversion charter schools, serving students in grades K-8 and seven charter schools serving grades K-8. There are additional educational needs in Lake County within the specialty schools that serve as alternative placement or credit recovery programs. Sumter County was identified in 2023 as the fastest-growing county in the state of Florida, according to the US Census Bureau. Sumter County added 10,103 residents from April 2021 to April 2022, representing a 7.5% increase year over year. Sumter County has five elementary schools, three middle schools, and three high schools, including the public and charter schools. With the expected growth and awareness of incoming population, the need for Exceptional Student Education Teachers is highlighted as a necessary component of local workforce growth and Lake-Sumter State College (LSSC) is well-positioned with the county to provide for the needs of Lake and Sumter County Schools. Both counties have access to High School Teaching Academies and are planning to expand the program to develop the pipeline. Additionally, the recruitment process will seek to attract current employees within the K-12 school systems that are not instructional, such as paraprofessionals and substitutes for the BSESE while pursuing the Registered Apprenticeship Program for the ESE Baccalaureate Program. Strong relationships exist between LSSC, LCS and SCS for development of pathways for future teachers, including paid internships and opportunities to substitute. Clinical experiences will be embedded throughout the program, also supporting Lake and Sumter County Schools' current and future students and teachers. With the opportunity to create the Registered Apprenticeship, the opportunity for paraprofessionals to attend school tuition free in partnership with Lake & Sumter Counties should increase the applicant pool.

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

The education level identified by both Florida Commerce and BLS is the baccalaureate degree.

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

Graduates of the Exceptional Student Education Baccalaureate degree program will be qualified to work in grades K-12 in public, charter, and private schools upon completion of the degree and subsequent state certification requirements. Students will be K-12 Reading and K-12 ESOL Endorsed and will be eligible to enter Master's Degree programs to further their educational opportunities.

STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 109.73	60	\$ 6,584
Tuition & Fees for upper division:	\$ 122.25	60	\$ 7,335
Tuition & Fees (Total):		120	\$ 13,919

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

The first three (of five) semesters of the BS program offers a paid clinical opportunity with both Lake and Sumter County Schools to implement assigned coursework. The last semester of coursework provides teacher candidates with a full-time, paid internship opportunity within the surrounding counties. A partnership currently exists between the Lake County Education Foundation, Lake County Schools and LSSC to provide tuition reimbursement to final internship teacher candidates who successfully complete their final internship within Lake County Schools to offset the cost of tuition, along with the paid opportunities provided to students throughout the program within the clinical setting. Table 4.2 shows the cost of tuition for institutions that are not in LSSC service district but do supply minimal workforce to the region. This proposal included the cost of tuition to show the potential removal of cost as a barrier to pursuing a Bachelor’s Degree in Exceptional Student Education that LSSC can provide. Additionally, LSSC plans to apply to be a Registered Teacher Apprenticeship Program, in partnership with both Lake and Sumter Counties upon the State Board of Education's (SBOE) approval for the Exceptional Student Education Program. The anticipated number of Apprentices within the ESE Program will be 10, with the ability to increase the total number of Apprentices based on the funding available. This would offset the cost of tuition and fees completely for the ten designated Apprentices within the ESE Bachelor’s Program at LSSC.

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

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

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

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

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

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

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	27	53	83	105
5.3	Program Student Credit Hours (Resident)	905	1380	2279	2732
5.4	Program Student Credit Hours (Non-resident)	100	153	253	304
5.5	Program FTE - Resident (Hours divided by 30)	30.16666667	46	75.96666667	91.06666667
5.6	Program FTE - Non-resident (Hours divided by 30)	3.333333333	5.1	8.433333333	10.13333333
5.7	Total Program FTE	33.5	51.1	84.4	101.2

PROJECTED DEGREES AND WORKFORCE OUTCOMES

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

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the “Year 1” column in the “Count of Degrees Awarded” row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	24	24	48
6.3	Number of Graduates Employed	0	22	22	45
6.4	Average Starting Salary	NA	\$ 59,920.00	\$ 61,118.40	\$ 62,340.77

REVENUES AND EXPENDITURES

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

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		2025	2026	2027	2028
7.2	Program Expenditures:	\$ 34,352.00	\$ 85,560.00	\$ 159,700.00	\$ 197,100.00
7.2.1	Instructional Expenses	\$ 17,820.00	\$ 64,800.00	\$ 124,200.00	\$ 156,600.00
7.2.2	Operating Expenses	\$ 16,532.00	\$ 20,760.00	\$ 35,500.00	\$ 40,500.00
7.2.3	Capital Outlay				
7.3	Revenue:	\$ 52,229.00	\$ 84,079.64	\$ 164,763.05	\$ 185,599.00
7.3.1	Upper Level - Resident Student Tuition Only	\$ 52,229.00	\$ 95,828.76	\$ 156,960.90	\$ 185,599.00
7.3.2	Upper Level - Nonresident Student Fees				
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:		\$ 9,683.00	\$ 19,951.76	\$ 17,212.66
7.4.1	Total Funds Available	\$ 52,229.00	\$ 93,762.64	\$ 184,714.81	\$ 202,811.66
7.4.2	Total Unexpended Funds (carry forward)	\$ 17,877.00	\$ 8,202.64	\$ 25,014.81	\$ 5,711.66

*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

Enrollment projections were estimated as follows: Fall 2025: 30 student start/enrolled. To establish a starting cohort, LSSC analyzed three potential sources of data. LSSC's current general admission practice is to ask students their intended job/continuing education interests upon entering LSSC as required by Florida Statute 2007.23. At the start of the Fall 2024 semester, out of 2,669 students surveyed, 128 LSSC students indicated they were interested in pursuing a degree in Education. Additionally, LSSC district partners (both Lake and Sumter Counties) have High School Teaching Academies (HSTA) and Early Childhood programs present in the local high schools. These programs will also provide pathways for high school students to link directly from high school to Lake-Sumter State College to earn their Bachelor's of Science Degree in Exceptional Student Education through dual enrollment programming options that exist for high school students to earn college credit towards their BS degree. There are currently eight sections of students who are in the teaching academies in both counties, and two Early Childhood programs. Finally, LSSC plans to work with Lake and Sumter County Schools to create a Registered Teacher Apprenticeship Program, to embed future teachers within the local the workforce. At a recent "So You Want To Be A Teacher" event, 120 existing staff identified themselves as wanting to pursue a degree in education. If LSSC can expedite their education and work within their schedule to provide a clinical based approach to training, tuition free, the hope is to create a pathway for current and new paraprofessionals to become certified teachers while being paid through partnerships with local districts and without paying tuition and fees. This pathway could create more enrollment, which is also considered within the projections. Ultimately, LSSC has conservatively estimated opening enrollment based on the existing pool of students and the potential to recruit students from local high schools and existing, school-based positions. As for the Fall 2025, 30-student cohort progresses through the program, LSSC estimates an attrition rate of 15 – 30% based on current trends at LSSC by the end of the program. For example, the Fall 2025 cohort of 30 students would indicate an unduplicated headcount for Year 1 of 30. However, when considering attrition throughout the year, this estimated an actual total of 27 unduplicated headcount enrollments for Year 1, as indicated in Table 5.1, line 5.2. This explains the discrepancy of 30 students anticipated to start the program in Fall of 2025, with the unduplicated headcount only reflecting 27 of the initial enrollments due to anticipated attrition, part time enrollment, etc. A new 30-student cohort will start in Fall of 2026. The program will only offer new applicants in the Fall semester. Each year's initial starting enrollment, including the preceding semesters' anticipated enrollment with attrition figured in. LSSC plans to increase the Fall cohort size in Year 3 to 60 students. In regard to workforce outcomes, Table 6.1 indicates a 90% job placement for graduating teacher candidates. This number is based on the anticipated unmet need indicated in Table 3.1.1 of 51 teachers annually, along with the natural attrition that occurs within the college's program. The completers of the BS in Exceptional Student Education are typically well-prepared and eager to join the workforce upon completion. There are rare instances where a candidate goes straight into their Master's program, or does not start a full-time position due to their personal desires.

However, a majority of graduates from teacher preparation institutes are typically hired during their final internship semester and are highly coveted in their field due to their level of preparedness, certification status, and endorsements.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

The source of revenue was generated by utilizing the projected enrollment of 20 traditional students starting the first two Fall semesters (not including the ten, tuition-free Registered Teacher Apprentices) and 40 students starting the following two Fall semesters (not including twenty, tuition-free Registered Teacher Apprentices), while acknowledging the ten extra students for the first two years within the Registered Teacher Apprenticeship Program, and twenty the third and fourth years for the Registered Teacher Apprenticeship slots within the Instructional expenditures in Table 7.1. The unduplicated headcount per credit hour accounted for 30 students total for the first two years, and 60 students total for years three and four while considering for attrition each semester. Each semester was mapped out by course-offering to determine the number of faculty for each semester to keep class ratios at 30:1 and account for attrition. From there, for resident tuition only, LSSC multiplied the rate of tuition (currently \$91.79) by 90% of the unduplicated credit hours for each year. The Nonresident student fees were not utilized because the amount generated would be minimal with 10% of the student body representing out of state fee projections. This creates a more conservative budget. For resident and nonresident student projections LSSC estimates a 90%/10% split, with 90% representing students who qualify for resident tuition and fees and 10% who qualify as nonresident for tuition and fees. For line item 7.3.3, it is anticipated that the total unduplicated credit fees as minimal, and therefore did not account for them within the revenue to continue to pursue a conservative budget. Additionally, there is a proportionate amount of revenue generated from courses already offered within the general education program that can be utilized for start-up costs associated with the program. The expenditures are based on projected staffing for the anticipated enrollment. The first semester of the program will be limited in course availability and offering, and all 30 students will enroll in similar coursework while working as paraprofessionals in LSSC partner school districts. As students progress in their coursework, additional staff and course sections will be offered. The college's current anticipated enrollment is for a 30-student Fall start. After two years LSSC anticipates increasing the Fall enrollment to 60 (the discrepancy in the data reported in Table 5.1 is due to anticipated attrition annually). With the proposed program at around 30-60 new students annually (accounting for attrition), the maximum faculty would be three, full-time faculty, with only five to seven adjuncts. This is an ideal situation for the fidelity of the program to be maintained by the hired faculty in lieu of hiring adjunct instructors to facilitate the program. The goal at LSSC would be to hire full-time faculty who would be experts in the program with a full understanding of the course sequence, Lake and Sumter County School District expectations, and expectations of the program to fully prepare future teachers for today's classrooms. The addition of the Bachelor's in Exceptional Student Education will be serviced by established faculty within the Bachelor's in Elementary Education, which accounts for the data within Table 7.1. One existing full-time faculty within the Elementary Education Program will teach overlap courses within the Exceptional Student Education Bachelor's Program, along with the Executive Director's and Program Director's course loads. These three positions are not

accounted for within Table 7.1 because they already exist within LSSC's faculty and staff positions. A portion of their benefits have been included within the operating expenses section, as their associated costs will be shared with each of the Bachelor's programs. By accounting for attrition throughout each cohort's progression through the program, LSSC is able to capture an estimated revenue and expenditure picture of the program. The partner districts (Lake and Sumter Counties) have agreed to providing funding for the Registered Teacher Apprenticeship Program, depending on the needs of the college and maintaining the Registered Teacher Apprenticeship Program.

PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

April 18, 2024 – Executive Cabinet met to discuss potential for additional Bachelor's in Education programs based on FLDOE released High Demand Teacher Needs. April 19 – May 6, 2024: Collaboration took place between the Executive Director of Elementary Education and the Accreditation Dean to develop the proposal for the C&I committee meeting. May 14, 2024 - Presented a plan for consideration of the Exceptional Student Education Bachelor's Program to Lake-Sumter State College's Curriculum and Instruction Committee that included the rationale, justification, projected budget and coursework. It received approval from the committee to bring forward for consideration to Strategic Planning Council and the Board of Trustees for exploration of this program. June 19, 2024 - The Board of Trustees approved pursuing SBOE approval of this program. July 18 – August 15, 2024 the review of the budgetary expectations for the ESE Program was completed and approved by both the Vice President of Finance for LSSC and the Vice President of Academic Affairs with LSSC. Between the months of July and September, Lake and Sumter Counties worked alongside the Executive Director of Elementary Education to solidify the intention to offer an Apprenticeship Program and begin discussions for funding opportunities including the Pathways to Career Opportunities Grant (PCOG) Program funding and school district support. The Notice of Intent was sent to FLDOE on September 10, 2024. From September of 2024 through November 2024, the Executive Director of Elementary Education has worked with Lake and Sumter Schools, the Program Director for ELA and Reading, and faculty to develop the coursework associated with Exceptional Student Education, including required courses, course numbering, and Apprenticeship credits and course credits to comprise the 60 credit hours within the Bachelor's Program. The courses are slated to go before the internal Curriculum and Instruction Committee in February, alongside SBOE consideration, and then to Strategic Planning Council in March, and the LSSC Governing Board in late February, or March for final approval with consideration of the SBOE's decision.

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution’s interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

In February of 2024, Lake County Schools’ Superintendent approached LSSC about partnering with Lake County Schools to develop the Exceptional Student Education program at Lake Hills (ESE) School (located in Lake County, Florida) in partnership with LSSC to help meet the growing demands for ESE Teachers. On April 23, 2024, the program opportunity was discussed with Sumter County Schools superintendent, who confirmed a need in Sumter County for ESE Educators. On the same day, LSSC spoke with Lake County Schools superintendent regarding LSSC’s interest in pursuing a Bachelor’s in Exceptional Student Education based on their recommendation, and Lake County School's also confirmed their continued support based on the need that exists in Lake County. May 3, 2024, The Executive Director of Elementary Education met with the Principal at Lake Hills (ESE) School in Lake County and a member of her staff to discuss the possibility of partnering to develop the Exceptional Student Education BS at LSSC. The conversation led to a discussion of coursework and opportunities for the Registered Apprenticeship as an opportunity to increase the candidate pool and remove potential barriers from entering the teaching profession. Additional work took place after the LSSC Board of Trustees approval on June 19, 2024, and June 27, 2024, to select course offerings to develop for the ESE BS Program at LSSC and how existing practicums and internship will be modified for this program. Work continued with the Registered Apprenticeship exploration with Lake County Schools, Sumter County Schools, and the Gateway Education group to submit for the PCOG Grant to develop the Registered Apprenticeship Program. In December of 2024, the newly elected Superintendent of Sumter County met with leadership from LSSC to discuss the ESE BS Program and his support. Additionally, during the Fall semester, local legislative delegation was informed of the desire for LSSC to partner with local school districts to provide an ESE Bachelor’s program and receive their support (Appendices D-F). Each Friday from October through March 2025 will be designated to create asynchronous curriculum for Apprentices, alongside traditional course objectives to maintain a cohesive crosswalk between the apprenticeship requirements and expectations for course objectives to ensure graduates are knowledgeable and ready for the field upon graduation. Throughout the Spring 2025 semester, LSSC will work closely with both Lake and Sumter Counties, along with Gateway Education group to secure funding sources, create MOUs for Apprentices, develop the pathways for students, both those in the Apprenticeship Program and those in the traditional program, and ensure a program that is sustainable and successful for the Fall 2025 start date.

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

9.3.1 Public Universities in College’s Service District

Date(s): July 9, 2024

Institution(s): Consortium Academic Coordination Committee (CACC) institutions including: UCF, Seminole State College, Valencia College, Central Florida College, and Daytona State College

Activity Descriptions and Outcomes: The information submitted in APPRiSe was shared with CACC with a request for feedback and review by July 15, 2024. The informal information was shared regarding the Exceptional Student Education Bachelor's Program being proposed by LSSC to the DFC.

9.3.2 Regionally Accredited Institutions in College's Service District

Date(s): July 9, 2024

Institution(s): CACC Institutions (Same as above)

Activity Descriptions and Outcomes:
Same as above.

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

Date(s): Click or tap here to enter text.

Institution(s): Click or tap here to enter text.

Activity Descriptions and Outcomes:
Click or tap here to enter text.

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRISe.	July 9, 2024
10.2	Indicate the date of District Board of Trustees approval.	Initial approval received June 19, 2024; Final approval scheduled for February, 2025.
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	September 10, 2024
10.4	Indicate the date the completed proposal was submitted to DFC.	January 10, 2025
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	June 2025
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	Not applicable
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	July 2025
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2025

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Currently, coursework will take place at Lake Hills (ESE) School in Howey-in-the-Hills, Florida campuses and asynchronously online. All of the equipment and facilities are in existence and the program does not have additional needs in these areas.

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

NA

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

Lake-Sumter State College hosts three campus libraries. LSSC's extensive database collection will provide credible resources for students, faculty, and staff. A few of the many that will assist current and future students is the database ERIC (Education Resources Information Center). ERIC has five main user groups: academics, researchers, educators, policymakers, and the public. ERIC is widely used by students, researchers, faculty members, and others responding to course requirements or developing reports for their work. Education Source, available through EBSCO, has full-text, non-open access journals not available in any version of Academic Search, full-text education-related conference papers, and videos related to education and e-learning (ebSCO.com, 2023). A thorough search of the peer reviewed journals within the library database at LSSC revealed a plethora of journals relating to exceptional student education including child development, teaching all subject areas (English, Reading, Science, Social Sciences, Mathematics), teaching exceptional students (both gifted and students with learning disabilities and emotional disabilities), e-learning, distance learning, assessment, curriculum and instruction, and education policies and professional topics. A specific journal list is available upon request. All courses will infuse the science of reading research using the What Works Clearinghouse and other resources, as recommended by the FLDOE. The number of journals available to students will supplement the courses and texts selected and allow students the most up-to-date curriculum and research available that is aligned to the Uniform Core Curriculum and Florida Statutes. Journals selected for use in coursework will be continuously monitored for alignment to FLDOE and Florida statutory requirements. At Lake-Sumter State College, the Learning Services Division envelopes the Library, Learning Center, and Testing Center. The library offers multiple databases, books, and digital media services to assist students, faculty, and staff. The library also has study rooms, study pods, and a peaceful environment for students, faculty, and staff. The Learning Center has excellent qualified tutors for multiple subjects. Writing, research, and citation assistance are available virtually and face-to-face.

The Learning Center hours are especially helpful to LSSC students, with assistance available beyond traditional times and on weekends. Librarians also have virtual hours during the Learning Center hours. Lake-Sumter State College Testing Services offers a wide variety of testing for LSSC students and the greater community. All testing provided by LSSC Testing Services is completed in-person, on-campus.

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

The LSSC library faculty is excited to collaborate with the BS in Exceptional Student Education program to implement an Education Resource Library supplemented with materials that would be advantageous for LSSC's pre-service teachers to have access to. The list of materials includes dash robots, Ozbolt robots, space to manipulate the robots, the latest technology to practice with including portable document cameras and iPads that record on the televisions that most classrooms have, and continuing to provide access to and professional development on current technologies as they are developed. LSSC's discussing availability of AI, Virtual Reality, and manipulatives, along with children's books that adhere to Florida statutes. In addition to this program, LSSC's also collaborating to offer tutoring for FCTE assessments as a part of the library services offered at LSSC.

ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

The program will admit candidates that have met the state-mandated requirements outlined in s. 1004-04(3)(b), Florida Statutes, prior to admission, ensuring candidates have a GPA of at least a 2.5 on a 4.0 scale. Additionally, students must complete a General Education requirement (AA degree from an approved Florida College System or State University System Institution), meet the Gordon Rule requirement, meet the Foreign Language Admission Requirement, complete the following courses with a minimum letter grade of "C" or better: EDF 2005; and meet the Civics Literacy Requirement. Students must disclose criminal background information that may preclude them from becoming certified at the time of admission. For continued enrollment in the program, students must be fingerprinted and screened by the Florida Department of Law Enforcement prior to entering any school and additional documentation may be required by participating school districts. For any student who has completed an AA degree but has not taken the common prerequisite of EDF 2005, the first semester course EDG 4942 will be replaced by EDF 2005 and permission the additional Fall courses.

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

35%

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
30:1	30:1	30:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

LSSC will pursue specialized accreditation (currently CAEP or AQEP) once LSSC secures approval for the Baccalaureate Program and the Initial Teacher Preparation Program to enhance the reputation of the program at LSSC Preparations for approval from the FLDOE will begin immediately upon approval from the SBOE for the Baccalaureate Program.

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

13.1001 Exceptional Teacher Education EDF X005 Intro to Education (established common prerequisite course). This program will be Track 1 in the Common Prerequisite Manual.

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

My institution does not anticipate proposing revisions to the common prerequisite manual.

My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

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

13.7.1	Program of Study for Students with A.A. Degree	
Term 1	Course Title	
RED 3012	Basic Foundations of Reading (pc) (3 credit hours CH)	
TSL 4080	ESOL Methods, Curriculum, and Assessment (pc) (3 CH)	
EEX 3304	Instructional Strategies in Special Education (conc) (4 CH)	
EEX3601	Behavior and Classroom Management in Special Education (conc) (4 CH)	
	Total Term Credit Hours	
Term 2	Course Title	
RED 4519	Diagnostic and Corrective Reading Strategies (pc) (3 CH)	
LAE 4314	Language Arts in the Elementary School (pc) (3 CH)	
TSL 4240	ESOL Foundations: Second Language Acquisition and Culture (pc) (3 CH)	
EEX 3520	Legal and Ethical Considerations in Special Education (conc) (4 CH)	
EEX 4472	Serving Students with Moderate and Severe Disabilities (conc) (4 CH)	
	Total Term Credit Hours	
Term 3	Course Title	
EDF 4467	Measurement, Evaluation, and Assessment in Education (pc) (3 CH)	
RED 4942	Practicum for Assessment and Instruction of Reading (pc) (4 CH)	
MAE 4326	Practicum for Teaching Mathematics in Elementary School (pc) (4 CH)	
EEX 4297	Autism Spectrum Disorder and Related Disabilities (conc) (3 CH)	
	Total Term Credit Hours	
Term 4	Course Title	
EEX 4607	Applied Behavior Analysis (conc) (3 CH)	
EDF 4945	Internship in Education (pc) (12 CH)	
	Total Term Credit Hours	
Term 5	Course Title	
	Total Term Credit Hours	
Term 6	Course Title	

13.7.2	Program of Study for Students with A.S./A.A.S. Degree	
Term 1	Course Title	Credit Hours

	Total Term Credit Hours	0
Term 2	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 3	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 4	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 5	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
	Program Total Credit Hours:	0

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

- Limited Access
- Restricted Access
- N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

PROGRAM TERMINATION

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

LSSC is dedicated to its students and in the event of a program termination the students who were currently in the program would be provided the opportunity to complete the program within a two-year time frame. All students enrolled within the program would be informed of the teach-out and notified of the specific date that the program would terminate. A specific plan for completion would be provided to each student to attempt to ensure their timely completion of the program. If students are unable to complete their plan of study within the two-year time frame, LSSC would work with the student to help facilitate a transfer to an institution that does provide an Exceptional Student Education program. At the time the termination was decided, no new enrollment would be accepted in order to facilitate the teach-out. Students who did not want to remain in the program would work with an advisor to find an existing program at a state college or university within their realm of ability to travel or attend online and the Executive Director of Elementary Education at LSSC would work to help the student transfer to the existing program of choice. Due to the uniform nature of the coursework associated with education at the local state colleges, most (if not all) of the coursework should transfer with minimal disruption to the timeline to graduation.

SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

A. Letter of support from Lake County Superintendent Diane Kornegay; B. Letter of Support from Sumter County Superintendent Logan Brown; C. FLDOE 2024-2025 High Demand Teacher Certification pdf page 2, D. Letter of Support from Representative Nan Cobb; E. Letter of Support from Representative Temple; F. Letter of Support from Representative Yarkosky.

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.

No objections or alternative proposals were submitted.



Superintendent:
Diane S. Kornegay, M.Ed.

School Board Members:
District 1
Bill Mathias
District 2
Tyler Brandeburg
District 3
Marc Dodd
District 4
Mollie Cunningham
District 5
Stephanie Luke

201 West Burleigh Boulevard • Tavares • FL 32778-2496
(352) 253-6500 • Fax: (352) 253-6503 • www.lake.k12.n.us

September 4, 2024

To Whom it May Concern:

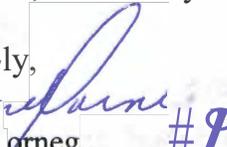
Teacher recruitment and retention is one of the greatest challenges facing school districts across the country. In Lake County, we have established several proactive programs to increase the teacher pipeline including expansion of our high school teaching academies and partnership with Lake-Sumter State College's new Elementary Education Bachelor's Program to provide embedded, paid practicums throughout the program and a culminating, full-time paid internship the last semester of the program.

To increase our pool of state certified candidates, Lake-Sumter State College and Lake County Schools are excited to pursue a Registered Apprenticeship Program designed to prepare and graduate teachers certified in Exceptional Student Education. The inclusion of a Registered Apprenticeship Program will continue to offer programs to increase our teacher pipeline, while removing barriers associated with pursuing a teaching degree, such as the cost of tuition and fees.

Lake Hills School has been identified as a pilot school site for implementation of the Registered Apprenticeship ESE Bachelor's Program. Lake Hills is a highly successful school that serves over 200 of the District's most significantly disabled students. Led by Dr. Robin Meyers, Lake Hills is equipped with the latest assistive technologies available, knowledgeable staff who are eager and ready to help train the next generation of Exceptional Education Students, and the Structured Classroom program. There are many opportunities for embedded On-the-Job training components that the choice to utilize Lake Hills as the Registered Apprenticeship Site was an easy one. Lake-Sumter State College has already established a relationship with the school's leadership team, and we are eager to expand the existing partnership to meet the needs of all Lake County Students.

I am writing to express my support of Lake-Sumter State College to pursue a Registered Apprenticeship jointly with Lake County Schools for the attainment of a Bachelor's Degree in Exceptional Student Education, and thank you for your consideration.

Sincerely,


Diane Kornegay, Superintendent

"Equal Opportunity In Education and Employment"



SUMTER COUNTY SCHOOL BOARD

2680 W C-476, Bushnell, Florida 33513 - <http://www.sumter.k12.fl.us>

Preparing the Next Generation Today!

Logan W. Brown
Superintendent of Schools

BOARD MEMBERS

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District 2 **Brett Sherman**
District 3 **David A. Williams**
District 4 **Russell Hogan**
District 5 **Kathie L. Richard**

TELEPHONE (352) 793-2315

Superintendent

Ext. 50208 Fax 793-4180

Assistant Superintendent

Ext. 50247 Fax 793-4180

Curriculum & Instruction

Ext. 50206 Fax 793-4180

Elementary Education

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Secondary Education

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Student Services

Ext. 50211 Fax 793-4180

School Safety

Ext. 50232 Fax 793-4180

Finance

Ext. 50233 Fax 793-4963

Human Resources

Ext. 50220 Fax 793-2096

Employee Benefits

Ext. 50230 Fax 793-2096

Food Service

Ext. 52200 Fax 793-4277

Professional Development

Ext. 50226 Fax 793-2096

MIS/Data Processing

Ext. 50241 Fax 793-4963

Exceptional Education

Ext. 50259 Fax 793-1612

Information Technology

Ext. 50263 Fax 793-4377

Adult Education

Ext. 54200 Fax 793-6508

Facilities

Ext. 52201 Fax 793-9298

Maintenance

Ext. 52212 Fax 793-9298

Warehouse

Ext. 52220 Fax 793-5547

Transportation

Ext. 53200 Fax 793-1083

January 7, 2025

State Board of Education

Chair Ben Gibson

Vice Chair Ryan Petty

Members Esther Byrd, Grazie Christie, Daniel Foganholi, Sr.,
Kelly Garcia, and MaryLynn Magar

Re: New Education Programs
Lake Sumter State College Exceptional Student Education

Board Members,

It is with anticipation and excitement that I share my support of the Exceptional Student Education program addition at Lake-Sumter State College. This program will be a much-needed addition, in close proximity to both Lake and Sumter Counties, providing high-quality teacher candidates for our local schools. We have already established strong partnerships that support clinical experiences to ensure a complete education during their time in the new LSSC Elementary Education program and their preparedness for transfer to our district as licensed teachers. The Exceptional Student Education program will allow for additional partnerships that will continue to train teachers in the classroom throughout the program. This allows LSSC students to provide a service to the K-12 school district while obtaining the knowledge, skills, and expertise to become teachers.

Exceptional Student Educators are our largest, current need and the addition of this program could not come at a more appropriate time. As the Governor, Commissioner, and Board of Education have worked to increase the teacher candidate pool, this opportunity for our students aligns with that vision and will create more pathways to our classrooms. This aligns with your vision to remove barriers associated with pursuing a degree in teaching, while showing our commitment to the program's success.

We appreciate your consideration of adding an Exceptional Student Education Bachelor's Degree Program to Lake-Sumter's current, and growing, list of Bachelor's Degrees, and ensuring our students have access to high-quality education as a result.

Sincerely,

Logan W. Brown
Superintendent of Schools

Identification of High Demand Teacher Needs Areas for 2024-25

Recommended High Demand Teacher Needs Areas

This report identifies which certification areas represent the greatest need among teachers statewide. Using the information provided below, the recommended High Demand Teacher Needs Areas for the 2024-25 school year are as follows:

- ESE
- English
- Science-General
- Math
- Science-Physical
- ESOL
- Science-Earth & Space

The high-demand areas above represent certification areas where larger than typical proportions of teachers who are not certified in the appropriate field are being hired to teach courses where significant vacancies exist and where postsecondary institutions do not produce enough graduates to meet the needs of Florida's K-12 student population. This information can be used to determine the projected needs for specific subject area coverages in the upcoming school year. It should be noted that it is **not** a direct measure of the number of new teachers needed to staff Florida's schools. The process used to determine these High Demand Teacher Needs Areas is presented below.

Background

Section (s.) 1012.07, Florida Statutes (F.S.), requires the State Board of Education (SBE) to annually identify High Demand Teacher Needs Areas based on the recommendations of the Commissioner of Education. This statute, promulgated in SBE Rule 6A-20.0131, Florida Administrative Code (F.A.C.), specifies that the list of high-demand areas identify high-need content areas and high-priority location areas using the following information:

1. The number and percentage of positions in each discipline filled by teachers not certified in the appropriate field;
2. The annual supply of graduates of state-approved Florida teacher education programs for each discipline;
3. The number and percentage of vacant positions in each teaching discipline; and
4. High Demand Teacher Needs Areas which may be identified pursuant to rules adopted by district school boards. These areas shall be identified based on consideration of at least the information specified in items one through three above and submitted to the Department of Education no later than June 1st of each year.

Additionally, ss. 1012.22(1)(c)4.b. and 1012.22(1)(c)5.c.(III), F.S., include provisions requiring local school districts to incorporate High Demand Teacher Needs Areas into both their grandfathered and performance salary schedules.

Determining High-Demand Areas

The High Demand Teacher Needs Areas for 2024-25 were determined using information provided in Exhibits 3 through 5. The Department used the information in each of the exhibits to create rankings for each measure in Exhibit 1.¹ Rankings were then averaged across all measures to produce the final rankings.

In Exhibit 1 below, the shaded and bolded subject fields indicate the recommended 2024-25 High Demand Teacher Needs Areas. The final column in Exhibit 1, “Final Rank,” shows that ESE was in first place with an average rank of 4.67, followed by English, Science-General, Math, Science-Physical, ESOL, and Science-Earth & Space as High Demand Teacher Needs Areas. Please note that the percentage of courses taught by teachers not certified in the appropriate field for the course and the projected vacancies are based on data reported by school districts while the ratio of completers to vacancies utilize data reported by teacher preparation programs.

Exhibit 1 – Summary of High Demand Teacher Need Rankings for 2024-25

Certification Areas	Rank Based on % of Courses Taught by Teachers Not Certified in the Appropriate Field for the Course	Rank Based on Projected Vacancies	Rank Based on Ratio of Completers to Vacancies	Average Rank	Rank	Final Rank
<i>ESE</i>	1	1	12	4.67	1	1
<i>English</i>	2	4	15	7	2	2
<i>Science-General</i>	5	7	9	7	2	2
<i>Math</i>	7	5	12	8	4	4
<i>Science-Physical</i>	6	15	10	10.33	5	5
<i>ESOL</i>	4	3	26	11	6	6
<i>Science-Earth & Space</i>	8	25	1	11.33	7	7
Business Education	15	19	1	11.67	8	
Educational Media Specialist	16	18	1	11.67	8	
Tech Education	12	23	1	12	10	
Reading	3	8	27	12.67	11	
Foreign Languages-Other	9	31	1	13.67	12	
Pre-K/Primary Education	20	6	19	15	13	
Physical Education	24	12	11	15.67	14	
Computer Science	22	26	1	16.33	15	
Drama	22	28	1	17	16	
Elementary Education	29	2	20	17	16	
Social Sciences	26	9	17	17.33	18	
Foreign Languages-Spanish	25	21	8	18	19	
Art	26	17	16	19.67	20	
Science-Biology	19	20	21	20	21	
Early Childhood/Preschool	13	24	24	20.33	22	
Foreign Languages-French	17	33	14	21.33	23	
Music	28	14	25	22.33	24	
Agriculture	20	30	23	24.33	25	

Notes: Certification areas that were missing data in one or more of the measures examined were not ranked and were excluded from the exhibit. Bolded and italicized subject fields indicate 2024-25 High Demand Teacher Needs Areas. Science-General includes Science and General Science; Science-Physical

¹ The rankings order the data with 1 being the subject area that shows the most need for additional teachers. In the case of a tie, all subject areas in the tie are assigned the rank indicating a higher need for additional teachers. For example, if three subject areas tie for third place (i.e., there is no way to distinguish between third, fourth and fifth place), they would all be assigned third place.

Chairman Benjamin J. Gibson
State Board of Education
215 South Monroe Street
Tallahassee, Florida 32301

Dear Chairman Gibson and the State Board of Education

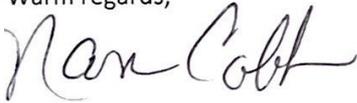
Ladies and Gentlemen:

Please accept this letter as my full support of Lake-Sumter State College's efforts to add a Bachelor of Science degree program in Exceptional Student Education to their list of programs. Lake-Sumter State College is seeking to help fill a void that exists in the State of Florida's education workforce by providing this opportunity to individuals seeking to become a teacher and align with the Florida Department of Education's High Demand Teacher Needs Areas for 2024-2025.

Following the continuous goal of the 2024 Legislature, I would ask you show your support of our efforts to increase the number of qualified teachers in the Great State of Florida.

Lake-Sumter is willing to help fill the need for more teachers and I am asking you to assist them in their efforts by approving this application. Thank you for your time and attention to this matter.

Warm regards,

A handwritten signature in black ink that reads "Nan Cobb". The signature is written in a cursive, flowing style.

Representative Nan Cobb



Representative Taylor Yarkosky

Florida House of Representatives

District 25

District Office:
16207SR50
Suite 402
Clermont, FL 34711
Phone: 352-404-0003

Tallahassee Office:
1301 The Capitol
402 South Monroe Street
Tallahassee, FL 32399
Phone: 850-717-5025

Taylor.Yarkosky@MyFloridaHouse.Gov

December 17, 2024

Chairman Benjamin J. Gibson
State Board of Education
215 South Monroe Street
Tallahassee, Florida 32301

Dear Chairman Gibson and the State Board of Education

Ladies and Gentlemen:

Please accept this letter as my full support of Lake-Sumter State College's efforts to add a Bachelor of Science degree program in Exceptional Student Education to their list of programs. Lake-Sumter State College is seeking to help fill a void that exists in the State of Florida's education workforce by providing this opportunity to individuals seeking to become a teacher and align with the Florida Department of Education's High Demand Teacher Needs Areas for 2024-2025.

Following the continuous goal of the 2024 Legislature, I would ask you show your support of our efforts to increase the number of qualified teachers in the Great State of Florida.

Lake-Sumter is willing to help fill the need for more teachers and I am asking you to assist them in their efforts by approving this application. Thank you for your time and attention to this matter.

Warm regards,
Warm regards,

A handwritten signature in black ink, appearing to read "Taylor Yarkosky".

Taylor Yarkosky, State Representative
District 25

Proudly Serving Lake County



Florida House of Representatives

State Representative John P. Temple

District 52

Committee's

Education /:st Employment Committee
Health Professions /:st Programs Subcommittee, Vice-Chair
Information Technology Budget /:st Policy Subcommittee
Student Academic Success Subcommittee

Rules /:st Ethics Committee
Higher Education Budget Subcommittee
Intergovernmental Affairs Subcommittee

Chairman Benjamin J. Gibson
State Board of Education
215 South Monroe Street
Tallahassee, Florida 32301

Dear Chairnan Gibson and the State Board of Education

Ladies and Gentlemen:

Please accept this letter as my full support of Lake-Sumter State College's efforts to add a Bachelor of Science degree program in Exceptional Student Education to their list of programs. Lake-Sumter State College is seeking to help fill a void that exists in the State of Florida's education workforce by providing this opportunity to individuals seeking to become a teacher and align with the Florida Department of Education's High Demand Teacher Needs Areas for 2024-2025.

Following the continuous goal of the 2024 Legislature, I would ask you show your support of our efforts to increase the number of qualified teachers in the Great State of Florida.

Lake-Sumter is willing to help fill the need for more teachers and I am asking you to assist them in their efforts by approving this application. Thank you for your time and attention to this matter.

Warm regards,

A handwritten signature in black ink, appearing to read "John P. Temple".

John P. Temple
State Representative

The Villages
916 Avenida Central
The Villages, Florida 32159
Phone: (352) 315-4445
Fax: (888) 635-8305

Tallahassee
315 HOB, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399
Phone: (850) 717-5052