

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 be 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: Elementary Education
1.2	Degree type: <input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply): <input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4	List the counties in the college's service district: Polk
1.5	Degree CIP code (6 digit): 13.1202
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

		approvals from FDOE Initial Teacher Preparation program and SACS.
1.7	What is the primary associate degree pathway for admission to the program?	Associate in Arts (AA) degree
1.8	Is the degree a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Science (BS) in Elementary Education program at Polk State College is designed as a 2+2 with our existing Associate of Arts (AA) degree and provides affordable, public access to a degree otherwise not available to cultivate the required aspiring educators identified by the local school district(s). The curriculum builds on Florida’s Uniform Core Curricula and aligns with Florida standards for initial teacher preparation programs, specifically preparing educators for children in grades kindergarten through six.

Positioned in Florida’s High Tech Corridor, Polk State College recognizes the need to support industry workforce development by preparing educators with deep knowledge and robust instructional skills in STEM content in order to engage and excite elementary age learners, the future workforce of Polk County. The unique context of higher education in Polk County, given the entrée of Florida Polytechnic with niche STEM degree options, provides a canvas for the development of a strong pipeline of students with STEM interests and capacity. Building capacity for STEM instruction in local classrooms is a priority of Polk County’s largest teacher employers as evidenced by nine STEM-focused K-6 magnet schools among the Polk County public schools and an additional three science or technology-focused schools within the Lake Wales Charter district.

In response to the needs mentioned above and as a result of collaboration with industry partners (i.e., LEGOLAND Florida, LEGO Education) and the Polk County School District, the proposed BS degree program includes a track to respond to the dearth of elementary teachers with expertise in elementary level math/science content. One-quarter of the BS degree program at Polk State College (15 credit-hours) is designed to build the requisite content knowledge

related to Florida Standards in mathematics and science as well as the skills necessary to integrate science, technology, engineering, and mathematics in K-6 instructional settings. Coursework includes a STEM elective that will be selected from the following: Integrating the Arts into Elementary STEM, Engineering for Elementary Learners, and Advanced Methods for Teaching Science.

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 elementary teacher certification (K-6) as well as endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). The BS in Elementary Education degree program will also benefit current employees in local schools, especially paraprofessionals seeking career advancement and teachers seeking certification renewal. The nearest state university that offers a similar program is 50 miles away.

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 Elementary Education Program at Polk State College will prepare post-secondary students in Polk County, Florida for the role of teacher in classrooms from kindergarten to grade six. Graduates will demonstrate required skills and competencies as delineated in state statute for initial teacher preparation programs and complete eligibility for Florida Elementary teacher certification (K-6) and endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). The program also features a STEM curriculum focus that includes four required courses (12 credit-hours) that address mathematics, science, and technology, plus an additional 3 credit-hour STEM elective course to be selected from the following: Integrating the Arts into Elementary STEM, Engineering for Elementary Learners, and Advanced Methods for Teaching Science. Through coursework and associated field experiences in elementary settings, teacher candidates will integrate theory with teaching practice to demonstrate competencies related to research-based instructional techniques that are 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 kindergarten through sixth grade in Florida public, charter, and private schools.

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- 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.

The demand for elementary and kindergarten teachers in Polk County is 139 annually per the Florida Department Of Economic Opportunity projections and 113 per EMSI.

The output from local universities and colleges had a 5-year average of 104 graduates, however the number of completers at Florida Southern College and Southeastern University has been declining in recent years.

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- 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).

Additional workforce data was collected through direct e-mail communication with leadership in the two largest employers of K-6 teachers in Polk County, Polk County Public Schools and Lake Wales Charter Schools. While these employers reported a current year (2014-15) need for 197 teachers in grades kindergarten through six, this does not account for job openings that may have existed in the 20 private school employers within Polk County. With these limitations identified, the employer reported local need for 197 elementary teachers in the current year exceeded the FDEO projections of 139 annual openings by 58 positions.

The output figures for Florida Southern College and Southeastern University may be diminished by geographic diversity that is above the national average for undergraduate students at those institutions. A reported 39% (FSC) and 34% (SEU) of the student populations matriculated from out of state (retrieved from www.collegefactual.com) and may not elect to enter the local workforce after graduation.

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- 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.
N/A
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PLANNING PROCESS

- 4.1 Summarize the internal planning process.

Initial Meetings

In early 2013, Polk State College began considering establishing an elementary education 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.

Needs Assessment

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 64% indicated interest in the program, with 3 out of 4 students qualifying their interest as “very strong” or “extremely strong.” In addition, 82% of respondents indicated that they would like to start the program within two years. Students also voiced strong support for a BS in Elementary Education program in their comments, including:

- “Please do this as soon as possible. I would love to be able to not having [sic] to worry about transferring to a more expensive college for my major, and I really enjoy Polk State’s learning environment.”
- “Please get the education program for PSC. There are many parents out there, like myself, that as [sic] going back to college to get this degree....are too expensive ... isn't an ideal location with having to travel while children are in another county going to school. I've been waiting/crossing my fingers that PSC gets approval/certification so that I can continue to finish my education here!”

- “This program would be great! The closest schools that offer these programs are all private schools...and these schools are very expensive! Please, please, please get this program at Polk State.”

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

4.2 Summarize the external planning process.

Externally, 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 arisen 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 elementary 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 Elementary 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 Elementary 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. programs. 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, Dean, College of Education. Dr. Ross and Provost Hull shared the Polk State College career projections and plans to offer the baccalaureate degree in Elementary 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. programs. 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 Elementary 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, Dean, School of Education and James Moyer, Executive VP and Chief Academic Officer, outlining Polk State's plans to develop a Bachelor of Science in Elementary Education along with the work force 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 Elementary 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 Elementary Education.

Polk County Elementary Education Employers

In March 2015, Polk State College surveyed elementary teacher employers across the service area including the two largest employers, Polk County Public Schools and Lake Wales Charter Schools (PCPS, LWCS), as well as 20 independent faith-based and private programs. The response rate was 27%, with data collected from PCPS, LWCS, and 4 independent programs. The agencies represented various size programs with the independent schools reporting a range of 12 to 50 employees, and LWCS and PCPS reporting 600 and 14,000 respectively. Overwhelmingly supportive of the bachelor program in Elementary Education, 100% said the degree would benefit their organizations and employees, and 67% indicated there were opportunities for promotion available to employees who obtain a bachelor’s degree in elementary education.

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.

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- 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 the College’s service district	June 2013; January 2015	Florida Southern College	Met with Kyle Fedler, Provost
	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
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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 Elementary 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 by year two and thereafter as projections for student enrollment and the resulting tuition will provide additional revenue. Unexpended carry-forward funds for the BS in Elementary Education program are expected to increase dramatically over four years, from \$2,751 in budget year one to \$378,920 for 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 32 graduates, are expected in year three, and 64 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 partly due to instruction is only needed for 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 kindergarten to grade six.

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	60	=	\$6,733.20
Tuition & Fees for upper division:	\$123.89	X	Credit hours	60	=	\$7,433.40
Tuition & Fees (Total):		X	Credit hours	120	=	\$14,166.60

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
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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
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Institution Name: Keiser University – Lakeland

Tuition & Fees:	\$8,028	X	Semesters	8	=	\$64,224
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Institution Name: Southeastern University

Tuition & Fees:	\$10,600.92	X	Semesters	8	=	\$84,807.36
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Institution Name: Warner University

Tuition & Fees:	\$9,208	X	Semesters	8	=	\$73,664
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Institution Name: Webber International University

Tuition & Fees:	\$10,843	X	Semesters	8	=	\$86,744
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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.

FACILITIES 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 Elementary 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 K – 6 classrooms. Table D.1 describes the resources identified for purchase in year two related to the BS in Elementary Education budget to establish this teaching and learning environment.

Table D.1 Classroom Learning Lab Resources Year Two

Item	Curriculum Connections	Vendor(s)	Estimated Cost
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24 Computer Mobile Laptop Unit	Cross-curricular, Technology-based Instructional Methods, Problem Solving, Higher-Order Thinking	Dell	\$22,859
WeDo Robotics Platform	STEM content areas, Problem Solving, Higher-Order Thinking	LEGO Education	\$1,550
Simple Machines	STEM content areas, especially Physical Science, Scientific Inquiry Process, Problem Solving, Higher-Order Thinking	LEGO Education	\$350
Story Starter Core Set and Curriculum Pack	Language Arts; ESOL, Higher-Order Thinking	LEGO Education	\$350
Build to Express Core Set and Activity Pack	Language Arts, ESOL, Higher-Order Thinking	LEGO Education	\$250
STEM Equipment to include: Calculators, Science and Math Manipulative Kits, Rocketry, GeoBoards, Pattern Blocks	STEM content areas, Problem Solving, Higher-Order Thinking	eNasco; ETA Hand2Mind; Lakeshore Learning	\$1,500
Literacy Resources to include: Elkonin Boxes, Mini-Flip Charts, Magnetic Letters/Words, Sentence Strips, Pocket Charts	Effective Reading and Writing Instruction, Language Arts, Problem Solving, Higher-Order Thinking	Lakeshore Learning	\$500

		Total	\$27,359
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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), *Journal of Science Teacher Education* (EBSCO), and *Gifted Child Quarterly* (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; however, few books are available for teachers of kindergarten through grade six elementary students. To meet the pedagogical needs of teacher candidates preparing to work with K-6 children, 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 Elementary Education Program in year two, \$6,000 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.

Admission requirements for the proposed Bachelor of Science in Education programs meet the criteria described in section 1004.04(3)(b), F.S., and are consistent with general admission policies and practices at Polk State College.

Admission to the BS in Elementary Education program requires a minimum of an 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 from a non-regionally-accredited institution, but 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 Elementary 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 becomes 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? Yes No

13.1202 Elementary Education, Track 1

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

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

10.11 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	BS in Elementary Education
Year 1, Semester 1	EDE 3223 – Integrating Art, Music, and Physical Education (3) EDF 3115 – Child Development for Inclusive Settings (3) EEX 3294 – Differentiated Instruction for the Inclusive Classroom (3) MAE 3310 – Elementary Mathematics (3) SCE 3310 – Elementary Science (3) Semester Total (15)
Year 1, Semester 2	EDE 4304 – Integrated Principles of Math and Science Methods (3) LAE 3414 – Children’s Literature (3) RED 4304 – Early Literacy Learning and Assessment (3) TSL 3080 – ESOL Issues: Principles and Practices I (3) Semester Total (12)

Year 1, Semester 3	EDG 4376 – Integrating Language Arts and Social Sciences (3) TSL 4081 – ESOL Issues: Principles and Practices II (3) STEM Elective (Choose One) (3) Semester Total (9)
Year 2, Semester 1	EDF 4430 – Measurement, Evaluation, and Assessment in Education (3) EDG 4410 – Classroom Management and Communication (3) EME 3410 – Integrating Technology in Math and Science Programs (3) RED 4311 – Literacy Learning and Assessment Grades 4-6 (3) Semester Total (12)
Year 2, Semester 2	EDE 4936 – Senior Seminar (1) EDE 4945 – Internship in Elementary Education (9) RED 4940 – Final Reading Internship (2) Semester Total (12)
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 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 Elementary 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	
	Elementary School Teachers, Except Sp Ed	25-2021	Polk/17	2758	3210	452	116.25	\$26.08	\$54,246	BS
	Kindergarten Teachers, Except Sp Ed	25-2012	Polk/17	484	566	82	22.75	\$25.66	\$53,373	BS
								\$--,---	\$--,---	
								\$--,---	\$--,---	
								\$--,---	\$--,---	
	Total						139.00	\$25.87	\$53,809	

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (EMSI, PO Box 9008, Moscow, ID 83843)										
A.1.1.2	Occupation			Number of Jobs				Salary		

Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	Total Job Openings	Avg. Hourly Wage	Annualized Salary	Education Level
Elementary School Teachers, Except Sp Ed	25-2021	Polk/17	2602	2978	376	96	\$20.63	\$42,910	BS
Kindergarten Teachers, Except Sp Ed	25-2012	Polk/17	415	470	55	17	\$20.52	\$42,682	BS
							\$--,---	\$--,---	
							\$--,---	\$--,---	
							\$--,---	\$--,---	
Total						113	\$20.57	\$42,796	

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	13.1202		31	34	34	24	31
	Keiser Univ-Lakeland	13.1202						N/A
	Southeastern University	13.1202		26	28	34	22	28
	Warner University (partner's with Polk's EPI)	13.1202		48	42	40	51	45
Total							97	104

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 UNMET 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	139	97	104	42	35
Other: EMSI	113	97	104	16	9

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	
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	0	32	64
A.2.4	Number Employed			26	52
A.2.5	Average Starting Salary	\$	\$40,000	\$40,000	\$40,000

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	2.0	2.0
2. Faculty Part-Time FTE	0.2	1.0	1.0	1.0
1. Faculty Full-Time Salaries/Benefits	36,085	74,335	153,130	155,580

2. Faculty Part-Time Salaries/Benefits	3,460	17,300	17,300	17,300
3. Faculty Support: Lab Assistants	16,578	34,170	35,200	35,200
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	
6. Student Services Support	11,650	24,000	24,700	25,010
7. Professional Services	1,500	1,000	1,000	1,000
8. Accreditation	0	0	16,000	0
9. Support Services	0	0	0	0

CAPITAL OUTLAY				
1. Library Resources	6,000	1,000	1,000	1,000
2. Information Technology Equipment	22,860	2,000	2,000	2,000
3. Other Equipment	4,500	2,000	2,000	2,000
4. Facilities/Renovation	0	0	0	
TOTAL PROJECTED PROGRAM EXPENDITURES	\$156,583	\$210,045	\$307,900	295,230
II. NATURE OF EXPENDITURES				
1. Recurring	123,223	205,045	302,900	290,230
2. Nonrecurring	33,360	5,000	5,000	5,000
TOTAL	156,583	210,045	307,900	295,230
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	85,000	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		2,751	90,042	228,146
TOTAL FUNDS AVAILABLE	\$159,334	\$300,087	\$536,046	\$674,150
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	\$2,751	\$90,042	\$228,146	\$378,920

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 Elementary 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 Elementary 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

Education B.S. Kickoff Meeting

Discussion Notes

6/25/2013

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.

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

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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	

	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> ➤ Brief review of table in handouts <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ➤ Draft of FEAPs map (handout) – a work in progress <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • a copy will be sent to development team for review and feedback
➤ Next Steps	<ul style="list-style-type: none"> ➤ Development Team review of BCIs in January to inform AQC application development <ul style="list-style-type: none"> • P. Linder will contact you with details
➤ Adjourned	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> N. Boyer 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Confirmation from SBOE 	<ul style="list-style-type: none">
DEADLINE: Final draft of BCI for ECE & ELEM courses	Jan. 2, 2014	<ul style="list-style-type: none"> Course developers 	<ul style="list-style-type: none"> Competency documents Exemplar BCI 	<ul style="list-style-type: none"> All BCIs submitted to P. Linder 	<ul style="list-style-type: none">
BCI Review and Feedback for ECE and ELEM courses	Jan. 6-24, 2014	<ul style="list-style-type: none"> P. Linder Program Development team 	<ul style="list-style-type: none"> Completed BCIs Competency documents Exemplar BCI Schedule & process for collaborative review 	<ul style="list-style-type: none"> Feedback collected 	<ul style="list-style-type: none"> Patty will organize individual and/or small group reviews
Revise BCIs for ECE & ELEM courses	Jan. 25 – Feb. 3, 2014	<ul style="list-style-type: none"> P. Linder Course developers 	<ul style="list-style-type: none"> Feedback/recommendations 	<ul style="list-style-type: none"> Accurate BCIs with uniform formatting 	<ul style="list-style-type: none">
DEADLINE: Documents for Academic Quality Council (AQC) meeting	Feb. 3, 2014	<ul style="list-style-type: none"> P. Linder 	<ul style="list-style-type: none"> New program proposal forms (ECE and ELEM) New course proposal forms (13 for ECE; 19 for ELEM) 	<ul style="list-style-type: none"> AQC forms submitted to P. Jones 	<ul style="list-style-type: none">
Present new program and course requests to AQC	Feb. 17, 2014	<ul style="list-style-type: none"> N. Boyer D. Painter P. Linder 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> AQC approval 	<ul style="list-style-type: none">
Present new program request to State Board of Education	March 18, 2014	<ul style="list-style-type: none"> N. Boyer D. Painter P. Linder 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> SBOE approval 	<ul style="list-style-type: none"> The Capitol, Room LL03 400 South Monroe Street Tallahassee, Florida

DEADLINE: Syllabi for ECE and ELEM courses	March 31, 2014	<ul style="list-style-type: none"> • Course developers 	<ul style="list-style-type: none"> • Exemplar Syllabus 	<ul style="list-style-type: none"> • All Syllabi submitted to P. Linder 	<ul style="list-style-type: none"> •
Create course sequence for ECE and ELEM programs	Spring 2014	<ul style="list-style-type: none"> • P. Linder • Program Development Team 	<ul style="list-style-type: none"> • Curriculum Maps • Course Descriptions • Team recommendations 	<ul style="list-style-type: none"> • Final Course Sequence documents 	<ul style="list-style-type: none"> •
Prepare application for FL Department of Education	Spring 2014	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Establish Education Programs Advisory Board	Spring 2014	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • Recommendations for membership 	<ul style="list-style-type: none"> • First meeting of the Advisory Board 	<ul style="list-style-type: none"> •
Present new program request to FL Department of Education	TBD	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • All application components 	<ul style="list-style-type: none"> • FDOE approval 	<ul style="list-style-type: none"> •
Present application for SACS approval	TBD	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • FDOE approval 	<ul style="list-style-type: none"> • SACS approval 	<ul style="list-style-type: none"> •
Develop program branding/marketing strategies & materials	TBD	<ul style="list-style-type: none"> • P. Linder • Advisory Board 	<ul style="list-style-type: none"> • SACS approval 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Secure faculty	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Create class schedule	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Secure classroom space	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Student enrollment process	Fall 2014	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Program Launch	January 2015	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • BS Education classes begin 	<ul style="list-style-type: none"> •



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:																		
<ul style="list-style-type: none"> • 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																			
<ul style="list-style-type: none"> ➤ Welcome 	<ul style="list-style-type: none"> ➤ Time Meeting Begins: 4:45 ➤ Recorder: Karen Greeson ➤ Timekeeper: Tom Freijo ➤ Special recognition of Karen Coates, Teacher of the Year at Wendell Watson Elementary 																			
<ul style="list-style-type: none"> ➤ Program Development Updates 	<ul style="list-style-type: none"> ➤ Course Development <ul style="list-style-type: none"> • 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 <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3" style="text-align: center;">ESOL Endorsement</th> </tr> <tr> <th style="width: 33%;">Course</th> <th style="width: 33%;">Infused Assessment of Competency</th> <th style="width: 33%;">Single Course Assessment of Competency</th> </tr> </thead> <tbody> <tr> <td>EDF 2085 Introduction to Diversity for Educator</td> <td></td> <td>Domain 1 (Culture)</td> </tr> <tr> <td>TSL 3080 ESOL I</td> <td>Domain 5 (Assessment)</td> <td>Domain 2 (Applied Linguistics)</td> </tr> <tr> <td>TSL 4081 ESOL II</td> <td>Domain 3 (Methods)</td> <td>Domain 4 (Curriculum/Materials)</td> </tr> <tr> <td>Various other courses</td> <td>Domains 3 & 5</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • ESOL Endorsement discussion for clarification <ul style="list-style-type: none"> ▪ 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 		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																				
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																			

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

	<ul style="list-style-type: none"> ➤ Curriculum Maps (Also discussed Next Steps and Action Plan timeline) <ul style="list-style-type: none"> • Patty reported wonderful progress in finalizing competency placement for Portfolio Assessment with the ECE program ahead of ELEM in this process <ul style="list-style-type: none"> ▪ 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)
<ul style="list-style-type: none"> ➤ Program of Study Work Groups 	<ul style="list-style-type: none"> ➤ General Discussion of Task <ul style="list-style-type: none"> • Briefly review Course Description <ul style="list-style-type: none"> ▪ Edit content; Suggest revisions <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> • Aha! Summary – Much discussion around how much field experience is enough. ➤ ELEM workgroup: Becky, Karen C., Chris, Lisa, Tom <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> ➤ Reflection 	<p>PLUS:</p> <ul style="list-style-type: none"> – 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

	<ul style="list-style-type: none"> - Lovely "chocolate;" Endorsements narrowed to specific courses; Terminology and descriptions revised - Everything was great <p>DELTA:</p> <ul style="list-style-type: none"> - 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! <p>OTHER:</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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	•

Send revised ELEM BCIs to course developers with syllabus template	ASAP	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • Syllabus Template 	<ul style="list-style-type: none"> • Emails sent 	<ul style="list-style-type: none"> •
Present new ECE program and course requests to AQC	Feb. 17, 2014	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • AQC approval 	<ul style="list-style-type: none"> •
DEADLINE: ELEM documents for AQC meeting submitted	March 3, 2014	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • ELEM New program proposal form • ELEM new course proposal form and BCI for 19 courses 	<ul style="list-style-type: none"> • AQC forms submitted to P. Jones 	<ul style="list-style-type: none"> •
Complete Baccalaureate Proposal Approval Application and supporting documents for State Board of Education (SBOE)	March 2014	<ul style="list-style-type: none"> • P. Linder • N. Boyer • K. Ross 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Submission to SBOE in March 	<ul style="list-style-type: none"> •
Present new ELEM program and course requests to AQC	March 20, 2014	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • AQC approval 	<ul style="list-style-type: none"> •
Submit Baccalaureate Proposal Approval Application and supporting documents to State Board of Education (SBOE) and request placement on meeting agenda	March/April 2014	<ul style="list-style-type: none"> • N. Boyer 	<ul style="list-style-type: none"> • AQC approvals for ECE and ELEM programs 	<ul style="list-style-type: none"> • Confirmation from SBOE 	<ul style="list-style-type: none"> •
Draft Florida Reading and ESOL Endorsement matrices (FDOE)	March/April 2014	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Completion of document 	<ul style="list-style-type: none"> • Draft only based on current FDOE portfolio requirements
DEADLINE: Syllabi for ECE and ELEM courses	March 31, 2014	<ul style="list-style-type: none"> • P. Linder • Course developers 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All Syllabi submitted to P. Linder 	<ul style="list-style-type: none"> •

Participate in TA as provided by FDOE for new folio submissions	TBD pending Rule approval	<ul style="list-style-type: none"> • P. Linder • D. Painter • N. Boyer 	<ul style="list-style-type: none"> • New folio requirements 	<ul style="list-style-type: none"> • Participation date 	<ul style="list-style-type: none"> • After Rule approval, FDOE will revise the folio and advertise TA/guidance opportunities
Prepare folio application for FDOE	TBD pending FDOE TA/guidance schedule	<ul style="list-style-type: none"> • P. Linder • D. Painter • N. Boyer 	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Folio submission 	<ul style="list-style-type: none"> •
Establish Education Programs Advisory Board	Spring 2014	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • Recommendations for membership 	<ul style="list-style-type: none"> • List of confirmed Advisory Board members 	<ul style="list-style-type: none"> •
Present new program request and folio to FL Department of Education	TBD	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • All application/folio components 	<ul style="list-style-type: none"> • FDOE approval 	<ul style="list-style-type: none"> •
Application for SACS approval	TBD	<ul style="list-style-type: none"> • N. Boyer • D. Painter • P. Linder 	<ul style="list-style-type: none"> • FDOE approval 	<ul style="list-style-type: none"> • SACS approval 	<ul style="list-style-type: none"> •
Develop program branding/marketing strategies & materials	TBD	<ul style="list-style-type: none"> • P. Linder • Advisory Board 	<ul style="list-style-type: none"> • SACS approval 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Secure faculty	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Create class schedule	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Secure classroom space	TBD	<ul style="list-style-type: none"> • P. Linder 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Student enrollment process	Fall 2014	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Program Launch	January 2015	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • BS Education classes begin 	<ul style="list-style-type: none"> •

**POLK STATE COLLEGE
AQC MINUTES**

Meeting: Academic Quality Council

Date/Time: Thursday, March 20, 2014, 3:00 p.m.

Locations: Winter Haven Campus – WMS 124
Lakeland Campus – LAC 1243

Recorder: Melissa Altamirano

Attending Members: Patricia Jones, Donald Painter, Dawn Taylor, Becky Heintz, Rebecka Sare, Greg Harris, Brad Massey, Anna Butler, Laurel Smith, Jeff Woodside, Lorrie Jones, Dodie Cowan, Herb Nold, Karen Greeson, Beth Lockett, Karen Walfall, Erika Moyano (student)

Absent Members: Martha Santiago, John Anderson, Sylvester Little, Chris Ly (student)

Other Faculty/Staff/Presenters: Holly Scoggins, Merrybeth Etherton, John Huff, Susan Whatley, Maria Lehoczky, Patty Linder, Jim Davis, Karen Greeson

Resource Members: April Robinson, Saul Reyes, Kathy Bucklew, Bernie Rausseo

Welcome: Patricia welcomed everyone. A quorum was reached at 3:10 p.m. No additions/deletions to agenda.

- I. Approval of February Minutes
Brad Massey moved to approve the meeting minutes; Dawn Taylor seconded.
No further discussion. Motion passed.
- II. Information Items:
The effective date for AQC-approved (in January 2014) changes to NUR 4940 needs to be revised to 2015-2 rather than 2015-1 to allow the Nursing Program to teach-out current students. No further questions or discussion.
- III. Course Modifications: ART 2750C, 2751C, 2756C
Presenter: Holly Scoggins on behalf of Pavel Amromin
Holly presented the three ceramic classes. Discussion involved questions regarding new class structure, name changes (Ceramics: Hand Building, Ceramics: Wheel Throwing, and Ceramics: Advanced Study), course descriptions, and enrollment. Holly responded that the Ceramics I and III can be stacked, Ceramics II and III can be stacked; all courses are filling up; and the only low enrollment numbers are in Lake Wales. Becky Heintz moved to table voting until the courses' BCI objectives, content, and evaluative criteria are revised. Once revised, AQC members will vote via email. Dodie Cowan seconded. No further discussion. Motion passed unanimously.

IV. New Course Proposals: ARH 2000 and ART 2955

Presenter: Holly Scoggins

ARH 2000: Art Appreciation is a common general education course at other colleges; it can also be offered in Honors format. Rebekah Sare asked how the course is going to be evaluated; Holly said it will include papers, tests, and quizzes, but not creating art. Jeff Woodside moved to approve; Beth Lockett seconded. No further discussion. Motion passed unanimously.

ART 2955: Portfolio and Resume Development is a capstone course meant to build the professional skills of students and is not about creating art. The three prerequisite courses are ART 1201C: Design I, ART 1300C: Drawing and Composition I, and ARH 1050: Introduction to Art History. Three additional prerequisite or co-requisite courses are required: ART 1203C: Design II, ART 1301C: Drawing and Composition II, and ARH 1051: Introduction to Art History II. There is also an instructor-permission enrollment option. Discussion ensued about why all the courses were needed. Holly replied that these courses are commonly required for the BA of Fine Arts. Kathy Bucklew said these required courses should be taken here rather than a university due to possible excess credit-hour financial aid issues. Holly stated that the exception would require the student to present a body of artwork. Students will be graded on their portfolios, artist statements, research papers, and presentations. Discussion ensued regarding the course description, and Holly agreed to revise as requested. Karen Greeson moved to approve; Anna Butler seconded. No further discussion. Motion passed unanimously.

V. Course Modifications: SON 1000 and SON 2150

Presenter: Merrybeth Etherton

Due to advancements in ultrasound technology, the program needs to increase instruction time in SON 2150: Neurosonology and Superficial Structures. SON 1000 will be reduced by one hour, and the hour will be redistributed to SON 2150. Beth Lockett moved to approve; Karen Walfall seconded. No further discussion. Motion passed unanimously.

VI. Course Modifications: CTS 2390C and CTS 2391C

Presenter: John Huff

For proper student flow through the program, John proposed to correct prerequisites/co-requisites of two courses based on changes approved at an earlier AQC meeting. CTS 2390C: Installing and Configuring Windows Server 2012's current prerequisites are CET 1610C, CTS 2110C, and CTS 1162C. They will change to CET 1600C and CTS 2110C. CTS 2391C: Administering Windows Server 2012's current prerequisite CTS 2393C will change to CTS 2390C. Rebekah Sare moved to approve; Dodie Cowan seconded. No further discussion. Motion passed unanimously.

VII. Program and Course Modifications: Medical Coding

Presenter: Susan Whatley

Because of the transition from ICD-9 to ICD-10 coding standards, three courses will be ended—HIM 1222C: Basic ICD-9-CM Coding Guidelines and Principles, HIM 2234C: Advanced ICD-9-CM Coding and Reimbursement Methodologies, and HIM 2253C: CPT Coding Principles and Reimbursement Methodologies. Four new courses have been created —HIM 1260: Medical Insurance and Billing Fundamentals, HIM 1443: Human Disease in Healthcare Documentation, HIM 2721: ICD-10 Coding, and HIM 2722: CPT Coding. Course modifications for prerequisite/co-requisite changes, and/or course descriptions, and BCIs for each of these courses have been edited to add program outcomes, which were previously not included for the following HIM courses: HIM 1000C:

Fundamental Applications of HIM, HIM 1400C: Healthcare Delivery Systems, HIM 1442: Pharmacology for HIM Professionals, HIM 2810L: Coding Application Practicum, and HIM 2935: Coding Specialist Preparatory Review. Karen Walfall asked about time restrictions for BSC 1084C: Basic Anatomy and Physiology and HSC 1531: Medical Terminology courses for the program, and asked if there would be a seven-year time limit as in nursing. Susan will research that issue. Karen also asked about adding other options for BSC 1084C. Susan said students may take BSC 2085C and BSC 2086C in lieu of BSC 1084C as other health programs allow. Rebekah Sare suggested that the HIM 1443 course title be revised to Human Disease for Healthcare Documentation. Susan agreed. Anna Butler moved to approve; Karen Walfall seconded. No further discussion. Motion passed unanimously.

VIII. New Course: EUH 2032

Presenter: Donald Painter on behalf of David Alexander

HUM 2930: Selected Topics has been used to teach History of the Holocaust, but David wants to offer it on a more regular basis with an assigned number to be changed to EUH 2032: The Holocaust and Its Legacy. This course will provide an elective for students wanting to learn more about the Holocaust or European history. Howard Kerner has been consulted since he offers a Literature of the Holocaust course. Jeff Woodside moved to approve; Brad Massey seconded. No further discussion. Motion passed unanimously.

IX. Course Modification: COP 3331

Presenter: Maria Lehoczky

COP 3331: Advanced Java will have a new title, Advanced Object-Oriented Programming, and a modified course description. The change in course title will help to differentiate the upper-level course from lower-level Java courses taught in the Computer System and Business Analysis Program and the Web Development programs. In addition, the course title change more clearly defines the intent of the course as the use of object-oriented programming languages, not just one specific language (Java). The change in course description opens up the opportunity to utilize other object-oriented programming languages as a part of instruction. The broader description and title enable greater flexibility in keeping up with current industry trends and standards. Rebekah Sare moved to approve; Dodie Cowan seconded. No further discussion. Motion passed unanimously.

X. Course Modification: MAT 1033 and New Course Proposal: MAT 0057

Presenter: Kaye Betz

MAT 0057: Foundational Mathematics Modules provides a self-paced option for developmental math students. Discussion ensued regarding course repeatability, course scheduling and the drop-down process, and financial aid impact. If a student does not complete all nine modules in one term, he/she will receive a “continuing” grade of *H* (instead of an *F*) until the third unsuccessful term. Students may take this course up to three times before receiving an *A* through *F* grade. Committee members discussed how students repeating the course to complete it could become excessive. Kathy Bucklew said a student could take the course up to 27 times and earn 9 credits. Repeatability of this course requires additional discussion over the summer.

Anna Butler moved to approve the proposal as is; Karen Walfall seconded. No further discussion. Motion passed unanimously.

Course Modification—MAT 1033: Intermediate Algebra current prerequisites: “a grade of *C* or better in MAT 0028 or appropriate placement examination score” will be changed to “Prerequisite(s): A grade of *C* or better in MAT 0028, MAT 0056, or MAT 0057; appropriate

placement examination score; or developmental exemption.” Brad Massey moved to approve; Jeff Woodside seconded. No further discussion. Motion passed unanimously.

XI. New Program and Courses: BS in Elementary Education

Presenter: Patty Linder

The Bachelor of Science in Elementary Education Program at Polk State College will prepare teacher candidates to teach kindergarten to grade six and will feature 21 courses (including three elective course options) that total 60 core credits. Florida Uniform Core Curricula establish both the program objectives and the various outcomes for each of the courses in the program. The outcomes across the courses must include competencies contained in Florida Educator Accomplished Practices (FEAPs); competencies and skills for the Florida Teacher Certification Exam (Subject Area: K--Grade 6); competencies for Reading Endorsement; competencies for ESOL Endorsement (English Speakers of Other Languages); field experiences with diverse populations of students in a variety of settings that provide opportunities for candidates to practice and demonstrate Uniform Core Curricula competencies; and a culminating experience (full-time internship) of no less than 10 weeks' duration. Discussion ensued regarding transfer students and program admission requirements. Students may use unofficial transcripts for the first semester to enroll in upper-level courses and be admitted to the program, but then must submit official transcripts to remain in the program. Karen Greeson moved to approve all proposals; Karen Walfall seconded. No further discussion. Motion passed unanimously.

(Follow up to transfer student concern: The last comment on page 6 was struck through/deleted.)

XII. Program Modification: Fire Science

Presenter: Jim Davis

In November 2013, the Florida Bureau of Fire Standards and Training significantly revised the content of the Fire Officer I and II certifications. The Polk State College Fire Science AS Program needs to revise credit hours and course options to maintain the state-mandated 60 credits for graduation with an associate's degree. Jim proposed five options for Fire Science students to earn the 36 credits required for the program core. A minimum of 24 of these credits must come from fire certifications. All FFP courses must be validated by earning a certification. These five options promote flexibility for students while maintaining quality assurance for the degree program. Brad Massey moved to approve; Jeff Woodside seconded. No further discussion. Motion passed unanimously.

XIII. Program Modification and New Course (EEC 2226): Early Childhood Education and Management

Presenter: Karen Greeson

Changes to the AS in Early Childhood Education and Management Program were proposed to provide students with the opportunity to move smoothly into the Bachelor of Science in Early Childhood Program. Removed courses will be CHD 2831: Child Care Center Services, CHD 2322: Curriculum Activities, and DEP 2004: Human Development. All content from these courses will be covered in other program core courses. EDF 1005: Introduction to the Teaching Profession and EDF 2085: Introduction to Diversity for Educators are required for admission into the BS in Early Childhood Program and will be added to the AS program. Students will be encouraged to take EME 2040 as an elective in the AS program to prepare for entry into the BS program. EEC 2226: Introduction to Principles of Math and Science for the Young Child is a new course. Due to the STEM focus of the BS in Early Childhood, we need to include a course that offers the principles of math and science in the AS in Early

Childhood Program. Karen Walfall moved to approve; Dawn Taylor seconded. No further discussion. Motion passed unanimously.

XIV. New Course: GEO 2930

Presenter: Greg Harris

GEO 2930: Special Topics in Geography will broaden the curriculum by adding a course with varied areas of study. It will be 1-3 credits and repeatable for different topics. Karen Greeson moved to approve; Beth Lockett seconded. No further discussion. Motion passed unanimously.

XV. Course Modification: ENC 1101

Presenter: Becky Heintz

Due to developmental education legislation, we need to revise the prerequisites for this course. Students who are exempt from taking developmental education classes are not required to take ENC 0015 or ENC 0025 before enrolling in ENC 1101: College Composition I, so the prerequisite needs to reflect that. Greg Harris moved to approve; Beth Lockett seconded. No further discussion. Motion passed unanimously.

XVI. New Program: Global Studies

Presenter: Brad Massey

The Polk State College Global Studies Program is designed to provide multicultural and transnational educational opportunities and experiences for Polk State students. Students must complete the following four categories of the Global Studies Program: take 15 credits of certified global studies courses with the global studies designation, attend 3 presentations or cultural events, produce a synthesis project, and develop a global resume/portfolio. Five program outcomes are identified. For courses to be considered for the program, faculty must submit a Global Studies Program Course Submission form and demonstrate at least 20% of the content as global/transnational elements. Anna Butler moved to approve; Dawn Taylor seconded. No further discussion. Motion passed unanimously.

XVII. Verbiage in Catalog for Courses with Developmental Placement

Presenter: Patricia Jones

At an earlier AQC meeting, it was asked how the placement verbiage in the catalog will be changed in view of the new developmental exemption. All department coordinators and programs directors were asked for input regarding this issue. The following statement is proposed to be added to all non-developmental/non-gateway courses that have placement: "Requires placement at the college level or satisfaction of developmental education requirements in _____ (reading/writing/math)." This statement encompasses the developmental education exemption and will be in the catalog for all courses that have one or more placement requirements. Dawn Taylor moved to approve; Laurel Smith seconded. No further discussion. Motion passed unanimously.

Adjournment: Greg Harris moved to adjourn; Laurie Jones seconded. All were in favor. Meeting adjourned at 5:05 p.m.

Proposals for Next Meeting Due: Monday, April 7, 2014

Next Meeting: Monday, April 21, 2014

Student Survey Report

Last Modified: 04/13/2015

Filter By: Elementary Education Subgroup

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	Elementary Education	297	106	150	0	553	1.73

Statistic	Elementary Education
Min Value	1
Max Value	3
Mean	1.73
Variance	0.74
Standard Deviation	0.86
Total Responses	553

3. What are your preferences for taking the Elementary Education (K - Grade 6) program courses? Choose all that apply.

#	Answer	Response	%
1	Mornings Mon. - Fri	223	44%
2	Afternoons Mon. - Fri.	169	33%
3	Evenings Mon. - Thurs.	269	53%
4	Friday Evenings	114	22%
5	Saturdays	128	25%
6	Online (Web- based)	317	62%
7	Hybrid (Partially Web-based)	216	42%
8	Other, please specify	12	2%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	511

4. How soon would you be ready or interested to begin the Elementary Education (K - Grade 6)?

#	Answer	Response	%
1	Immediately	267	52%
2	1 to 2 years	151	30%
3	2 to 3 years	51	10%
4	3 years or more	42	8%
	Total	511	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.74
Variance	0.89
Standard Deviation	0.94
Total Responses	511

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

#	Answer	Response	%
1	Kindergarten classroom	298	58%
2	First Grade classroom	295	58%
3	Second Grade classroom	284	55%
4	Third Grade classroom	225	44%
5	Fourth Grade classroom	208	41%
6	Fifth Grade classroom	202	39%
7	Sixth Grade classroom	199	39%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	513

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	89	19%
2	Somewhat interested	239	51%
3	Very interested	138	30%
	Total	466	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.11
Variance	0.48
Standard Deviation	0.69
Total Responses	466

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	107	55	105	203	470	2.86
2	Lakeland Campus	84	43	90	251	468	3.09
3	JD Alexander Center in Lake Wales	275	75	38	48	436	1.68
4	Airside Center in SW Lakeland	262	64	65	40	431	1.73
5	Online (Web-based)	65	71	84	244	464	3.09

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	2.86	3.09	1.68	1.73	3.09
Variance	1.44	1.34	1.06	1.06	1.23
Standard Deviation	1.20	1.16	1.03	1.03	1.11
Total Responses	470	468	436	431	464

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	4	2	38	77	368	489	4.64
2	Availability of Online Courses	26	40	57	92	269	484	4.11
3	Availability of Evening Classes	37	34	71	66	273	481	4.05
4	Cost of the Program	9	16	44	85	328	482	4.47
5	Small Class Size (30 or fewer students per class)	39	40	93	119	190	481	3.79
6	Short Course Sessions (8 weeks instead of 16 weeks)	44	60	138	100	135	477	3.47

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	4.11	4.05	4.47	3.79	3.47
Variance	0.51	1.48	1.69	0.86	1.61	1.62
Standard Deviation	0.71	1.22	1.30	0.93	1.27	1.27
Total Responses	489	484	481	482	481	477

9. Do you have any additional comments or opinions regarding Polk State College's proposed bachelor's program in Elementary Education?

Text Response

This one

Elementary Education would be a great program to offer at Polk State College. Hopefully it would provide the opportunity of flexibility for the working class and stay-at-home mothers. The only concern with the Elementary Education degree is the internship; I wish there were a possibility of a half day extended internship.

It would help in the transition to a University.

The more options/choices of classes and degrees the better. Also think of what flexible for the working parent.

Being able to test out of classes or getting credit for prior education classes or experience would be great.

I think this would be an excellent program. There are many students that will be making a huge adjustment by having to drive to Universities that are out of the way. I just hope it happens soon because I'll be ready Fall of this year!!!

We have a lot young adults who want to become teachers, but dont have the transportation to travel out of the city

I would love for this program! I need for this to open!

no

I would definitely stay with Polk State after I graduate with my AA if an elementary education BS degree was available.

none

No

Please do this as soon as possible. I would love to be able to not having to worry about transferring to a more expensive college for my major, and I really enjoy Polk State's learning environment.

Would love to take this major

I would take this degree fall 2014

Looking forward to staying with PSC for my bachelor's degree!

Please get the education program for PSC. There are many parents out there, like myself, that as going back to college to get this degree. Southeastern and Florida Southern are too expensive and USF isn't an ideal location with having to travel while children are in another county going to school. I've been waiting/crossing my fingers that PSC gets approval/certification so that I can continue to finish my education here!

PSC needs this, so please do it!

I have been hoping a program like this would be offered soon. I even looked in to other school to similar program but am very comfortable at PSC.

It is the field I want to go into. I want to be a 4th or 5th grade teacher.

No

This is my next degree I wish to pursue and being able to stay at PSC would be great. I love the classes, teachers, and staff.

I would be able to start either program in the Fall. I have not applied the FSC or Southeastern yet, as those are my only other options in Lakeland. I would definitely start in the Fall with Polk State if it was available. Samera Alamm

PLEASE PLEASE PLEASE continue offering the EPI program!! There are so many of us in bachelor programs at PSC that are only in this program to get into the education field. This will only be possible if the EPI is still available! Thank you.

I am going to become a teacher whether it be with a Polk State College BS degree or some other school. But the convenience of having a BS program in my field of study at a school I already enjoy attending is an absolute bonus!

I am really excited to see the college expand and open new career opportunities to students. I think adding the Bachelor's program in Elementary Education would allow so many more students to continue their education at Polk State at a more affordable cost and more convenient locations.

Nope

I hope that it is added. It has been my plan to transfer to a school that offers the program.

I really hope a program can get started I would love to get a degree in this!

Hurry up!

N/A

I would love for this to happen I wouldn't have to transfer out!

no

I personally would love if polk state has this as a degree!

Elementary Education is my current major. It would be wonderful if Polk State College had this bachelor's program so that I could continue my education there instead of going to a big university. I hope to finish my AA very soon and having the bachelor's program available would be great.

N/A

Please start it soon:)

Let's do this!!

It would be a great opportunity and very accessible to many elem edu majors instead of transferring everything we've done to a different university.

Yes, I would like to know what all courses that would be required for graduation.

As stated in my comment on Early Childhood education, my goal is to become a teacher and I am unable to find a transfer school that I can not only afford, but can also 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.

I plan on pursuing the Elementary Education Bachelor's program, just would prefer to do so at Polk State. So if this program becomes available I will take advantage of it.

I would be very interested in this course!

I am very proud to say, " It is about time". I am very excited that I will have the chance to accomplish a Bachelor degree at 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!

Good Luck, I think it will open doors for many people!

Same excitement as with early childhood still undecided on which age group I prefer.

I think it will be a very good opportunity for the school rather than students having to transfer to Florida Southern College or somewhere else. Hopefully, the Board of Education and Polk State College will work closely together in this regard. I think the education curriculum would benefit from implementing classes on how to develop leadership qualities in our children of today.

I love Polk State and I would really like to be able to complete my B.A. at Polk instead of traveling to a bigger university.

See above.

I believe a bachelor's program for education majors would be absolutely wonderful! It would save a lot of us a hassle. I'm deciding between USF and UCF but I really wish I could avoid the drive. Having a campus that offers this that is much closer to home would be very smart on PSC's part!

Good idea

They should get this program as soon as possible. I am extremely interested!

This program would be great! The closest schools that offer these programs are all private schools, Southeastern, Florida Southern, etc. and these schools are very expensive! Please, please, please get this program at Polk State.

There are many students who can't afford the college prices of other schools, Polk State has always kept their prices very low compared to other schools.

Very much needed, the wait has been too long.

I would really like this program added to Polk State

not at this time

This is what I want to major in.

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. This program being adopted may keep my wanting to work in the education field because of the convience it would be.

N/A

Hurry up and bring it on!!

I really need this program to open because this is the only place I will be able to finish my education.

Please start this immediately!!!

Currently looking for this program to enroll after the Spring 2014 semester so would love to see this added at PSC.

n/a

Would like the program to have well defined and flexible places to do the in-class observation and teaching hours needed. preferences for first classes be given to students that have graduated with AA degree that had Elementary Education as their major.

This program would really benefit many students and save us all a tremendous amount of money compared to other schools. It would benefit many students from around the area because the closest non private school that offers this program is USF which is pretty far away if your having to work full time and then go to school afterwards. Southeastern and Florida Southern are the closest schools but they are outrageously expensive!

Yes! This would be so great for me. I was planning on taking summer teaching courses at USF (I live in Auburndale) and was not looking forward to the drive at all. I really enjoyed my previous teaching classes with Professor Pugh and would love to continue under her instruction. I also have friends that would love to hear of this program:)

no

I've been waiting for this program for about 2 years to be available at this school. I can't wait for it to start up!

I would truly love to earn my degree in this field. It would be a dream come true. And I know plenty of other people who feel the same.

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 think that this would be a great option for many individuals including myself!!
This program would benefits me, I would love to continue my education at Polk State but there is no bachelors in education offered at Polk State
This is my dream. If this is offered at Polk, I believe that I will be able to fulfill my dream.
I think that stem teachers should be train to provide a good foundation of knowledge when it comes to stem program. My believe is that the sooner we introduce programs guided to the real world of technology such as computer programming to our kids, then we can be competing with international students who are already ahead of us.
I think this would be helpful! So many students are going into this field and we would love to join it at polk.
I am excited to hear about this!
I am very excited about the prospect of a bachelor's in Elementary Education program being offered at PSC!
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 want to be there and excel, if not graduate with top honors in this field. The children in my care at this moment depend on me, and I have no option to fail in the eyes of 26 children, that look forward to being by my side. I finally make a difference, and I refuse to fail. I hope that Polk state will help me in not failing my children that need me as a friend, a teacher, and their confidante.
Not extremely interested, but I think this would be a good program.
Pursue it for all educators and future educators in Polk.
I would pursue this if more classes were offered at the Airsie Campus in the evenings or weekends
Being an elementary school teacher has been my dream since I was a little girl. Since PSC doesn't currently have a program for a bachelor's degree in elementary education, it makes me sad that I have to leave a school that I love in order to attain my bachelor's degree.I would be thrilled if Polk state college was able to provide a bachelor's in elementary education.
I think its a great program because it prepare the person studying to be a teacher and to help them learn what they need to learn in or to teach the children.
They really need to have this here! Many students don't have the finances to go to another school.
the sciences would be a challenge
How soon would this start. Would my advisor have any information about this?
n/a
Affordable and flexible options on campus of choice is very important to me.

Statistic	Value
Total Responses	116

Elementary Education Employer Survey Report

Last Modified: 04/10/2015

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

Text Response	
20	
12	
50	
30	
600	
14000	
Statistic	Value
Total Responses	6

2. Would individuals with a bachelor's degree in Elementary Education benefit your organization?

#	Answer	Response	%
1	Yes	6	100%
2	No	0	0%
	Total	6	100%
Statistic		Value	
Min Value		1	
Max Value		1	
Mean		1.00	
Variance		0.00	
Standard Deviation		0.00	
Total Responses		6	

3. Approximately how many positions within your organization would benefit from a bachelor's degree in Elementary Education (K-6)?

#	Answer	Response	%
1	None	0	0%
2	1-5	1	17%
3	6-10	1	17%
4	11-20	2	33%
5	21-30	0	0%
6	More than 30	2	33%
	Total	6	100%
Statistic		Value	
Min Value		2	
Max Value		6	
Mean		4.17	
Variance		2.57	
Standard Deviation		1.60	
Total Responses		6	

4. How many positions (new and turnover) do you hire each year that require a bachelor's degree in Elementary Education?

#	Answer	Response	%
1	None	1	17%
2	1-10	2	33%
3	11-20	2	33%
4	21-30	0	0%
5	More than 30	1	17%
Total		6	100%
Statistic		Value	
Min Value		1	
Max Value		5	
Mean		2.67	
Variance		1.87	
Standard Deviation		1.37	
Total Responses		6	

5. Are opportunities for promotion available to your employees who obtain a bachelor's degree in Elementary Education?

#	Answer	Response	%
1	Yes	4	67%
2	No	2	33%
Total		6	100%
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.33	
Variance		0.27	
Standard Deviation		0.52	
Total Responses		6	

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

#	Answer	Response	%
1	Yes	2	33%
2	No	4	67%
Total		6	100%
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.67	
Variance		0.27	
Standard Deviation		0.52	
Total Responses		6	

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

#	Answer	Response	%
1	None	0	0%
2	Less than 5	3	50%
3	6-10	1	17%
4	11-15	0	0%
5	16-20	1	17%
6	More than 20	1	17%
Total		6	100%

Statistic	Value
Min Value	2
Max Value	6
Mean	3.33
Variance	3.07
Standard Deviation	1.75
Total Responses	6

8. Which category most accurately describes your organization?

#	Answer	Response	%
1	Private Elementary School	3	50%
2	Charter Elementary School	0	0%
3	Public School District	1	17%
4	Public Elementary School	0	0%
5	Charter School District	1	17%
7	Other (Please specify)	1	17%
Total		6	100%

Other (Please specify)	
Private K-12 School	
Statistic	Value
Min Value	1
Max Value	7
Mean	3.00
Variance	6.40
Standard Deviation	2.53
Total Responses	6

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

#	Answer	Response	%
1	Yes	5	83%
2	No	1	17%
	Total	6	100%
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.17	
Variance		0.17	
Standard Deviation		0.41	
Total Responses		6	

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 is a great idea, online would be the perfect option and I would LOVE to teach those courses if possible! I have my Masters in Teaching and Learning with a Specialization in Elementary Education...just to put a shameless plug in for myself! It would be great to have student teachers in our school.	
Statistic	Value
Total Responses	2



SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

(863) 534-0500

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

March 31, 2014

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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
Senior Director, K-12 Literacy

*Polk County Schools -
an equal opportunity
institution for education
and employment*

The Mission of Polk County Public Schools is to provide a high quality education for all students.



130 E. Central Ave.
Lake Wales FL 33853

P.O. Box 3309
Lake Wales FL 33859

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SUPERINTENDENT

Jesse L. Jackson

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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

The mission of Lake Wales Charter Schools, Inc. is to bring the best of public education to our community by providing innovation and choice within a continuous pre-school through postsecondary curriculum so that each child recognizes the benefits of life-long learning, constructive citizenship and personal happiness.

The Lake Wales Charter Schools, Inc. is an equal opportunity institution for education and employment.



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 (EPPP). 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) EPPP 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) EPPP, 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,

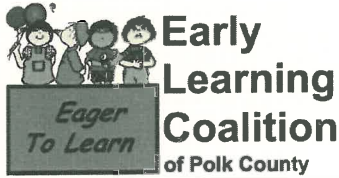
Terry Worthington
President

LIVE UNITED™

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Post Office Box 3860
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EducationIncomeHealth



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