

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.	North Florida College
Institution President.	Dr. Jennifer Page

PROGRAM SUMMARY

1.1	Program name.	Bachelor of Science in Elementary 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).	13.1202
1.5	Anticipated program implementation date.	Fall 2026
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:
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).	N/A

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.

North Florida College (NFC) proposes to offer a Bachelor of Science (B.S.) in Elementary Education to address unmet demand for certified teachers within the College's service district and surrounding North Florida region. Regional school districts continue to experience persistent vacancies in elementary and related instructional positions due to educator retirements, recruitment challenges in rural communities, and increased demand for qualified educators. While baccalaureate-level elementary education programs exist elsewhere in the state, limited geographic proximity and capacity constraints restrict access for place-bound students in NFC's service area, resulting in an insufficient regional supply of credentialed teachers.

The proposed program expands access to high-quality teacher preparation through clearly defined pathways to admission. Primary admission routes include graduates of NFC's Associate in Arts degree who have completed required general education coursework and state-mandated prerequisites, as well as qualified transfer students from other Florida College System institutions through established articulation agreements (2+2). Program delivery will include face-to-face and hybrid instructional formats, complemented by supervised clinical experiences in regional school districts to support working adults and rural learners.

The B.S. in Elementary Education curriculum is designed in full compliance with Section 1004.04, Florida Statutes, which governs all statutory requirements for initial teacher preparation programs. The curriculum incorporates the Uniform Core Curriculum outlined in Section 1004.04(2), Florida Statutes, and is aligned with state-approved content, pedagogical, and clinical preparation standards (Table 13.7.1). Additionally, the program is aligned with the Florida Educator Accomplished Practices, as defined in Rule 6A-5.065, Florida Administrative Code, ensuring that teacher candidates develop the professional knowledge, instructional skills, and dispositions required for effective classroom practice (Table 13.7.1).

Candidates will engage in progressively structured field experiences culminating in a full-time student teaching internship, ensuring readiness to meet district instructional expectations and state certification requirements. Throughout the program, prospective educators will be prepared to adhere to the Florida Principles of Professional Conduct for the Education Profession, as established in Rule 6A-10.081, Florida Administrative Code. These principles are embedded across coursework and clinical experiences to promote ethical behavior, professional responsibility, and accountability in educational settings.

Graduates of the program will be prepared to pursue Florida Teacher Certification in Elementary Education (K–6) and employment as elementary school teachers in public, charter, and private school settings. Additional career pathways include instructional support roles and adult or continuing education positions, as well as preparation for graduate study in education or educational leadership. NFC has received formal letters of support from district school partners within its service area, affirming the ongoing demand for elementary educators and the districts' commitment to providing field placements, clinical experiences, and employment opportunities for program graduates (Supplemental Item: Letters of Support).

2025 labor market data from the Florida Department of Commerce (DOC) indicate strong earning potential for graduates in the NFC service district. The average annual salary for elementary education teachers is reported at \$48,773, while secondary school teachers maintain an average annual salary of \$47,652, and adult basic education teachers earn an average annual salary of \$44,200, resulting in an average annual salary of \$48,802 for education-related positions aligned with program outcomes (Table 3.1.1). Continued retirements and workforce turnover are expected to sustain demand for qualified educators in the region, with projections indicating an average of 44 annual job openings over the next eight years. When compared to the current supply of qualified educators, a gap remains, reflecting an ongoing unmet workforce need within the NFC service district.

Through the proposed B.S. in Elementary Education, North Florida College will strengthen the regional educator pipeline, ensure statutory and regulatory compliance, and advance its mission to provide accessible, high-quality baccalaureate education that supports student success and regional workforce needs.

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.

In consultation with educational leaders across our service district (see District Letters of Support in Supplemental Materials), we have identified Elementary Education as the area of greatest need for teacher recruitment and retention. Although Department of Commerce data suggests a negative data change in the field of Elementary Education, we have 204 job openings for Elementary Teachers and a total of 148 job openings in closely related teacher positions (Table 3.1.1). This equates to an average of 44 annual job openings over the next eight years, reflecting sustained regional demand. Current supply data indicate zero (0) program completers within the service district aligned to these occupations, resulting in a total unmet need of 44 positions annually. Job opening information reflects the area of need identified by our area district school

systems. Additionally, district leaders have noted a consistent need to hire non-certified teachers, which further underscores the workforce gap and strengthens their enthusiasm and support for a BSEE at North Florida College.

Regional district leaders have emphasized that many educators begin their careers in Elementary Education and later expand their credentials to teach in middle and high school settings. While the primary workforce demand centers on Elementary Education, we have included relevant SOC codes and labor market data for secondary and adult basic education teachers to reflect the broader career pathways available within our region.

District superintendents have expressed strong support for hiring teachers certified in Elementary Education and facilitating their progression into higher grade levels (See Supplemental Materials). Teachers who earn professional certification in Elementary Education will have access to additional testing and professional development resources through their school districts, enabling them to pursue secondary certification as their careers advance.

Furthermore, a review of peer institutions across Florida confirms that offering degrees in Elementary Education is a vital component of the state's educational workforce strategy. Establishing this program at our institution will directly address regional and statewide teacher shortages while supporting long-term career development for educators. Currently, there are no other institutions within NFC's service district that offer a Bachelor of Science in Elementary Education.

*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.

	(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	44	0	0	44	44						
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.

The charter school expansion in Florida is backed by legislation and capital funding, thus raising the demand for certified teachers while simultaneously intensifying the recruitment pressure on the existing teacher supply. Furthermore, school districts within North Florida College's service area have reported workforce deficiencies and frequent hiring of out-of-field or uncertified substitutes as noted in their letters support, highlighting a misalignment between demand and certified supply, especially at the elementary level.

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.

N/A

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

NFC's service district encompasses several public school districts throughout Hamilton, Jefferson, Lafayette, Madison, Suwannee, and Taylor counties. While the Bachelor of Science in Elementary Education is designed primarily to prepare graduates for teaching positions at the elementary level, the breadth of pedagogical training and state certification pathways may also assist in preparing graduates to teach in middle school and, in some cases, secondary school settings depending on subject area endorsements or additional certifications. Graduates may secure employment with regional public or private schools and may also find professional opportunities beyond the region in public or private educational institutions, community education centers, or education-focused nonprofit organizations.

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:	\$ 99.80	60	\$ 5,988
Tuition & Fees for upper division:	\$ 112.00	60	\$ 6,720
Tuition & Fees (Total):		120	\$ 12,708

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).

Though this proposed degree will slightly exceed \$10,000 in tuition students are eligible for significant scholarship opportunities through the NFC Foundation, which will assist with tuition and education materials.

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
N/A			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

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
N/A			\$ -
			\$ -
			\$ -
			\$ -
			\$ -

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:	24	54	66	72
5.3	Program Student Credit Hours (Resident)	690	1530	1860	2040
5.4	Program Student Credit Hours (Non-resident)	30	90	120	120
5.5	Program FTE - Resident (Hours divided by 30)	23	51	62	68
5.6	Program FTE - Non-resident (Hours divided by 30)	1	3	4	4
5.7	Total Program FTE	24	54	66	72

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	N/A	21	48	58
6.3	Number of Graduates Employed	N/A	17	38	46
6.4	Average Starting Salary	N/A	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.

		Year 1	Year 2	Year 3	Year 4
7.2	Program Expenditures:	\$	\$	\$	\$
7.2.1	Instructional Expenses	78,000	125,000	125,000	125,000
7.2.2	Operating Expenses	5,000	5,000	5,000	5,000
7.2.3	Capital Outlay	2,500	2,500	2,500	2,500
7.3	Revenue:				
7.3.1	Upper Level – Resident Student Tuition Only	77,280	171,360	208,320	228,480
7.3.2	Upper Level – Nonresident Student Fees	9,280	27,840	37,120	37,120
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:				
7.4.1	Total Funds Available	1,060	66,700	112,940	133,100
7.4.2	Total Unexpended Funds (carry forward)				

*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.

The projected enrollment for tables found in 5.1-6.1 is based on enrollments and completions from AA and/or Dual Enrollment students who intend to pursue a bachelor's degree in education. The enrollment projections for the proposed Bachelor of Science in Elementary Education are grounded in both historical data and demonstrated student interest. Over the past six years, approximately 6% of the North Florida College student population, an average of 103 students annually, have enrolled in education-related coursework, indicating sustained interest in the field. In addition, the College serves a steady pipeline of associate in arts graduates who are eligible and positioned to transition into the proposed Bachelor of Science in Elementary Education program. The projections are based on the existing interest and historical data. These projections reflect a conservative yet realistic approach to program growth, supported by both student demand and institutional capacity. Additionally, Suwannee County School District's Educator Academy has maintained 25-30 students who are projected to enroll in the BSEE program after high school graduation. Survey results from district high school students revealed a high degree of interest in a BSEE at NFC, noting "cost/affordability", "location/commute", and "program reputation" as important factors influencing their choice (See Supplemental Materials).

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.

Revenue for program expenditure will come from a blend of tuition, student fees, and Florida College System program funding as detailed in Table 7.1. We have no specific grants or additional outside sources to fund the program. Projected increase in expenses is in anticipation of hiring additional faculty members to cover the instructional workload.

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.

Understanding and addressing professional teacher shortages and demands in our service district has been an ongoing process. After earning Level II Status with the development of our Bachelor of Science in Registered Nursing in 2017, leaders at our institution have considered adding a bachelor's in education. General community discussions and rudimentary research pointed to benefits of a baccalaureate degree for teachers in our area. This consideration was prioritized in 2022 as our Chief Academic Officer communicated with district school superintendents regarding

the shortage of certified teachers. NFC's Retention Committee also reviewed Transfer Information, revealing that Elementary Education was the leading major of our transfer students at various universities. In 2023, NFC organized a committee and workgroup to analyze workforce needs and institutional practicality for launching a Bachelor of Science in Elementary Education. While initial priority was cast in pursuit of a Bachelor of Applied Science in Organizational Management, committee focus on Elementary Education resumed in February of 2024 as a primary effort in supporting the needs of our students and district. On February 20, 2024 committee members collectively shared input regarding how the BSEE would look and function. Members shared insight on course offerings, program design, format offering, and student support efforts. Individual insights were shared regarding student interest and program outcomes, with a firm consensus of support in moving forward. Members agreed to share ideas with one another while developing the institution's Notice of Intent, which was submitted on January 8, 2025. Committee members met on February 3, 2025 as a follow up to NOI submission and discussions regarding the next steps in the degree implementation process. In this meeting members reviewed course descriptions and curriculum from other institutions, ultimately concluding that NFC's curriculum would be solidified through interaction with our school district partners through interactions with our Advisory Council.

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.

NFC President Dr. Page has maintained regular communications with our district's school superintendents and school administrators as part of ongoing communication and interactions regarding the development of a BS in Elementary Education. In highly favorable response, K-12 education leaders in our district offer verbal and written support for NFC's intentions in developing a Bachelor of Education degree (see Supplemental Materials). Statements from our regional schools affirm appreciation of various aspects ranging from curriculum and classroom management to staffing and personnel management, substantiating the importance of this effort. Suwannee County School District leadership has served as a leading facilitator in support of our BSEE development. Suwannee's Superintendent, Professional Development Coordinator, and instructional leaders have shared their plans for "growing their own" K12 teachers, which includes NFC's proposed BSEE as the chosen career training route. Suwannee School Board has hosted NFC's baccalaureate team in their district office on November 20, 2024 and March 5, 2025 to share details on their Educator's Academy. The Suwannee District team also shared NFC's BSEE interest survey with their academy participants in November of 2025. Through the end of 2025 and early 2026 NFC compiled a professional BSEE Advisory Council consisting of Elementary School principals throughout the district. The initial Advisory Council meeting held on Thursday January 22, 2026, consisted of a thorough review of course descriptions, program map, and core competency drafts for the Council's review. Course review prompted input on the inclusion of field experience, the need for more support in Math, and collective support for courses dedicated to Math and Science development for BSEE students. The initial meeting also promoted

conversations on pedagogy development, classroom management, the integration of technology, and evaluation. Council members alluded to the inclusion of art, music, and physical education into classroom instruction. The Advisory Council meeting was convened with agreement on the program map and willingness to share supportive insight leading up to the next meeting. The next Advisory Council meeting was held on Thursday February 26, 2026, in which NFC applauded the input of council members in the development of critical components of BSEE development. Conversations included current legislation that requires 60 hours of field experience prior to program internship, a repository for background checks in Clearinghouse, and the professional development of paraprofessionals through the BSEE program. Council members and NFC staff agreed that paraprofessionals make ideal candidates due to familiarity and experience, leading some participants to support encouraged collaboration between district schools and NFC on professional development opportunities. In closing, members agreed to plan for future council meetings designed to promulgate field experience opportunities, feedback on program progress, and eventually assessment of program graduates within regional school districts.

<p>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.</p>
<p>9.3.1 Public Universities in College’s Service District</p>
<p>Date(s): N/A</p> <p>Institution(s): N/A</p> <p>Activity Descriptions and Outcomes: N/A</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): N/A</p> <p>Institution(s): N/A</p> <p>Activity Descriptions and Outcomes: N/A</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): 02/29/2024, 04/11/2024, 8/14/2025</p> <p>Institution(s): Indian River State College, Valdosta State University, and Valencia College.</p> <p>Activity Descriptions and Outcomes: Communications with the Indian River State College education department transpired via telephone in February. Education Departmental staff at Indian River State College were very helpful in sharing insight on their beginnings, upkeep, and operations. Indian River staff members, especially lead Professor Molly Lalla, shared details on their Elementary Education track, EPI program, and partnership with schools that makes their operation effective. Interactions with Indian River staff were productive and insightful in understanding the type of resources and level of organizational management needed in operating an education program. In April, an NFC team member visited a nearby Georgia institution to review their program and student support systems. Valdosta State University’s Dewar College of Education offers both bachelor’s and master’s degree programs in Elementary Education in traditional and online formats as a part of their Teacher Education division. This institution offers a breadth of student support services in career connection, tutoring, and professional educator exam preparation, offering perspective in successful operation of student support. Additionally, we found a wellspring of potential instructors (adjunct or full-time as needed) from VSU’s graduate program in Elementary Education. On Thursday 8/14/2025 NFC staff met with Valencia College BSEE Lead Instructor Dr. Kris Vastbinder via Zoom, who shared in length a descriptive list of recommendations for our institution to move forward in the development of our BSEE Proposal and degree development. Dr. Vastbinder outlined the structure of Valencia College’s BSEE development team to offer insight on the staffing expectations for establishing the program. Vastbinder also provided insight</p>

on support needed in areas of testing (GKT, Subject Area, and Professional Educator exams), the importance of course outlines, the necessity of Reading and ESOL endorsements, and the importance of continual vetting of instructors. Documentation from interaction with Indian River State College and Valencia College can be found within the Supplemental Materials.

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	October 4, 2024
10.2	Indicate the date of District Board of Trustees approval.	February 17, 2026
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	January 8, 2025
10.4	Indicate the date the completed proposal was submitted to DFC.	July 1, 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>	May 14, 2026
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	June 1, 2026
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	N/A
10.8	Indicate the targeted date that upper-division courses are to begin.	Fall 2026

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Courses within the BS in Elementary Education degree will be predominantly ONLINE or Hy/Flex video-conferencing offerings, with most students accessing course materials remotely.

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

Other than possible new visual and/or recording/transmitting technologies to support ONLINE or Hy/Flex learning, we do not anticipate new equipment needed. We have ample classroom and lecture space on campus, no new facilities needed.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

The North Florida College Library, as a part of the Learning Resources department which includes the Academic Success Center, supports student learning with physical and online resources as well as tutoring and academic coaching support. The library subscribes to electronic content which includes discipline-specific refereed journals and primary source materials to support student research. Students in the program have access to 93 databases, 11 of which directly relate to the field of education. Additionally, Learning Resources will support these students with 1,213 academic journals specifically related to education as a field of study. Current, up-to-date eBooks and audio books relating to the subject matter are available through a database called Boundless, and students can easily access the material on any of their devices. Students have seamless access to all digital content through the MyNFC single sign-on portal. If a resource is not available through the NFC library catalog, students may request items through the statewide Uborrow system. The library hosts multiple support resources on the website such as research guides and video tutorials. In addition to in-person support, the library has live reference support via video conferencing and a live chat service via the LibAnswers chat widget. In support of course instruction, all students have access to professional and peer tutors through the Academic Success Center. Additionally, 24/7 tutoring services are available to students for assistance at nights and on weekends.

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

The Collection Development Guidelines of the library states, "The library's major responsibility and top priority lies with the teaching programs, both academic and vocational. The NFC Library

solicits material requests from faculty members for materials beneficial to students enrolled in their classes. The NFC Faculty shares the responsibility to shape collections in their subject area.” Students will have access to the Journal of Literacy Research (1969-present), Reading Psychology (1/1/1999-present), Reading Research and Instruction (12/15/1995-7/31/2007), and Reading Research Quarterly (9/1/1965-present). The library has budget funds allocated for collection development and will update resources to meet the needs of the program in conjunction with requests from faculty. Funds are available for electronic and physical resources and budget adjustment requests can be submitted, if needed, to support the purchase of additional student resources. Database and electronic resources are updated regularly, and physical resources can be purchased as requested

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).

Admission into the proposed baccalaureate program will be reviewed with the following criteria in mind: Students should have completed an Associate of Arts degree, with a combined academic GPA of 2.0 or higher. Priority consideration will be granted to applicants that reside in the NFC service district.

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

We estimate 65% of upper-division coursework being taught by faculty with a terminal degree.

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
24/1	54/2	66/3

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).

EDF 2005 – Introduction to the Teaching Profession is the designated common prerequisite course for CIP 13.1202 across Florida postsecondary institutions. North Florida College (NFC) will align with this statewide standard to ensure consistency and transferability for students pursuing teacher preparation programs.

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	Course Title	Credit Hours
EDF 3214	Human Development and Learning (pc)	3
RED 3342	Foundations of Research-based Practices in Reading Education (pc)	3
MAE 3312	How Children Learn Mathematics (pc)	3
EDG 4410	Classroom Management and Communication (pc)	3
EDE 3223	Integrating Art, Music and Physical Education (pc)	3
	Total Term Credit Hours	15
Term 2	Course Title	Credit Hours
EME 3410	Integrating Technology in the Classroom (pc)	3
SCE 4310	Teaching Science in Elementary School (pc)	3
EDF 4430	Measurement, Evaluation, Technology, & Assessment (pc)	3
EEX 4601	Effective Behavioral Interventions and Practices for Exceptional Children (pc)	3
TSL 3080	TESOL Foundations, Culture and Language (pc)	3
	Total Term Credit Hours	15
Term 3	Course Title	Credit Hours
MAE 4310	Teaching Elementary Mathematics (pc)	3
EDG 4376	Integrating Language Arts and Social Studies (pc)	3
RED 4654	Differentiated Instruction Foundations and Applications (pc)	3
TSL 4100	ESOL Methods, Curriculum, and Assessment (pc)	3
EDF 4603	Critical Issues in Classroom Management, Ethics, Safety, and Laws (pc)	3
	Total Term Credit Hours	15
Term 4	Course Title	Credit Hours
EDE 4936	Internship Seminar in Elementary Education (pc)	3
EDF 4943	Student Teaching Internship (pc)	12
	Total Term Credit Hours	15
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:	60

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

Entry into the program requires the completion of an Associate of Arts degree. Priority acceptance into the program will be granted to NFC graduates.

PROGRAM TERMINATION

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

If the program is terminated in the future, students will be allowed a teach-out option if they maintain continuous enrollment (for up to five academic years from the date they initially enrolled). In such cases students would meet with an academic advisor to establish a graduation map which may include taking courses at another institution as transient students if NFC is not offering courses needed before the graduation deadline. Students may also choose to utilize services provided by the Career & Transfer Center in discerning an alternate major or career path, or in identifying an institution within the Florida College System which they may transfer to for degree completion.

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.

Supporting documents include letters of support from district school superintendents within the NFC service area, meeting minutes from the college's baccalaureate degree committee and Advisory Council, documentation of interaction with sister institutions, Board Meeting Agenda, Faculty Senate Minutes, survey results, and proposed course descriptions, course map, and core competencies for the program.

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.

N/A