

BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

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

CHECKLIST

The proposal requires completion of the following components:

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

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	College of Central Florida
Institution President.	Dr. James Henningsen

PROGRAM SUMMARY		
1.1	Program name.	Exceptional Student Education
1.2	Degree type.	☒ Bachelor of Science ☐ Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	☐ Face-to-face (F2F) (Entire degree program delivered via F2F courses only) ☐ Completely online (Entire degree program delivered via online courses only) ☒ Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit). CIP code refers to the taxonomic scheme developed by the U.S. Department of Education's National Center for Education Statistics .	13.1001
1.5	Anticipated program implementation date.	July 2027
1.6	What are the primary pathways for admission to the program? Check all that apply.	☒ Associate in Arts (AA) ☐ Associate in Science (AS) ☐ Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM (science, technology, engineering or mathematics) focus area?	☐ Yes ☒ No
1.8	List program concentration(s) or track(s) (if applicable).	Click or tap here to enter text.

PROGRAM DESCRIPTION

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

The proposed Bachelor of Science (B.S.) in Exceptional Student Education (ESE) directly responds to one of the most urgent workforce needs in Citrus, Levy, and Marion counties. As documented in Tables 3.1.1 and 3.1.4, regional demand for ESE teachers far exceeds the current supply of qualified educators, creating a persistent and fully unmet need that no existing institution currently addresses. The program provides an accessible pathway into the teaching profession, preparing graduates with ESE (K-12) certification, as well as ESOL and Reading endorsements, ensuring they are ready to meet the instructional needs of local schools. All courses and course content will comply with Florida statutes and administrative code, including s. 1004.04, F.S. (Uniform Core Curricula), Rule 6A-5.065, F.A.C. (Florida Educator Accomplished Practices), and Rule 6A-10.081, F.A.C. (Florida Principles of Professional Conduct). In order to better serve the needs of our target population, paraprofessionals, the program is proposed as a blended model. Approximately 30 percent of credit hours will be comprised of lecture-based courses. The remaining 60 percent of coursework will be a blend of both live online (synchronous courses) and fully online (asynchronous courses).

Crosswalk analysis of CIP 13.1001 to the corresponding SOC codes confirms strong labor-market demand across multiple grade levels. Because regional SOC data availability is limited for most ESE roles, demand was estimated by subtracting the total number of job openings for teacher education occupations (excluding Special Education Teachers) from the aggregate job openings reported under the parent SOC code (25-2000). This method yields an estimated 337 total openings for Special Education Teachers from 2025 to 2033, or approximately 42 annually. At the statewide level where data are available for special education SOC codes, FloridaCommerce reports 1,734 annual openings in related K-12 roles, demonstrating that the need extends well beyond the local area.

Florida's annual identification of [High Demand Teacher Needs Areas](#) reinforces the scale of this challenge. ESE is consistently the highest statewide demand need area, with projections for the 2026-27 academic year indicating more than 12 percent of relevant courses taught by individuals who are not certified in the field. Within CF's service region, 68 schools across Citrus, Levy, and Marion counties are designated as high-priority shortage sites. Ongoing population growth amplifies this need: [Marion County](#) reached record enrollment in 2023-24 and [anticipates](#) five new schools over the next 15 years. Citrus County's enrollment is [projected](#) to grow by 14 percent by 2030, driven by significant residential development. Local districts report continued difficulty filling ESE roles, including approximately 30 anticipated annual openings in Marion County alone.

There are currently no public or private postsecondary institutions in CF's service region offering a bachelor's degree in ESE. IPEDS data indicate that while 19 institutions statewide—12 of which are part of the Florida College System—award degrees under CIP 13.1001, none are located within CF's district, resulting in a local supply of zero graduates. With demand at 42 annual openings and no local program producing candidates, the unmet need is a complete gap of 42 positions each year. Even statewide, the number of graduates—276 in the most recent year, according to IPEDS—falls far short of the projected 1,734 openings.

Primary pathways into the CF program include district paraprofessionals seeking certification, out-of-field teachers, A.A. students who have completed prerequisites, and local residents interested in entering the profession. CF's established partnerships with Citrus, Levy, and Marion County Schools provide direct and reliable access to these recruitment pools. Students will begin each cohort in the summer term, supporting steady academic progress and allowing graduates to enter the workforce in time to fill mid-year vacancies.

Graduates will be eligible for ESE (K-12) certification with Reading and ESOL endorsements, preparing them for a wide range of instructional positions in public, charter, and private schools. While ESOL is also a high-need area, the proposed degree program is intended to include competencies for the ESOL endorsement.

Students will also have the option to pursue additional certifications or advance into future leadership roles. Local districts currently offer starting salaries of approximately \$47,500 for newly certified teachers. Together, these factors demonstrate a clear, compelling, and well-documented need for CF's B.S. in Exceptional Student Education and position the program as a critical solution to longstanding regional workforce shortages.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

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

Demand:

In the CIP to SOC crosswalk, CIP 13.1001 is aligned to the following SOC codes: 25-2055 (Special Education Teachers, Kindergarten), 25-2056 (Special Education Teachers, Elementary School), 25-2057 (Special Education Teachers, Middle School), 25-2058 (Special Education Teachers, Secondary School), 25-2059 (Special Education Teachers, All Other), and 25-9043 (Teaching Assistants, Special Education).

Due to limited regional data for special education SOC codes, Table 3.1.1 presents demand estimates derived from the parent SOC code. To approximate demand in the broader ESE field, data were first collected for the parent occupational category 25-2000 - Preschool, Elementary, Middle, Secondary, and Special Education Teachers within CF's service area, which reflects 2,896 total openings from 2025 to 2033. Openings associated with teacher occupations other than special education within this category were then subtracted to isolate the estimated demand for special education teachers. This calculation yields 337 total openings from 2025 to 2033, or approximately 42 openings annually, reflecting a level of demand that could reasonably be addressed by CF's proposed ESE program. Because this estimate is derived from a parent occupational category rather than ESE-specific SOC codes, average wage data specific to ESE teachers cannot be reliably calculated using this methodology.

While not reflected in the table, we also reviewed FloridaCommerce statewide demand data to identify for the special education teacher SOC codes listed above. These data show a steadily increasing need for special education teachers across all secondary education levels, with 1,734 projected annual K-12 job openings statewide, underscoring the significant demand for a prepared workforce in this field.

For the 2026-27 academic year, the Florida Department of Education identified high demand teacher need areas in the following areas: ESE, Math, English, Science (General, Physical, and Earth & Space), and English for Speakers of Other Languages (ESOL). The report identified ESE as the area of highest need for teachers, considering the ratio of completers to vacancies and the percentage of courses taught by teachers not certified in an appropriate field. Based on statewide data, 57,504 ESE classes were taught during the 2024-25 academic year, with 12.75% taught by teachers not certified in the ESE field. There is a substantial and well-documented need to expand the pipeline of certified ESE teachers across the state of Florida.

For high-demand teacher needs in CF's service district, the following number of schools were identified as high priority: 13 in Citrus County, 10 in Levy County, and 45 in Marion County.

Nationally, there is a pressing need for Exceptional Education teachers. In the 2022-23 school year, nearly 7.5 million (15%) of public-school students received exceptional education services, as reported by the [National Center for Education Statistics \(NCES\)](#). Despite a decline in overall public-school enrollment since the coronavirus pandemic, the number of students served under the Individuals with Disabilities Education Act (IDEA) has risen. Our program provides an accessible entry point into teacher education, preparing future educators to enter the field with a bachelor's degree and earn a competitive salary without needing an advanced degree right away. Moreover, the projected growth and High Demand Teacher Need Areas underscore the importance of producing graduates equipped with the knowledge, skills, and abilities (KSAs) to meet workforce demands.

In addition, the program is aligned with Florida's program approval standards, ensuring that graduates are thoroughly prepared to meet state expectations for teacher knowledge, professional competencies, and instructional effectiveness. Coursework and field experiences are carefully structured to provide a deep understanding of the Florida Standards, including how to design and implement lessons that promote rigorous, standards-aligned learning for all students.

The program also emphasizes the science of reading, providing educators with evidence-based strategies to assess, differentiate, and scaffold instruction for varying learners, including those with exceptionalities. By integrating state-specific requirements with best practices in pedagogy, the program equips graduates to foster academic growth, promote equitable learning opportunities, and confidently address the wide-ranging needs of Florida's classrooms.

Supply:

There are no public or private postsecondary institutions located in CF's service area of Citrus, Levy, or Marion counties that produce graduates in ESE. According to IPEDS, 19 institutions statewide—12 of which are part of the Florida College System—reported completions in CIP code 13.1001 from 2020 through 2024; however, none of these institutions are located within CF's service area. As a result, the annual supply of ESE graduates available to meet local workforce needs is effectively zero. Statewide, IPEDS data indicate these 19 institutions produced 276 bachelor's degrees in the most recent year, further underscoring the absence of a local pipeline to meet regional demand for ESE teachers.

The institution closest to the CF service area that offers an ESE bachelor's degree program is the University of Central Florida. However, with its location over 90 miles from the CF campus, it is not a viable option for the nontraditional population of students CF proudly serves. Consequently, CF would serve a unique role in meeting the fully unmet need in the CF service area for exceptional student (grades K-12) education graduates who possess ESE along with the ESOL and Reading endorsements. These data strongly support the need for College of Central Florida to begin a B.S. in Exceptional Education to help meet the demand for fully licensed teachers who are prepared to teach in a private or public school.

Unmet Need:

Table 3.1.4 summarizes the estimated demand, current supply, and resulting unmet need for ESE teachers in CF's service area. As shown, regional demand is projected at 42 annual job openings, based on FloridaCommerce data using the modified methodology. In contrast, the local supply of ESE graduates is zero—both in the most recent year and on average over the past five years. This results in an annual unmet need of 42 positions, representing a complete absence of locally trained ESE teachers to meet regional workforce demand. This persistent unmet need underscores the lack of a regional talent pipeline and the critical importance of establishing a local program to prepare future ESE educators.

Even when considering the broader statewide labor market, demand for ESE teachers far exceeds the available pipeline. Across Florida, relevant ESE SOC codes reflect 1,734 projected K-12 annual openings, while the 19 institutions currently producing graduates awarded only 276 bachelor's degrees in the most recent year. This represents a substantial and persistent shortfall, further underscoring the absence of a local pipeline within CF's service area

DEMAND: FLORIDA DEPARTMENT OF COMMERCE (FloridaCommerce) EMPLOYMENT PROJECTIONS

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

[INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION](#)

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2025	2033	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Special Education Teachers (Estimate)	25-2020 Less 25-2011, 25-2012, 25-2021, 25-2022, and 25-2031	Citrus, Levy, & Marion	611	625	2	337	No data available for parent SOC; unable to calculate	\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	42				

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

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

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

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (LIST NAME OF OTHER ENTITY HERE)

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
Total						0				

*Please replace the “Base Year” and “Projected Year” headers with the corresponding years reported.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

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

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2024	2023	2022	2021	2020	5-year average or average of years available if less than 5 years
The CF service district (Citrus, Levy, and Marion counties) does not have any institutions that confer degrees in Exceptional Student Education.	13.1001	0	0	0	0	0	0
	Total	0	0	0	0	0	0

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

ESTIMATES OF UNMET NEED

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

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

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	42	0	0	42	42						
Other Total				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.

Population growth, district enrollment trends, and projected school construction across CF's service area all point to rapidly expanding demand for ESE teachers that exceeds current pipeline capacity. In-migration to Marion County is rapidly outpacing earlier projections. [Ocala](#) was recently recognized as one of the "Top 10 Metro Areas for Future Job Growth" and ranked the "Fastest Growing Metro Area" in the U.S. by the U.S. Census Bureau in 2024. During the 2023-24 school year, [Marion County Public Schools](#) enrolled 45,651 students—the highest in the county's history and a 9% increase over the past decade. To keep pace with this growth, the district has identified the need for [five new schools and nine new wings](#) at existing schools over the next 15 years. Marion County Public Schools also anticipates hiring approximately 30 ESE teachers per year over the next few years. [Citrus County](#) is similarly experiencing significant population increases, with district enrollment projected to grow by 14% through 2030, driven in large part by construction of the Veterans Parkway. The project is expected to bring new residents to the area, and approximately 16,000 new homes and apartments are currently in potential development phases over the next decade.

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

N/A

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

Graduates of the B.S. in ESE will enter a strong regional job market with sustained demand across Citrus, Levy, and Marion counties. All three districts report ongoing shortages of certified ESE teachers, high numbers of out-of-field or temporarily certified instructors, and annual hiring needs that exceed the existing local talent pipeline.

Marion County Public Schools, which initiated the request for this program, hired 69 ESE teachers for the 2025-26 school year and still reported 22 unfilled positions. The district employs more than 400 ESE teachers, yet 72 remain out-of-field, including 46 specifically out-of-field for ESE, and 122 teachers hold temporary certificates. MCPS anticipates hiring approximately 30 ESE teachers each year, particularly for self-contained classrooms serving students with ASD and for inclusion roles that require ESE K-12 certification.

Citrus County Schools hired 22 ESE teachers in 2024-25 and 8 in 2025-26, and continues to report open positions in both ESE and general education. Levy County Schools also maintains ongoing hiring needs for ESE teachers and reports consistent interest in a stronger local pipeline of qualified candidates.

Given this sustained and well-documented regional demand, graduates will have access to a wide range of immediate employment opportunities upon program completion. Completers will be eligible for: ESE (K-12) teacher certification, Reading (K-12) endorsement, and ESOL (K-12) endorsement.

These credentials qualify graduates to teach in self-contained ESE classrooms, inclusion and support-facilitator roles, and public, charter, virtual, or private school settings across the three counties.

The program also positions graduates to pursue additional certifications (e.g., Elementary Education K-6, ASD endorsement) and future leadership roles such as ESE specialist, instructional coach, or school administrator.

With no existing ESE bachelor's degree programs in Citrus, Levy, or Marion counties, CF graduates will fill a critical local workforce gap, providing a direct and reliable pipeline of certified ESE teachers for the region.

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:	\$112.92	69	\$ 7791.48
Tuition & Fees for upper division:	\$129.27	51	\$ 6592.77
Tuition & Fees (Total):		120	\$ 14,384.25

☐ 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 College of Central Florida Foundation provides many opportunities for scholarship dollars. Students who are paraprofessionals may also apply for the Teacher to Be scholarship through the Public Education Foundation of Marion County. Further, students who are employed full-time in Marion County are eligible for a paid internship with benefits. Students who have a minimum of two years of paraprofessional experience are also eligible to apply for the Temporary Teaching Internship Certification pathway.

<https://www.cf.edu/admissions/paying-for-college/cost-of-attendance/>

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
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

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:	12	24	24	24
5.3	Program Student Credit Hours (Resident)	492	720	720	720
5.4	Program Student Credit Hours (Non-resident)	0			
5.5	Program FTE - Resident (Hours divided by 30)	16.4	24	24	24
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	16.4	24	24	24

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 (2027-2028)	Year 2 (2028-2029)	Year 3 (2029-2030)	Year 4 (2030-2031)
6.2	Count of Degrees Awarded	0	12	24	24
6.3	Number of Graduates Employed	0	12	24	24
6.4	Average Starting Salary		\$47,500	\$47,500	\$47,500

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.

		27-28	28-29	29-30	30-31		
7.2	Program Expenditures:	\$132,874.88	\$132,249.88	\$132,249.88	\$132,249.88		
7.2.1	Instructional Expenses	\$127,524.88	\$127,524.88	\$127,524.88	\$127,524.88		
7.2.2	Operating Expenses	\$4,100.00	\$4,100.00	\$4,100.00	\$4,100.00		
7.2.3	Capital Outlay	\$1,250.00	\$625.00	\$625.00	\$625.00		
7.3	Revenue:	\$115,047.20	\$148,126.16	\$148,126.16	\$148,126.16		
7.3.1	Upper Level - Resident Student Tuition Only	\$63,012.24	\$92,485.80	\$92,485.80	\$92,485.80		
7.3.2	Upper Level - Nonresident Student Fees						
7.3.3	Upper Level - Other Student Fees	\$12,360.00	\$15,960.00	\$15,960.00	\$15,960.00		
7.3.4	Florida College System Program Funds	\$39,674.96	\$39,680.36	\$39,680.36	\$39,680.36		
7.3.5	Other Sources						
7.4	Carry Forward:						
7.4.1	Total Funds Available	\$ 115,047.20	\$ 148,126.16	\$ 148,126.16	\$ 148,126.16		
7.4.2	Total Unexpended Funds (carry forward)	\$ (17,827.68)	\$ 15,876.28	\$ 15,876.28	\$ 15,876.28		

*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.

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

Aligned with CF's strategic emphasis on Purposeful Partnerships, the college will draw on strong relationships with Marion, Citrus, and Levy County Schools to recruit students into the B.S. in ESE. These collaborations provide direct access to key recruitment pools, including district paraprofessionals seeking to move into certified roles. In addition, CF will recruit A.A. students completing education prerequisite courses and local residents interested in entering the teaching profession. Together, these groups form a steady and well-prepared pipeline for program enrollment.

The program will launch each cohort in the summer, beginning with 12 students. Starting in summer allows students to move immediately into foundational coursework and maintain consistent academic progress across summer, fall, and spring. The curriculum is also structured so that graduates complete their program in the fall term, enabling them to step directly into mid-year teaching vacancies—a recurring need across all three districts. By the program's second year, enrollment stabilizes at 24 students annually. Because the degree is designed for local residents and district employees, no non-resident enrollment is expected.

Graduation projections reflect the cohort model and full-time enrollment structure. The initial cohort will complete the program in Year 2, with 12 graduates, followed by 24 graduates each year thereafter. With persistent shortages of certified ESE teachers in Citrus, Levy, and Marion counties, CF expects 100% of graduates to secure immediate employment. This data is supported by the *Annual Program Performance Report* and the *2024-2025 Baccalaureate Accountability Report* provided by the Florida Department of Education on our current bachelor's degree in Early Childhood Education. The projected starting salary of \$47,500 reflects current district compensation for newly certified ESE teachers.

Taken together, these estimates represent a thoughtful launch approach that supports student progress, responds directly to documented district needs, and builds a long-term, local supply of qualified ESE teachers beginning in the program's first operational year.

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 new B.S. ESE program will be funded through a combination of student tuition and fee revenue dollars and Florida College System (FCS) Program Funds allocated to the College of Central Florida. As presented in Table 7.1, enrollment in the B.S. Exceptional Education program is projected to generate sufficient revenue to support program expenditures throughout the initial start-up period. No tuition or fee increases have been projected for the first four years of the 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.

Click or tap here to enter text.

Date	Activity
July 2024	In response to external stakeholder requests, CF VP Academic Affairs (Dr. Mark Paugh), VP Workforce Development and Innovation (Dr. Jennifer Fryns), and the Dean of Criminal Justice and Teacher Education met to review demand data, discuss possible curriculum, and evaluate staffing and viability. Discussions were initiated via email with Teacher Education faculty to gather feedback and consider staffing plans. It was determined a full-time faculty position as program manager would be justified, however, the current field placement coordinator duties might be sufficient.
August 6, 2024	Presidents' staff (executive leadership) reviewed data and discussed the demand and viability of a new B.S. in ESE.
August 29, 2024	The Teacher Education department met to begin planning a timeline and proposal for high points of the application process.
August 2024 Curriculum Meeting	CF's Curriculum Committee was consulted for discussion and feedback, which was very positive.
September 2024	An internal CF workgroup continued more detailed planning and identified the need for a full-time faculty member to lead the process.
October 30, 2024	The CF District Board of Trustees approved moving forward with the NOI process.
November 14, 2024	The CF Curriculum Committee reviewed the program concept and proposed timeline for NOI process. Timeline-wise, the program proposal and curriculum will be brought in late Spring 2026 for specific approval.

	CF continued discussions about the need to hire a full-time program manager to also work on the state approval process for an Initial Teacher Preparation portfolio to be developed.
February 24, 2025	CF submitted a completed Notice of Intent (NOI) to the Florida Department of Education, Division of Florida Colleges.
Summer 2025	Curriculum consultant began developing list of proposed courses for the B.S. Exceptional Student Education program and submitted to the Dean of Teacher Education in August 2025 for review and comment.
September 2025	CF Curriculum Committee reviewed the proposal as an information item; full materials will follow in Spring 2026.
Anticipated Spring 2026	CF curriculum committee will review materials

PLANNING PROCESS

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.

Date	Activity
May 2024	During an Educational Training Consortium (advisory committee) meeting, districts shared extenuating need for ESE certified educators. Representatives from Citrus, Levy, and Marion counties regularly attend and participate in these meetings which occur twice a year to collaborate on how CF Teacher education can better meet the needs of these 3 districts.
May 31, 2024	College leadership held discussions at Chancellor's convenings with Marion County Public Schools (MCPS) Superintendent Dr. Diane Gullett and Citrus County School District (CCSD) Assistant Superintendent Dr. Scott Herbert, who initiated a

	request for CF to review the viability of a new B.S. in ESE.
June 24, 2024	MCPS' senior administrators (Dr. Danielle Brewer, Dr. Margaret Talbert-Irving, Dr. Anna Williams-Jones) met with CF's VP Workforce Development and Innovation (Dr. Jennifer Fryns) to discuss needs and models for the program. Additionally, a need to upskill current paraprofessionals was shared.
August 6, 2024	CF shared information about potential proposal with Citrus County Schools and CareerSource Citrus Levy Marion.
August 7, 2024	CF leadership met with CareerSource Marion to discuss the potential to use incumbent worker training as tuition assistance.
October 24, 2024	During an Educational Training Consortium meeting, districts reiterated the need for ESE educators. Ideas were exchanged about the modality options and who the districts wanted to see (current employees) enrolled in the program.
November 13, 2024	CF met with MCPS, who expressed strong support for CF implementing this program for local paraprofessionals and behavioral technicians—positions that require a two-year degree. The group discussed leveraging the Temporary Teaching Intern certification pathway to provide these employees/students with an accelerated route into the classroom as teachers of record. MCPS also emphasized the importance of offering a hybrid program with required in-person components. This need is driven by the hands-on nature of the curriculum and the necessity of practicing classroom management and behavioral support in a physical setting. The team agreed that having a locally based partner deliver the degree is the most practical and effective approach.
April 2025	Teacher Education Educational Training Consortium met. We discussed updates on the status of the BS-ESE proposal and asked for input. Representatives from attending districts verified they still have a great need and the need is continuing to grow.

September 2025	Teacher Education Educational Training Consortium met. We discussed updates on the status of the BS-ESE proposal and asked for input. Representatives from attending districts verified they still have a great need and the need is continuing to grow. They were asked to provide the status on the current need for teachers with a bachelor in ESE. The attached supporting documents show the current need for each of the 3 counties.
November 2025	Dr. Robinson and Mr. McAteer met to discuss plans for the opening of South Marion High School. In that need he mentioned one of his greatest needs is for certified ESE instructors, specifically with ASD endorsement.

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): N/A Institution(s): N/A Activity Descriptions and Outcomes: N/A
9.3.2 Institutions in College's Service District that are accredited by an agency recognized by the U.S. Department of Education.
Date(s): N/A Institution(s): N/A Activity Descriptions and Outcomes: N/A
9.3.3 Institutions outside of College's Service District (If applicable)
Date(s): August-November 2024 Institution(s): University of Central Florida, Valencia College, Seminole State College, Lake-Sumter State College, Daytona State College, Eastern Florida State College Activity Descriptions and Outcomes: CF has initiated communication and collaboration efforts with postsecondary partners to discuss and share information regarding the program. These efforts include: 1. Discussion with Lake-Sumter State College who is planning a 2026 launch of a B.S. in Exceptional Student Education. We discussed the high job demand data for the region and availability of clinical experiences, which should not be a challenge for either college. 2. Sharing information with all state college Direct Connect partners through Curriculum Alignment Coordinating Committee (CACC), a UCF-led committee with Direct Connect state colleges; 3. CACC meeting with UCF in November 2024 as an agenda discussion. 4. Shared NOI draft with CACC via email in December 2024 for feedback. All responses supported moving forward with this proposal, and the comment period ended on January 17, 2025.

PROGRAM IMPLEMENTATION TIMELINE		
10.1	Indicate the date the notice was initially posted in APPRiSe.	February 21, 2025
10.2	Indicate the date of District Board of Trustees approval.	October 30, 2024
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	February 24, 2025
10.4	Indicate the date the completed proposal was submitted to DFC.	<i>January 26, 2026</i>
10.5	Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration. Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.	July 22, 2026
10.6	Indicate the date the program is targeting approval pursuant to s. 1008.47, F.S. by its accrediting agency recognized by the U.S. Department of Education (if applicable).	July 2026
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	December 2026
10.8	Indicate the targeted date that upper-division courses are to begin.	June 2027

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

The College of Central Florida operates and maintains physical facilities that effectively support its educational programs, student services, and mission. CF owns and operates three campuses across Marion, Citrus, and Levy counties, each offering classrooms, learning labs, libraries, and related resources, student services, and eLearning support. The program will be delivered in a blended format. Existing education courses are held in the University Center (Building 20) on the Ocala campus. For Live Online or HyFlex courses, the designated Teacher Education classrooms are already equipped with the necessary technology to support students participating from multiple locations in a single class session.

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

Given the anticipated small cohort size, no additional facilities or equipment are expected to be needed at this time.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

The College of Central Florida's Library and Learning Resource Center provides a comprehensive and integrated system of academic and media support designed to advance student learning and faculty instruction. The libraries, located on the Ocala and Citrus campuses, maintain extensive print and digital collections, including books, scholarly journals, multimedia materials, and a wide range of online databases accessible through the MyCF portal and Canvas. The library's digital platform also hosts a robust repository of Open Educational Resources (OER), allowing faculty to embed cost-effective instructional materials directly into their courses through permanent access links.

Professional librarians are available to assist both students and faculty with research, course-related resource development, and information literacy instruction. They collaborate with faculty to identify discipline-specific resources, develop customized research sessions, and support the creation of course reserves and e-reserves to enhance instructional delivery. Faculty are encouraged to partner with library staff to curate instructional materials that align with course objectives and program outcomes.

CF's library system also incorporates advanced media and technology services to foster innovation and digital literacy. Students and faculty have access to study and collaboration spaces, including SMART study rooms and the Innovation Center at the Citrus Campus, which

houses audiovisual equipment and 3D printers for hands-on learning and project development. Additional services such as printing, scanning, and interlibrary loan further extend accessibility to academic and media resources beyond the College's collections.

The College's eLearning and Distance Learning Support Team complements these services by providing technical assistance related to Canvas and other instructional technologies, ensuring equitable access for online and hybrid learners. The Learning Resources Center further enhances academic success by offering tutoring services, computer labs, and dedicated study areas that support both independent and collaborative learning.

Based on feedback and recommendations, we also have access to *Reading Research and Instruction* for the years 1995 through 2007. However, this title appears to have been succeeded by *Literacy Research and Instruction* (an online journal published by Taylor & Francis), to which we do not currently subscribe.

Collectively, these integrated resources create a dynamic academic environment that supports teaching excellence, fosters research and innovation, and promotes student engagement across all instructional modalities. Through the alignment of library, media, and eLearning services, the College of Central Florida ensures that faculty and students have the tools, resources, and support necessary to achieve academic success and continuous professional growth.

CF Library Resources

Teacher Education | March 2026

Where we live	◆ Canvas Course Navigation ◆ library.cf.edu https://library.cf.edu/aboutus/staff ◆ Ocala Campus - Building 3, 2nd floor ◆ Citrus Campus - Building 2, 2nd floor
Databases* *Titles/descriptions avail. at https://library.cf.edu/az/data/bases	◆ Education Source (EBSCO) ◆ Educator's Reference Complete (Gale) ◆ ERIC (EBSCO) ◆ JSTOR ◆ Sage Open (Sage Journals) ◆ Teacher Reference Center (EBSCO)
Journals* *Access titles/descriptions at library.cf.edu/Go to Catalog/Journal Search	◆ Early Childhood Education Journal (Springer, 1997-) ◆ Journal of Early Childhood Teacher Education (T&F, 2005-) ◆ Journal of Literacy Research (Routledge, 1999-) ◆ Journal of Teacher Education (Sage, 1999-) ◆ Reading Psychology (Routledge, 1999-) ◆ Reading Research Quarterly (International Reading Assoc., 1996-) ◆ Teacher Education and Special Education (Council for Exceptional Children: Teacher Ed. Division, 1999-) ◆ Topics in Early Childhood Special Ed. (Sage, 1999-)
Books & E-books	◆ Adjustments for Student with Special Needs in General Education Classes (Springer) ◆ Autism & Education: The Way I See It (Future Horizons, in print) ◆ Understanding Young Children's Learning Through Play (Routledge) ◆ Voices on the Margins: Inclusive Education at the Intersection of Language, Literacy, and Technology (MIT Press)
Services	◆ Borrowing, Course Reserves ◆ Resource Sharing – Interlibrary Loan, UBorrow ◆ Group Study Rooms, Computers, Printing ◆ Research help: in person, email, virtual chat, via Zoom https://library.cf.edu/academicsupport/videos ◆ Class instruction; library orientation; tours ◆ Online Guide for ECE [REDACTED]

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

The college plans to include all state recommended literacy materials.

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 B.S. in Exceptional Student Education will admit candidates who meet the state-mandated requirements outlined in s. 1004.04(3)(b), Florida Statutes. In addition, applicants must satisfy the following institutional requirements:

- Conferred Associate in Arts degree from an institution accredited by an agency or association recognized by the U.S. Department of Education
- Minimum undergraduate 2.5 GPA
- Grade "C" or higher in prerequisite courses: EDF 2005
- Complete B.S. in ESE application
- Maintain the ability to pass fingerprinting and a Level-2 criminal background check

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

It is estimated that approximately 25% of the upper-division courses will be taught by faculty holding terminal degrees. In alignment with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standard 3.5.4, at least 25% of the credit hours in each baccalaureate major must be delivered by faculty members who possess a terminal degree, typically defined as an earned doctorate or its equivalent. CF is committed to meeting and exceeding this standard by prioritizing the recruitment and retention of highly-qualified faculty with doctoral degrees to teach in the program.

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

Year 1	Year 2	Year 3
12:1	24:1	24:1

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

N/A

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any). “Common Prerequisites Manual,” pursuant to Section 1007.25, F.S., means courses and course substitutions required for each baccalaureate degree program found in Florida’s public universities and colleges.

For CIP Code 13.1001, the CPM identifies one prerequisite course: EDFX005 – Introduction to the Teaching Profession (3 credits).

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

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

13.7.1	Program of Study for Students with A.A. Degree	
Term 1 - Summer	Course Title	Credit Hours
A- EEC3012	Introduction to Advanced Studies in Education (pc)	3
A - EDG2301	Instructional Strategies and Classroom Management (pc)	3
B - RED3042	Principles of Reading Instruction - Reading Comp 1 (pc)	3
B - EEX3012	Introduction to Foundations of Exceptional Student Education (Domain 1) (pc)	3
C- EEC4404	Relations Across Family, School, and Community (pc)	3
	Total Term Credit Hours	15
Term 2 - Fall	Course Title	Credit Hours
A – TSL2522	ESOL Foundations: Language (pc) – ESOL CU	3
A - RED4XXX	Application of Evidence-Based Instructional Practices - Reading Comp 2 (pc)	3
B – LIN2740	Applied Linguistics – ESOL AL	3
B – EEX3202	Knowledge of Curriculum Development Instructional Practice In Exceptional Student Education (Domain 3) (pc)	3
C- EEX3XXX	Seminar 1 (pc)	1
	Total Term Credit Hours	13
Term 3 - Spring	Course Title	Credit Hours
A – TSL 3XXX	Curriculum and Materials Development for ESOL Students (CM)	3
A - RED4519	Diagnosis & Remediation of Reading Disabilities (Domain 2) (pc)	3
B - EEX3616	Social- Emotional Development, Behavior Management and PBIS for ESE students (Domain 4)	3
A - RED3XXX	Foundations of Assessment - Reading Comp 3 (pc) – Testing and Evaluation of ESOL (TE) – Infused Class	3
C - EEX3XXX	Seminar 2 (pc)	1
	Total Term Credit Hours	13
Term 4 - Summer	Course Title	Credit Hours
A - EEX 3XXX	Use of Assistive Technology for Students with Disabilities (pc)	3
A - EEX3XXX	Multiple Literacies and Communication Skills for ESE (Domain 5) (pc)	3
B -EEX4242	Foundations & Applications of Differentiated Instruction and UDL - Reading Comp 4 (pc) – Methods of Teaching ESOL (MT) – Infused Class	3
B - EEX4291	Collaboration & Transition for Students (Domain 6) (pc)	3
C - EEX3XXX	Seminar 3 (pc)	1
	Total Term Credit Hours	13
Term 5 - Fall	Course Title	Credit Hours
C - EDG 4078	Internship - Reading Comp 5 (pc)	6
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

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.

The B.S. in ESE is proposed as a limited-access program due to enrollment capacity and admissions criteria that exceed general college admission standards, as outlined in Section 13.1. Enrollment will be capped at 25 students per incoming cohort to ensure appropriate faculty-to-student ratios, high-quality field experiences, and adequate placement capacity.

PROGRAM TERMINATION

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

The college has a procedure in place to guide the development of a teach-out plan, outlining how students will be supported in the event of a program closure. Students will be notified in writing of any planned closure, and all relevant departments, including Academic Affairs, Marketing, Admissions, and Academic Advising, will be informed. All core courses will be offered at least once before the program's closeout date. If necessary, Independent Study options will be provided to ensure students can complete the remaining requirements. The college will continue offering all required courses until the most recently admitted cohort has had the opportunity to finish the program according to their established pathway.

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.

Appendix A: College of Central Florida Board Meeting: Agenda Item 9 (10.30.24)
Appendix B: College of Central Florida Consortium Academic Coordinating Committee Agenda (April 2025)
Appendix C: Teacher Education Meeting Agendas (11.13.24; 1.15.25; 8.15.25; 11.17.2025)
Appendix D: Marion County Public Schools Letter of Support/ Correspondence
Appendix E: Citrus County Public Schools Letter of Support

Appendix F: Levy County Public Schools Letter of Support

Appendix G: College of Central Florida Service Area Current ESE Needs (Citrus, Levy, and Marion)

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.

The College of Central Florida is not aware of any objections to the proposed B.S. in Exceptional Student Education.

Appendices

**Appendix A: College of Central Florida Board Meeting: Agenda Item
9 (10.30.24)**

COLLEGE OF CENTRAL FLORIDA

9

AGENDA ITEM NUMBER

FOR BOARD MEETING SCHEDULED: October 30, 2024

SUBJECT: New Academic Program

INITIATOR: Dr. Jennifer Fryns, Vice President for Workforce Development and Innovation

Dr. Mark Paugh, Vice President for Academic Affairs

DATE: October 23, 2024

OBJECTIVE AND PERTINENT FACTS:

The Dean for Public Safety and Teacher Education, along with the Vice President for Workforce Development and Innovation and the Vice President for Academic Affairs recommend the following academic program be proposed and implemented, effective Summer 2026. There is a critical labor market need in our service area for individuals with this degree.

1. Bachelor of Science – Exceptional Student Education (State Approved)

RECOMMENDATION/ACTION REQUESTED:

That the District Board of Trustees approved the recommended program proposal.

**Appendix B: College of Central Florida Consortium Academic
Coordinating Committee Agenda (April 2025)**

College of Central Florida

Existing – Bachelor’s Programs

1. Business and Organizational Management BAS
 - 1.Accounting
 - 2.Agribusiness Management
 - 3.Equine Studies
 - 4.Health Care Management
 - 5.Human Resource Management
 - 6.Logistics and Supply Chain Management
 - 7.Management Information Systems
8. Public Safety Administration
9. Nursing RN to BSN
10. Early Childhood Education BS

Proposed – Associate and Bachelor’s

- 2024-25: A.S. Diagnostic Medical Sonography
 A.S. Cardiovascular Technology
 A.S. Respiratory Care
 A.S. Fire Science
- 2025-26: A.S. Hospitality and Tourism Management
 C.C.C. Rapid Mechanical Prototyping
 A.S. Precision Agriculture Technology
 S.A.A.
1. Business
 2. Computer Science
 3. Engineering
 4. Health Sciences
 5. Biomedical
- C.C.C. Geographic Information Systems (GIS)
- 2026-27: B.S. Exceptional Student Education
 C.C.C. Environmental Science Technician
- 2027-28: --
- 2028-29: --

Program Closures:

- 2025 C.C.C Medical Coder Biller (currently in teach-out)
- 2026 A.S. Paralegal Studies

Daytona State College

Existing – Bachelor's Programs

6. Accounting BS
7. Cardiopulmonary Science BS
8. Engineering Technology BS
9. Information Technology BS
10. Elementary Education BS
11. Exceptional Education BS
12. Secondary Biology Education BS
13. Secondary Chemistry Education BS
14. Secondary Earth/Space Science Education BS
15. Secondary Mathematics Education BS
16. Secondary Physics Education BS
17. Supervision & Management BAS
18. Nursing RN to BSN

Proposed – Associate and Bachelor's

2024-25:

2025-26:

1. Bachelor of Science in Radiologic and Imaging Sciences (BSRIT)
1. SAAT Degrees
1. Biomedical Sciences/Biology, Specialized Associate of Arts Transfer Degree
2. Business, Specialized Associate of Arts Transfer Degree
3. Computer Science, Specialized Associate of Arts Transfer Degree
4. Health Sciences, Specialized Associate of Arts Transfer Degree

2026-27:

1. Aviation Maintenance Management, A.S.

2027-28:

2028-29:

Program Closures:

None at this time.

Eastern Florida State College

Existing – Bachelor's Programs

2. Applied Health Science BAS
3. Computer Information Systems BAS
4. Organizational Management BAS
5. Nursing RN to BSN
6. Science Teacher Education BS

Proposed – Associate and Bachelor's

2024-25:

2025-26: Interactive Media Production AS

SAAT - Engineering

2026-27: BS Biology

2027-28:

2028-29:

Program Closures:

Digital Television and Media Production AS – Fall 2025

Landscape Horticulture AS - Fall 2025

Veterinary Practice Management ATC – Fall 2025

Veterinary Technology BAS Specialization – Fall 2025

Lake-Sumter State College

Existing – Bachelor's Programs

7. Leadership BAS
8. Nursing RN to BSN

Proposed – Associate and Bachelor's

2024-25 (**began this year**):

1. BS in Elementary Education
2. AS in Cybersecurity
3. AS in Artificial Intelligence
4. AS in Respiratory Care
5. AS in Building Construction Management

2025-26:

1. BS in Exceptional Student Education
2. BS in Secondary English
1. SAAT-UCF Biomedical Science, Biology
2. SAAT-UCF Business
3. SAAT-UCF Computer Science

4. SAAT-UCF Engineering (three pathways: 1. mechanical, aerospace, industrial; 2. computer and electrical; 3. civil)
5. SAAT-UCF Health Sciences
6. AS in Digital Media/Emerging Media

2026-27:

1. AS in Physical Therapist Assistant
2. BAS in Cybersecurity
3. BS in Digital Media/Emerging Media

2027-28:

4. TBD

2028-29:

5. TBD

Program Closures:

N/A at this time

Seminole State College

Existing – Bachelor's Programs

6. Business and Information Management BS
7. Construction BS
8. Elementary Education BS
9. Exceptional Student Education K-12 BS
10. Engineering Technology BS
11. Health Sciences BS
12. Interior Design BS
13. Information Systems Technology BS
14. Management and Organizational Leadership BS
15. Nursing RN to BSN
16. Public Safety Administration BS

Proposed – Associate and Bachelor's

2024-25:

2025-26: Medical Laboratory Technician, AS

SAAT – Biology/Biomedical Sciences

SAAT – Engineering (Multiple Sub-Disciplines)

2026-27: Cybersecurity, BS

SAAT – Music

SAAT – Studio Art

SAAT - Theatre

2027-28:

2028-29:

Program Closures:

Valencia College

Existing – Bachelor's Programs

- Business and Organizational Management BAS
- Cardiopulmonary Science BS
- Computing Technology and Software Development BAS
- Electrical and Computer Engineering Technology BS
- Elementary Education BS
- Nursing RN to BSN
- Public Safety Administration BAS
- Radiologic and Imaging Sciences BS

Proposed – Associate and Bachelor's

2024-25: AS Semiconductor

BS Elementary Education

2025-26: **SAAT Degrees in:**

- Business (Finance)
- Business (Integrated Business)
- Business (Management)
- Health Sciences
- Computer Science
- Biology
- Engineering (Mechanical)
- Engineering (Electrical)
- Engineering (Civil)

2026-27: BS Cybersecurity

AS Data Analytics (name TBD)

2027-28:

2028-29:

Program Closures:

n/a

Appendix C: Teacher Education Meeting Agendas
(11.13.24; 1.15.25; 8.15.25;
11.17.2025)



Meeting Agenda

Nov. 13, 2024

Bachelor of Exceptional Student Education planning

1. Introduction
2. New Bachelor degree proposal process (CF is still awaiting SUS feedback)
3. Options for program model
 1. Traditional
 2. For paraprofessionals – using Temp Intern Certification
 3. Apprenticeship
4. MCPS needs/feedback
5. Action items/recap

Teacher Education - Agenda			Date: 1/15/2025
			Time: 1 – 2 p.m.
			Room: 202
Meeting Facilitator:		Dr. Jennifer Fryns	
Attendees:		Dr. McIntosh, Kathy Robbins, Renae Robinson, Kim Sellers, Kelly Gassman, Julee McCammon, Ether Tobias, Bebe Rahaman.	
Time	Type	Types: A =Action; D =Debrief/Discussion; NI =New Initiative; P =Presentation; U =Update	
	U	College Update	Jennifer Fryns
	D	Dean Transition	
	U	AS Degree Update	Kathy Robbins
	U	Bachelor's Degree Update	Renae Robinson
	D	BS Degree Information packet/program requirement	Trevis Williams
	D	BS-ESE Proposal Update	Jennifer Fryns/ Renae Robinson
	U	Lab School update	Kim Sellers
	U	Early Childhood Conference/Non-Credit/Test Prep/ DCF Audit	Bebe Rahaman
Next Meetings Date – Feb. 19			
Roundtable Updates			
“Parking Lot” Topics			
Notes			
ETC Meeting April 24 - 10 a.m. - noon			

Teacher Education - Agenda		Date: 8.15.2025	
		Time: 1:00 p.m. – 2 p.m.	
		Room: 202	
Meeting Facilitator:		Dr. Renae Robinson	
Attendees:		Kelly Gassman, Bebe Rahaman, Kathy Robbins, Renae Robinson, Kim Sellers	
Time	Type	Types: A =Action; D =Debrief/Discussion; NI =New Initiative; P =Presentation; U =Update	
	U	College Update	
		1. Accreditation – 2. 9.29.2025-10.02.2025 – No vacay – all on campus 3. Resolve concerns and avoid recommendations 4. Questions to Think About 5. Door Schedule 6. Attendance Reporting 7. Default Setting Updated 8. Automatic Purge 9. Recommended to wait and submit once 10. Budget Updates 11. College and Career Expo – 8.27.2025 12. Teacher Ed Career Summit 13. College Supervisors – New and Needs 14. Teacher Ed – T-shirt and slogan 1. Committee Reps: Faculty Senate and Learning Outcomes 2. Meeting Dates/ Times/ Locations 3. Regular check ins? 4. Temp to Pro Schedule 5. BS-ESE Update	Renae Robinson
	U	AS Degree Update	Kathy Robbins
	U	Bachelor's Degree Update 1. B.S. Curriculum Change 2. EEC2200 Offerings	Renae Robinson
	D	Update 3. EEC3012 Update 4. Paint Colors	Kelly Gassman
	U	AS Degree Update	Kathy Robbins
	U	Lab School update	Kim Sellers
	U	Early Childhood Conference	Bebe Rahaman

Next Meetings Date – TBD
Roundtable Updates
“Parking Lot” Topics
Notes
ETC Meeting: 9.25.2025 (10:00 a.m. – 12:00 p.m.) – calendar invite?

Teacher Education - Agenda		Date	11.17.2025
		Time:	11:30a.m. – 12:30p.m.
		Room:	202
Meeting Facilitator:		Dr. Renae Robinson	
Attendees:		Kelly Gassman, Bebe Rahaman, Kathy Robbins, Renae Robinson, Kim Sellers, Trevis Williams	
Time	Type	Types: A =Action; D =Debrief/Discussion; NI =New Initiative; P =Presentation; U =Update	
	U	College/ General Updates 5. CPE Updates 6. Winter Story Night – Dec 11 7. Teacher Ed Career Summit – Feb 6 8. South Marion High School 9. State Mandated Curriculum Changes 10. Dual Enrollment Students 11. MCPS Career Fair 12. Dec 4, Jan 28, Feb 13, Feb 25/26, Mar 6, Mar 11, Apr 14, 13. BS-ESE Proposal 14. Teacher Ed – T-shirt and slogan 15. Meeting protocol for students who show up to offices without appt. 16. Photography opportunities for Marketing 17. Course revisions_State spreadsheet Updating language 18. Golden Apple Gala – January 31 19. Evageline Booth – Thanksgiving Dinner – 11/25 (11:00 – 12:30) 20. Holiday reception at Appleton (3:00 – 4:30) 21. TE Information Sessions	Renae Robinson
	U	AS Degree Update	Kathy Robbins
	U	Bachelor's Degree Update 22. B.S. Curriculum Change – EEC4404; EDG4410	Renae Robinson
	D	Updates	Kelly Gassman
	U	Lab School update	Kim Sellers
	U	Early Childhood Conference	Bebe Rahaman
	U	Advising	Trevis Williams
Next Meetings Date – TBD			

23. TE Holiday Lunch @ 12:00 – Location TBD
Roundtable Updates
“Parking Lot” Topics
1. If you would like regular monthly meeting with Dr. Robinson please let me know
Notes
Summer Simple Syllabus Due – 3.1.2026
Fall Simple Syllabus Due – 4.1.2026
Next ETC Meeting: 4.23.2026 (10:00 a.m. – 12:00 p.m.) – calendar invite?

Appendix D: Marion County Public Schools Correspondence and Letter of Support



www.marionschools.net
1614 E. Fort King Street • Ocala FL 34471-2535
PO Box 670 • Ocala FL 34478-0670
352.6717700
FRS 800.955.8770 (voice) • 800.955.8771(TTY)

November 5, 2025

Dear Dr. McIntosh:

I would like to take this opportunity to strongly express support for the development of a Bachelor of Science degree in Exceptional Student Education (ESE) offered at the College of Central Florida.

The ESE degree will provide a valuable opportunity for individuals who wish to become educators in exceptional student education to engage in a high-caliber teacher preparation program. The addition of Exceptional Student Education to the list of degree programs represents a critical and timely step toward addressing the ongoing shortage of qualified ESE teachers.

Here in Marion County, the need for well-prepared, highly qualified ESE teachers is both immediate and urgent. As a district that seeks to employ ESE teachers, we are eager to collaborate with your program to provide a variety of opportunities which will prepare students to enter this essential field.

MCPS and the ESE department are in full support of the College of Central Florida's new degree offering in Exceptional Student Education.

Respectfully,

Anna Williams Jones
Director, Exceptional Student Education
Marion County Public Schools

Dr. Danielle Brewer
Interim Superintendent

Dr. Allison Campbell
District 1

Lori Conrad
District 2

Eric Cummings
District 3

Nancy Thrower
District 4

Dr. Sarah James
District 5



An Equal Opportunity School District
Text-A-Tip Hotline 352.877.2838



Meeting notes

June 24, 2024

Attendees: Dr. Danielle Brewer (MCPS Director, Secondary Education); Dr. Margaret Talbert-Irving (MCPS Director, Chief Academic Officer); Dr. Jennifer Fryns (Vice President, Workforce Development and Innovation); Ana Williams-Jones (MCPS Director of ESE)

Subject: Ad-hoc committee to discuss Teacher Educator preparation program expansion

Dr. Fryns summarized the discussions and action items from the Chancellor's convening in Miami in May 2024. In their working group, Superintendent Gullett shared with Dr. Henningsen the MCPS No. 1 need for teacher training was exceptional student education and that MCPS will partner with CF to support the development of a new Bachelor of Science in ESE. An ad-hoc committee was requested to begin discussions and planning.

Dr. Brewer and Dr. Talbert-Irving shared current vacancy data to demonstrate a need for "locally-grown" ESE teachers. They also discussed population growth in the southwest part of the county and related plans for new schools (two elementary and one high school).

The group discussed several options for program modality and the MCPS team shared a desire to create a model that could accommodate working ESE paraprofessionals.

Action items for CF:

Research demand for and viability of a new BS ESE program at CF Seek
feedback from the Educational Training Consortium (ETC) Continue to
work with Ms. Williams-Jones as the lead for content input

Work with Professional Learning department for information on the "grow your own" supports, including scholarships for paraprofessionals and

Next steps: Dr. Fryns will work with the CF team to identify a lead person to discuss viability and potentially develop the proposal and begin the internal and state required steps towards a new degree. Ms. Williams-Jones will be invited to the next ETC meeting.

Appendix E: Citrus County Public Schools Letter of Support



DR. SCOTT HEBERT – SUPERINTENDENT OF SCHOOLS

"Where Learning is the Expectation

And Caring is a Commitment"

THOMAS KENNEDY

DISTRICT 1

KENNETH FRINK

DISTRICT 2

DOUGLAS A. DODD

DISTRICT 3

November 27, 2024

Dr. Charles McIntosh, Dean of Criminal Justice and Teacher Education

College of Central Florida, Building 31, Room 108G
3001 S.W. College Road
Ocala, FL 34474-4415

Dear Dr. McIntosh:

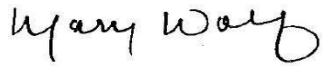
I would like to take this opportunity to strongly express our support for the development of a Bachelor of Science degree in Exceptional Student Education (ESE) to be offered at the College of Central Florida. The proposed degree will provide an opportunity for individuals who wish to become educators in exceptional student education to engage in a teacher preparation program of high caliber. As a graduate of the College, I can attest to the top-notch quality instruction provided by the faculty that results in academically well-prepared graduates in many areas. To add the area of Exceptional Student Education to that list will be a move in the right direction toward filling a dire need for qualified teachers in exceptional student education.

Whereas Florida is facing a critical shortage of ESE teachers, Citrus County too has an immediate and urgent need for well-prepared, highly qualified ESE teachers. Our school-based administrators continually express a need for personnel who have expertise in exceptional student education. The proposed degree is consistent with initiatives and needs in Florida to address the necessity for more ESE teachers in the state.

As a school district that employs ESE teachers, we would be willing to collaborate with your program whenever possible to provide field experience and practicum opportunities for your students who wish to become ESE teachers.

We are fully supportive of the new degree offering at the College of Central Florida, and can confirm the critical, urgent need for a new degree offering that increases the number of high-quality educators in exceptional student education.

Sincerely,

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

Mary Wolf, Director,

Exceptional Student Education

Appendix F: Levy County Public Schools Letter of Support



SCHOOL BOARD OF LEVY
COUNTY
TAMARA M. BOYLE
Superintendent

CAMERON
ASBELL
District 1

LISA BAXTER
District 2

ASHLEY
CLEMENZI
District 3

LINDA
CAMPBELL
District 4

DEVIN
WHITEHURST
Districts

480 Marshburn Dr.
Bronson, FL 32621

PHONE 352-486-5231
FAX 352-486-5237

*An Equal Opportunity
Employer*

November 15, 2024

To Whom It May Concern:

The School Board of Levy County and the College of Central Florida have worked closely together in many different areas. We would encourage and support them to begin developing a new degree option for students, such as a B.S. Exceptional Student Education.

As you may be aware, it is becoming extremely difficult to hire teachers, especially those with degrees in ESE. Any help in this area is welcomed and encouraged.

If you have any questions or need additional information, please feel free to contact our office.

Sincerely,

Kalee L. Wade

Kalee L. Wade
Director of Personnel

The School Board of Levy County does not discriminate on the basis of race, color, national origin, gender, age, disability, religion, marital status or genetic information in its educational programs, services, activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for

PERSONS DESIRING TO APPEAL ANY ACTION OF THE BOARD MAY BE REQUIRED BY FLORIDA STATUTES TO PROVIDE A VERBATIM TRANSCRIPT OF SAID ACTION

Our mission is to educate all students in a safe environment and to graduate them ready for college and career.

**Appendix G: College of Central Florida Service Area Current ESE
Needs (Citrus, Levy, and Marion)**

ESE Current Needs for the College of Central Florida's 3 Servicing Counties

Citrus County

EXTERNAL: RE: Information Needed



Weaver, Nancy <weavern@citruschools.org>

To: Robinson, Renae

(You replied to this message on 10/22/2025 12:20 PM.)

BEWARE OF SCAMS: This email originated from outside of the college. Do not click links, open at

Hey Renae,

Here is the information you requested:

- How many teachers do you hire a year for ESE units
 - o 2024/25 SV – 22 ESE teachers were hired
 - o 2025/26 – 8 ESE teachers were hired as of today's date
- How many of those are out of field or on a temporary certificate
 - o 2024/25 SV – 14 on temp certs; 5 out of field for ESE
 - o 2025/26 SV – 4 on temp certs; 2 out of field for ESE
- Any specific areas of shortage or need
 - o We currently have 5 open ESE teacher positions and 13 open teaching positions not including ESE

Nancy Weaver

Coordinator of Human Resources

Florida Retirement System (FRS) Coordinator



Citrus County School District

Human Resources

1007 W. Main Street, Inverness, FL 34450

phone: 352-726-1931 ext 2280

email: WeaverN@CitrusSchools.org

www.CitrusSchools.org

Levy County

EXTERNAL: Re: Information Needed



Mandi Smith <amanda.smith@levy12.org>

To Robinson, Renae

Q) you replied to this message on 10/22/2025 1:14 PM.

BEWARE OF SCAMS: This email originated from outside of the college. Do not click links, open attachments, or share a

-li Dr. Robinson,

- How many teachers do you hire a year for ESE units • we have roughly 32 ESE units and 3 of those were new hires for the 25/26 school year
- How many of those are out of field or on a temporary certificate - 2 on temporary certificate and none OOF
- Any specific areas of shortage or need - we are always in need of highly qualified ESE teachers

Good morning Dr. Robinson,

Please find the requested information below. If you have any questions, feel free to reach out.

☐''' How many teachers do you hire a year for ESE units

☐'''Hired 69 (July 1, 25-Oct 17th)

☐'''Have 22 unfilled positions

☐'''Have 178 ESE self-contained and 230 Inclusion teachers

☐''' How many of those are out of field or on a temporary certificate

☐'''72 total are out of field

☐'''46 of those are out of field for ESE

☐'''122 have a Temporary certificate

☐''' Any specific areas of shortage or need

☐'''Self-contained (S/C) classrooms, especially with ASD students

☐'''Teachers need dual certification for the S/C classrooms to be in-field. They must have an ESE and a gen ed coverage, usually Elementary Ed, unless at a middle school. If a requirement or some support for CF's students could be worked into the ESE program for them to pass the Elementary Ed K-6 exam, I think it would be really beneficial for them as a teacher, and for the district. ESE certification allows them to be in-field as an Inclusion teacher (support facilitator) in a classroom, but not the primary teacher of record for the students. Thus, these teachers would be out of field for a S/C classroom due to needing a gen ed certification coverage.

☐''' Any additional information that would support the need for a bachelor degree in ESE

☐'''We have many Paraprofessionals who find it rewarding to work in the S/C classrooms, and want to become teachers. When they become a teacher they are usually hired out of field because they either don't earn an education degree, or it's not in special education. Employees who want to work with special education students may not want to earn a degree in Early Childhood or Elementary Ed because they don't consider it to be applicable. An ESE degree offered by a local institution would be beneficial to our employees who need a bachelor's degree and want to work with special education students.

☐'''Inclusion teachers only need ESE K-12 certification. We have 230 Inclusion teachers and always need to fill this position.

Respectfully,

Carole Gray, Certification Specialist

Phone: 352.671.7781 Extension: 57781

Marion County Public Schools

420 SE Alvarez Avenue

Ocala, FL 34471