

**NOTICE OF INTENT**

**Form No. BAAC-01**

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 Notice of Intent 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](mailto:ChancellorFCS@fldoe.org).

**CHECKLIST**

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Planning process

**FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION**

Institution Name:	North Florida College
Institution President:	Dr. John Grosskopf

**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).	13.0101
1.5	Anticipated program implementation date.	Spring 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:  Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Elementary Education

## PROGRAM DESCRIPTION

2.1 This section is the **executive summary** of this notice of intent. 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. We encourage approximately 300 words for a sufficient description.

This Notice of Intent outlines the plan for implementing a Bachelor of Science in Elementary Education at North Florida College (NFC). The decision to pursue this degree was driven by conversations with leaders within our regional school districts regarding their need for certified professional educators. The tables below support their claim on teaching positions in our area as a fairly high-demand/high-wage career opportunity for this region as detailed by the Florida Department of Economic Opportunity. The **Bureau of Labor Statistics** (BLS) has the starting salary for our region consistent with the national average at \$45,730.00 per year, with median salaries in North Florida at \$49,580.00 and high-end salary at \$75,990 for Elementary School Teachers. State reporting data indicates that the average salary for Elementary School Teachers in our service district is \$60,549, with significant job opportunities available.

As a beacon of opportunity for our six-county service district, NFC intends to address this education workforce need by providing a high-quality and affordable educational opportunity for our students in a mix of face-to-face and online settings. The primary pathway and entrance prerequisite for this degree will be the completion of an Associate of Arts degree which meets all general education requirements. Building upon the general education acquisition gained through the Associate of Arts degree, students who pursue the Bachelor of Science in Elementary Education will take courses which focus on child development, classroom management, student diversity, assessment, technology, and best practices in teaching. NFC is prepared to offer supplemental resources in learning resources and tutoring to support student preparation for the professional exams required for teacher certification.

Though Elementary Education is a specific facet of need within regional school districts, we have learned from our K-12 colleagues and district partners that this credential opens professionals to positions throughout the school system, serving as a vehicle to both middle and high school teaching positions as well.

## 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 discussions with educational leaders within the district, we have learned that the greatest demand for teachers is within the realm of Elementary Education, which matches state data listed in 3.1.1 charts. Additionally, local education leaders have indicated that many teachers begin in Elementary Education and then add certifications/credentials later to teach in middle and high school settings. While our colleagues in local school districts have noted the greatest payoff for their workforce needs would come in the form of an Elementary Education program, we have added the SOC codes and data for middle and high school teachers to better reflect the career pathways in our service district. As recognized in examination of our sister institutions, conferring of Elementary Education degrees is an important workforce element in Florida.

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

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

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

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	*Base Year	*Projected Year	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Elementary Teachers	25-2021	NFC District	2024	2032	0.40	161	29.65	\$ 61,672	Bach.	Bach.
Secondary School Teachers	25-2031	NFC District	2024	2032	0.40	108		\$ -	Bach.	Bach.
Adult Basic Education	25-3011	NFC District	2024	2032	0.40	24	21.25	\$ 44,200	Bach.	Bach.
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
						Total		\$ 25.45	\$ 52,936	

\*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.

**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
N/A								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					<b>Total</b>	<b>0</b>				

\*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.

[CLICK HERE FOR 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.

Chipola College	13.0101	2023	33	43	20		530
Florida Gateway College	13.0101	2023	17	23	11		519
Florida State College Jacksonville	13.0101	2023	29	42	19		528
Indian River State College	13.0101	2023	39	36	49		537
Northwest Florida State College	13.0101	2023	36	23	34		529
Polk State College	13.0101	2023	29	40	38		533
Saint Johns River State College	13.0101	2023	18	16	19		519
Santa Fe College	13.0101	2023	14	27	24		522
	Total	18207	273	325	266	0	3814

\*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.

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

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	469	296	317	173	152						
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.

Charter schools have been on the rise in recent years, as well as an increase in home school choice among many families in NFC's service district. Offering a Bachelor of Science in Elementary Education will be valid in meeting our notable workforce needs, but also offer training for future career needs and develop a workforce for future educational growth in our area.

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.

Resources provided by the Florida DEO in complaint table 3.1.1 indicate that a bachelor's degree is the standard requirement for entry into professional teaching positions. Additional insight from the BLS supports this claim, as do information provided by the Florida Department of Education regarding teacher certification requirements.

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

NFC's service district is home to several school districts throughout Hamilton, Jefferson, Lafayette, Madison, Suwannee, and Taylor counties. Graduates may also secure employment with local private schools or may find professional work outside of our region in public or private schools, charter schools, education centers, or education nonprofits.

## PLANNING PROCESS

4.1 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 an organizational change in 2022 as our Chief Academic Officer communicated with district school superintendents regarding teacher vacancies. 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.

4.2 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.

Leaders at NFC have maintained regular communications with our district's school superintendents and school administrators as part of ongoing communication and interactions. 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. Statements from our local schools affirm appreciation of various aspects ranging from curriculum and classroom management to staffing and personnel management, substantiating the importance of this effort. Students and members of our communities have also expressed favorable interest in our ongoing surveys in emails to students.

<p>4.3 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>4.3.1 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>4.3.2 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>4.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): 02/29/2024, 04/11/2024</p> <p>Institution(s): Indian River State College, Valdosta State University</p> <p>Activity Descriptions and Outcomes:  Communications with the Indian River State College education department transpired via telephone in early 2024. Education Departmental staff at Indian River State College were very helpful in sharing insight on their beginnings, upkeep, and operations. Indian River staff members 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. Additionally, in April 2024, 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.</p>