BACCALAUREATE PROPOSAL APPLICATION
Form No. BAAC-02

Section 1007.33(5)(d), Florida Statutes, and Rule 6A-14.095, F.A.C., outline the requirements for a Florida College System baccalaureate program proposal. The completed Proposal form shall by submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.   In addition, a printed version shall be mailed to the Division of Florida Colleges at 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399-0400.

The proposal requires completion of the following components:
- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Enrollment projections and funding requirements
- Student costs: tuition and fees
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Appendix tables
- Supplemental materials

Florida College System Institution Name: Polk State College
Florida College System Institution President: Dr. Eileen Holden

PROGRAM SUMMARY		
1.1	Program Name:	Early Childhood Education
1.2	Degree type:	X Bachelor of Science ☐ Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	X Face-to-face X Hybrid ☐ Online only
1.4	List the counties in the college's service district:	Polk
1.5	Degree CIP code (6 digit):	13.1210
1.6	Anticipated program implementation date:	Anticipated program initiation is January 2016; however, student registration may need to be adjusted based on the timeline for program

1.7	What is the primary associate degree pathway for admission to the program?	approvals from FDOE Initial Teacher Preparation program and SACS.
		Associate in Science (AS) degree in Early Childhood Education and Management or Associate in Arts (AA) degree
1.8	Is the degree a STEM focus area?	☐ Yes ✗ No
1.9	List program concentration(s) (if applicable):	N/A
1.10	Will the program 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?	☐ Yes ✗ No

PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Science (BS) in Early Childhood Education program at Polk State College is designed as a 2+2 with the Associate of Arts degree (AA). The program is unique in that it is also designed as a 2+2 with Polk State's existing Associate of Science degree (AS) in Early Childhood Education and Management. This provides affordable public access to a degree otherwise not available to cultivate the required aspiring educators identified by the local early learning providers and creates a distinctive career pathway for college students. New students can obtain an AS in Early Childhood Education and Management and enter the workforce while continuing to earn their bachelor's degree and teacher certification. It also allows past graduates of the AS program to further advance their career and expand employment opportunities by returning to Polk State College for a bachelor's degree in their chosen field of early childhood education. The BS degree is especially important in providing a qualified workforce for local employers who must meet federal requirements that at least 50% of Head Start teachers and coordinators must have a baccalaureate or advanced degree in early childhood education. Only five Florida College System institutions currently offer a similar degree, with the closest more than 70 miles away. The nearest state university offering the BS program is 50 miles away.

In response to the needs mentioned above and as a result of collaboration with industry partners (i.e., LEGOLAND Florida, LEGO Education), the Polk County School District, and the Early Learning Coalition, the BS program curriculum builds on foundational skills attained in the AS degree program core requirements. Polk State completed updates to these core requirements to include the Florida Common Prerequisite courses for bachelor in education

programs, and a new course: Introduction to the Principles of Math and Science for the Young Child. Students articulating their AS degree into the BS degree program will acquire an additional 6 credit hours designed to develop expertise in the teaching of science, technology, engineering, and mathematics (STEM) in early grades. Students entering the BS program with an AA degree will complete 18 credit hours of lower- division foundation courses from the AS in Early Childhood Education and Management program core requirements. (These hours are included in the 60 credit-hour degree total.)

Upper-level coursework in the program will place emphasis on leadership, collaboration, scholarship, professional responsibility and ethical conduct, cultural competence, and ongoing professional development as delineated in the Florida Educator Accomplished Practices. The BS program learning outcomes align with the College's core values: collaboration, commitment, diversity, excellence, integrity, leadership, and service. The courses will be offered at three Polk State campuses in Lakeland, Winter Haven, and Lake Wales in face-to-face and hybrid instructional delivery formats.

Teacher candidates at Polk State College will also cultivate instructional skills for teaching in a diverse population that includes special needs learners. Graduates of the BS program will demonstrate required skills and competencies as delineated in state statute for initial teacher preparation programs and complete eligibility for Florida early childhood teacher certification (PK-3) as well as endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). The BS in Early Childhood Education degree program will also benefit current employees in local schools and early learning centers, especially paraprofessionals and teachers with an AS degree who are seeking career advancement, as well as Florida certified teachers seeking certification renewal.

WORKFORCE DEMAND AND UNMET NEED

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

The Bachelor of Science in Early Childhood Education Program at Polk State College will prepare post-secondary students in Polk County, Florida to teach children ages three to eight. Graduates will demonstrate required skills and competencies as delineated in state statute for initial teacher preparation programs. Graduates will also complete eligibility for Florida Pre-Kindergarten/Primary teacher certification (Age 3-Grade 3), including endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). The program will emphasize the social, emotional, cognitive, and linguistic components of child development. Through coursework and

associated field experiences in early childhood settings, students will integrate theory with teaching practices to demonstrate competencies related to research-based instructional techniques appropriate for all students, including those from diverse cultures, of varying exceptionalities, and across all performance levels in a variety of educational settings.

Employment opportunities for graduates of this program include teaching classes in prekindergarten through third grade in a variety of settings, such as Head Start and voluntary pre-K programs (VPK) and in Florida public, charter, and private schools. This degree can also lead to administrative or leadership positions in early childhood education programs and agencies, such as voluntary pre-K lead teachers, Head Start lead teachers, Head Start mentor teachers, Head Start family service workers, and Head Start home visitor managers.

3.2	Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

Demand for preschool and kindergarten teachers in Polk Count is almost 49 annually per the Florida Department of Economic Opportunity projections and 47 per EMSI. There is no output from the local universities and college.

3.3	Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

A survey of local agencies in addition to Polk County Public Schools estimate an additional 25 openings per year. Moreover, the FDEO workforce projection does not include the BS degree employment opportunities for teachers of grade one through three, as those are combined in the labor statistics with the Elementary Education, Except Special Education segment (116 job openings annually projected for grades one through six).

3.4	If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

The program is designed for teachers of PreK-grade 3 students. We are including the preschool demand numbers because the BS degree is especially important in providing a qualified workforce for local employers who must meet federal

requirements that at least 50% of Head Start teachers and coordinators must have a baccalaureate or advanced degree in early childhood education.

PLANNING PROCESS

4.1 Summarize the internal planning process.

<u>Initial Meetings</u>

In early 2013, Polk State College began considering establishing an Early Childhood baccalaureate program in response to transitions in state university program offerings within Polk County. With the departure of the University of South Florida and the establishment of Florida Polytechnic, which is focused solely on science, technology, engineering, and math curriculum, a significant need for teacher preparation emerged within the county.

To further investigate the need, the College reviewed data from the Florida Department of Economic Opportunity, contacted prospective employers in our region, surveyed existing College students, and reviewed state and national workforce data for career opportunities.

As a result, Polk State College convened an advisory task force to begin planning the initial communications, needs assessment modalities, program development steps, and degree curriculum and design. The group first met in June 2013.

<u>Needs Assessment</u>

After the initial need was established, the College surveyed its student population during fall 2013 to determine the magnitude of interest in the program and to gather data relevant for further enrollment planning within the internal 2+2 framework.

The student survey indicated significant student interest in the degree. Of the 866 students surveyed, about 55% indicated interest in the program, with 3 out of 5 students qualifying their interest as very strong or extremely strong. In addition, 85% of respondents indicated that they would like to start the program within two years. Students also voiced strong support for a BS in Early Childhood Education program in their comments:

- "I am currently enrolled in the AS program for Early Childhood education and management. Currently being able to stay at Polk State to continue my education would be the best option for me."

- "This is THE program so many people have been waiting for! This will really enhance your classes and the counties [sic] teacher ratio!"
- "I think adding the Bachelor's program in Early Childhood Education would allow so many more students to continue their education at Polk State at a more affordable coat [sic] and more convenient locations."
- "Please bring it to Polk State!! I would love not having to transfer and commute to a school in Orlando or Tampa!!"

Overall, the survey responses illustrate strong support among potential students in the community for Polk State College to establish a Bachelor of Science in Early Childhood Education.

4.2   Summarize the external planning process.

In 2013 the College had discussions with Keiser University, Webber International University, Warner University, Florida Polytechnic University, Southeastern University, and Florida Southern College. None provided any objection to Polk State offering the degree at that time. In January 2015, each of the institutions were contacted again to determine whether any concerns had risen since the time the visits were made in 2013. Provost Kyle Fedler at Florida Southern College said that the college's position had not changed. Webber International, Keiser University, Southeastern University, and Florida Polytechnic University wished us well in our plans for the new degree. We received no response from Warner University.

Local employers stated that graduates from this program would meet a workforce need in our region, as documented in the letters of support included with this proposal and the lack of public bachelors' programs in the area of early childhood teacher preparation.

Florida Polytechnic University

Ken Ross (VP for Academic and Student Services) and Steve Hull (Provost of the Lakeland campus) met with Ghazi Darkazalli VP for Academic Affairs. Dr. Ross and Provost Hull shared Polk State College plans to offer the baccalaureate degree in Early Childhood Education. Dr. Darkazalli encouraged the College to pursue the degree to fill the void in public-institution teacher preparation programs left by the exit of USF Polytechnic from Polk County and the establishment of Florida Polytechnic University, whose focus is engineering and computer science. When contacted again in 2015, Florida Polytechnic wished us well in our plans for the new degree.

Florida Southern College

Ken Ross (VP for Academic and Student Services) and Patricia Jones (District

Dean for Academic and Student Services) met with Kyle Fedler, Provost at Florida Southern College. Dr. Ross and Dean Jones shared Polk State College career projections and plans to offer the baccalaureate degree in Early Childhood Education. Provost Fedler said Florida Southern would likely not object, and discussed developing an articulation from the Polk State bachelor's degree into their M.Ed. and Ed.D. In January 2015, Patricia Jones met with Florida Southern College again, and Provost Fedler indicated that the college's position had not changed.

Southeastern University

Ken Ross (VP for Academic and Student Services) and Steve Hull (Provost of the Lakeland campus) met with William Hackett, Provost, and Douglas Roth, College of Education Dean. Dr. Ross and Provost Hull shared the Polk State College career projections and plans to offer the baccalaureate degree in Early Childhood Education. Provost Hackett encouraged the College to pursue it, and discussed developing an articulation from the Polk State bachelor's degree into their M.Ed. and Ed.D. When contacted again in 2015, Southeastern University wished the College well in our plans for the new degree.

Keiser University-Lakeland

An email was sent on June 20, 2013, to Merrie Beth Farr, Dean of Academic Affairs, outlining our plans to develop a Bachelor of Science in Early Childhood Education along with the work force data. Keiser did not respond at that time. When contacted again in 2015, Keiser University – Lakeland wished the College well in the plans for the new degree.

Warner University

An email was sent on June 20, 2013, to Bill Rigel, School of Education Dean, and James Moyer, Executive VP and Chief Academic Officer, outlining Polk State's plans to develop a Bachelor of Science in Early Childhood Education along with the workforce data. Warner did not send a response. Although contacted once again in January 2015, no response has been received from Warner University.

Webber International University

An email was sent on June 20, 2013, to Charles Shieh, Dean of Academic Affairs, outlining our plans to develop a Bachelor of Science in Early Childhood Education along with the work force data. Webber International University did not send a response at that time; however, when contacted again in 2015, they wished the College well in the plans for the new degree.

After discussing the proposal with representatives from the above-named local

colleges and universities in 2013 and again in 2015, Polk State College is proceeding with plans to establish a Bachelor of Science in Early Childhood Education.

Polk County Early Childhood Education Employers

In March 2015, Polk State College surveyed 368 early-learning agency employers across the service area of Polk County, including faith-based, private, and charter elementary and preschool programs. The response rate was less than 10% (32 agencies), but represented various size programs with half of the reporting agencies reporting 8 or fewer employees, ten agencies (31%) reporting 10 to 19 employees, and six (19%) were larger agencies reporting a range of 20 to 85 employees. Overwhelmingly supportive of the bachelor program in Early Childhood Education, 94% said the degree would benefit their organization and employees, especially in opportunities for promotion. Employer comments were 100% positive:
- "Cannot wait until this program is up and running. I will be one of the teachers that is interested in applying for this program!"
- "I think it would benefit our community. The tuition cost at PSC is more affordable than neighboring colleges and classes would fill up quickly."
- "It will be wonderful. We are in great need of educated teachers who can deliver professional and knowledgeable instructions to our future generation."
- "I believe that the option to obtain a degree in this field has been very much needed in this county."

Local employers stated that graduates from this program would meet a workforce need in our region, as is also documented in the letters of support included with this proposal and the lack of public bachelor's programs in the area of early childhood teacher preparation.

4.3 List engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe	N/A		
Public universities in the College's service district	June 2013, January 2015	Florida Polytechnic University	• Met with Ghazi Darkazalli, VP for Academic Affairs • Email communication
Regionally-accredited institutions in	June 2013, January 2015	Florida Southern College	• Met with Kyle Fedler, Provost

the College's service district	June 2013, January 2015	Southeastern University	• Met with William Hackett, Provost, and Douglas Roth, Dean of CoE • Email communication
	6/20/2013, January 2015	Keiser University-Lakeland	• Email to Merrie Beth Farr, Dean of Academic Affairs
	6/20/2013, January 2015	Warner University	• Email to Bill Rigel, Dean of CoE, and James Moyer, Executive VP and CAO
	6/20/2013, January 2015	Webber International University	• Email to Charles Shieh, Dean of Academic Affairs

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

5.1   Provide a brief explanation of the sources and amounts of revenue that will be used to start the program.

Student tuition and fees will be the primary funding source for the Bachelor in Science in Early Childhood Education Program; however, in budget year one, Florida College System Program Funds will contribute funds to support the planning, development, and launch of the degree program. The need for College Program Funds is expected to be eliminated in years two through four as projections for student enrollment and the resulting tuition will provide additional revenue. Unexpended carry-forward funds for the BS in Early Childhood Education program are expected to increase dramatically over four years, from $1611 in budget year one to over $500,000 in 2018-19 (year five)

5.2   Provide a narrative justifying the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Table A.2.

The College anticipates 40 students when the program opens January 2016. Enrollment is projected to increase to 80 students in year two and 120 students in years three and four. The first program completers, an anticipated 24 graduates, are expected in year three, and 48 graduates are anticipated in year four. These numbers are based on prior experience with our other bachelor degrees and student demand surveys.

Expenditures for instructional personnel and operating expenses are less during program development and planning in budget year one resulting from instruction will only be half of the year. The expenses will increase in subsequent years to reflect growth in the program. In budget year two, capital

outlay will include information technology and other equipment to support the creation of a Classroom Learning Lab for teacher candidates to gain hands-on experience and explore effective practices for the use of instructional technology and STEM curriculum resources found in innovative classrooms for children age three through grade three.

STUDENT COSTS: TUITION AND FEES

6.1 Anticipated cost for a baccalaureate degree (tuition and fees for lower and upper division credit hours) at the proposing FCS institution (tuition and fees x credit hours).

	Cost per credit hour			Number of credit hours		Total cost
Tuition & Fees for lower division:	$112.22	X	Credit hours	78	=	$8,753.16
Tuition & Fees for upper division:	$123.89	X	Credit hours	42	=	$5,203.38
Tuition & Fees (Total):		X	Credit hours	120	=	$13,956.54

6.2 Estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district.
Institution Name: Florida Polytechnic University

Tuition & Fees:	$164.67	X	Credit hours	120	=	$19,760.40

6.3 Estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district (if available)*
Institution Name: Florida Southern College

Tuition & Fees:	$14,670	X	Semesters	8	=	$117,360

Institution Name: Keiser University – Lakeland

Tuition & Fees:	$8,028	X	Semesters	8	=	$64,224

Institution Name: Southeastern University

Tuition & Fees:	$10,600.92	X	Semesters	8	=	$84,807.36

Institution Name: Warner University

Tuition & Fees:	$9,208	X	Semesters	8	=	$73,664

Institution Name: Webber International University						
Tuition & Fees:	$10,843	X	Semesters	8	=	$86,744

Note. *If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website.

PROGRAM IMPLEMENTATION TIMELINE

7.1	APPRiSe notice:	N/A
7.2	Board of Trustees approval:	August 21, 2013
7.3	Notice of Intent:	August 22, 2013
7.4	Completed proposal submission:	July 31, 2015
7.5	Targeted State Board of Education consideration:	August 26, 2015
7.6	Targeted SACSCOC approval (if applicable):	November 2015
7.7	Targeted initial teacher preparation program approval(if applicable):	December 2015
7.8	Targeted date upper-division courses are to begin:	Anticipated program initiation is January 2016; however, student registration may need to be adjusted based on the timeline for program approvals from FDOE Initial Teacher Preparation program and SACS.

FACILIITES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

8.1   Describe the existing facilities and equipment that will be utilized for the program.

The primary curricular focus of a bachelor of science degree program is on didactic content. Facilities and equipment needed to support this program are essentially limited to standard classrooms and online learning systems that exist for all enrolled students. The proposed program will use standard classrooms and online interaction with substantial use of the current web-based course platform (Desire2Learn).

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

No additional facilities' upgrades are anticipated to support the proposed BS in Early Childhood Education program. An existing space will be identified for the

creation of a Classroom Learning Lab for teacher candidates in both the Early Childhood and Elementary Education degree programs to gain hands-on experience and explore effective practices for the use of instructional technology and curriculum resources found in innovative classrooms for children age three through grade three. Table D.1 describes the resources identified for purchase in year two of the BS in Early Childhood Education budget to establish this teaching and learning environment at the start of the program.

Table D.1 Classroom Learning Lab Resources Year Two

Item	Curriculum Connections	Vendor(s)	Estimated Cost
Smartboard Model SB885ix2 and Floor Stand	Cross-curricular, Technology-based Instructional Methods; Problem Solving; Higher-Order Thinking	Smart Technologies	$8,500
DUPLO Soft Brick and Creative Builder Sets; Curriculum Guides	Early Engineering & Math Concepts (i.e., 2- and 3-D Shapes, Space, Numeracy); Problem Solving; Early Literacy (Descriptive Language Development); Problem Solving; Higher-Order Thinking	LEGO Education	$800
DUPLO Early Simple Machines; Early Tech Machines; Early Structures; Tubes Experiment Set	STEM content areas, especially Physical Science (i.e., pulleys, gears, wheels, axels, energy, buoyancy, balance); Scientific Inquiry Process; Problem Solving; Higher-Order Thinking	LEGO Education	$700
LEGO Build! Explore! Learn! Preschool Sets and Curriculum Guides	Cross-curricular exploration of Early Math, Science, and Literacy; Social and Emotional Development	LEGO Education	$1,000

STEM Equipment to include: Early Science and Math Manipulative Kits; Hands-On Measurement Center; Platform Scale; Jumbo Magnifiers; Base 10 Classroom Pack	STEM content areas; Problem Solving; Higher-Order Thinking	eNasco; ETA Hand2Mind; Lakeshore Learning	$1,000.
Literacy Resources to include: Big Book Learning Kits; Early Literacy Assessment Kits; Magnetic Letters; Sentence Strips; Pocket Charts	Reading Instruction and Assessment Methods; Problem Solving; Higher-Order Thinking	Lakeshore Learning	$1,000.
		Total	$13,000

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

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

The Polk State College library title collection includes more than 105,000 books, more than 75,000 electronic books, and access to 124 subscription-based full-text periodical and reference databases. Free access to all circulating titles in the Florida College System and Florida State University System is available to all students and faculty through a reciprocal interlibrary loan agreement.

The Polk State library also participates in the national interlibrary network facilitated by the OCLC/World Cat service. Librarians offer library and information literacy instruction, and point-of-service professional reference and research assistance is available on-site at all campus locations and via online live chat, email, and telephone. The Ask a Librarian virtual reference service is available 24/7.

The Polk State library subscribes to over 125 general and subject-specific, full-text periodical databases, and online full-text reference resources that support student work in all disciplines and career fields available at the College. The resources provide access to education periodicals such as *The Reading Teacher* (EBSCO), *The Elementary School Journal* (JSTOR), *Early Childhood Education Journal* (EBSCO)*, Gifted Child Quarterly* (SAGE), *Young Exceptional Children* (SAGE), and *Journal of Early Childhood Literacy* (SAGE) to name a few.

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

The Polk State College library includes a modest collect of children's books to support the existing AS in Early Childhood Education and Management program. To meet the pedagogical needs of teacher candidates preparing to work with children from age 3 to grade 3, new titles will be added to the collection with emphasis on informational texts across varying reading levels in the content areas of science, technology, engineering, mathematics (STEM), social sciences, and the arts.

Polk State College students currently have online access to a variety of professional journals related to the field of education. Additional titles in online or print formats, such as *Teaching Children Mathematics* (NCTM) and *Science and Children* (NSTA), will be added to serve the needs of the program as requested by program faculty and as identified by collection-development librarians.

To open the BS in Early Childhood Education Program in year two, $3,000 is budgeted to support initial acquisitions of print books, electronic books, databases, journals, and other resources. It is expected that continuing support of periodical and database subscriptions and new acquisitions will be an estimated $1000 annually and will be built into the library's budget for subsequent years.

ACADEMIC CONTENT

10.1   List the admission requirements for the program.

Consistent with general admission policies and practices at Polk State College, admission requirements for the proposed Bachelor of Science in Early Childhood Education program meet the criteria described in F.S. Section 1004.04(3)(b).

Admission to the BS in Early Childhood Education program requires a minimum of an AS or AA degree (or the equivalent) from a regionally-accredited school or college, with a minimum 2.5 grade point average (GPA) on a 4.0 scale. If the student's associate's degree is not from a regionally-accredited institution, but one that is nationally accredited, the degree qualifies for admission, but a course-by-course evaluation is done according to Polk State College's transfer practices and policies.

In addition, Polk State College will adhere to the following admission requirements set forth by the state of Florida.

- Passing score on the General Knowledge (GK) Exam of the Florida Teacher Certification Exam (FTCE)
- Common Education Prerequisites – Grade of "C" or higher required
  - EDF 1005 - Introduction to the Teaching Profession
  - EDF 2085 - Introduction to Diversity for Educators
  - EME 2040 - Introduction to Technology for Educators

10.2	What is the estimated percentage of upper division courses in the program that will be taught by faculty with a terminal degree? It is anticipated that 25% of the BS upper-division courses at Polk State will be taught by faculty with a terminal degree, which meets the 25% level required by The Principles of Accreditation, Comprehensive Standard 3.4.5, Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).
10.3	What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections? Based on the enrollment projections stated in table A.2, the anticipated student/teacher ratio is 30:1.
10.4	What is the anticipated SACSCOC accreditation date, if applicable? N/A
10.5	What is the anticipated Florida Department of Education initial teacher preparation approval date, if applicable? Polk State College will seek state approval as an Initial Teacher Preparation program. A Request to Submit Form, Form RTS-2015, will be submitted to the Florida Department of Education immediately following State Board of Education approval of the BS in Early Childhood Education program (August 27, 2015). Upon written verification from the Department, Polk State College will submit the required electronic folio per Initial Program Approval Standards, Form ITP IAS- 2015 (September 27, 2015). It is anticipated that the 90-day review period will end December 27, 2015, with full approval. However, if revisions are required, the College will have an additional 60 days to revise and resubmit for review, resulting in a later approval date.
10.6	What specialized program accreditation will be sought, if applicable?

Polk State College will rate readiness for CAEP accreditation as an Educator Preparation Provider in years 3 and 4. When readiness is confirmed, commitment to accreditation will be demonstrated through the prescribed CAEP process, including: submission of Phase I application; completion of a thorough inventory, assessment, and analysis of existing evidence pertaining to candidate and completer performance; CAEP review of the Readiness Checklist; and submission of the Final Phase II application.

10.7	What is the anticipated specialized program accreditation date, if applicable? According to CAEP, full Educator Preparation Provider (EPP) accreditation is typically a seven-year process. Polk State College will begin the process in 2018 as program-completer data become available. The target date for full accreditation is 2025.	

10.8	Are there similar programs listed in the Common Prerequisites Manual for the CIP code (and track, if any) proposed for this program? 13.1210 Pre-K – Primary Education, Track 1/3	X Yes	☐ No

10.9	List the established common prerequisites for this CIP code (and track, if any) as listed in the Common Prerequisites Manual proposed for this program: • EDF 2085 - Introduction to Diversity for Educators • EME 2040 - Introduction to Technology for Educators • EDF 1005 - Introduction to the Teaching Profession

10.1 0	Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any). N/A

10.1 1	List all courses required once admitted to the baccalaureate program by term, in sequence. For degree programs with concentrations, list courses for each concentration area. Include credit hours per term, and total credits for the program:

Semester	AS to BS in Early Childhood Education
Year 1, Semester 1	EDG 3343 - General Teaching Methods in Early Childhood Education (3) EEC 3404 - Relations Across Family, School, and Community (3) RED 3009 - Early and Emergent Literacy (3) ENC 1102 - College Composition II (3) Social Science (Choose one) (3) **Semester Total (15)**
Year 1, Semester 2	EEC 4211 - Integrating Science, Math, and Technology in Early Childhood I (3) EEX 3071 - Teaching Exceptional and Diverse Populations in Inclusive Settings (3) TSL 3080 - ESOL Issues: Principles and Practices I (3) Humanities (Choose one) (3) Natural Science (Choose one) (3) **Semester Total (15)**
Year 1, Semester 3	Mathematics (Choose one) (3) EEC 4219 - Integrating Science, Math, and Technology in Early Childhood II (3) LIT 1000 - Introduction to Literature (3) **Semester Total (9)**
Year 2, Semester 1	EDP 4503 - Observation, Assessment, and Evaluation of the Young Child (3) RED 4304 - Early Literacy Learning and Assessment (3) EDG 4419 - Classroom Management/Child Guidance (3) TSL 4081 - ESOL Issues: Principles and Practices II (3) **Semester Total (12)**
Year 2, Semester 2	EEC 4936 - Senior Seminar (1) EEC 4940 - Internship in Early Childhood Education (6) RED 4940 - Final Reading Internship (2) **Semester Total (9)**
Year 2, Semester 3	As Needed
Summary	**Total 60 Credit Hours**

Semester	AA to BS in Early Childhood Education
Year 1, Semester 1	CHD 1380 - Facilitating Development of Young Children (3) CHD 2320 - Early Childhood Curriculum (3) EDG 3343 - General Teaching Methods in Early Childhood Education (3) EEC 2226 - Introduction to Principals of Math and Science for the Young Child (3) RED 3009 - Early and Emergent Literacy (3) **Semester Total (15)**
Year 1, Semester 2	CHD 1430 - Observing Young Children (3) EEC 3404 - Relations Across Family, School, and Community (3) EEC 4211 - Integrating Science, Math, and Technology in Early Childhood I (3) EEX 3071 - Teaching Exceptional and Diverse Populations in Inclusive Settings (3) TSL 3080 - ESOL Issues: Principles and Practices I (3) **Semester Total (15)**
Year 1, Semester 3	CHD 2220 - Child Growth and Development (3) CHD 2841 - Professionalism for Educators (3) EEC 4219 - Integrating Science, Math, and Technology in Early Childhood II (3) **Semester Total (9)**
Year 2, Semester 1	EDG 4419 - Classroom Management/Child Guidance (3) EDP 4503 - Observation, Assessment, and Evaluation of the Young Child (3) RED 4304 - Early Literacy Learning and Assessment (3) TSL 4081 - ESOL Issues: Principles and Practices II (3) **Semester Total (12)**
Year 2, Semester 2	EEC 4936 - Senior Seminar (1) EEC 4940 - Internship in Early Childhood Education (6) RED 4940 - Final Reading Internship (2) **Semester Total (9)**
Year 2, Semester 3	As Needed
Summary	**Total 60 Credit Hours**

10.12	Is the program being proposed as a limited access program? (If yes, identify admission requirements and indicate enrollment capacity):	☐ Yes	X No	

PROGRAM TERMINATION

11.1   Plan of action if program must be terminated, including teach-out alternatives for students.

In the unlikely event that the BS in Early Childhood Education program is terminated by the College, the procedures as established by SACSCOC will be followed. Following procedures for a substantive change, SACSCOC would be notified at least six months in advance of the program closing. The College would stop accepting new students into the program and offer the needed classes to allow currently-enrolled students who have maintained steady enrollment to graduate from the program.

The College would develop a time line, typically within two years, in which the program would be phased out and the plan distributed in writing to all affected students and faculty. For those students unable to develop a viable plan within the phase-out period, advisors would assist the student with transfer options to other institutions offering similar programs. Faculty affected by the program closing would be eligible to transfer to any open faculty positions and would be assisted by the College in locating other employment.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1.1 and A.1.1.2: To complete the following table, use the CIP to Standard Occupational Classification (SOC) crosswalk of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52. Complete table A.1.1.2 in the same manner as A.1.1 for any additional sources of employment projections. Duplicate Table A.1.1.2 for additional sources as needed.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS									
A.1.1	Occupation			Number of Jobs				Salary		Education Level
	Name/Title	SOC Code	County/ Region	Base Year	Projected Year	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage	Annualized Salary	
	Preschool Teachers, Except Sp Education	25-2011	Polk/ 17	612	695	83	26.125	$15.50	$32,240	AS
	Kindergarten Teachers, Except Sp Education	25-2012	Polk/ 17	484	566	82	22.75	$25.66	$53,373	BS
								$--,---	$--,---	
								$--,---	$--,---	
								$--,---	$--,---	
						Total	48.875	$20.58	$42,806	

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (EMSI, PO Box 9008, Moscow, ID 83843)

A.1.1.2	Occupation			Number of Jobs				Salary		Education Level
	Name/Title	SOC Code	County/ Region	Base Year	Projected Year	Level Change	Total Job Openings	Avg. Hourly Wage	Annualized Salary	
	Preschool Teachers, Except Sp Education	25-2011	Polk/ 17	614	733	119	30	$11.63	$24,190	AS
	Kindergarten Teachers, Except Sp education	25-2012	Polk/ 17	415	470	55	17	$20.52	$42,682	BS
								$--,---	$--,---	
								$--,---	$--,---	
								$--,---	$--,---	
				Total			47	$16.08	$33,436	

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1.2: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college's service district under the same or related CIP code(s) as the proposed program. The data center is located at http://nces.ed.gov/ipeds/datacenter/. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2	Program		Number of Degrees Awarded					5-year average or average of years available if less than 5 years
	Institution Name	CIP Code	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Most Recent Year	
	Florida Southern College		0	0	0	0	0	
	Southeastern University		0	0	0	0	0	
	Warner University		0	0	0	0	0	
						Total	0	0

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1.3: To complete the following table, column A should be derived from Tables A.1.1 and A.1.1.2 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 and A.1.1.2 for total job openings and Table A.1.2 for most recent year and 5-year average (these figures should be same for all sources). The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A. Add rows for additional sources as needed.

ESTIMATES OF UNMET NEED

A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMENT NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO	48.875	0	0	48.875	48.875
Other: EMSI	47	0	0	47	47

Appendix Table A.2

INSTRUCTIONS FOR COMPLETING THE PROJECTED BACCALAUREATE PROGRAM ENROLLMENT SECTION OF APPENDIX TABLE A.2:
To complete the following table, enter 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.

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT		2015-16	2016-17	2017-18	2018-19
A.2.1	Unduplicated headcount enrollment:				
A.2.1.1	Admitted Student Enrollment (First-time)	40	40	40	40
A.2.1.2	Total Admitted Student Enrollment	40	80	120	120
A.2.2	FTE Enrollment:				
A.2.2.1	Program Student Credit Hours (Resident)	600	2,400	3,600	3,600
A.2.2.2	Program Student Credit Hours (Non-Resident)	0	0	0	0
A.2.2.3	Total Program Student Credit Hours	600	2,400	3,600	3,600
A.2.2.4	Program FTE (30 credits) - (Resident)	20.0	80.0	120.0	120.0
A.2.2.5	Program FTE (30 credits) - (Non-Resident)	0.0	0.0	0.0	0.0
A.2.2.6	Total Program FTE	20.0	80.0	120.0	120.0

INSTRUCTIONS FOR COMPLETING THE PROJECTED DEGREES AND WORKFORCE OUTCOMES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter 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.

PROJECTED DEGREES AND WORKFORCE OUTCOMES		2015-16	2016-17	2017-18	2018-19
A.2.3	Degrees	0		24	48
A.2.4	Number Employed			20	40
A.2.5	Average Starting Salary	$	$	$36,750	$36,750

INSTRUCTIONS FOR COMPLETING THE REVENUES AND EXPENDITURES SECTION OF APPENDIX TABLE A.2: To complete the following table, enter the projected program expenditures and revenue sources for the first four years of program implementation.

REVENUES AND EXPENDITURES				
I. PROJECTED PROGRAM EXPENDITURES	2015-16	2016-17	2017-18	2018-19
INSTRUCTIONAL				
1. Faculty Full-Time FTE	0.5	1.0	1.0	1.0
2. Faculty Part-Time FTE	0.2	1.0	2.0	2.0
1. Faculty Full-Time Salaries/Benefits	36,085	74,335	76,565	77,790
2. Faculty Part-Time Salaries/Benefits	3,460	17,300	34,600	34,600
3. Faculty Support: Lab Assistants	16,578	34,170	35,200	35,700
OPERATING EXPENSES				
1. Academic Administration	42,950	44,240	45,570	46,140
2. Materials/Supplies	5,000	3,000	3,000	3,000
3. Travel	5,000	5,000	5,000	5,000
4. Communication/Technology	1,000	2,000	2,000	2,000
5. Library Support	0	0	0	0
6. Student Services Support	11,650	24,000	24,700	25,400
7. Professional Services	0	0	0	0
8. Accreditation	0	0	16,000	0
9. Support Services	0	0	0	

CAPITAL OUTLAY				
1. Library Resources	3,000	1,000	1,000	1,000
2. Information Technology Equipment	8,500	1,000	1,000	1,000
3. Other Equipment	4,500	1,000	1,000	1,000
4. Facilities/Renovation	0	0	0	0
TOTAL PROJECTED PROGRAM EXPENDITURES	$137,723	$207,045	$245,635	$232,630
II. NATURE OF EXPENDITURES				
1. Recurring	121,723	204,045	226,635	229,630
2. Nonrecurring	16,000	3,000	19,000	3000
TOTAL	$137,723	$207,045	$245,635	$232,630
III. SOURCES OF FUNDS				
A. REVENUE				
1. Special State Nonrecurring	0	0	0	
2. Upper Level - Resident Student Tuition Only	55,074	220,296	330,444	330,444
Upper Level - Nonresident Student Fees Only	0	0	0	
Upper Level - Other Student Fees	19,260	77,040	115,560	115,560
3. Contributions or Matching Grants	0	0	0	
4. Other Grants or Revenues	0	0	0	
5. Florida College System Program Funds	65,000	0	0	
6. Unrestricted Fund Balance	0	0	0	
7. Interest Earnings	0	0	0	
8. Auxiliary Services	0	0	0	
9. Federal Funds – Other	0	0	0	
B. CARRY FORWARD		1611	91,902	292,271
TOTAL FUNDS AVAILABLE	$139,334	$298,947	$537,906	$738,275
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	$1611	$91,902	$292,271	$505,645

Supplemental Materials B.1

SUPPLEMENTAL MATERIALS

B.1   Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts.

Documents to support the Polk State College BS in Early Childhood Education proposal include
- 2013-2014 meeting agendas and minutes from the Polk State College Board of Trustees, Academic Quality Council, and the Development and Advisory Task Force meetings
- Polk State College Student Interest Survey Report
- Polk County Early Childhood Teacher Employer Survey Report
- Letters of Support from the School Board of Polk County, Lake Wales Charters Schools, Inc., the United Way of Central Florida, and the Early Learning Coalition of Polk County

B.2   List any objections or alternative proposal received from other postsecondary institutions for this program.
N/A

Education BS Degree Development Advisory Task Force
Kick-off Meeting
June 25, 2013

Welcome and Introductions

Development Process- State Board of Education Approval and Department of Education
        Timeline and steps
        State requirements
        Submission process

Existing Program Analysis- State Colleges
        Commonalities and Differences
        Admission requirements

Program Development Assumptions

Small Group Discussion- Program of Study
        Early Childhood Education
        Elementary Education

Next Steps and Development Plan

Handouts:

BS in Elementary Education Degree Analysis	Needs Assessment Data
BS in Early Childhood Degree Analysis	Baccalaureate Submission Process for State Board of Education
List of State Approved Programs	Submission Timeline and Task Template
Program Director Position Description	2012 Florida Statute 1004.04
Baccalaureate Proposal Approval Process	Baccalaureate Proposal Submission/Approval Process

Additional Resources:
HB 836 2013
NCATE Guidelines
Initial Approval Standards Guidelines
Intent to Submit Memorandum for Folio Submissions

What will make our program unique?

- Special emphasis on STEM
- Partnership with Legoland
- Partnership with Lego Education
- Global perspective and appreciation
- Project PRIDE - Decrease the diversity gap between teachers and students served
- Alternative delivery options
- Cohort or Course Linking

What are our constraints?

- Prerequisite courses
- ESOL Courses / Endorsement - Competencies and Hours
- Reading (1-5)
- FEAPS
- ESE?
- Requirements for Admission

What are some other things to consider?

- E-Portfolios

Task Force Expertise

- Elementary Education
  - Beverly, Tom, Lisa, Rick, Linda, Becky, Richard
- Early Childhood
  - Karen, Linda, Richard

Education BS Degree Development Advisory Task Force Meeting
August 6, 2013

Information items:

I.   Letter of Intent to State Board of Education

       Graduates with a Bachelor of Science degree in Early Childhood Education will be able to (key skills):

1. Demonstrate effective communication and cooperative learning skills.
2. Demonstrate reading competencies 1 to 5 of the State Board approved standards for reading endorsement.
3. Demonstrate ESOL competencies and skills.
4. Demonstrate the ability to integrate science, technology, engineering, and math (STEM) into the curriculum.
5. Demonstrate an understanding of the expectations for quality instruction and professional responsibility.
6. Create a culture of high expectations for students through comprehensive subject area knowledge and exemplifying the standards of the teaching profession.
7. Demonstrate the Florida Accomplished Practices pre-professional level through required field experiences
8. Demonstrate the Professional Education Competencies and Skills for Teacher Certification, including state standards for effective instructional practice and effective, quality best teaching practices.

II.   Tallahassee trip to meet with Department of Education representatives

III.   Timeline revisited

Discussion Items:

I.   Program Development Updates- Early Childhood Education, Elementary Education
1. Admission Guidelines
2. Program of Study
3. Endorsement/Integrated Content (Reading, ESOL, Field Experiences, Technology)
4. Program Outcomes
5. Curriculum Maps

II.   Letters of Support

III.   Next Steps

Handouts:

Learning Outcomes from Daytona Packet	Letter of Intent- key skills
College of Central Florida, DOE, Polk State – Basic Course Information/Syllabus Information	Competencies and skills- Elementary Education K-6, Prekindergarten/Primary PK-3, Reading K-12, ESOL K-12
Timeline document	

Education BS Degree Development Advisory Task Force
Meeting Notes - August 6, 2013

Attendees - Naomi Boyer, Donald Painter, Karen Greeson, Lauri Christopher, Tom Freijo, Richard Estridge, Rick Slaughter, Beverly Woolery, Patricia Jones, Becky Pugh, Lisa Ellis, Karen Coates, Linda Robinson

Items Distributed - Letter of Intent (key skills); College of Central Florida, DOE, Polk State - Basic Course Information/Syllabus Information, Competencies and Skills- Elementary Education K-6, Prekindergarten/Primary PK-3, Reading K-12, & ESOL K-12

Information items -

I.   **Letter of Intent (LOI) to State Board of Education** - list of skills for both Elementary and Early Childhood were distributed for attendees' awareness because this list may be able to be used as program outcomes are talked about and moved towards. The current LOI is being worked on by Dr. Ross; the final version will be ready by August 12th for the PSC Board Meeting on August 26th. Current plans are to have the LOI in the mail on August 27th.

II. **Tallahassee trip to meet with Department of Education representatives** - a response received August 5th to our written request for a meeting in Tallahassee stated that the Department of Education believed it would be premature to meet regarding our next steps concerning the initial approval process; the Department is currently in the midst of Rule Development and will conduct technical assistance workshops for all interested institutions across Florida once initial and continued approval standards have been formalized. Our plan is to move forward and adapt as information becomes available, it will not impact the two processes - State Board of Education and Department of Education.

III. **Timeline revisited** - team members were provided an updated timeline for reference purposes.

Discussion Points -

- Main discussion for this meeting is content proposals.
- Preliminary course listings created by Karen (Early Childhood) and Beverly (Elementary Ed) were distributed.
- Courses mapped to the skills and competencies - skills and competencies provided to attendees include K3, Reading, ESOL and K6 competencies.
- Richard did ELL (English Language Learners) competencies.
- Early Childhood - Karen will distribute via email the list of technical/elective credits (18 hours) for Early Childhood which were not included in the handouts.
- Naomi provided a reminder that this team is looking for ways to make our programs unique - discussion items have included: STEM, special emphasis on Science, Technology, Engineering and Math; Partnerships, i.e. Legoland; Global Perspective; Project Pride; and Alternative Delivery Options (online delivery).
- The use of technology to teach the course is as important as adding technology into the curriculum. Linda believes some technology should be in every course we offer, everyone concurred. To Do: Decide on technology competencies.
- Idea to consider: PSC to conduct a one week technology academy with our students before regular classes begin.

- Diversity courses are included. Note EDG 2701 has changed to EDF 2085.
- Course Overlap between two programs: EDF 3115, Child Development for Inclusive Settings
- Regarding Instructional Planning, everyone concurred that students will be exposed to learning planning (lesson plans) in every course.
- Elementary Education - EDE 4301 Instructional Planning for Diverse Learners has been removed due to overlap with EEX3294 and EDF 3115 which were kept; "inclusive" means all learners; possibly replace EDE 4301 opening with EDG 4003 which will be researched further before a definite decision is made. For now, there is one course opening in the course list.
- EDG 4377a Integrating Mathematics and Sciences has been crossed out; the course description states this is focused on students with disabilities.
- SCE 4113L Elementary Science Content is a viable replacement for EDG 4377a.
- Discussion led by Tom to add MAE 4326 Methodology II as the advanced class to MAE 4310 Teaching Elementary School Math I. General consensus from other team members is that there are already enough Math focused classes, future discussion will be had regarding the possibility of adding a technology course.
- STEM vs. STEAM - new focus at the District level is to add in the Arts, team members were asked to take this into serious consideration when planning courses.
- New admission requirement to be considered- finger print students before they are accepted into the program, and again before they do any student teaching. To Do: Richard will speak with the District Office to see if a Human Resource associate would be interested in joining this group.
- Note: Competencies and Skills handouts are the wrong documents; To Do: Richard will provide the links to the correct documents.
- Reading competencies must be mapped out. Beverly noted that both Karen Coates and Lisa Ellis have master degrees in reading and would be excellent resources to work on the reading competencies for Elementary Ed - both agreed to work on them together. Karen Greeson and Lauri Christopher will work on the Early Childhood model.
- It was noted that the K-12 NET Standards are standards for teachers *and* students.
- Public schools are trending towards digital content in classrooms - school testing, eText, compilation digital content, more electronic options versus hard-copy options of old like text books. Our programs need to include digital content; Naomi stated it is important to create a hybrid model of delivery.
- Instructors must have a reading endorsement to teach reading classes. Bachelor's degree = reading endorsement; Master's degree = reading certification (includes reading endorsement from the bachelor's degree).   All teachers in Polk County have to be ESOL (English Speakers Other Languages) endorsed. Conclusion, there is no leeway with the State on ESOL training; we must infuse this into our program. We have one course opening in the Elementary Ed program, more discussion to be had to add a course.
- Team members were directed to College of Central Florida, DOE, and Polk State Basic Course Information and Syllabus Information on the two tables (review only). To Do: Naomi is to send links to the CCF documents to team members for their continued review and reference.
- To Do: Naomi is to send out the BCI templates; Donald, Bev and Karen G. (contact experts) to move forward on developing BCI's. November timeline for BCI's, full syllabus for DOE presentation.
- Kelly at Legoland has given Naomi a contact who is building a similar program to ours, adding in STEM. A meeting will be planned for the near future to share information, ideas.

- To Do: Richard will work on infusing ESOL into Elementary Ed and have that info out to the attendees by Friday, 8/9; the most stand-alone classes = 5; we have to add 3 to Early Childhood. Elementary Ed - 3 or 4 classes, take out of Math and Science, not Assessment and Evaluation which we must have.

Next Steps -

- To Do's noted above
- Compressing completed and distributed by Friday, 8/9
- Beverly to work on RPA's
- Naomi to schedule internal PSC meeting to determine internal processes & hires for BCI development
- Naomi to send BCI templates to Karen G. and Beverly
- Naomi to send College of Central Florida document links to all team members
- Linda - Technology Integration, find standards and where they can be infused (Early Childhood Ed - Karen G. can assist)
- Reading Competencies - Karen Coates & Lisa Ellis, Elem Ed; Karen G. & Lauri, Childhood Ed
- Naomi to send out a Doodle survey for this team's next meeting on forward progress (after internal meeting is done and internal processes identified - 8/12 @ 2:30)

To Do before Next Meeting -

- Make today's changes to program course lists
- Assign team members to courses, develop courses (report who is doing them and their progress)

Meeting ended at 5:02 p.m.

<div align="center">

MINUTES
POLK STATE COLLEGE
District Board of Trustees Meeting
Monday, August 26, 2013 – 4:00 p.m.
Winter Haven Campus, WST-126

</div>

Dr. Eileen Holden called the August 26, 2013 District Board of Trustees meeting to order at 4:05 p.m.

Members Present: Mr. Dan Dorrell, Mr. Rick Garcia, Ms. Linda Pilkington, Mr. Greg Littleton, Ms. Teresa Martinez and Mr. Mark Turner

Student Spotlight: Christina Urbina, President, Phi Theta Kappa Chapter, Winter Haven Campus

Moment of Silence: Dr. Holden asked everyone to pause for a moment of silence and to keep in mind the lives, legacies and loved ones of two very different people who had huge impacts on this institution, Ernie Straughn, local architect, and Yati Patel, an accountant at the College.

Foundation Special Recognitions: Ms. Tracy Porter
Ms. Porter introduced the Treasurer of the Polk State College Foundation Board, Mr. Kevin Ashley. Mr. Ashley acknowledged a donation from AT&T in the amount of $25,000 for scholarships and programs. He then introduced Mr. Matt Mucci, Regional Director, External Affairs from AT&T Services, Inc. Following the introductions, Mr. Mucci briefly addressed the Board emphasizing the valuable role that the College plays within the community.

Special Recognitions – Dr. Eileen Holden:
Dr. Holden recognized retiree Lynda Ford, Business Operations Coordinator, for her fifteen years of service to Polk State. Lynda earned her AS, an AA and graduated with her BS in Business in Polk's first graduating class. Dr. Holden then presented a token of appreciation to Lynda for her years of dedicated service to the College.

Dr. Holden presented a token of appreciation to Mr. Mark Turner, outgoing Board Chair for FY 2012-2013.

Agenda:
Mr. Littleton moved, seconded by Ms. Pilkington, to approve the agenda for June 24, 2013. All members voted affirmatively.

District Board of Trustees Reorganization:
- **Election of Chair and Vice Chair** – At this time, Dr. Holden opened the floor for nominations for the Chair and Vice Chair for FY 2013-2014. Mr. Garcia moved, seconded by Mr. Dorrell to nominate Ms. Linda Pilkington as Chair. Mr. Turner moved, seconded by Mr. Littleton to nominate Mr. Dorrell as Vice Chair. All members voted affirmatively.

At this time, Dr. Holden passed the gavel over to the new Chair, Ms. Linda Pilkington, to preside over the meeting.

- **Resolution #765 – Signature Facsimile (FY 2013-2014)** – Ms. Pilkington presented and recommended approval of Board Resolution #765 – Signature Facsimile (FY 2013-2014). Mr. Garcia moved, seconded by Ms. Martinez, to approve Resolution #765 – Signature Facsimile (FY 2013-2014). All members voted affirmatively.

- **Resolution #766 – Signature Facsimile Personnel (FY 2013-2014)** – Ms. Pilkington presented and recommended approval of Board Resolution #766 – Signature Facsimile (FY 2013-2014). Mr. Garcia moved, seconded by Mr. Turner, to approve Resolution #766 – Signature Facsimile Personnel (FY 2013-2014). All members voted affirmatively.

- **2013-2014 Meeting Dates and Material Deadlines** – Ms. Pilkington presented and recommended approval of the 2013-2014 Meeting Dates and Material Deadlines for meetings of the District Board of Trustees. Mr. Turner moved, seconded by Mr. Garcia, to approve the 2013-2014 Meeting Dates and Material Deadlines. All members voted affirmatively.

Consent Agenda Items:
A. **Payroll Distribution for June and July 2013** – Approved on consent agenda. Board action is required.

B. **Expenditure Summary for June and July 2013** – Approved on consent agenda. Board action is required.

C. **Tangible Personal Property Deletions** – Approved on consent agenda. Board action is required.

D. **Personnel Actions for June and July 2013** – Mr. Elliott presented and recommended approval of the Personnel Actions for June 1, 2013 – July 31, 2013. Board action is required.

Mr. Dorrell moved, seconded by Mr. Turner, to approve the consent agenda items for June and July, 2013. All members voted affirmatively.

Those items included under the Consent section are self-explanatory and are not expected to require discussion before action. Items will be enacted by one motion. If discussion is desired by any Board member on any item, the item should be identified and removed from the Consent agenda for separate action.

Approval of Board Minutes
Mr. Turner moved, seconded by Mr. Garcia, to approve the June 26, 2013 Board minutes. All members voted affirmatively.

President's Report
- Dr. Holden presented and reviewed the following items for the Board's information:
- Board Rule 1.02
- Enrollment Update
- Fall Board Retreat
- Lake Wales Space Constraints
- New process for submitting the President's Report
- Portables on the Lakeland Campus
- Relocation of District Offices
- Upcoming Events

Attorney's Report
None

Business Services Action Items:
Mr. Elliott presented and recommended approval for the Charter School Distribution plans for the 2013-2014 Teacher Salary Allocations:

A. Chain of Lakes Collegiate High School 2013-2014 Teacher Salary Allocation
B. Lakeland Collegiate High School 2013-2014 Teacher Salary Allocation
C. Lakeland Gateway to College 2013-2014 Teacher Salary Allocation

Mr. Littleton moved, seconded by Ms. Martinez, to approve the three Charter School Teacher Salary Allocations effective September 1, 2013. All members voted affirmatively.

Business Services Informational Items:
A. Investment Interest Comparison for June and July 2013 -No Board action required. Mr. Elliott briefed the Board on the College's investment interest. Discussion followed.

B. Budget Amendment Summary for June and July 2013: Mr. Elliott presented and reviewed the Budget Amendment Summary for June and July 2013 for the Board's information. Discussion followed.

C. Financial Report as of June and July 2013: Mr. Elliott presented and reviewed the Financial Report for the months of June and July 2013 for the Board's information. Discussion followed.

D. Project Status Report College-Wide for August 2013: Mr. Elliott presented and reviewed the Project Status Report for August 2013 for the Board's information. Discussion followed.

Academic & Student Services Action Items:
- **New Course Fees for August 2013** – Dr. Ross presented and recommended approval of the new course and lab fees for August 2013. He then reviewed the new course and lab fees for the Board's information.

Mr. Dorrell moved, seconded by Mr. Garcia, to approve the new Course Fees for August, 2013. All members voted affirmatively.

- **International Travel:**
Dr. Ross shared with the Board about the upcoming trip with Dr. Herb Nold, a faculty member and advisor for the Golden Key Club and four students that will travel to Cape Town, South Africa September 18-25, 2013. Dr. Ross stated that the Golden Key Club is an international honor society.

- **Bachelor of Science in Early Childhood Education and Bachelor of Science in Elementary Education:**
Dr. Ross recommended approval to submit a letter of intent for two new degrees: Bachelor of Science in Early Childhood Education and Bachelor of Science in Elementary Education.

Mr. Garcia moved, seconded by Ms. Martinez, approval to submit a letter of intent for two new degrees: Bachelor of Science in Early Childhood Education and Bachelor of Science in Elementary Education. All members voted affirmatively.

- **Level II Vocational Report:** Dr. Ross provided a review of the program report for the Florida College System of Polk State's AS and certificate program. He stated that each year the Florida College System requires each college to submit a program review on their AS and certificate programs. No concerns were identified with any of the College's AS or certificate programs.

Board Discussion
Ms. Pilkington stated that the Foundation needs a trustee to serve on the Foundation Board. Mr. Dorrell said that he would be willing to serve on the Foundation Board.

Adjournment:
Having no further business, the meeting adjourned at 5:15 pm.

_____
Ms. Linda Pilkington, DBOT Chair   Date

_____
Eileen Holden, Ed.D.   Date
President

Education BS Degree Development Advisory Task Force
Agenda
December 11, 2013
2:30 – 4:30

I.   **Welcome and Introductions**

II.   **Program Proposal**

III. **Program Development**

    a. **Program Learning Outcomes**

    b. **Program of Study**

    c. **Course Development**

        i.   **Field Experience**

    d. **Curriculum Maps**

IV.   **Participant Questions/Discussion Topics**

V.   **Next Steps**

    a. **BCI review & feedback - January**

    b. **AQC application review & feedback - January**

Handouts:

I.	Agenda
III.a	Proposed Program Learning Outcomes
III.b	Program of Study – ECE and ELEM
III.c	Course Development Update
III.d	Curriculum Maps - ELEM

Dec. 11, 2013 Meeting Report

Purpose of the meeting:	Meeting Format & Location:	Meeting Summary Submitted by:
Introduce new program director; Receive program development updates; Collect feedback from participants; identify next steps	Face-to-face & live video streaming – PSC Winter Haven and Lakeland	Patty Linder

Participants		
Naomi Boyer, Facilitator Becky Pugh Beverly Woolery Chris Page Donald Painter	Eileen Castle Karen Coates Karen Greeson Kelly Reddin (Phone) Lauri Christopher	Linda Travers Lisa Ellis Patty Linder Richard Estridge Tom Freijo

Accomplishments	Recommendations/Outcomes
➢ Welcome and Introductions	➢ 2: 40 PM
➢ Program proposal update	➢ Current Timeline: • Feb. 17, 2014 – PSC Academic Quality Council approval • March 18, 2014 – State Board of Education Approval • January 2015 – Program launch
➢ Review of original decisions regarding program innovations and connections	➢ STEM; Global perspectives; LEGO; ELEM teacher diversity (Project PRIDE)
➢ Discussion of proposed Program Learning Outcomes	➢ Tailor the identified professional standards organizations for ECE program and ELEM program ➢ Keep it simple; limit list to items 1(a-g) and 2 on handout
➢ Program of Study Review	➢ AS to BS Early Childhood Education; AA to BS in ECE; AA to BS in ELEM • Changes in AS program, including expanding to 2 practicum courses and a new course to introduce students to math & science for young children • Remain mindful of reducing barriers for BS program admission • Investigate connection to Greenhouse program for Polk Cty Schools paraprofessionals • Reduce course load during semester of final internship

	– Create various course sequence examples that include options for summer semester, 3 year completion, etc. – Consider 10 wk internship paired with fast track (6 wk) course – Revisit idea of pairing Classroom Management with internship; review pros & cons; • Polk Cty Schools requirement: students must pass all 3 sections of FTCE before internship • Need guidelines for internship and field experiences • Setting a recommended sequence of courses is a priority
➢ Course development update	➢ Brief review of table in handouts • Process in motion to secure developers for 4 remaining ELEM courses • 3 of 13 BCIs have been submitted for ECE program • 11 of 19 BCIs have been submitted for ELEM
➢ Curriculum Maps	➢ Draft of FEAPs map (handout) – a work in progress • X indicates FEAPs from course matrix of suggested alignment • BCI indicates FEAPs identified by course developer in the BCI • * indicates suggestions by P. Linder ➢ BCI collected so far indicate some confusion regarding competencies • A uniform set of the various competency documents will be sent to development team and individual course developers (FEAPs, PECs, Subject Area Subtest Comps K-6 for ELEM, Subject Area Subtest Comps PreK-3 for ECE, Reading Endorsement, ESOL endorsement) ➢ Templates for all curriculum maps have been developed • a copy will be sent to development team for review and feedback
➢ Next Steps	➢ Development Team review of BCIs in January to inform AQC application development • P. Linder will contact you with details
➢ Adjourned	➢ 4:30PM

Education BS Degree Development Action Plan

Action Step	Timeline (Target Date)	• Lead Person(s)	• Resources Needed	• Measures of Success	• Additional Information
Secure place on State Board of Education (SBOE) agenda for March program approval	TBD	• N. Boyer	•	• Confirmation from SBOE	•
DEADLINE: Final draft of BCI for ECE & ELEM courses	Jan. 2, 2014	• Course developers	• Competency documents • Exemplar BCI	• All BCIs submitted to P. Linder	•
BCI Review and Feedback for ECE and ELEM courses	Jan. 6-24, 2014	• P. Linder • Program Development team	• Completed BCIs • Competency documents • Exemplar BCI • Schedule& process for collaborative review	• Feedback collected	• Patty will organize individual and/or small group reviews
Revise BCIs for ECE & ELEM courses	Jan. 25 – Feb. 3, 2014	• P. Linder • Course developers	• Feedback/ recommendations	• Accurate BCIs with uniform formatting	•
DEADLINE: Documents for Academic Quality Council (AQC) meeting	Feb. 3, 2014	• P. Linder	• New program proposal forms (ECE and ELEM) • New course proposal forms (13 for ECE; 19 for ELEM)	• AQC forms submitted to P. Jones	•
Present new program and course requests to AQC	Feb. 17, 2014	• N. Boyer • D. Painter • P. Linder	•	• AQC approval	•
Present new program request to State Board of Education	March 18, 2014	• N. Boyer • D. Painter • P. Linder	• TBD	• SBOE approval	• The Capitol, Room LL03 400 South Monroe Street Tallahassee, Florida

DEADLINE: Syllabi for ECE and ELEM courses	March 31, 2014	• Course developers	• Exemplar Syllabus	• All Syllabi submitted to P. Linder	•
Create course sequence for ECE and ELEM programs	Spring 2014	• P. Linder • Program Development Team	• Curriculum Maps • Course Descriptions • Team recommendations	• Final Course Sequence documents	•
Prepare application for FL Department of Education	Spring 2014	• N. Boyer • D. Painter • P. Linder	• TBD	•	•
Establish Education Programs Advisory Board	Spring 2014	• P. Linder	• Recommendations for membership	• First meeting of the Advisory Board	•
Present new program request to FL Department of Education	TBD	• N. Boyer • D. Painter • P. Linder	• All application components	• FDOE approval	•
Present application for SACS approval	TBD	• N. Boyer • D. Painter • P. Linder	• FDOE approval	• SACS approval	•
Develop program branding/marketing strategies & materials	TBD	• P. Linder • Advisory Board	• SACS approval	•	•
Secure faculty	TBD	• P. Linder	•	•	•
Create class schedule	TBD	• P. Linder	•	•	•
Secure classroom space	TBD	• P. Linder	•	•	•
Student enrollment process	Fall 2014	•	•	•	•
Program Launch	January 2015	•	•	• BS Education classes begin	•

POLK STATE
C O L L E G E

Development Advisory Taskforce for Bachelor of Science in Education Programs
Agenda
February 3, 2014

4:30   **Welcome**

- **Role assignments: Recorder, Time Keeper**

4:35   **Program Development Updates**

- **Course Development**

- **Curriculum Maps**

4:45   **Work Groups**

- **Early Childhood Education Program of Study**

- **Elementary Education Program of Study**

6:00   **Next Steps**

- **Program Development Action Plan**

6:10   **Reflection**

6:15   **Adjourn**

Handouts:

1	Agenda
2	ECE Course Descriptions
3	ELEM Course Descriptions

February 3, 2014 Meeting Report

Purpose of the meeting:	Meeting Format & Location:	Meeting Summary Submitted by:
• Program development Updates • Review Course Descriptions & Field Experience • Establish suggested Sequence	Face-to-face: Lakeland Campus, LTB 1302	Patty Linder

Participants		
Patty Linder, Facilitator Becky Pugh Chris Page	Donald Painter Karen Coates Karen Greeson	Linda Travers Lisa Ellis Richard Estridge Tom Freijo

Accomplishments	Recommendations/Outcomes
➢ Welcome	➢ Time Meeting Begins: 4:45 ➢ Recorder: Karen Greeson ➢ Timekeeper: Tom Freijo ➢ **Special recognition of Karen Coates, Teacher of the Year at Wendell Watson Elementary**

➢ Program Development Updates	➢ Course Development
	  • New clustering of ESOL & Reading Endorsement Competencies for assessment in courses based on curriculum chats between Patty and content experts
	  • Decision: Most challenging competencies should be fully assessed in courses with instructors who have greatest expertise in the competency focus

ESOL Endorsement

Course	Infused Assessment of Competency	Single Course Assessment of Competency
EDF 2085 Introduction to Diversity for Educator		**Domain 1 (Culture)**
TSL 3080 ESOL I	**Domain 5 (Assessment)**	**Domain 2 (Applied Linguistics)**
TSL 4081 ESOL II	**Domain 3 (Methods)**	**Domain 4 (Curriculum/Materials)**
Various other courses	**Domains 3 & 5**	

• ESOL Endorsement discussion for clarification
  ▪ Only competencies with portfolio outcome measures will be placed in BCIs
  ▪ EDF 2085 will need revision; transfer credit will be accepted as meeting competency
  ▪ Same plan for ECE and ELEM programs

Reading Endorsement		
ECE Course	**Competency Reinforced - Not Assessed for Portfolio**	**Single Course Assessment of Competency**
EDG 3343 General Teaching Methods		**Competency 1 (Foundations of Reading Instruction)**
RED 3009 Early & Emergent Literacy		**Competency 2 (Application of Instructional Practices)**
RED 4304 Literacy & Assessment PK-3	**Competency 4 (Differentiation)**	**Competency 3 (Assessment)**
EEX 3071 Teaching Exceptional & Diverse Populations		**Competency 4 (Differentiation)**
EEC 4940 Internship		**Competency 5 (Demonstration of Accomplishment**
ELEM Course	**Competency Reinforced - Not Assessed for Portfolio**	**Assessment of Competency**
EDF 3115 Child Development for Inclusive Settings		**Competency 1 (Foundations of Reading Instruction)**
RED 4303 Literacy Learning and Assessment PK-3	**Competency 4 (Differentiation)**	**Competency 3 (Assessment)**
RED 4311 Literacy Learning and Assessment 4-6	**Competency 3 (Assessment)**	**Competency 4 (Differentiation)**
LAE 3414 Children's Literature EDG 4376 Integrating Language Arts & Social Studies		**Competency 2 (Application of Instructional Practices)**
EDE 4945 Internship		**Competency 5 (Demonstration of Accomplishment**

- Reading Endorsement discussion for clarification
    - Only competencies with portfolio outcome measures will be placed in BCIs
        - Exception: Competency Reinforced - course outcomes that may be tested as part of the course grade, but not assessed for the Reading Endorsement Portfolio will be listed under Additional Course Outcomes on BCI
    - Successful completion of LAE 3414 **AND** EDG 4376 will satisfy Competency 2
        - Competency 2 components (Comprehension, Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Integration of the Reading Components) will be divided and assigned for Assessment by K. Coates and L. Ellis, course developers

	➢ Curriculum Maps **(Also discussed Next Steps and Action Plan timeline)**
	   • Patty reported wonderful progress in finalizing competency placement for Portfolio Assessment with the ECE program ahead of ELEM in this process
	      ▪ ECE program will be presented for approval at the Feb. 17th AQC meeting
	      ▪ ELEM program will be presented for approval March 20th AQC meeting
	   • Development Action Plan has been updated to reflect changes in timeline **(attached below)**

➢ Program of Study Work Groups	➢ General Discussion of Task
	   • Briefly review Course Description
	      ▪ Edit content; Suggest revisions
	         – Consistent vocabulary – group decided to use <u>Teacher Candidate</u> rather than student or pre-service teacher
	   • Discuss and make recommendations regarding field experience (hours & purpose), prerequisite and/or co-requisite courses, sequence (Year 1-2, optional semester recommendation)
	
	➢ ECE workgroup: Karen G., Linda, Richard, Donald
	   • Aha! Summary – Much discussion around how much field experience is enough.
	
	➢ ELEM workgroup: Becky, Karen C., Chris, Lisa, Tom
	   • Aha! Summary – Discussed the building of knowledge across the program of study; classes that provide knowledge needed in other course should come first. Grappled with field experience issues.

➢ Reflection	PLUS:
	  – I really liked the discussion in trying to decide course sequence. As always, it seemed that working together makes the job easier. Thank you!
	  – Having the course descriptors. Collaboration with peers.
	  – Everything was well organized and defined. Questions were answered.
	  – Great teammates. Collaboration.
	  – Your enthusiasm is great!
	  – Organized and prepared with course sheets to work on

	– Lovely "chocolate;" Endorsements narrowed to specific courses; Terminology and descriptions revised – Everything was great DELTA: – Running out of time – Not sure of my role yet but am really enjoying the professionalism – Not enough time! – Time constraints. Didn't get all descriptors edited – Everything was great! OTHER: – Next steps: standardize course descriptors (language, etc.); create timeline for courses – Can you send out materials from PP?
➢ Adjourned	➢ Time: 6:20PM

Education BS Degree Development Action Plan

Action Step	Timeline (Target Date)	• Lead Person(s)	• Resources Needed	• Measures of Success	• Additional Information
Documents for Academic Quality Council (AQC) meeting submitted	Feb. 4, 2014	• P. Linder	• ECE new program proposal form • ECE new course proposal form and BCI for 13 courses	• AQC forms submitted to P. Jones	•
Send revised ECE BCIs to course developers with syllabus template	ASAP	• P. Linder	• Syllabus Template	• Emails sent	•
Prepare new ELEM program and course applications and supporting documents	February 2014	• P. Linder	• Finalized BCIs for 19 courses	• AQC forms submitted to P. Jones	•

Task	Date	Responsible	Resources	Outcome	Notes
Send revised ELEM BCIs to course developers with syllabus template	ASAP	• P. Linder	• Syllabus Template	• Emails sent	•
Present new ECE program and course requests to AQC	Feb. 17, 2014	• N. Boyer • D. Painter • P. Linder	•	• AQC approval	•
DEADLINE: ELEM documents for AQC meeting submitted	March 3, 2014	• P. Linder	• ELEM New program proposal form • ELEM new course proposal form and BCI for 19 courses	• AQC forms submitted to P. Jones	•
Complete Baccalaureate Proposal Approval Application and supporting documents for State Board of Education (SBOE)	March 2014	• P. Linder • N. Boyer • K. Ross	•	• Submission to SBOE in March	•
Present new ELEM program and course requests to AQC	March 20, 2014	• N. Boyer • D. Painter • P. Linder	•	• AQC approval	•
Submit Baccalaureate Proposal Approval Application and supporting documents to State Board of Education (SBOE) and request placement on meeting agenda	March/April 2014	• N. Boyer	• AQC approvals for ECE and ELEM programs	• Confirmation from SBOE	•
Draft Florida Reading and ESOL Endorsement matrices (FDOE)	March/April 2014	• P. Linder	•	• Completion of document	• Draft only based on current FDOE portfolio requirements
DEADLINE: Syllabi for ECE and ELEM courses	March 31, 2014	• P. Linder • Course developers	•	• All Syllabi submitted to P. Linder	•

Task	Timeline	Responsible	Resources/Inputs	Outputs	Notes
Participate in TA as provided by FDOE for new folio submissions	TBD pending Rule approval	• P. Linder • D. Painter • N. Boyer	• New folio requirements	• Participation date	• After Rule approval, FDOE will revise the folio and advertise TA/guidance opportunities
Prepare folio application for FDOE	TBD pending FDOE TA/guidance schedule	• P. Linder • D. Painter • N. Boyer	• TBD	• Folio submission	•
Establish Education Programs Advisory Board	Spring 2014	• P. Linder	• Recommendations for membership	• List of confirmed Advisory Board members	•
Present new program request and folio to FL Department of Education	TBD	• N. Boyer • D. Painter • P. Linder	• All application/folio components	• FDOE approval	•
Application for SACS approval	TBD	• N. Boyer • D. Painter • P. Linder	• FDOE approval	• SACS approval	•
Develop program branding/marketing strategies & materials	TBD	• P. Linder • Advisory Board	• SACS approval	•	•
Secure faculty	TBD	• P. Linder	•	•	•
Create class schedule	TBD	• P. Linder	•	•	•
Secure classroom space	TBD	• P. Linder	•	•	•
Student enrollment process	Fall 2014	•	•	•	•
Program Launch	January 2015	•	•	• BS Education classes begin	•

POLK STATE COLLEGE
AQC MINUTES

Meeting:	Academic Quality Council
Date/Time:	Monday, February 17, 2014
Locations:	Winter Haven Campus – WMS 124
	Lakeland Campus – LAC 1243
Recorder:	Melissa Altamirano
Attending Members:	Patricia Jones, Donald Painter, Martha Santiago, Dawn Taylor, Becky Heintz , Rebecka Sare, John Anderson, Greg Harris, Brad Massey, Anna Butler, Laurel Smith, Jeff Woodside, Lorrie Jones, Karen Greeson, Beth Luckett, Karen Walfall, Sylvester Little, Erika Moyano (student)
Absent Members:	Dodie Cowan, Herb Nold, Chris Ly (student)
Other Faculty/Staff:	Annette Hutcherson, Lynda Wolverton, John Huff, Patty Linder
Resource Members:	Ken Ross, Reggie Webb, April Robinson, Kathy Bucklew, Bernie Rausseo, Peter Usinger

Welcome

Patricia welcomed everyone. A quorum was reached at 3:05 p.m. Addition to the agenda proposed by Dr. Ross: Adding AA degree. None opposed.

I. **Approval of 01-23-14 Minutes**
    Rebecka Sare made a motion to approve the meeting minutes; Laurel Smith seconded. No further discussion; motion passed unanimously.

II. **Program Modification: AS in Nursing (Generic and Transition)**
    Presenter: Annette Hutcherson
    Dr. Hutcherson shared that the goal of the modification is to reduce the required number of semesters for the Nursing AS from seven to five. Students currently pursuing a Nursing AS at Polk State, regardless of their educational background, must attend a minimum of seven semesters including pre-admission courses. The nursing accreditation body now requires that the program can be completed in five semesters, including prerequisites. This program modification provides Polk State AS Nursing students the ability to complete the program in five semesters with one semester of prerequisites and four semesters in the program. NUR 1010C: Introduction to Nursing is being eliminated. The content of NUR 1010C (which is basic fundamentals) is being integrated into a new Nursing 1 course. The current nursing courses will be end termed, and new courses are being created for the program. Even though students could finish in five semesters, most students will not be able to handle this academic load.

The deletion of NUR 1010C opens 3 credit hours, which ENC 1102: College Composition II will fill. NUR 1140C: Pharmacology is being streamlined to have both Generic and Transition AS students take the course after admission to the program. HUM 2020: Introduction to Humanities will be the specific humanities course required for the AS in Nursing program; it will meet one of the two humanities requirements in the BSN as well. Eliminating NUR 1010C necessitates changing the credits for NUR 2912 from 7 to 10 credits for all transition students to maintain compliance with the state regulation that requires an LPN be given 10 credits if he or she is enrolled in a transition to RN program. The changes are recommended to be effective for January 2015. Becky Heintz asked if the program modifications require students to complete the program within five semesters. Ken Ross asked if we are expecting students to take Nursing I, Pharmacology, and A&P II the first semester after the prerequisites are met. Annette said this will be the curriculum plan on paper, but most students won't be able to do it. The advisors and nursing faculty will continue to recommend they complete the current prerequisites before admission.

Sylvester Little made a motion to approve the proposal; Greg Harris seconded. No further discussion; motion passed unanimously.

III. Course Modifications- ART 2750C, 2751C, and 2756C
   Presenter: Pavel Amromin
   Topic tabled for further discussion within the department.

IV. New Course Proposals- ARH 2000 and ART 2995
   Presenter: Holly Scoggins
   Topic tabled for further discussion within the department.

V. Course Modifications and New Course Proposals: Developmental Reading and Writing
   Presenter: Lynda Wolverton
   REA 0055 and REA 0056 are the two modular courses for students who take a diagnostic test and have a placement score or developmental exemption. ENC 055 and ENC 0056 are also set up this way. The proposed change is to allow students with developmental exemption to enroll in any of these 4 courses if they choose. Becky Heintz noted that ENC 0025 and REA 0017 proposals refer to end terming the courses. Lynda agreed that this should be corrected to state that the courses are being modified, not end termed. Rebecka Sare asked if the state requires students to take a placement test to take these courses. Lynda said that non-exempt students have to take the placement test.

   REA 0017 and ENC 0025 will not be end termed but will be modified to allow students with a developmental exemption to enroll. Karen Walfall asked if students can take a modular class and a college credit class in the same subject concurrently. Lynda said that non-exempt students would either take modules or college credit courses in a subject, not both. However, exempt students can take a modular and college-credit course in the same subject at the same time. Karen stated that there are students who need a full-time course load. Because modular courses are only one or two credits, students will want to take both. Lynda suggested they take a traditional three-hour course instead of the module course. A modification to allow

students with developmental exemption to take REA 1105 was also proposed. Two new courses, ENC 0017 and ENC 0027, which combine developmental reading and writing, were presented. Becky suggested revisions to the course description; all agreed. Lorrie Jones made a motion to approve the proposal with the edits; Dawn Taylor seconded. No further discussion; motion passed unanimously.

VI. Course Modification: SLS 1533.
Presenter: Anna Butler
The course title and description are being changed to reflect a more positive tone.¬¬¬¬ Greg Harris made a motion to approve the proposal; Becky Heinz seconded. No further discussion; motion passed unanimously.

VII.   Computer Network Engineering: Program and Course Modifications
Presenter: John Huff
John explained that staying current with Florida's computer program framework requires changes to our Computer Engineering Technology program. The proposed modifications include switching to the Network Systems Technology framework that most closely matches our program. Our specializations were modified to follow state recommendations under the NSET framework. Based on the new framework, our current program specializations AS-25261, 25264, 25265, 25266, 25267, and 25268 are being end termed. Students already in programs to be end termed will have up to 2016 to complete the degree, or they can transition to one of the four new specializations being created: AS-25271, Network Infrastructure Administration; AS-25272, Network Infrastructure Design; AS-25273, Network Server Administration; and AS-25274, Network Virtualization and Cloud Technologies. A fifth specialization in Network Security is being developed and will be presented to AQC when complete. The department is also end terming obsolete courses within the current specializations and creating new courses under the new specializations. John discussed the program overview of each new specialization. Two certificates will also be end termed: Cisco CCNA and Cisco CCNP.

Kathy asked for (1) a mapping system of course equivalencies between the new and the old programs so the Registrar's office can make substitutions without individual substitution request forms and (2) a letter that will go to all current students explaining the changes. Donald said he would work with John and Cliff on the equivalency chart and the letter to the students. Karen Greeson made a motion to approve the proposal; Greg Harris seconded. No further discussion; motion passed unanimously.

In reference to concerns raised at the previous meeting about the volume of proposals, Patricia asked the committee (1) if the consolidation of the end-termed courses on one AQC form worked for committee members and (2) if the executive summary was helpful. Everyone agreed that they were comfortable with the one form, and the executive summary was extremely helpful. Becky noticed the summary came after the course proposals on the Intranet list. Ken Ross suggested amending the executive summary title to include the word "An" (An Executive Summary) to make the summary first in the list of documents.

VIII.   New Program Proposal: BS in Early Childhood Education
Presenter: Patty Linder
The Early Childhood Education BS program will focus on ages 3 years to grade 3. The proposal introduces 13 new courses and 42 required credits. Students with an AS in Early Childhood Education (ECE) will transition into the program by taking 18 additional GenEd credits, and AA students will take 18 lower-level technical credits for a total of 60 credits. The state-mandated mapping of the core curriculum to FEAP competencies is outlined in all 13 courses for the program. Patricia asked what steps students need to take to get certified once they finish the program. She asked Patty to include that information in the catalog description. Kathy Bucklew asked if ECE technical courses taken by students with an AA will permit them to earn a Polk State College certificate of any kind. Karen Greeson replied that they will not be taking all of the courses needed to satisfy the requirements of either current certificate. Ken Ross asked Karen to look at whether any of the clinical courses in the BS degree could substitute for the missing practicum of the Preschool Certificate so that AA students could earn an ECE certificate.

Anna Butler made a motion to approve the proposal; Greg Harris seconded. No further discussion; motion passed unanimously.

IX. General Education
Presenter: Ken Ross
Ken presented proposed changes to the AA degree audit. The main change to GenEd is that LIT 1000 has been moved to the Humanities bucket. It has been recommended that LIT 1000 be a required Humanities course along with HUM 2020. Art faculty are considering adding Art Appreciation. Dr. Ross asked that AQC approve the GenEd modifications so they can go into effect with the fall 2014 term. The impact is fairly minor, but we are going to have to change the LIT 1000 location in Genesis. Students who started GenEd prior to Fall 2014 will continue under the old GenEd requirements as long as they don't have a break in catalog. Kathy asked if we will need a new 11000 degree audit before Fall 20151. Ken said yes. Rebekah asked if a humanities professor can teach LIT 1000. Ken said no. It must be an English professor.

Greg Harris made a motion to approve the proposal, Sylvester Little seconded. No further discussion; motion passed unanimously.

X. Multiple AA degrees
Presenter: Ken Ross
STEM students need more math and science courses before transferring to a university. Federal financial aid laws have changed so that if students have enough credits to get the AA degree, they cannot receive financial aid for additional courses. If these students have six credits of GenEd math but need calculus or higher math, they cannot get financial aid for more math. Sylvester and Ken discussed with the district campus group that one possible solution is to create another AA degree. We will probably offer more types of AA degrees that align with state-created metamajors. The first additional AA will be a STEM AA, which will be brought forward to AQC for approval, hopefully before April. This isn't a state issue; it's a federal financial aid issue. When students have completed the required GenEd and

elective hours, we are supposed to stop giving them financial aid. Donald asked for verification that the STEM AA won't exceed 60 hours. Ken said yes, but our students don't start in Calculus I. If we require Calculus I as a STEM AA requirement, students will have to take more hours, but we would be allowed to give them financial aid to cover it. This STEM AA would assist veterans and international students as well who are currently limited to 60 credits. This will help a whole group of students, not just federal financial aid recipients. Donald commented that the DBOT rule that authorizes us to give degrees and certificates does not mention the AA degree in the plural. It simply calls it the Associate of Arts program. Ken said that we may offer more than two AAs, possibly one for each metamajor. Peter Usinger said that the state will eventually ask us to segment out the assessment data of the technical classes into different clusters for each AA degree.

Greg Harris made a motion to adjourn the meeting. All were in favor. Meeting adjourned: 4:35 p.m.

Next Meeting: Thursday, March 20, 2014
Proposals Due: Thursday, March 6, 2014

1. In which degree program are you currently enrolled?

#	Answer		Response	%
1	Certificate		7	1%
2	AA degree		415	48%
3	AS degree		209	24%
4	BAS degree		188	22%
5	Not currently enrolled		47	5%
	Total		866	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.83
Variance	0.92
Standard Deviation	0.96
Total Responses	866

2. How interested are you in pursuing, either now or at some point in the future, a bachelor's degree in the following:

#	Question	Extremely Interested	Very Interested	Somewhat Interested	Not Interested	Total Responses	Mean
1	Early Childhood Education	182	98	201	0	481	2.04

Statistic	Early Childhood Education
Min Value	1
Max Value	3
Mean	2.04
Variance	0.80
Standard Deviation	0.89
Total Responses	481

3. What are your preferences for taking the Early Childhood Education (Age 3 - Grade 3) program courses? Choose all that apply.

#	Answer		Response	%
1	Mornings Mon. - Fri		206	45%
2	Afternoons Mon. - Fri.		138	30%
3	Evenings Mon. - Thurs.		239	53%
4	Friday Evenings		90	20%
5	Saturdays		116	26%
6	Online (Web-based)		284	63%
7	Hybrid (Partially Web-based)		192	42%
8	Other, please specify		6	1%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	453

4. How soon would you be ready or interested to begin the Early Childhood Education (Age 3 - Grade 3)?

#	Answer		Response	%
1	Immediately		223	49%
2	1 to 2 years		150	33%
3	2 to 3 years		51	11%
4	3 years or more		31	7%
	Total		455	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.76
Variance	0.82
Standard Deviation	0.90
Total Responses	455

5. After completing a degree in Early Childhood Education, in which learning environment do you see yourself teaching? Choose all that apply.

#	Answer		Response	%
1	Preschool classroom		193	43%
2	Kindergarten classroom		271	60%
3	First Grade classroom		255	56%
4	Second Grade classroom		206	45%
5	Third Grade classroom		197	43%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	453

6. If Florida approves a teacher certification category for Science, Technology, Engineering, and Mathematics (STEM) in the future, what is your level of interest in the specialized teaching of STEM?

#	Answer		Response	%
1	Not interested		81	20%
2	Somewhat interested		206	50%
3	Very interested		123	30%
	Total		410	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.10
Variance	0.49
Standard Deviation	0.70
Total Responses	410

7. What is your preferred Polk State College location for taking bachelor degree courses? Rank in order of preference from 1 to 4, where 4 is most preferred and 1 is least.

#	Question	Least Preferred 1	2	3	Most Preferred 4	Total Responses	Mean
1	Winter Haven Campus	87	50	90	180	407	2.89
2	Lakeland Campus	67	41	82	213	403	3.09
3	JD Alexander Center in Lake Wales	228	70	35	43	376	1.72
4	Airside Center in SW Lakeland	220	62	55	34	371	1.74
5	Online (Web-based)	59	63	68	208	398	3.07

Statistic	Winter Haven Campus	Lakeland Campus	JD Alexander Center in Lake Wales	Airside Center in SW Lakeland	Online (Web-based)
Min Value	1	1	1	1	1
Max Value	4	4	4	4	4
Mean	2.89	3.09	1.72	1.74	3.07
Variance	1.41	1.29	1.08	1.04	1.27
Standard Deviation	1.19	1.14	1.04	1.02	1.13
Total Responses	407	403	376	371	398

8. How important are each of the following when it comes to choosing an educational program? Please use a scale from 1 to 5, where 5 means "very important" and 1 means "not at all important."

#	Question	Not at all Important	Not Very Important	Middle of the Road	Somewhat Important	Very Important	Total Responses	Mean
1	Convenience of Location	3	3	32	68	316	422	4.64
2	Availability of Online Courses	23	33	49	83	227	415	4.10
3	Availability of Evening Classes	25	30	62	59	238	414	4.10
4	Cost of the Program	7	13	37	78	280	415	4.47
5	Small Class Size (30 or fewer students per class)	31	34	82	106	161	414	3.80
6	Short Course Sessions (8 weeks instead of 16 weeks)	32	55	122	89	113	411	3.48

Statistic	Convenience of Location	Availability of Online Courses	Availability of Evening Classes	Cost of the Program	Small Class Size (30 or fewer students per class)	Short Course Sessions (8 weeks instead of 16 weeks)
Min Value	1	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	4.64	4.10	4.10	4.47	3.80	3.48
Variance	0.51	1.47	1.55	0.82	1.55	1.54
Standard Deviation	0.72	1.21	1.25	0.91	1.25	1.24
Total Responses	422	415	414	415	414	411

10. Do you have any additional comments or opinions regarding Polk State College's proposed bachelor degree in Early Childhood Education (Age 3 to Grade 3)?

Text Response
I think this program would be an asset to the already established programs and help in the transition to the University status.
My degree is in elementary education and this would save me both time and money. I'm currently with polk state and love all the professors so this would be the most ideal thing for me.
The more options/choices of classes and degrees the better. Also think of what flexible for the working parent.
I am already a para with the Polk County School Board. Credit for experience would be nice.
I think it would be a great addition to PSC. Personally, I would be very interested in looking in to the program. The location is convenient and it would be nice to continue my education at a school and with staff that I am already comfortable with should I choose to pursue a career in early education.
I strongly hope you start these programs!
no
I think it would be amazing since certain preschools will start requiring a bachelor's degree to their new employees.
I think that would be excellent
Would love this program
PSC needs this, so please do it!
It is the field I want to go into. I want to be a 4th or 5th grade teacher.
No
I am currently enrolled in the AS program for Early Childhood education and management. Currently being able to stay at Polk State to continue my education would be the best option for me.
A Bachelors program in Education would be the best case scenario for me financially and location wise. I am extremely interested and I am completing my AA this May. I would be able to start the Bachelors program in the Fall if it was available
This is THE program so many people have been waiting for! This will really enhance your classes and the counties teacher ratio!
I would really love to stay at Polk State for this program because one: I do not want to switch school, two: I love Polk State, and three: I do not do well with change and I am already comfortable in Polk State College.
I am really excited to see the college expand and open new career opportunities to students.
I think adding the Bachelor's program in Early Childhood Education would allow so many more students to continue their education at Polk State at a more affordable coat and more convenient locations.
Nope
Hurry up!
N/A
no
I think this would be an awesome program to have at Polk State! I am very interested.
N/A

Last year I went to a counselor about Polk State having this program. They stated they did not have it. I currently am working on a Bachelor degree in Health Care Administration. I have an interest in teaching and in the Health care field. I was torn between the two. With Polk not having the Early Childhood I decided I can get a Bachelor degree in Health Care Administration and then take the certification test afterwards to become a teacher. Polk needs a Early childhood education program!!!

No

Yes, I would like to know what all courses that would be required for graduation.
no
Wonder idea
I am currently only one credit away from completing my two year degree in Liberal Arts. My goal is to become a teacher and I am not sure that I will find a school that I can both afford and commute to.
na
No
I'm not personally interested but I know quite a bit of people that are waiting on this programs
Not at this time.
This sounds like a very good opportunity for students!
Great opportunities for students and Polk State College.
I was planning on going to Southeastern University to finish my degree in 2016 but I would be so excited to graduate from Polk State College with my B.S degree in Early Childhood Education, that would actually be a huge blessing!
I am exploring teaching, children make my heart smile.
Yes! I would love to see that , it would allow me to attend school while my kids are in school .
Some of us are unable to do a full internship during the day due to work, it would be helpful if we can find away to do the internship and still keep our current jobs (without jeopardizing our current monetary status) while we are attempting to transition to education. Some employers do not take kindly to this and will sometimes let an individual go if they feel they are planning on a job change.
Any new programs you can offer in the evenings or on weekends are always welcome.
no
this a program i would highly be interested in as due to my career at this time is in early childhood education. but with the degree i am about to receive i would still have to further my education to work with elementary age children
Let us start this program now
I would really like this program added to Polk State
not at this time
Because of the high demand for education field having a bachelors program for this program should reduce stress and it should be more cost efficient.
N /A
I think this would be a great opportunity. I enjoy taking classes at polk state college.It would keep alot of students at this school.
n/a
I just want to be able to take classes and still have some time for my family
I can not wait!

We really need this program here at Polk State, we have an A.S in it, so why not have the bachelors program as well.

I would absolutely love a Bachelor's program of study at Polk State. I have already completed all the teaching classes they have available at present with Professor Pugh and Professor Woolery. Professor Pugh is amazing!!

no

I think more people should be able to access these types of courses, and have them taught well as to have better success in education for the most developmental years of a child life.

I think it would be a very wise decision to add this degree program. I believe there are many students who utilize staying close to home to receive their degree in such a needed area!

no

no

n/a

no

Please bring it to Polk State!! I would love not having to transfer and commute to a school in Orlando or Tampa!!

I would be absolutely thrilled if PSC offered a bachelors in Early Childhood Education. I have an AA in Liberal Arts and am currently Earning my Early Childhood Managerial Certificate. I will be applying for my directors credentials at the end of the semester and have been looking everywhere for an affordable evening bachelors in early childhood.

I think that this would be a great option for many individuals including myself!!

This is my daughter's dream. I wasn't sure if she received this survey so I answered the way I knew she would. She is currently enrolled at UCF.

I would love it if we had that choose at Polk, I would be in it!

Many students are talking about this and asking question in my ECE classes at night. Some are already concerned about taking the appropriate classes.

I need this to happen or I have to transfer to north Tampa for USF. I REALLY WANT THIS COURSE, due to the fact that I have made it into 2 years of my degree in my AA, and I have already lined up my internship for my classes here in the county. Polk State College needs to fund this course in due haste, for Fall 2014.

This program is needed for Pok county.

I think Polk State College's bachelor's program for Early Childhood Education is a great Program because it prepares the person who is going to school for that program and teaching them to be great teachers.

They really need to have this here! Many students don't have the finances to go to another school.

the more options for the future the better

n/a

Affordable and flexible options on campus of choice is very important to me.

I would love it!

Not at this time.

I think that it would be a great addition not only for the staff but an opportunity for more students. this school is great and should be offered to more students

I was very excited to hear this was being considered at Polk State! I was not sure it would apply to me or would even be available, but now that it seems Polk State is going through - I am seriously considering furthering my education past my current degree.

I am very excited that you all are considering offering these programs and giving students an opportunity to take this survey to determine the demand for these types of programs.

Love!

It would be great!

I'd prefer elementary education but i'd do early edu if it ment geting a low cost degree.

hoping it starts soon
I am very much looking forward to this opportunity.
Yes This is good progress for our school I hope they add this program
No

Statistic	Value
Total Responses	87

1. Approximately how many full-time employees work in your organization? (Please enter numbers only)

Text Response
5
2
14
1
3
30
20
12
6
37
18
12
14
85
11
4
7
5
8
19
2
1
20
5
3
18
1
1
10
2
12
40

Statistic	Value
Total Responses	32

2. Would individuals with a bachelor's degree in Early Childhood Education (Age 3 to Grade 3) benefit your organization?

#	Answer		Response	%
1	Yes		30	94%
2	No		2	6%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.25
Total Responses	32

3. Approximately how many positions within your organization would benefit form a bachelor's degree in Early Childhood Education (Age 3 to Grade 3)?

#	Answer		Response	%
1	None		2	6%
2	1-5		20	63%
3	6-10		4	13%
4	11-20		5	16%
5	21-30		0	0%
6	More than 30		1	3%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.50
Variance	1.10
Standard Deviation	1.05
Total Responses	32

4. How many positions (new and turnover) do you hire each year that require a bachelor's degree in Early Childhood Education (Age 3 to Grade 3)?

#	Answer		Response	%
1	None		9	28%
2	1-10		22	69%
3	11-20		1	3%
4	21-30		0	0%
5	More than 30		0	0%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.75
Variance	0.26
Standard Deviation	0.51
Total Responses	32

5. Are opportunities for promotion available to your employees who obtain a bachelor's degree in Early Childhood Education (Age 3 to Grade 3)?

#	Answer		Response	%
1	Yes		25	78%
2	No		7	22%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.22
Variance	0.18
Standard Deviation	0.42
Total Responses	32

6. Does your organization have a tuition payment or reimbursement plan?

#	Answer		Response	%
1	Yes		12	38%
2	No		20	63%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.63
Variance	0.24
Standard Deviation	0.49
Total Responses	32

7. Approximately how many of your employees do you think might be likely to enroll in a program like this?

#	Answer		Response	%
1	None		2	6%
2	Less than 5		23	72%
3	6-10		6	19%
4	11-15		1	3%
5	16-20		0	0%
6	More than 20		0	0%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.19
Variance	0.35
Standard Deviation	0.59
Total Responses	32

8. Which category most accurately describes your organization?

#	Answer		Response	%
1	Private Elementary School		0	0%
2	Private Preschool		18	56%
3	Charter Elementary School		1	3%
4	Charter Preschool		0	0%
7	Other (Please specify)		11	34%
8	Public Elementary School		0	0%
9	Public Preschool		2	6%
10	Charter School District		0	0%
11	Public School District		0	0%
	Total		32	100%

Other (Please specify)
Private elementary and charter elementry
Day care
Head Start/Nonprofit organization
Family Childcare Home
Private Preschool & Elementary
Private Preschool and Elementary school
Private both elementary and preschool
Public and faith-based
Private Christian School from preschool to 12 grade
Daycare and Preschool
Home Day Care Provider

Statistic	Value
Min Value	2
Max Value	9
Mean	4.19
Variance	7.13
Standard Deviation	2.67
Total Responses	32

9. Would you be interested in serving on the advisory committee for this program?

#	Answer		Response	%
1	Yes		21	68%
2	No		10	32%
	Total		31	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.32
Variance	0.23
Standard Deviation	0.48
Total Responses	31

10. Do you have any additional comments or opinions regarding Polk State College's proposed bachelor degree in Early Childhood Education (Age 3 to Grade 3)?

Text Response
Love it!!!
I think it's probably a wonderful program. I have my AS degree in ECE, but in the Family childcare business it really doesn't make much of a difference if you have a degree or not according to most Families.
Can not wait until this program is up and running I will be one of the teachers that is interested in applying for this program!
Wonderful opportunity for our community!!
I wished we could have every teacher with a BA
It will be wonderful. We are in great need of educated teachers who can deliver professional and knowledgeable instructions to our future generation.
I really hope that this program becomes available for the Early Childhood Educators.
This program will definitely benefit our community.Early childhood is a very important part of a child's life and having a program so close to home would benefit all of us who love and enjoy this profession. I personally feel this is a wonderful opportunity.
This program would be very beneficial to my business....Thank you for sharing!!!
I think it's a good thing, I would love to finish my AS degree, but I need on line classes.
Will graduates of this program earn a Florida Teaching Certificate?
I would be interested in serving on the advisory committee but I do not have a bachelor degree. I am trying to talk my employees to further their education.
I know it would be a tremendous improvement for the Polk county and surrounding area. Students. Will benefit from this great move. To have well qualified teachers in the early stages of a child life helps our children to not be left behins   I am one in a million that would like to move forward and receive my Bachelor degree
I believe that the option to obtain a degree in this field has been very much needed in this county.
Is wonderful
I think it would benefit our community. The tuition cost at PSC is more affordable than neighboring colleges and classes would fill up quickly.
No

Statistic	Value
Total Responses	17

March 31, 2014

Dr. Eileen Holden, President
Polk State College
999 Avenue H., NE
Winter Haven, FL 33868

Dear Dr. Holden,

Polk County Schools strongly supports the development of the Bachelor's degree in Early Childhood Education and Elementary Education. Polk State College has been working with Polk County Schools to build a curriculum that is responsive to the local needs of our students and teachers. Additionally, Polk State faculty has worked unwaveringly to design an innovative programming option in terms of delivery, technology, and STEM content. We look forward to continuing our partnership with the College by serving on advisory boards, providing sites for field placements, and developing pipeline programs that allow us to "grow" our own local expertise that understands the diversity and population of students within Polk County.

Each year, Polk County Schools hire over 600 to 800 new teachers to facilitate instruction in our 156+ sites. 67 of our locations are elementary schools, which dictates our ongoing need to attract, recruit, and retain highly qualified, and effective early childhood and K-6 teachers, for Polk County Schools. It is our hope that Polk State's new program will yield an additional pool of applicants from which the District may actively pursue to address its vacancy needs annually.

The collaboration and conversations that were generated in our educational community during the creation of your new program is essential to our ability to provide high quality teaching in every school. It is my hope that additional opportunities to combine our efforts to improve our teacher leaders and ultimately our student academic achievement can become an ongoing practice.

Please accept this letter as evidence that Polk County Public Schools and our teachers support Polk State College's Bachelor of Science in Elementary and Early Childhood Education.

Sincerely,

Jacqueline Bowen   EW
Jacqueline Bowen
Senior Director, K-12 Literacy

LAKE WALES CHARTER SCHOOLS

130 E. Central Ave.
Lake Wales FL 33853

P.O. Box 3309
Lake Wales FL 33859

PHONE 863-679-6560
FAX 863-679-6565
lwcharterschools.com

March 11, 2014

Dr. Eileen Holden, President
Polk State College
999 Avenue H., NE
Winter Haven, FL 33868

Dear Dr. Holden,

The Lake Wales Charter Schools strongly supports the development of the Bachelor's degree in Early Childhood Education and Elementary Education. Polk State College has been working with Lake Wales Charter Schools to build a curriculum that is responsive to the local needs, as well as designing innovative programming options in terms of delivery, technology, and STEM content. We look forward to continuing our partnership with the College by serving on advisory boards, providing sites for field placements, and developing pipeline programs that allow us to "grow" our own local expertise that understands the diversity and population of students within Polk County.

We hire many new teachers annually to include graduates of our local colleges such as Polk State.

Polk State and Lake Wales Charter Schools currently partner with Lake Wales Polk State Arts Center for curriculum training and many community events. We look forward to adding another layer to our partnership.

Please accept this letter as evidence that Lake Wales Charter Schools supports Polk State College's Bachelor of Science in Elementary and Early Childhood Education.

Sincerely,

Jesse L. Jackson, Superintendent
Lake Wales Charter Schools

United Way
of Central Florida

uwcf.org

March 6, 2014

Dr. Eileen Holden, President
Polk State College
999 Avenue H, NE
Winter Haven, FL 33868

Dear Dr. Holden:

The United Way of Central Florida (UWCF) strongly supports the development of the Bachelor's degree in Early Childhood Education and Elementary Education. Polk State College has been working with UWCF to build a curriculum that is responsive to the local needs, as well as designing innovative programming options in terms of delivery, technology, and STEM content. We look forward to continuing our partnership with the College by serving on advisory boards, providing sites for field placements, and developing pipeline programs that allow us to "grow" our own local expertise that understands the diversity and population of students within Polk County.

Forty-three percent of students entering Polk County kindergarten do not have the language skills needed to succeed in school. To address that issue, UWCF facilitated the Let's Grow Early Literacy initiative with partners including Polk State College, the Early Learning Coalition of Polk County, Success By 6, Learning Resource Center and others.

Many of the caregivers in childcare centers have high school diplomas and GEDs. As a result of Let's Grow interventions, children have improved vocabulary scores by an average of five months for every one month of training.

UWCF facilitates the Early Education Partners of Polk (EEPP). Members include all local partners involved in training preschool teachers and caregivers. Members include Polk State College, the Early Learning Coalition of Polk County, Success By 6 Master Teachers, Polk County Schools (pre-k) and Head Start and work together to prioritize training issues so that childcare providers participating in multiple programs hear the same message.

    a) EEPP members work together to encourage students to attend Polk State College. Success By 6 Master Teachers help to enroll them and encourage career planning and professional development.
    b) EEPP, as a collaborative, self-published "Word Play," a language supplement that demonstrates a shared method of teaching language development. It is taught and distributed by all partners.

UWCF Master Teachers are adjunct instructors at Polk State College in a collaborative program with the Early Childhood Education Department. They have offered non-credit classes at more than 100 childcare centers resulting in dramatic improvements in classroom quality and student language skills.

Please accept this letter as evidence that UWCF supports Polk State College's Bachelor of Science in Elementary and Early Childhood Education.
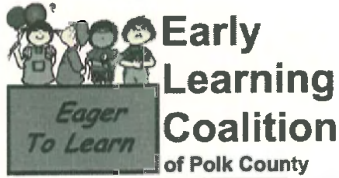
Sincerely,

Terry Worthington
President

LIVE UNITED™

United Way of Central Florida
Post Office Box 1357
Highland City, FL 33846-1357
Telephone: 863.648.1500
Fax: 863.648.1535

Highlands County Division
Post Office Box 3860
Sebring, FL 33871-3860
Telephone: 863.453.3401
Fax: 863.453.3405

EducationIncomeHealth

Early Learning Coalition
Eager To Learn
of Polk County

www.elcpolk.org

March 25, 2014

Dr. Eileen Holden, President
Polk State College
999 Avenue H., NE
Winter Haven, FL 33868

Dear Dr. Holden,

The Early Learning Coalition of Polk County strongly supports the development of the Bachelor's degree in Early Childhood Education and Elementary Education. Polk State College has been working with the Early Learning Coalition of Polk County to build a curriculum that is responsive to the local needs, as well as designing innovative programming options in terms of delivery, technology, and STEM content. We look forward to continuing our partnership with the College by serving on advisory boards, providing sites for field placements, and developing pipeline programs that allow us to "grow" our own local expertise that understands the diversity and population of students within Polk County.

The Coalition also has quality support staff that work directly with approximately 300 private provider county wide, and while these staff positions are limited, the qualifications require education and experience in the field of early childhood education and development, preferably a bachelors degree in early childhood education or a related field. Additionally, the Coalition works with providers in the Quality Counts program to increase the quality of early childhood education, and one of the many ways that a child care provider can enhance the quality of their program is to add to the education level of their directors and teachers.

Please accept this letter as evidence that the Early Learning Coalition supports Polk State College's Bachelor of Science in Elementary and Early Childhood Education.

Sincerely,

Gilbert Rincon
Chief Executive Officer