

THE FLORIDA COLLEGE SYSTEM
BACCALAUREATE PROPOSAL APPROVAL APPLICATION

COVER SHEET

INSTITUTION: Miami Dade College

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DEGREE TYPE (BS, BAS, other):

BS

DEGREE TITLE:

Early Childhood Education with two certification areas of Birth through Age 4 & Age 3 through Grade 3; in addition, three endorsement areas are identified: English for Speakers of Other Languages (ESOL), Pre-K Disabilities, and Reading

TOTAL NUMBER OF CREDIT HOURS:

120

PROPOSED DEGREE SIX-DIGIT CIP CODE

(And track, if appropriate):

13.1210 (Track 3)

PLANNED PROGRAM IMPLEMENTATION DATE:

Fall 2012 (2012-1)

PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:

The Bachelor of Science with a major in Early Childhood Education (BS-ECE) degree proposed by Miami Dade College is a 120 credit hour program of study designed to meet the Florida Department of Education (FLDOE) criteria for status as a "State approved teacher education program" with two certifications areas:

- Birth through Age 4
- Age 3 through Grade 3

and three endorsements:

- English for Speakers of Other Languages (ESOL),
- Pre-K Disabilities, and
- Reading.

The degree will provide Region 23 with bachelor-trained Early Childhood educators to teach students in child care centers and early grades in public schools. This degree creates a career ladder for ECE students who complete a College Credit Certificate, earn a Florida Child Care Professional Certificate, then progress to an Associate in Arts degree or an Associate in Science degree in ECE, and finally to a BS with a major in ECE. The degree supports statewide and national movements to improve and professionalize the quality of ECE, Head Start's mandate for Early Childhood Education bachelor's certified teachers by 2013 and the National Association for the Education of Young Children (NAEYC) accreditation criteria that requires 50% of teachers at certified NAEYC Centers to hold bachelor's degrees in ECE. This degree will serve as a pipeline to other institutions of higher education master's degree programs and create the next generation of early childhood leadership.

BOARD OF TRUSTEES APPROVAL DATE: May 23, 2011

PRESIDENT'S SIGNATURE AND DATE:
(Revision Date)



Date: 08/05/2011

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EXECUTIVE SUMMARY

Institution: Miami Dade College School of Education
Degree Type: Bachelor of Science
Degree Title: Early Childhood Education

INTRODUCTION

The Bachelor of Science with a major in Early Childhood Education (BS-ECE) degree proposed by Miami Dade College is a 120 credit hour program of study designed to meet the Florida Department of Education (FLDOE) criteria for status as a “State approved teacher education program” with two certifications areas:

- Birth through Age 4 and
- Age 3 through Grade 3

and with three endorsements:

- English for Speakers of Other Languages (ESOL),
- Pre-K Disabilities, and
- Reading.

The BS-ECE addresses early identification and intervention for children who have disabilities, young English Language Learners, and efforts to increase school readiness. The degree supports statewide and national movements to improve and professionalize the quality of ECE, Head Start’s mandate for Early Childhood Education bachelor’s certified teachers by 2013

(<http://www.caplaw.org/headstart/HeadStart2007Reauthorization.html>) and the National Association for the Education of Young Children (NAEYC) accreditation criteria that requires 50% of teachers at certified NAEYC Centers to hold bachelor’s degrees in ECE (http://www.naeyc.org/policy/federal/02_15_07).

A. PLANNING PROCESS

The planning process began in March 2008. In Region 23, only Florida International University (FIU), our regional state university, offers ECE bachelor’s degree programs, but those differ from the proposed MDC program in terms of state approval and breadth of certifications (*Appendix A: FIU – MDC Day, Pg. 34*). Based on these differences, a recommendation was made by the ECE Advisory Committee on November 12, 2008 (See *Appendix B: Advisory Committee Meeting Agendas and Minutes, Pg. 40*) to the ECE faculty to proceed with plans for the BS-ECE. A Community Taskforce representing all ECE community agencies was created to formulate a framework for the degree program (See *Appendix C: Community Taskforce Meeting Agendas and Minutes, Pg. 50*). MDC ECE faculty met on a continuous basis from September 2008-May 2010 to discuss the BS-ECE proposal (See *Appendix D: Early Childhood Faculty Meetings, Pg. 53*). In June and December 2009, MDC met with representatives from the University of Florida’s Lastinger Center for Learning to create guiding principles for the degree (See *Appendix E: Ready Schools Miami! Meetings, Pg. 64*) and in January 2010, with Miami-Dade County Public Schools (M-DCPS) ECE leaders to obtain input into the proposed program (See *Appendix F: M-DCPS-MDC SOE Meeting, Pg. 68*).

In Fall 2009, MDC discussed the proposed BS-ECE degree program with the Institutes of Higher Education (IHE) representatives from Florida International University (FIU), Barry University (BU), St. Thomas University (STU), University of Miami (UM), and Florida Memorial University (FMU) (See *Appendix G: Meeting Notes and Notifications to IHEs, Pg. 69*). Although BU, UM, STU, and FMU do not offer a Bachelor of Science degree with a major in Early Childhood Education, each supports the proposed MDC BS-ECE as a feeder into their Master’s degree programs (See *Appendix G1 (Pg. 69), G3*

(Pg. 74), and G4 (Pg. 75): *Meeting Notes and Notifications to IHEs*) and MDC received letters of support (See *Appendix P7-P10, Pgs. 111-114*) from UM, Broward College (BC), FMU, and the University of Florida (UF) (which collaborated on the creation of the degree's guiding principles). All were receptive to the initiative to create the MDC BS-ECE degree since it is designed to upgrade the educational and professional levels of ECE educators, provide a career ladder, meet workforce needs/demands, and create a pipeline for IHEs. Curriculum development began in February 2010 and was completed in June 2010. The Florida Department of Education Teacher Preparation Program Approval Folio was submitted in January 2011 (*Appendix H: Emails re Folio Submission, Pg. 82*), and the proposed implementation date for the BS-ECE is Fall 2012 (August start date).

B. PROGRAM IMPLEMENTATION TIMELINE

The BS-ECE curriculum was developed with the guidance from the Florida Department of Education Teacher Education Program with assessments and continuous quality improvement models. The proposed program would begin in August 2012. During spring of 2012 (2011-2), recruitment efforts, training of advisors and student support systems would take place.

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREAS

Data indicate that there will be an increase in job openings for Region 23 in the areas addressed by the BS-ECE. Florida Agency for Workforce Innovation, Labor Market Statistics Center, Occupational Projection Data 2010-2018 <http://www.labormarketinfo.com/library/EP.htm> (p14wr14) indicate that there presently exists an employment gap in Early Childhood Education that will increase by an average of approximately 2%, or 3,968, in all early childhood areas by 2018 (see Table 9). In Region 23, only one institution (public or private), offers a degree in early childhood, and as noted in Table 10, a total of 21 baccalaureate students graduated from CIP Code 13.1210 from 2000-2010. Florida International University's College of Education (FIU COE) graduates an average of 207 students per year in a different CIP Code (13.1202), entitled Elementary Education & Special Education (Table 10), however, this does not meet the 1,054 **current annual** job openings for Region 23 (Table 8). In addition, based on the upcoming Federal and State mandates from Head Start which require that Early Childhood Educators be bachelor's certified by 2013 and mandates from the National Association for the Education of Young Children (NAEYC) which require that 50% of teachers hold a bachelor's degree in Early Childhood Education (ECE), it is expected that the employment gap will exceed the projections for 2018, and the workforce need of Region 23 will be even greater.

To collect data on the need for the proposed BS-ECE, 383 surveys were sent out in spring 2010 to various constituencies, including high school students in Early Childhood academies, presently employed child care providers in both Head Start and private centers, paraprofessionals working in Miami-Dade County Public Schools (M-DCPS), and currently enrolled MDC associate degree-seeking ECE students (See *Appendix I: Interest Survey, Pg. 83*). Of the 383 surveys sent out, 353 (92.16%) were returned. Results indicate that of the 353 respondents, 80.16% (N=283) indicated "yes" when asked if they were interested in the proposed MDC BS-ECE degree.

D. FACILITIES AND EQUIPMENT

Modifications to three (3) classrooms will include: furniture for flexible grouping, state-of-the-art technology, and teaching materials. Initially, this will be done at one campus and will need to be completed as the program moves to additional campuses. The cost of renovations would be \$35,000 for the first year, \$35,000 for the second year, and \$35,000 for the third year.

E. LIBRARY/MEDIA

In order to serve students who enter this program, MDC's School of Education (SOE) needs to expand its library holdings to include more resources including books, journals, and videos, on such topics as: early identification of learning disabilities in young children, early literacy, second language acquisition in young children, best practices for early education in STEM fields, etc. To meet this need, during each of the first three years, \$30,000 of resources are needed to expand the existing library holdings.

F. ACADEMIC RESOURCES

To ensure that 30% or more of the upper division classes will be taught by doctorally prepared instructors, MDC expects to hire one full-time doctorally prepared faculty member during 2012-2013 and two additional full-time faculty during 2013-2014. Cost of one full-time faculty member plus benefits is approximately \$74,092. In addition to the full-time faculty, it is proposed that one part-time faculty (.5 FTE) be hired for the 2012-2013 academic year, increasing to three (3) part-time faculty (1.5 FTE) by 2014-2015.

G. COST TO STUDENTS

The student cost of the four-year program is projected to be \$13,193.28 (special fees not included).

H. ACADEMIC CONTENT AND CURRICULUM

The proposed BS-ECE degree is a 120 credit hour program (See [Appendices J – L, Pgs. 88-94](#)). The coursework meets FLDOE requirements for a state-approved teacher education program and the required proposed Common Prerequisites. The upper division program requirements consist of three sections: 1) Professional Core and Foundational courses; 2) Discipline Content Core, including teaching methods; and 3) Internships, which include two student teaching/internship experiences. Students will complete 175 hours of supervised clinical education experiences in ten of the 12 courses. Two internships, along with the seminars, are 10-week statutory requirements (400 hours of clinical experience each) that move the pre-service teacher from observing to taking over the classroom as the regular teacher.

To ensure high quality ECE programs, MDC SOE will seek rigorous accreditations for both the associate level and baccalaureate level degrees:

- (1) For the Associate in Science programs in Early Childhood Education (AS-ECE), MDC revised its curriculum and applied for National Association for the Education of Young Children (NAEYC) accreditation. NAEYC sets a standard of excellence for associate degree early childhood programs and recognizes programs that have demonstrated this standard. A site visit is expected on October 23-26, 2011.
- (2) For the proposed MDC BS-ECE degree program, MDC SOE plans to apply for National Council for the Accreditation of Teacher Education programs (NCATE) accreditation. NCATE is a council of educators created to ensure and raise the quality of teacher preparation. A site visit is expected in 2013-2014.

Please Note: MDC is requesting the development of a Track 3 option for CIP 13.1210 to accommodate the combination of the existing certification areas (See Evaluation Criteria - Section H, #5: Curriculum).

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

The program is expected to enroll full-time and part-time cohorts. In 2012-2013 the program will enroll a total of 90 students taking 2,160 credits. During 2013-2014, 162 students (full-time and two part-time cohorts, allowing for 10% attrition) will generate 3,354 credits, and in 2014-2015, 216 students are

expected to generate 4,356 credits (See [Appendix M: BS-ECE Enrollment Performance and Budget 2011-2012 to 2014-2015, Pg. 97](#)). The first graduating class of 27 students is projected for spring 2014 (includes 10% attrition).

The projected budget plan (See [Appendix M, Pg. 97](#)) indicates total funds available for 2011-2012 of \$13,000; increasing to \$718,021 by 2014-2015 and it is projected that the BS-ECE will be self-supporting by Year 3.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

As mandated by the State Board of Education, Miami Dade College will demonstrate diligence to individual needs in the event of program termination and will enact an approved degree completion plan to enable eligible students to complete the appropriate BS-ECE degree program coursework following the termination decision (See [Appendix O: MDC Program Review Process, Pg. 102](#)). The BS-ECE program will accept no new students and will provide transition services, including a transition educational plan outlining coursework and program options for completion and will ensure that the program will remain open and provide “teach-out” options available in both the traditional classroom setting as well as online through MDC Virtual College to allow eligible students to complete graduation requirements within **two academic years**. In addition, the MDC School of Education (SOE) will work closely with the FLDOE and local institutions to create transition plans for students who may elect to transfer to other upper-division, higher education providers. The plan will be comprised of courses based on an individual student review, with extensive and personalized transfer and advising assistance. Using the MDC student/staff email service and direct mailings, individuals will be contacted and offered assistance with the termination process options.

EVALUATION CRITERIA

A. PLANNING PROCESS

1. Internal Process and Meetings

Miami Dade College (MDC) School of Education (SOE) is proposing a Bachelor of Science with a major in Early Childhood Education degree (BS-ECE). The proposed degree program is a teacher education program with two certification areas: Birth through Age 4 and Age 3 through Grade 3 with three endorsements: ESOL, Pre-K Disabilities, and Reading that will meet Florida Department of Education criteria for status as a “state approved program” that will graduate “highly qualified teachers” in ECE.

MDC ECE is the leading institution in Region 23 in early childhood training and has awarded over 5000 Florida Child Care Professional Credentials (FCCPC) since 1980 ([MDC Institutional Research](#)). The degree focuses on the importance of positive early educational experiences and remediation of children with special needs and will create ECE professionals who lay the foundation for children’s school readiness and continued educational success. The proposed degree is designed to fill the education gap of early childhood educators in Region 23 providing future ECE leadership, professionalization of ECE, and a feeder for master’s programs including programs at Florida International University (FIU), the University of Miami (UM), and the University of Florida (UF) through Ready Schools Miami! Ready Schools Miami! is a multi-partner, multi-year effort to improve the quality of early childhood education and services. The goal of Ready Schools Miami! is to create a system that promotes early learning and child well-being from birth through elementary school. The major partners are the Early Learning Initiative Foundation, University of Florida Lastinger Center for Learning, Miami-Dade County Public Schools, the Children’s Trust, the Early Learning Coalition of Miami-Dade/Monroe, United Way of Miami-Dade, and the W.K. Kellogg Foundation.

The degree supports statewide and national movements to improve the quality of Early Childhood Education. Researchers in Early Childhood Education (Barnett, 1998; Barnett, 2002; Barnett, 2008; Vargas, Ryan, & Barnett, in press, National Scientific Council on the Developing Child, 2007), economists (Dickens, Sawhill, and Tebbs, 2006; Lynch, 2004; Heckman, 2004), and legislators (Children’s Campaign, Inc.) all agree that there is a correlation between high quality Early Childhood Education and benefits to community, states, and the nation. Better credentialed teachers in ECE settings yield better prepared students (Manfra, 2010; Herzenberg, Price, and Bradley, 2005). A 2009 report by the National Institute for Early Education Research (NIEER) indicated that Florida met only three of ten benchmarks of the NIEER Quality Standards Checklist and fails to meet national standards that require Pre-K teachers to have a bachelor's degree. Further, a recent report on Miami-Dade County (Manfra, 2010) indicates that there are significant positive relationships between bachelor’s degreed teachers in ECE and results on cognitive, language, and fine motor scores on standardized tests. Additionally, data from the January 2011 Children’s Trust “Early Care and Education: Miami-Dade County Quality Counts Workforce Study” (<http://www.flchild.com/downloads/publications/QCCC%20Workforce%20Study.pdf>) indicate that the childcare workforce in Miami-Dade County is not well educated. The report indicates that:

- 21.9% of lead teachers have no degree recorded,
- 42% have completed high school,
- 13.7% have completed 60 credits or an Associate degree,
- 19.8% have a bachelor’s degree (not necessarily in ECE), and
- 2.5% hold a graduate degree.

Among Head Start Centers, only 29.3% or 187 of 638 teachers hold a bachelor's degree, not necessarily in ECE. Based on the Head Start mandate, 451 non-degreed teachers would potentially be candidates for the proposed MDC BS-ECE program (Head Start, 2010; NAEYC, 2007).

The planning process began in September 2008 (See [Appendix D: Faculty Meeting Agendas, Pg. 53](#)). A comprehensive review of the current MDC AS-ECE program was completed during academic year 2008 and included:

- Assessment and revision of each associate-level program with reference to balance, continuity, scope, and articulation to upper division;
- Assurance of relevance to current research-based best practices in ECE; and
- Mapping of competencies to ensure that each competency is taught multiple times and at multiple levels.

The AS-ECE courses were mapped to MDC Learning Outcomes, National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation standards, and nine Florida Department of Education standards for two certifications and three endorsements.

Four additional AS-ECE courses were created as a result of the above process, expanding and strengthening the current MDC AS-ECE degree program. MDC also completed the NAEYC Self-Study, which, upon approval, would make MDC's ECE programs the only NAEYC-accredited programs in the State of Florida. The Self-Study was submitted in February 2011 with the expectation of a site visit in Fall 2011. NAEYC accreditation will ensure a strong, comprehensive, relevant, and nationally approved foundation for the proposed BS-ECE.

In Region 23, only Florida International University (FIU), our regional state university, offers ECE bachelor's degree programs, but those differ from the MDC proposed program in terms of state approval and breadth of certifications. The MDC BS-ECE was developed with a \$275,000 grant from the Children's Trust. Nationally renowned ECE specialists were hired to develop competencies and assignments as follows:

- Child Development for Inclusive Settings- *Dr. Mary DeLuccie, Kansas State University*
- General Teaching Methods for Early Childhood Education- *Dr. Judith McConnell, Washburn University*
- Positive Behavior Supports in Inclusive Settings- *Dr. William Mosier, Wright State University*
- Emergent and Early Literacy- *Dr. Catherine Snow, Dr. Jennifer DiBara Crandell, Harvard University*
- Assessment of All Young Children- *Dr. Linda Espinosa, University of Missouri, Columbia*
- Science, Technology, and Mathematics (STEM) Methods for ECE I & II- *Dr. Abigail Thorman, Independent ECE Consultant*
- Integrated Social Sciences, Humanities and Arts- *Dr. Catherine Snow, Dr. Jennifer DiBara Crandell, Harvard University*
- ESOL for ECE I & II- *Dr. Linda Espinosa, University of Missouri, Columbia*
- Designing and Implementing an Integrated Curriculum (Practicum)- *Dr. Rebecca New, University of North Carolina*

These initial syllabi were reviewed and amended by SOE ECE faculty from February to June 2010 and the FLDOE Initial Approval Folio was submitted in January 2011 (See [Appendix H, Pg. 82](#)).

2. External Process and Meetings
a. Regional University

Efforts to articulate the Associate in Science (AS) in ECE were attempted with Florida International University (FIU) several times including the FIU-MDC Day in March 2008. FIU/MDC Day is an annual collegiate dialogue to promote continuous and improved communication between the two institutions. The event provides the opportunity for both institutions to share information, successful initiatives, legislative mandates, and student and academic issues. As part of the agenda, concurrent sessions are conducted with faculty-to-faculty areas/disciplines, Provosts, Associate Provosts, Academic and Student Deans, and other Administrators.

- March 14, 2008: FIU-MDC Day: Leadership and faculty from both institutions discussed the MDC AS-ECE (See *Appendix A1-2: FIU and MDC Day, Pg. 34-39*). MDC administration reiterated that the ECE associate-level courses taken at MDC were not recognized by FIU as ECE degree courses, but were being used in the Elective area. Students transferring to FIU were asked to retake the courses completed at MDC at FIU. The following plan to address the situation was developed and agreed upon by both parties:
 - Each institution would share its syllabi with the other.
 - Each institution would compare competencies for the other’s courses with their own.
 - A follow up meeting would take place to discuss the resulting comparisons of courses and to address the student consequences.

MDC shared its syllabi and attended the meeting. FIU did not share their syllabi, nor did they attend the follow up meeting scheduled on March 28, 2008; as a result MDC moved forward with plans for a BS-ECE (See Appendix A2: Planned Program Revision Meeting with FIU, Pg. 39).

- November 12, 2009: MDC administration met with FIU College of Education (COE) administration (See *Appendix G2: Meetings Notes and Notifications to IHEs, Pg. 69*). MDC informed FIU COE of its intent to develop a unique BS-ECE degree, designed to meet identified workforce needs and to include the following certifications and endorsements (thus differentiating it from the baccalaureate degrees offered in Region 23 as noted in Table 1):

Table 1. Comparison of FIU and proposed MDC Programs for CIP 13.1210 with reference to certifications and endorsements

	Certification: Birth to Age 4	Certification: Age 3-Grade3	ESOL Endorsed	Reading Endorsed	Pre-K Disabilities Endorsed	State Approved
FIU BS Preschool*	Yes	No	No	No	No	No
FIU BS Pre-K-Primary*	No	Yes	Yes	No	No	Yes
MDC BS-ECE	Yes	Yes	Yes	Yes	Yes Specific need for Agency for Workforce Innovation (AWI)	Yes

*Source: http://education.fiu.edu/bachelors_degrees.html?expanddiv=bs2,bs2a

During the November 12, 2009, meeting, FIU COE's dean stated that the current COE focus was on master's and specialists programs that could provide opportunities for further study for MDC BS-ECE graduates and support MDC's mission as a feeder to the FIU graduate and specialist programs. The meeting ended with a request for a one-page description of the program, a promise for a letter, and a request for sharing information on graduate study. The interim dean left FIU prior to providing the letter. When her successor was asked for a letter of support, she stated that although she would not oppose MDC's proposal for a BS-ECE, she could not provide a letter of support. Although FIU never provided a letter, FIU's Provost verbally stated to MDC's Provost that [because of the dialogue MDC had with FIU's College of Education and because of the non-competitive nature of the BS-ECE they were not going to object to it.](#) (See Appendix G2: Notes on Meeting with Local IHEs – FIU, Pg. 72-73).

b. Local/accredited Postsecondary providers:

In Region 23, only Florida International University (FIU), our regional state university, offers ECE bachelor's degree programs, but those differ from the proposed program in terms of state approval and breadth of certifications as noted in Table 1.

In addition to discussions with MDC's regional university (noted above in 2a), the MDC SOE ECE Advisory Committee met November 2008 – April 2010 (See [Appendices B1-B4: Advisory Committee Meeting Agendas and Minutes, Pgs. 40-48](#)), with representatives from Barry University, Head Start, the Department of Children and Families, the Florida Diagnostic and Learning Resources System (FDLRS), Western Kentucky University, Miami-Dade County Public Schools (M-DCPS), two directors of child care facilities, two agency directors, and the Miami Herald newspaper. It was ascertained that Barry University had closed its undergraduate program in ECE and FIU's programs differed greatly from the proposed MDC program. Nova University's program (outside of Region 23), differs greatly from the proposed MDC program, was an alternative, but at a higher cost and distance. Based on these findings and differences, a recommendation was made by the ECE Advisory Committee to the ECE faculty to proceed with plans for the BS-ECE.

A Community Taskforce representing all ECE community agencies (i.e., Early Learning Initiative, Early Learning Coalition, the Children's Trust, United Way Center for Excellence in Early Childhood Education, Head Start, and the Children's Forum) was created and three meetings (May 19, June 3, and August 15, 2008) were held to gain the support and input from the major community agencies (See [Appendix C: Community Taskforce Meeting Agendas and Minutes, Pg. 50](#)).

In June and December 2009, MDC representatives met with University of Florida *Lastinger Center for Learning* administration to create guiding principles for the proposed BS-ECE degree (See [Appendix E: Ready Schools Miami! Meetings, Pg. 64](#)). From this meeting, the "big ideas" (overarching skills and competencies that each graduate would gain as a result of the program) for the program were created.

In January 2010, MDC met with M-DCPS ECE leaders to obtain input into the program (See [Appendix F: M-DCPS-MDC SOE Meeting, Pg. 68](#)). M-DCPS welcomed the degree, noting that it would graduate teachers who are trained in early childhood education and also endorsed with special education, reading, and ESOL credentials and would meet the district's needs for teachers (See [Appendix P2: Letters of Support- M-DCPS, Pg. 106](#)).

Conversations with St. Thomas University, Barry University, University of Miami, and Florida Memorial University leadership (See [Appendix G: Meetings Notes and Notifications to IHEs, Pg. 69](#)) revealed that none of these private institutions offer ECE baccalaureate degrees; all are interested in MDC’s potential graduates as possible students for their master’s, specialist’s, and doctoral programs; and the proposed MDC BS-ECE program would fill an educational gap and professionalize ECE in Region 23. As noted in [Appendix P \(Pg. 105\)](#), MDC received letters of support from UM, BC, FMU, and UF.

Additionally, David Lawrence, Jr., founder of the Early Learning Initiative (See [Appendix P1: Letter of Support: David Lawrence, Jr., Pg. 105](#)), Mo Abety, CEO of the Children’s Trust (See [Appendix P3: Letter of Support: Children’s Trust, Pg. 107](#)), Evelio Torres, President of the Early Learning Coalition (See [Appendix P4: Letter of Support: Early Learning Coalition, Pg. 108](#)), Katherine Suarez Espinosa, Child Find Outreach Specialist from the Florida Diagnostic and Learning System (FDLRS) (See [Appendix P5: Letter of Support: FDLRS, Pg. 109](#)), and Jane McQueen, Director of Head Start and Early Head Start in Miami have provided letters of support for the BS-ECE at MDC (See [Appendix P6: Letter of Support: Head Start/Early Head Start, Pg. 110](#)).

All materials were submitted through the MDC Curriculum process based on the documentation, data, and need. The MDC Board of Trustees approved the proposed MDC BS – ECE at its May 23, 2011, meeting.

B. PROGRAM IMPLEMENTATION TIMELINE (A complete timeline is included in [Appendix N, Pg. 99](#))

1. Provide date or date range for each of the following activities:

- **Assessment of Need and Demand began in September 2008, with meetings with Advisory Committees, Community Taskforce, and Consultants ([Appendices B – F, Pgs. 40-68](#)):**

To collect data on student interest for the proposed BS-ECE, surveys were sent via flashlight survey (See [Appendix I: Interest Survey, Pg. 83](#)) to potential candidates as follows: current MDC ECE students completing College Credit Certificates and AS degrees, high school students in Early Childhood academies, Head Start teachers (who may also be current MDC students), paraprofessionals working in M-DCPS, and other care providers (who may also be current MDC students). Students were asked to complete the survey only once. Data collection was conducted from June to August 2010.

Of the 383 surveys sent, 353 (92.16%) were returned. As noted on Table 2, 80.16% (283 students) indicated “yes” when asked if they were interested in the proposed BS-ECE program.

**Table 2. Interest in Early Childhood Education Baccalaureate Degree Program at MDC SOE (N=383)
[Question 18: The SOE is considering a BS in ECE. Are you interested?]**

Audience	# of total responses	Responses to question:			
		YES		NO	
		#	%	#	%
MDC ECE students	276	221	80.07	55	19.92
M-DCPS High School academy students	34	29	85.29	5	14.70
Care providers	43	33	76.74	10	23.25
Total	353	283	80.16	70	19.83

▪ **Curriculum Development:**

Curriculum development discussions began in 2008. Florida Department of Education Teacher Education Program leadership, Kathy Hebda, Deputy Chancellor for Educator Quality, and Dr. Genae Crump, Program Director, were contacted to determine how to create the degree with the planned certifications and endorsements. Their guidance shaped the degree program and the Florida Statutes that govern Teacher Education Programs and FLDOE rules were reviewed to ensure compliance.

In 2009, other state and national BS-ECE degree programs were reviewed for content and the Statewide Course Numbering System was reviewed to identify the course of study.

The curriculum was developed from January 2010 to June 2010 with the assistance of nationally renowned ECE experts hired to draft syllabi. MDC ECE faculty used the drafts to create the competencies, assignments, and assessments that would meet FLDOE requirements ([Appendices J – L, Pgs. 88-94](#)).

Table 3: Curriculum Activity Timeline

September 2008 - June 2009	<ul style="list-style-type: none"> • Revision of all courses at Associate of Science level • Other State and National BS-ECE programs were reviewed for content • SCNS review to identify course number and competencies
January 2009 - December 2010	<ul style="list-style-type: none"> • MDC SOE ECE contacts Florida Department of Education for discussion about creating a state-approved teacher education program, certification areas, and endorsements • Admissions standards reviewed and determined • Creation of plan for student enrollment
January – June 2010	<ul style="list-style-type: none"> • Curriculum developed- initial syllabi reviewed and amended by SOE ECE faculty • Creation of programs of study for full and part-time students

▪ **Accreditation Activities**

MDC is seeking NAEYC accreditation for the AS-ECE and submitted its Self-Study Report in March 2011. A site visit is expected in Fall 2011.

The BS-ECE Folio was initiated during summer 2010 and completed during fall 2010. The Folio was submitted on January 23, 2011, based on advice from the BERDR Chief and the Director of Teacher Preparation Programs. The BERDR only accepts Folios for approval in February and September; consequently in recognition that the Folio might need revisions, BERDR recommended a February 1, 2011, submission date. Folio feedback was received August 04, 2011, which stated that upon “receipt of official notification of state approval for Miami Dade College to offer this program, we (DOE) will proceed with our review of this program’s Folio submission” (See [Appendix H: Emails re Folio Submission](#)).

In Fall 2011, MDC SOE will begin the prospectus for the Southern Association of Colleges and Schools (SACS) notification.

In 2012-2013, MDC SOE plans to hire a consultant to begin the accreditation process by the National Council for the Accreditation of Teacher Education (NCATE) programs. This will culminate in a site visit planned for 2013-2014.

Table 4: Accreditation Activity

Timeline January 2010-December 2010	Florida Department of Education Folio created to apply for status of “state-approved teacher education program” Hiring of consultant to support writing of Folio
January 2011	Initial approval Folio submitted to FLDOE
March 2011	NAEYC Self-Study for accreditation of AS-ECE submitted
August 2011	Notification re Folio from FLDOE
Fall 2011	<ul style="list-style-type: none"> • NAEYC Accreditation visit • SACS Prospectus • Hire consultant for National Council for the Accreditation of Teacher Education (NCATE) Preparation
September 2012	National Council for the Accreditation of Teacher Education (NCATE) program application and writing of Self-Study Hiring of consultant to support writing of Self-Study
November 2012	Institutional Program Evaluation Plan (IPEP) Report to be sent to FLDOE
September 2013 - 2014	Preparation for site visit with support by consultant Site visit by NCATE
November 2013	Institutional Program Evaluation Plan (IPEP) Report to be sent to FLDOE

▪ **Recruitment of Faculty and Staff, if needed**

As noted in [Appendix N \(Pg. 99\)](#), beginning Fall 2012, MDC will need to hire one full-time, doctorally prepared faculty member, one part-time (0.5 FTE) adjunct, one part-time advisor, a full-time secretary, a full-time Program Manager, a full-time E-Portfolio Coordinator, and one part-time library support staff member. Beginning September 2013, two additional full-time doctorally prepared faculty members will be needed, as well as an additional part-time adjunct (0.5 FTE), one additional part-time advisor, one additional part-time library support staff member, and 60 cooperating teachers. In 2014, an additional part-time adjunct (0.5 FTE) and a part-time Administrative Clerk will be hired as well as an additional 60 cooperating teachers (off-campus site instructors contracted for BS-ECE student observations).

Table 5: Recruitment of Faculty and Staff Timeline

2012-2013	One full-time doctorally prepared faculty (1FTE) to be hired One part-time adjunct (.5 FTE) to be hired One part-time advisor to be hired One full-time secretary to be hired One full-time Program Manager to be hired One full-time E-Portfolio Coordinator to be hired One part-time library support staff member to be hired
2013-2014	Two additional full-time doctorally prepared faculty (2 FTE) to be hired One part-time adjunct (0.5 FTE) to be hired One part-time advisor to be hired One additional part-time library support staff member to be hired Sixty Cooperating Teachers
2014-2015	One additional part-time adjunct (0.5 FTE) to be hired One part-time Administrative Clerk to be hired 60 additional Cooperating Teachers

▪ **Systems, Facilities and Resource Upgrades and Development, if needed**

Facilities- The proposed BS-ECE degree will initially be housed at the MDC North Campus, which currently hosts a baccalaureate program replete with the inherent baccalaureate structure of academic, student, and administrative services. The majority of facility and academic infrastructure already exist for this program, resulting in minimal start-up costs.

Table 6. Classroom and Office Modification Schedule (Appendix N, Pg. 99)

2012-2013	Modifications will be necessary to classrooms and labs to accommodate components of program instruction, such as the addition of computer and multimedia equipment in classrooms. All classrooms will need to be outfitted with furniture designed for flexible groupings, to hold state-of-the-art technology, and to house teaching materials. MDC plans to search for grant funding that will allow us to build a Clinical Teaching Lab.
2013-2014	Additional classroom (1) modification.
2014-2015	Additional classroom (1) modification.

Library resources will be acquired in 2012 through 2015 in the amount of \$30,000 annually (as noted in Table 11). During the same timeframe, Information Technology Equipment will be purchased in the amount of \$50,000 annually.

▪ **Student Recruitment and Advising**

Table 7. Student Recruitment and Advising Timeline

January 2012	MDC SOE ECE advises potential BS-ECE students to complete general education, common pre-requisite courses, and electives needed to apply for admission.
2012-ongoing	Recruitment activities at: <ul style="list-style-type: none"> • High schools with ECE academies • ECE courses at MDC • M-DCPS paraprofessionals • Children’s Trust events for care providers • Quality Counts Career Center counselors Through: <ul style="list-style-type: none"> • Media advertisements • E-mail blasts • Advisors to visit classes

In January 2012, brochures and other printed information will be created so that the SOE can begin to recruit. Recruitment efforts will be focused on: MDC ECE current students, local care providers through the Quality Counts Career Center, high school students through site-visit presentations to their high schools (for “career-ladder” opportunities), and Head Start through their leadership. Additionally, with the assistance of local ECE network (Children’s Trust, Early Learning Coalition, and Children’s Forum) emails will be sent out.

2. Estimated date upper division courses are to begin: August 2012.

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

1. Geographic region to be served: Region 23 Miami-Dade and Monroe counties
2. Number of current jobs
and
3. Number of Current Job Openings in Region 23 (Table 8):

Table 8. Current Jobs and Job Openings in Region 23

Job Title	Current Jobs	Average Current Openings (Annually)
Child Care Workers	8,324	401
Preschool Teachers, Except Special Education	2,806	124
Kindergarten Teachers, Except Special Education	1,263	54
Elementary Teachers, Except Special Education	8,526	394
Special Education Teachers, Preschool-Elementary	1,559	81
TOTAL	22,478	1054

Source: Florida Agency for Workforce Innovation, Labor Market Statistics Center
<http://www.labormarketinfo.com/Library/EP.htm> (p14wr14)

4. Projected number of job openings eight years from current year for Region 23 (Table 9):

As noted on Table 9, the projected number of job openings is expected to increase between 1.85% and 2.67% annually, with a total of 3,968 by 2018.

Table 9. Projected number of job openings eight years from current year for Region 23

Code	Title	Employment 2010	Employment 2018	Annual % change	Projected # of Job Openings by 2018	Avg. hourly wage
399011	Child Care Workers	8324	9559	1.85	1,235	8.95
252011	Preschool Teachers, Except Special Education	2,806	3,354	2.44	548	13.62
252012	Kindergarten Teachers, Except Special Education	1,263	1,493	2.28	230	26.40
252021	Elementary School Teachers, Except Special Education	8,526	10,148	2.38	1,622	29.51
252041	Special Education Teachers, Preschool - Elementary	1,559	1,892	2.67	333	30.25
Total Projected # of Job Openings by 2018					3,968	

Source: Florida Agency for Workforce Innovation, Labor Market Statistics Center
<http://www.labormarketinfo.com/Library/EP.htm> (p14wr14)

5. Number of most recent graduates in the discipline area from the State University System, by institution(s) in the geographic region specified in the application [Degrees Awarded by State University System](#)

a. Degrees awarded by State University System Institutions-

In Region 23, only one institution (public or private), offers a degree in early childhood, and as noted in Table 10, a total of 21 baccalaureate students graduated from CIP Code 13.1210 from 2000-2010. Florida International University’s College of Education (FIU COE) graduates an average of 207 students per year in a different CIP Code (13.1202), entitled Elementary Education & Special Education (Table 10), however, this does not meet the 1,054 **current** job openings for Region 23 (Table 8).

Table 10.

BS-ECE Degrees Awarded by FIU 2000-2010 for Program CIP 13.1210										
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
FIU	0	0	0	19	0	2	0	0	0	0
BS-ECE Degrees Awarded by FIU 2000-2010 for Program CIP 13.1202										
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
FIU	170	204	192	170	157	196	229	249	277	228

6. Number of most recent graduates in the discipline area from nonpublic postsecondary institutions in geographic region (if available), by institution:

Barry University closed its program and graduated 12 students in 2009-2010 as they completed their teach-out program; the University of Miami and Florida Memorial University do not offer an early childhood education program. Source(s): <http://nces.ed.gov/collegenavigator/> www.umiami.edu

As noted in Section B-1 (Pg. 12), student interest for the proposed BS-ECE, was collected via surveys (See [Appendix I: Interest Survey, Pg. 83](#)). Table 2 (Pg.12) indicates that 80.16% (283 students), when asked if they were interested in the proposed BS-ECE program, responded “yes”. As noted in sections 5 & 6 above, the current BS-ECE offerings by regional institutions do not meet student interest/demand.

7. Data and a one-paragraph description of the employment gap based on 2 through 6

Data from Florida Agency for Workforce Innovation, Labor Market Statistics Center indicate that there presently exists an employment gap in Early Childhood Education that will increase by an average of approximately 2% in all areas by 2018: child care (1.85%), preschool (2.44%), kindergarten (2.28%), elementary (2.38%), and special education (2.67%). The AWI specifically states that these openings are for trained personnel who have special education qualifications as the ones imbedded in the proposed MDC BS-ECE degree. As indicated, there presently exists an employment gap in Early Childhood Education that will increase by an average of approximately 2%, or 3,968, in all early childhood areas by 2018 (see Table 9). In Region 23, only one institution (public or private), offers a baccalaureate degree in early childhood, and as noted in Table 10, a total of 21 baccalaureate students graduated from CIP Code 13.1210 within a ten (10) year period (2000-2010). Although FIU COE graduates an average of 207 students per year in a different CIP Code (13.1202), entitled Elementary Education & Special Education (Table 10), the total **current** annual job openings of 1,054 for Region 23 (Table 8) is not being met.

In addition, based on the upcoming Federal and State mandates from [Head Start](#) which require that Early Childhood Educators be bachelor's certified by 2013 and mandates from the National Association for the Education of Young Children ([NAEYC](#)) which require that 50% of teachers hold a bachelor's degree in Early Childhood Education (ECE), it is expected that the Region 23 employment gap and workforce demand/needs will exceed the projections for 2018.

MDC is the only collegiate Region 23 public institution which awards "for-credit" early childhood training and has awarded over 5000 Florida Child Care Professional Credentials (FCCPC) since 1980 ([MDC Institutional Research](#)). Of the 276 current MDC AS-ECE students surveyed, 221 (80.07%) indicate their interest to pursue a BS-ECE at MDC in order to respond to the national mandates (See Table 2). Based on the existing MDC ECE student population and their interest, MDC is poised to provide the additional educational opportunities to meet the national mandates.

8. Other measures as selected by institutions, which may include brief qualitative or quantitative data/information such as local economic development initiatives or evidence of rapid growth or decline not reflected in local, state, and national data.

National, state, and local attention is on ECE. In Florida, two organizations, the Children's Movement headed by David Lawrence, Jr. and the Children's Campaign, were created to advocate for the needs of young children in the areas of health and education. They were supporters of the Senate's proposal to increase funding for voluntary pre-kindergarten programs by 2.7%. Sen. Anitere Flores, R-Miami, referred to the plan as "the best allocation out of any subcommittee."

(See <http://www.tampabay.com/blogs/the-buzz-florida-politics/content/details-senates-pre-k-12-budget-draft>) Within the State of Florida, credentialing requirements for Voluntary Pre-Kindergarten teachers during summer months include a bachelor's degree in ECE.

"For every \$1 we invest in these programs, we get \$10 back in reduced welfare rolls, fewer health care costs, and less crime," Barack Obama said in a 2007 speech in Manchester, New Hampshire. Obama's [Zero to Five](#) plan is to invest \$10 billion a year to support young children and their parents as follows:

- **Early Learning Challenge Grants** to states to fund support for child care, early education, and other "zero to five" efforts.
- **Support for Head Start** to quadruple the number of eligible children for Early Head Start, increase Head Start funding, and improve quality for both.
- **Universal Pre-School**
- **Child Care Development Block Grant Program (CCDBG) Child and Dependent Care Tax Credit**
- **Presidential Early Learning Council** to increase collaboration and program coordination across federal, state, and local levels.

(See <http://www.newamerica.net/blog/early-ed-watch/2008/primary-watch-barack-obamas-early-education-agenda-3239>)

As President, Obama continues his commitment to early childhood education. At the Aspen Institute's 2011 Education Innovation Forum, Melody Barnes, the President's Domestic Policy Adviser and the Director of the Domestic Policy Council, emphasized that investing in early childhood education results in "huge" returns for our country. (See <http://www.ffyf.org/news/obama-administration-emphasizes-huge-returns-early-childhood-education-investments>).

New Jersey and Oregon have publicly funded programs for three year olds that are successful in reducing the achievement gap of low socioeconomic students (National Institute for Early Education Research (2009). The State of Preschool 2009. Rutgers School of Education). The Harlem Children's Zone, which provides a pipeline for children starting in ECE, has been able to close the achievement gap

for African-American children (www.hcz.com). The business community has also begun to realize the benefits of school readiness in school success that will later positively impact on a well-educated and trained workforce. These data and initiatives support the need for the proposed MDC BS-ECE degree.

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

1. Provide a brief description of the existing facilities and equipment that will be utilized for the program.

The proposed BS-ECE program will share the facilities, classrooms, and equipment currently utilized at various MDC campuses. For the existing Education coursework (associate level and BS K-12 Teacher Education programs), the SOE has designated classrooms at InterAmerican Campus, North Campus, and Kendall Campus. Each designated classroom is equipped with furniture on wheels that allows for flexible groupings, laptop computers, SmartBoards, projectors, teaching materials, etc. The proposed BS-ECE degree will use the designated classrooms and the SOE Pre-School Lab at North Campus as a site for field experience for students who are not working at centers, but are full-time MDC SOE BS-ECE students. Based on the current enrollment of the BS-K-12 Teacher Education programs (over 500 students) and the anticipated increase for the proposed BS-ECE, 3 additional classrooms on at least one (1) additional campus will be required as noted below (section D2).

2. Provide a brief description of the new facilities and equipment that will be needed for the program, if any.

With the expansion to additional campuses, three (3) additional designated SOE classrooms are needed. Required equipment includes:

- Flexible furniture per classroom
 - 5 round tables,
 - 8 trapezoidal tables,
 - 8 rectangular tables,
 - 40 chairs on wheels, and
 - 4 comfortable chairs.
 - Estimated cost per classroom \$35,000
- Technology per classroom
 - 40 laptop computers,
 - 2 storage carts,
 - 1 SmartBoard,
 - 1 projector,
 - 1 desktop station;
 - 5 storage closets; and
 - flexible display devices.
 - Estimated cost per classroom \$50,000

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

1. Provide a brief description of the existing library/media resources that will be utilized for the program.

MDC SOE ECE department has been working with all campus libraries to ensure that current early childhood education print and electronic book collections exist and are current. The college currently subscribes to a large number of databases that contain journals which are relevant to both two- and four-year degrees and these will be utilized for the proposed BS-ECE degree. Extensive library holdings currently serve SOE students in six existing BS programs, but additional resources will be needed as noted in E2 below.

2. Provide a brief description of the new library/media resources that will be needed for the program, if any.

Library Resources- Although extensive library holdings currently serve SOE students in six existing BS programs, in order to support the four-year degree program requirements in the curricular areas to be served by the proposed BS-ECE degree, it will be necessary to acquire approximately 5,000 new titles (See Table 11). The college currently subscribes to a large number of databases that contain journals which are relevant to both two- and four-year degrees, consequently, the need for additional databases is minimal (See [Appendix M: BS-ECE Enrollment Performance and Budget for 2011-2012 to 2014-2015, Pg. 97](#)).

MDC SOE developed a listing of Library Resources for each proposed upper division BS-ECE course. A sample listing which includes the title, author, and cost for journals, books, and technology is included in Appendix M2: Supplement to Enrollment, Performance, and Budget Plan: Library Resources, Pg. 98. A complete listing of Library Resources can be provided upon request.

Table 11. Library Resources

2012-2013	To establish the book collection, library resource and support costs are expected to be \$30,000 with an additional \$7,500 in support services funds needed for library support.
2013-2014	\$30,000 of library materials are needed, as well as one additional part-time library support (total = \$18,000).
2014-2015	\$30,000 of new books and materials.

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

1. Number of existing full-time faculty: 4

2. Number of existing part-time faculty: 11

3. Provide a brief description of the anticipated additional faculty that will be needed for the program, if any.

Instructional Personnel- In 2012-2013, the current faculty, plus one full-time doctorally prepared faculty (1 FTE) and one part-time (.5 FTE) adjunct, will serve the projected enrollment. Table 12 provides a timeline and additional information regarding proposed instructional personnel.

Table 12. Instructional Personnel for proposed BS-ECE degree

2012-2013	One full-time doctorally prepared faculty (1FTE) to be hired One part-time adjunct (.5 FTE) to be hired
2013-2014	To ensure that 30% or more of the upper division classes will be taught by doctorally prepared instructors, MDC will need to hire two additional full-time doctorally prepared faculty (2 FTE). In addition one part-time adjunct (0.5 FTE) will be hired.
2014-2015	Based on projected enrollment and the number of upper division courses offered, one additional part-time adjunct (0.5 FTE) will be hired.

4. Academic Administration/ Student Support- Additional administration and student support personnel will be needed as noted in Table 13.

Table 13. Academic Administration and Student Support Personnel

2012-2013	One part-time advisor (\$20,000), one full-time secretary (\$20,000), one full-time Program Manager and one full-time E-Portfolio Coordinator (total = \$139,877), and one part-time library support staff member (\$7,500) will be hired. Note: the E-Portfolio is a state-mandated collection of artifacts (i.e., statement of teaching philosophy, critical assignments, digital stories, teaching assessments, etc.) that substantiate the preservice teacher’s mastery of the Florida Educator Accomplished Practices, a professional certification requirement.
2013-2014	One part-time advisor (\$20,000) and one additional part-time library support staff member (total = \$18,000) will be hired. Sixty Cooperating Teachers (\$12,000, included in Professional Services) will be contracted.
2014-2015	One part-time Administrative Clerk (\$12,000, included in Academic Administration) will be hired. An additional sixty Cooperating Teachers (total = \$24,000) will be contracted.

5. As applicable, provide additional information related to academic resources.

Resources for materials and supplies, including marketing materials (2012-2013= \$22,000; 2013-2014= \$25,000; and 2014-2015= \$30,000) are needed to purchase testing kits (DIBELS, CELLA) and science and mathematics manipulatives (See *Appendix M, Pg. 97*). ECE technology such as software programs (technology- 2012-2013= \$2,000; 2013-2014= \$2,100; and 2014-2015= \$2,352) for use within the programs is also needed. Funds are needed for faculty travel to observe pre-service teachers in their field experience sites (2012-2013= \$6,000; 2013-2014= \$7,500; and 2014-2015= \$8,400).

G. Cost to Students

1. Anticipated cost for four years of study at FCS institution (Tuition and fees x credit hours).

\$105.48 x 72 (per lower division credit hour)

\$116.64 x 48 (per upper division credit hour)

MDC TOTAL: \$13,193.28 (special fees not included)

2. Estimated cost for four years of study at each state university in service district.

FIU TOTAL: \$177.56 x 129 (per credit hour) = \$22,905.24

(compared to the MDC cost of \$13,193.28, which is 42% less)

3. Estimated cost for four years of study at each nonpublic institution in service district, if available.

Table 14: Estimated Cost of Attending Region 23 – 4-year Institution (120 – 129 hrs)

Institution	Estimated In-State Tuition & Fee Costs (exclusive of room and board and other fees)	Cost Difference Compared to MDC	Total Credits	Estimated Extra Fees required by all students (Estimated Cumulative Costs for 4 years)
Miami Dade College (BS-ECE) http://www.mdc.edu/main/academic/s/tuition.asp	\$13,193.28		120	

Florida International University (BS ECE) http://admissions.fiu.edu/costs/costs.php	\$22,905.24	+\$9,711.96/ (compared to MDC cost of \$13,193.28, which is 42% less)	129	Semester Fees: Health fee \$665.32 Athletic fee \$80.00 Other Fees: Parking (Fall/Spring) \$659.36
*Florida Memorial University http://www.fmuniv.edu/uploads/06/a5/06a514f15f99e7b5fde7699368fea346/Estimated-Cost-of-Attendance-11-12.pdf	\$60,120	\$46,926.72/ (4.5 times greater than MDC)	120	Please Note: FMU does not offer an ECE program
*Saint Thomas University http://stu.edu/FinancialAidCalculator/tabid/2064/Default.aspx	\$95,640	\$82,446.72/ (7 times greater than MDC)	120	Please Note: STU does not offer an ECE program
*Barry University (BS ECE) http://www.barry.edu/admissionsfinancialaid/tuitionFees.asp	\$140,799.60	+127,606.32/ (10.5 times greater than MDC)	120	Please Note: Barry University closed its program in 2009
*University of Miami https://www6.miami.edu/account-services/Tuition_Rates/2011-2012_Tuition_Undergrad.pdf	\$192,200	+179,006.72/ (14.5 times greater than MDC)	120	Please Note: UM does not offer an ECE program

Note: the closest nonpublic institution comparison is Nova Southeastern University in Workforce Region 22. The cost of the proposed MDC BS-ECE is 85% less than a similar degree offered at Nova Southeastern University, which is estimated at \$90,600 (\$22,650 per year) for a Florida Resident, not living on campus. http://www.nova.edu/admissions/forms/cost_attendance_chart.pdf. *

*Region 23 institutions that do not offer a BS-ECE have been included in Table 14 to provide cost comparisons.

H. ACADEMIC CONTENT

1. List the admission requirements for the program.

- Complete the MDC application
- Complete the MDC Supplemental admission application
- Recommendation form
- Have earned an Associate in Science (AS-Early Childhood) or Associate in Arts degree from a regionally accredited institution, including 36 semester hours of General Education coursework

OR

- Have completed a minimum of 60 semester hours from a regionally accredited institution, including completion of all general education requirements
 - General Education Requirements (36 credits):
 - Communications- 6 credits
 - Oral Communication- 3 credits
 - Humanities-6 credits
 - Behavioral/Social Sciences- 6 credits

- Natural Science- 6 credits
- Mathematics- 6 credits
- General Education Elective- 3 credits- (EDF1005 recommended to meet Common Prerequisites)
- Minimum of **2.5 Grade Point Average** on a 4.0 scale
- Completed the Common Education Pre-requisite courses with a minimum grade of “C” in each: EDF1005, EDF2085, EME2040, EEC1000, EEC1001, EEC2601, EEC2224, EEC2271, EEC2407
- General Knowledge Test (GKT)
 - Essay section passed for admission
 - All other sections (Reading, English, Math) passed or in process
- Foreign Language:
 - Students admitted to the baccalaureate degree program without meeting the foreign language admission requirement **must** complete such requirements prior to graduation.
 - If satisfying the requirement by high school courses, **high school transcript** must be presented
- Nine credits of diversity must be taken at the lower division, including a minimum of 6 semester hours with an international or diversity focus. Eligible courses will be determined with assistance of a MDC School of Education advisor.
- Computer Competency:
 - Completion of CGS1060 with a minimum grade of “C” or passing computer test
- Background clearance card (current)
- *Student Acknowledgement of Responsibilities* (signed)
- All financial obligations to Miami Dade College satisfied

Please Note: All Applicants Must Complete The Admissions Process With A School Of Education Advisor.

2. Faculty credentials – Estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree [The Principles of Accreditation 3.5.4](#), *Southern Association of Colleges and Schools (SACS)*

A minimum of 30 percent of the discipline course hours for the proposed BS-ECE degree will be taught by faculty members holding the terminal degree in the discipline. As noted previously in Table 12, three (3) doctorally prepared faculty will be hired.

3. Anticipated average student/teacher ratio in first year based on enrollment projections as stated in the *Enrollment, Performance and Budget Plan form*

Planned Student Enrollment- In order to ensure productivity, planning, and scheduling, students will be admitted into the program in cohorts of 30. Full-time cohorts, those students taking 12-18 credits per semester, will be admitted in the fall only; part-time cohorts, those students taking 6-9 credits per semester, will be admitted in both the fall and spring semesters. (See [Appendix M: BS-ECE Enrollment Performance and Budget for 2011-2012 to 2014-2015, Pg. 97](#)). MDC will hire one full-time doctorally prepared faculty (1 FTE) and one (1) part-time adjunct (0.5 FTE) to ensure that the student/teacher ratio in the first year will be 15:1.

4. Summary of SACS accreditation plan, Florida Teacher Education Program Approval plan, and/or other specialized accreditation plan(s), as appropriate

Miami Dade College is listed as a SACS Level II institution and upon approval by the State Board of Education, will notify SACS of its intent to offer the BS-ECE degree.

In order to become a state-approved teacher education program, the Florida Department of Education requires the creation of a Folio for the ECE baccalaureate degree. The Folio supports the Initial Approval Standards: Standard 1: Core Curriculum Content; Standard 2: Candidate Performance; Standard 3: Continuous Improvement. The BS-ECE Folio was initiated during summer 2010 and completed during fall 2010. The Folio was submitted on January 23, 2011, based on advice from the BERDR Chief and the Director of Teacher Preparation Programs. The BERDR only accepts Folios for approval in February and September; consequently in recognition that the Folio might need revisions, BERDR recommended a February 1, 2011, submission date. Folio feedback was received August 04, 2011, which stated that upon “receipt of official notification of state approval for Miami Dade College to offer this program, we (DOE) will proceed with our review of this program’s Folio submission” (See [Appendix H: Emails re Folio Submission, Pg. 82](#)).

As part of the curriculum development process, MDC SOE wanted to ensure high quality ECE programs by seeking rigorous accreditations for both the associate level and baccalaureate level degrees. (1) For the Associate in Science programs in Early Childhood Education (AS-ECE), MDC revised its curriculum and applied for National Association for the Education of Young Children (NAEYC) accreditation. NAEYC sets a standard of excellence for associate degree early childhood programs and recognizes programs that have demonstrated this standard. A site visit is expected on October 23-26, 2011. (2) For the proposed MDC BS-ECE degree program, MDC SOE plans to apply for National Council for the Accreditation of Teacher Education programs (NCATE) accreditation. NCATE is a council of educators created to ensure and raise the quality of teacher preparation. A site visit is expected in 2013-2014.

The School of Education plans to apply for the National Council for Accreditation of Teacher Education (NCATE) accreditation during academic year 2012-2013 and expects a site visit in 2013-2014.

5. Curriculum

a. Are there similar programs listed in the Common Prerequisites Counseling Manual (CPCM) for the CIP code (and track, if appropriate) you are proposing?

Currently, there are two (2) [Common Prerequisite Counseling Manual](#) (CPCM) CIP Code tracks for 13.1210 - Pre-Elementary/Early Childhood Teacher Education. The MDC BS-ECE degree proposal combines tracks 1 & 2, resulting in a combination of the existing two (2) certification areas (1) Birth through Age 4 and (2) Age 3 through Grade 3. To accurately reflect the proposal design, MDC requests that a third track be developed to merge the 2 certification areas.

Table 15 provides a proposed CPCM track option under CIP 13.1210 (Track 3).

b. Include a copy of the latest page from the CPCM for the CIP/Track for this program, as applicable.

Tables 15 and 15A incorporate all current common prerequisites for CIP 13.1210 Tracks 1 & 2 and add an additional three (3) courses for the proposed Track 3 option.

Table 15. PROPOSED Common Core Pre-requisites for BS-ECE (CIP 13.1210)

Program: Early Childhood Education with two certification areas of Birth through Age 4 & Age 3 through Grade 3; in addition, three endorsement areas are identified: English for Speakers of Other Languages (ESOL), Pre-K Disabilities, and Reading	CIP: 13.1210
Offered At: MDC	PROPOSED Track: 3/3
	Program Length: 120 Cr. Hrs.

PROPOSED LOWER LEVEL COURSES	
	Cr. Hrs
— EDFX005	3
& — EDFX085 ⁽¹⁾	3
& — EMEX040	3
& — EECX000	3
& — EECX001	3
& — EECX601	3
& — EECX224	3
OR — EECX319	3
& — EECX271	3
& — EECX407	3

(1) In addition to EDFX085, a minimum of 6 sh with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

c. If specific courses are listed in the CPCM or as determined appropriate for new programs, list lower division common prerequisites required. If no prerequisites are required for the program, state “No prerequisites.”

Table 15A – PROPOSED Course numbers for Track 3 Common Prerequisites:

Common Prerequisites for CIP 13.1210, Track 3	
EDFX005	Introduction to the Teaching Profession
EDFX085	Introduction to Diversity
EMEX040	Introduction to Educational Technology
EECX000	Introduction to Early Childhood Education
EECX001	Introduction to Early Childhood Infant/Toddler Education
EECX601	Observation and Assessment in ECE
EECX224	Emergent Literacy through the Use of Children’s Literature
OR	
*EECX319	Portfolio Development & Supervised Work Experience
EECX271	Working with Children with Special Needs and their Families
EECX407	Facilitating Social Development

***Please Note: At MDC the portfolio development in EECX319 is infused throughout the ECE coursework. A specified portfolio development course is redundant for MDC students.**

d. List all courses required for the final two years of the baccalaureate program by term, in sequence.

Table 16. Proposed Bachelor in Science in Early Childhood Education Program of Study for Full-time Students:

Junior Year – 1st Semester		
Prefix/ Number	Course Name	Credits
EDF 3115	Child Development for Inclusive Settings	3
EDG 3343	General Teaching Methods for Early Childhood Education	3
EEX 3604	Positive Behavior Supports in Inclusive Settings	3
RED 3009	Emergent and Early Literacy	3
*Education Electives or General Education Course Work		6
Term Total		18
Junior Year – 2nd Semester		
EEC 3112	Integrated Social Sciences, Humanities and Arts	3
EEC 3211	Science, Technology, and Mathematics (STEM) Methods for ECE I	3
EEX 3226	Assessment of All Young Children	3
TSL 3080	ESOL in ECE 1	3
*Education Electives or General Education Course Work		6
Term Total		18
Junior Year – 3rd (Summer) Semester		
EEC 4219	Science, Technology, and Mathematics (STEM) Methods for ECE II	3
EEC 4268	Designing and Implementing an Integrated Curriculum (Practicum)	3
LAE 4211	Methods & Resources for Literacy Development in the Young Child	3
TSL 4310	ESOL in ECE 2	3
Term Total		12
Senior Year – 1st Semester		
EEC 4940a	Internship in Early Childhood Education I	5
EEC 4936a	Internship Seminar: Early Childhood I	1
Term Total		6
Senior Year – 2nd Semester		
EEC 4940b	Internship in Early Childhood Education II	5
EEC 4936b	Internship Seminar: Early Childhood II	1
Term Total		6
Required Common Prerequisites		27
General Education Credits in the Lower Division that are not counted for Common Prerequisites (*Includes 1 Common Prerequisite)		33 (36*)
Lower Division Electives		12
Total Lower Division Credits		72
Total Upper Division Credits		48
Total Program Credits for the BS with a major in Early Childhood Education		120

**Students entering with an AS degree may have more than 24 elective credits and may need additional General Education credits to meet the 36 General Education credits required for the baccalaureate degree. Students entering with an AA degree may need additional electives to provide appropriate background for the baccalaureate program.*

A minimum of 9 semester hours of coursework with an international or diversity focus is required for the program. Students should consult the School of Education (SOE) for eligible courses, which may include EDF X085 and foreign language courses.

MDC developed two (2) part-time programs of study for students admitted in either the Fall or Spring terms, with term credit hours ranging from 6-9 per term (see [Appendix L: Proposed Bachelor in Science in Early Education Program of Study for Part-time Students, Pg. 94](#)).

e. List specific Associate in Science and/or Associate in Applied Science programs offered at your institution that are aligned with the program, as applicable.

MDC revised its AS-ECE programs to reflect best practices and research and align with the proposed BS-ECE:

- Associate in Science in Early Childhood Education- General Track
- Associate in Science in Early Childhood Education- Preschool Track
- Associate in Science in Early Childhood Education- Infant/Toddler Track
- Associate in Science in Early Childhood Education- Administrator Track

**f. Is the program being proposed as a Limited Access program? (Yes/No)
If yes, complete the following form and include it in the appendix for consideration.
[Limited Access Request Form](#)**

No, the proposed BS-ECE is not a Limited Access Program.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

1. Complete [Enrollment, Performance, and Budget Plan](#) form. (See [Appendix M: BS-ECE Enrollment Performance and Budget for 2011-2012 to 2014-2015, Pg. 97](#))

2. Provide a budget narrative justifying the estimated and projected program expenditures as they appear in Section III of the Enrollment, Performance, and Budget Plan form. Include start-up costs, required faculty, library resources, facility renovations/remodeling, and other anticipated operational costs to develop and maintain the program over a four-year period. State funding for baccalaureate program approved pursuant to [Section 1007.33, Florida Statutes](#), shall be as provided in the General Appropriations Act.

The attached BS-ECE Enrollment Performance and Budget Plan for 2011-2012 to 2014-2015 (See [Appendix M, Pg. 97](#)) for the proposed BS-ECE degree provides an overview of the projected costs for implementation. Total funds available are projected as \$13,000 for 2011-2012, increasing to \$718,021 for 2014-2015.

The initial enrollment projection is 90 students (72 FTE) and is expected to increase to 216 students (145.2 FTE) by 2014-2015. Upper division student credit hours generated is projected as 2,160 for 2012-2013, increasing to 4,356 by 2014-2015. Based on the enrollment projections, it is anticipated that MDC will hire one full-time doctorally prepared faculty (1 FTE) and one part-time adjunct (.5 FTE), one part-time advisor (\$20,000), one full-time secretary (\$20,000), one full-time E-Portfolio Coordinator and one full-time Program Manager(\$139,877), and one part-time library support staff member (\$7,500) in 2012-2013.

In 2013-2014, two additional full-time doctorally prepared faculty (2 FTE), one part-time adjunct (0.5 FTE), one additional part-time advisors (\$20,000), and one additional part-time library support staff person (total= \$18,000) will be hired; honoraria for cooperating teachers will be paid (\$12,000).

In 2014-2015, one additional part-time adjunct (0.5 FTE), one part-time Administrative Clerk (\$12,000) will be hired, and additional honoraria for cooperating teachers will be paid (\$24,000).

In order to accreditation by the National Council for the Accreditation of Teacher Education programs, a consultant will be hired in 2011-2012 (\$13,000) and for consistency, this consultant will be rehired to assist in writing the self-study report in 2012-2013 (\$20,000), and to assist in the preparation for the site visit in 2013-2014 (\$13,000—Note: the additional \$12,000 listed in Professional Services includes the honoraria for cooperating teachers).

Marketing and educational materials and supplies would cost the program \$22,000 in 2012-2013; \$25,000 in 2013-2014; and \$30,000 in 2014-2015. Library resources in 2012-2015 would be \$30,000 per year. Equipment needed would cost \$10,000 in 2013-2014 and an additional \$15,000 in 2014-2015. Classroom renovations would cost \$35,000 per year (2012-2015). Classroom renovations would include changes in furniture and purchase of technology (\$50,000 each year for 2012-2015).

3. The last paragraph of this section must include a statement on how the college will fund the program if it is not provided funding by the Legislature, and how that would impact the college's implementation plan. Explain how the college will fund the program if funds are not granted.

The BS-ECE Enrollment Performance and Budget Plan for 2011-2012 to 2014-2015 (See [Appendix M, Pg. 97](#)) indicate that funds available are estimated to be \$718,021 and MDC SOE would author grant proposals to underwrite the cost of the program. Grants will be sought to support an additional Clinical Teaching Lab and professional development for students and faculty. SOE has been successful in obtaining grants such as the current *USDOE-Office of English Language Acquisition* in the amount of \$1.25 million for 5 years and the *FLDOE-Transition to Teaching* in the amount of \$1.5 million.

Miami Dade College understands that continued funding will be based upon performance specified in annual reports and dependent on Legislative funding. Once the program is established, continued funding will be provided via the upper division funding model approved by the Legislature. If funds are not granted by the Legislature for the program, SOE will utilize tuition and laboratory fees and grants to fund the program.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

Summary of train-out alternatives for students.

As mandated by the State Board of Education, Miami Dade College will demonstrate diligence to individual needs in the event of program termination and will enact an approved degree completion plan to enable eligible students to complete the appropriate BS-ECE degree program coursework following the termination decision. The BS-ECE program will accept no new students and will provide transition services, including a transition educational plan outlining coursework and program options for completion and will ensure that the program will remain open and provide “teach-out” options available in both the traditional classroom setting as well as online through MDC Virtual College to allow eligible students to complete graduation requirements within two academic years. In addition, the MDC School of Education will work closely with the FLDOE and local institutions to create transition plans for students who may elect to transfer to other upper-division, higher education providers. The plan will be comprised of courses based on an individual student review, with extensive and personalized transfer and advising assistance. Using the MDC student/staff email service and direct mailings, individuals will be contacted and offered assistance with the termination process options.

MDC will maintain transcripts of BS-ECE students and program graduates in accordance with MDC policies and procedures and will maintain and archive the BS-ECE course descriptions and representative course syllabi. Every effort to serve the interests of affected students will be observed in the event of program termination. Miami Dade College will adhere to the stipulations as mandated by the State

Board of Education regarding its monitoring of the program implementation through annual reviews. All educational programs at MDC are reviewed on a five-year cycle (See [Appendix O, Pg. 102](#)) and follow established operational procedures for college-wide evaluation.

K. SUPPLEMENTAL MATERIALS

Include a listing (one page index) of materials showing evidence of need and demand discussions and coordination with postsecondary institutions. Include these materials in the supplemental materials. For example, documents may include meeting minutes, other records of collaboration, letters of support, etc. Include all survey instruments, tables and graphs as appropriate, etc. Links may also be included as appropriate to your documentation.

MDC met with the regional IHEs and received verbal support for the proposed BS-ECE as indicated in Appendix G: Meeting Notes and Notifications to IHEs (Pg. 69). Although BU, UM, STU, and FMU do not offer a Bachelor of Science degree with a major in Early Childhood Education, each supports the proposed MDC BS-ECE as a feeder into their Master’s degree programs (See [Appendix G1 \(Pg. 69\)](#), [G3 \(Pg. 74\)](#), and [G4 \(Pg. 75\): Meeting Notes and Notifications to IHEs](#)) and MDC received letters of support (See [Appendix P7-P10, Pgs. 111-114](#)) from UM, Broward College (BC), FMU, and the University of Florida (UF) (which collaborated on the creation of the degree’s guiding principles). These institutions were receptive to the initiative to create the MDC BS-ECE degree since it is designed to upgrade the educational and professional levels of ECE educators, provide a career ladder, meet workforce needs/demands, and create a pipeline for IHEs. All telephone conversation notations are listed Appendix G (Pg. 69) and letters of support are listed in Appendix P (105).

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APPENDICES

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APPENDIX A1: FIU – MDC DAY

*Florida International University
FIU and MDC Day
2 + 2 Partnership
Friday, March 14, 2008
University Park, Graham Center (GC) Ballroom*

Present: Dr. Charles Bleiker, Dr. Angela Salmon, Dr. Adriana McEachern, Marty Medina, Marta Vasquez, Louis Manfre, Laura Dinehart, Chan Che (all from FIU);
Dr. Carol Tulikangas, Dr. Susan Neimand, Josie Maymi (all from MDC)

Notes on meeting with FIU:

1. Introductions
2. Concerns
 - a. 2 + 2 year articulation
 - b. Courses counting as electives
3. Information from FIU:
 - a. Teacher Preparation (age 3- grade 3)- TESOL endorsed- 3 prereqs; Reading endorsed
 - b. BS in EC Childhood Development Track-120 credits for VPK teachers
 - i. Alternative route- 3 year temporary and apply
 - ii. No TESOL
 - iii. Not state-endorsed program
 - iv. No 12 hours of student teaching
 - v. No prerequisites
 - vi. No practicum
 1. 40 students in program
4. Opportunities to align programs
 - a. Common courses and common numbering
 - b. Conversations year ago about 3000 and 4000 level courses
 - c. Misconceptions about 2 + 2
 - i. Common prerequisites- EDF1005, EDG2701, EME2040 plus EEC1000
 - d. Assumption is MDC has to change
 - e. **March 28- Document exchange meeting at Kendall campus K422**

Florida International University
 FIU and MDC Day
 2 + 2 Partnership
 Friday, March 14, 2008
 University Park Campus, Graham Center (GC) Ballroom

AGENDA

11:30 am Registration
 12:00 pm Light Lunch
 12:30 pm Opening Remarks

Welcome

Dr. Ronald Berkman
 Executive Vice President and Provost
 Florida International University

And

Dr. Norma Martin Goonen
 Provost for Academic And Student Affairs
 Miami Dade College

General Session: Student Transition and Success

12:45 pm
 1:25 pm

MDC QEP Mathematics Project
 Jakeisha Thompson
 Director MDC QEP Mathematics Project
 Miami Dade Community College

content attitude
 - frequent assessment
 departmental exams
 resource for adjuncts
 - learning prescriptions
 - assessment procedures

1:30 pm
 1:35 pm

Common Course Prerequisite Project (FIU)
 Dr. Lidia Tuttle
 Associate Vice President
 Undergraduate Education
 Florida International University

on-line site
 - supplemental instruction
 ALECKS system
 - CRA-certified tutor training program

- communicate

1:40 pm
 1:45 pm

ENLACE Project
 Dr. Lidia Tuttle
 Associate Vice President
 Undergraduate Education
 Florida International University
 And
 Dr. Maria (Toni) Bilbao
 Executive Director
 Miami Dade College-West Campus

- success skills training
 - interim progress reports
 - infuse math into other disciplines
 - math faculty training on different learning style
 - upgrade math support labs

underrepresented students success

1:35
2:00 pm

Transition to break out sessions.

Concurrent sessions

Administrators

Accounting

Architecture

Chemistry and Physics Foundation courses

Computer Information System

Dual Degree Initiative

Early Childhood Education

Engineering (Biomedical)

Honors College

Journalism

Librarians

MDC to FIU Transfer Student Orientation and Related Topics

Music

Nursing

3:15 pm

Closing Session

Closing Remarks
(Dialogue summary)

Dr. Ronald Berkman
Executive Vice President and Provost
Florida International University

And

Dr. Norma Martin Goonen
Provost for Academic and Student Affairs
Miami Dade College

Concurrent Sessions & Table Assignments

<i>Concurrent Session</i>	<i>Facilitators</i>	<i>Room #</i>
<i>Administrators</i>	<i>Dr. Ronald Berkman, FIU Dr. Norma M. Goonen, MDC</i>	<i>GC Ballroom West</i>
<i>Accounting</i>	<i>Dr. Manuel Dieguez, FIU Dr. Stephanie Etter, MDC</i>	<i>GC Ballroom East</i>
<i>Architecture</i>	<i>Dr. Janine King, FIU José Lozano, MDC</i>	<i>GC Ballroom Table 1</i>
<i>Chemistry & Physics</i>	<i>Dr. Xuewen Wang, FIU Michael M. Boulos, MDC</i>	<i>GC Ballroom Table 2</i>
<i>Computer Information Systems</i>	<i>Dr. Masoud Milani, FIU Dr. Richard White, MDC</i>	<i>GC Ballroom Table 3</i>
<i>Dual Degree</i>	<i>Renee Peterson, FIU Dulce Beltran, MDC</i>	<i>GC Ballroom Table 4</i>
<i>Early Childhood Education</i>	<i>Dr. Charles Bleiker, FIU Dr. Susan Neimand, MDC</i>	<i>GC Ballroom Table 5</i>
<i>Engineering (Bio-medical)</i>	<i>Dr. Anthony McGoron, FIU Dr. Heather Belmont, MDC</i>	<i>GC Ballroom Table 6</i>
<i>Journalism/ Mass Communication</i>	<i>Jose Rodriguez, FIU Barry Gordon, MDC</i>	<i>GC Ballroom Table 7</i>
<i>Librarians</i>	<i>Antonie Downs, FIU Glenda Phipps, MDC</i>	<i>GC Ballroom East</i>
<i>Music</i>	<i>Dr. Kristine Burns, FIU Roderster Brandon, MDC</i>	<i>GC Ballroom Table 8</i>
<i>Nursing</i>	<i>Dr. Sharon Pontious, FIU Lessie Pryor, MDC</i>	<i>GC Ballroom Table 9</i>
Promoting Student Success: • <i>Transfer Student Orientation & Related Topics</i>	<i>Dr. Janie Valdes, FIU Margaret Scott, MDC</i>	<i>GC Ballroom East</i>
<i>Honors College</i>	<i>Dr. Lesley Northup, FIU Dr. Alexandria Holloway, MDC</i>	<i>Honors College Conference Room</i>

- Introductions

- Concerns

2+2 year articulation
Courses Counting as electives

Teach Prep - TESOL endorsed 3 prereq
age 3-gr 3 Reading "

Louis Manjé
Laura Dinehart
Chen Che
Charles Bleiker
Andrea Salmon
Marty Medina
Marta Vasquez

BS in EC - Family
Childhood Track
120 Dev
ci.
V-Prek teachers

alternative routine
Directors
no 12 hrs of student teaching
no practicum
no prerequisites - not
level 2 -
→ alternate cert.

no TESOL endorsement
not state-endorsed program

- opportunities to design programs
common courses & common numbering
conversations years ago
3000 or 4000 level courses

misconceptions about 2+2

- Common prerequisites
EEC 1000

EDF 1005
EDG 2701
EME 2040

assumption is MDC has to change

~~4 year degree~~
4 year degree
MDC → FIU
alternate

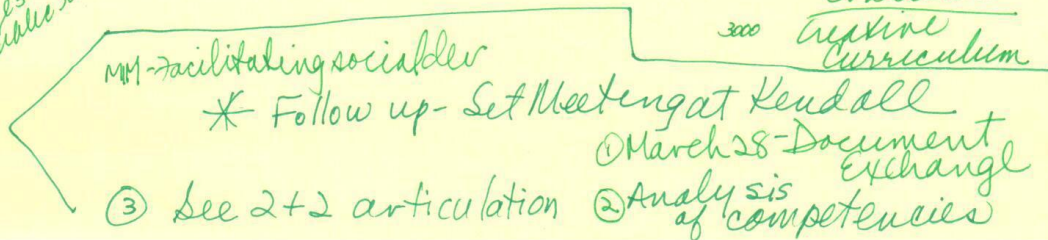
Infant + Toddler Track

36 cr. AS → FIU
EC

AS
36 cr.
EC cur 1
elective

1. CDA-15 cr.
2. Assoc degree in Arts

families
assessment
focus on literacy
Birth - age 5
not Public School



Please Note: The statement "assumption is MDC has to change" is in reference to MDC's AS-ECE articulation into FIU's BS-ECE. As a result, as noted in section H-5e, MDC revised its AS-ECE program to reflect best practices and research and to align with the proposed BS-ECE program.



APPENDIX A2: PLANNED PROGRAM REVISION MEETING WITH FIU

Program Revision Meeting with FIU

March 28, 2008

1:00-3:30 pm

Kendall Campus K422

Agenda

1. Analysis of Existing Programs
 - a. Comparison of existing syllabi
 - b. Analysis of competencies
 - c. Alignment of 2 + 2 program
2. Tasks and Timeline
 - a. FIU
 - b. MDC

Next meeting:

In attendance:

Dr. Phyllis Bochman, MDC SOE ECE faculty

Lucia Obregon, MDC SOE ECE faculty

Jim Sullivan, MDC SOE ECE faculty

Beverly Tate, MDC SOE ECE faculty

Josie Maymi, Chair, MDC SOE ECE

Dr. Susan Neimand, Director, School of Education

FIU Institutional representatives, Dr. Charles Bleiker and Dr. Angela Salmon, were expected at this meeting. Dr. Neimand has followed up with both calls and emails to insure their presence at this meeting.

After waiting for almost an hour, MDC SOE ECE faculty, Chair, and School Director determined that FIU was not going to show up and that MDC SOE would move forward with plans for a Bachelor of Science in Early Childhood Education.



APPENDIX B1: ADVISORY COMMITTEE MEETING AGENDAS AND MINUTES

**Early Childhood Education Advisory Committee
November 12, 2008
Noon**

Agenda

1. Lunch and Introductions
2. Review notes from last meeting
3. Partnerships: Community Task Force and moving to BS in ECE- Dr. Susan Neimand, Director, School of Education
4. Progress since our last meeting
 - a. Early Childhood Education program at MDC SOE- Josie Maymi, Chair, Early Childhood Education
 1. Associate in Arts program- Professor Jim Sullivan
 2. "Great Beginnings" program- Professor Beverly Tate
 3. The Directors' credential program- Dr. Phyllis Bochman
 4. The Early Childhood Bachelor in Science program- Professor Lucia Obregon
 - b. Pre-School Lab- Gordia Ross, Pre-School Lab Director
 1. NAEYC accreditation
 2. Head Start Grant
 - c. Family Literacy At the Preschool on Saturday (FLAPS)- Dr. Susan Neimand
5. Discussion:
 - a. State-mandated Florida Department of Education articulation- Professor Tate
6. Open Forum- Questions and answers

Next meeting: Wednesday, April 15, Noon, Pre-School Lab

In attendance: Dr. Phyllis Bochman, Early Childhood Faculty, MDC
Dr. Lilia DiBello, Associate Professor Early Childhood, Barry University
Pat Earle, Operations Manager, Pre-School Lab, MDC
Harry Hoffman, Academic Dean, North Campus MDC
Gloria Humes, Supervisor, Family and Consumer Science Education, M-DCPS
Dr. Donna Jennings, Dean, Workforce Education, MDC

Grace Laskis, Administrator, Head Start
 Josie Maymi, Chair of Early Childhood Education, SOE, MDC
 Lucia Obregon, Early Childhood Faculty, MDC
 Samuel Ore, Department of Children and Families
 Gordia Ross, Director, Pre-School Lab, MDC
 Kathleen Sorenson, Director, University Christian Preschool
 Katherine Suarez-Espinosa, M-DCPS, FDLRS
 Mercedes Suesa, Associate Area Coordinator, Redlands Christian Migrant Association
 Jim Sullivan, Early Childhood Faculty, MDC
 Beverly Tate, Early Childhood Faculty, MDC
 David Williams, Jr., Director of Community Relations, Informed Families
 Marbelia Zamarripa, Area Coordinator, Redlands Christian Migrant Association

1. Reports by Dr. Susan Neimand, Director of School of Education; Josie Maymi, Chair of Early Childhood Education, and faculty; and Gordia Ross, Director of Pre-School Lab (see agenda)

2. Issue- request from FLDOE to articulate 30 hours of child care training and FCCPC into college credit.

- questions concerning organizations providing training
- number of credits
- standards and quality
- A decision was made to move forward with plans for the BS-ECE since FIU's programs differ from the proposed MDC program; Barry update requested (see DiBello);

3. Dr. DiBello discussed some of the FLDOE mandates concerning teacher education programs and what to watch out for when planning the baccalaureate degree in Early Childhood Education; concerns that this will basically close down the Barry University program; discussions about partnering to write grants for tuition assistance/scholarships for our graduates to continue in master's degree programs at Barry University.

4. Doing more with less

- Kathy Suarez- Espinosa and Grace Laskis
 - Changes in FDLRS
 - Cuts of 20% of psychologists working with children
 - 500-700 referrals per year of children with special needs
 - 10% of population
 - Children's needs not being met
- Lilia DiBello
 - Private institutions hit hardest
 - Grants in Homestead closed
- David Williams, Jr.- changes in the Children's Trust
 - 25% of Board must step down; losing 80% of leadership
 - \$65 million shortfall due to real estate crisis
 - Reneging on promises to community concerning funding nurses, etc.
 - Variety of pulls on State money- transportation, health care, education
- Maribelia Zamarrippa

- Staff losses
 - Taking advantage of training offering through Children's Trust and MDC
 - Seeing tremendous improvement in quality
 - Samuel Ore
 - Directors don't promote career ladders- don't want to lose staff
 - Tests to obtain CEUs- staff has problems with English comprehension
 - Donna Jennings
 - South Florida Workforce and its new Director, Rick Beasley, has a new look at Workforce
 - Listing them as High Need and Low wage, but funding may be available for scholarships
 - Gloria Humes
 - 80% of M-DCPS District personnel will be cut by new Superintendent
 - no new training
 - no new programs
 - personnel told to find jobs within schools or they will be terminated
 - Kathleen Sorenson
 - She has been able to keep her staff because of the nice environment, flexibility of work place
5. Responses concerning the changes in the Early Childhood program and coursework
- Notice changes in care providers' vocabularies
 - Thrilled with the program
 - Delighted that we will be offering Creative Curriculum course

Meeting adjourned at 2:30 pm



**SCHOOL OF EDUCATION
EARLY CHILDHOOD EDUCATION**

APPENDIX B2: ADVISORY COMMITTEE MEETING

April 15, 2009

Noon

Agenda

1. Lunch and Introductions
 2. Progress since our last meeting
 - a. Associate in Science program revisions
 1. NAEYC accreditation
 2. Baccalaureate program
 3. New courses
 3. Discussion:

How can the SOE ECE continue to meet the community's needs?
 4. Open Forum
- Please complete the Early Childhood Education Advisory Committee Feedback form.

Have a wonderful summer! See you in the fall!

In attendance:

Dr. Phyllis Bochman, Faculty, SOE
Susana Cossio (for Katherine Suarez-Espinosa), FDLRS
Pat Earle, Operations Manager, Pre-School Lab, SOE
Ian Fleary (for Suzette Frasier), Department of Children and Families
Dean Harry Hoffman, Academic Dean, North Campus
Luis Hernandez, ECE Consultant, Western Kentucky University
Grace Laskis, EC Administrator, Head Start
Josie Maymi, Chair, ECE, SOE
Dr. Susan Neimand, Director, SOE
Kiani Nesbitt (guest)
Lucia Obregon, Faculty, SOE
Sheila Silverberg, Director, Center for the Advancement of Jewish Education
Kathleen Sorenson, Director, University Christian Preschool
Professor Jim Sullivan, Faculty, SOE
Professor Beverly Tate, Faculty, SOE
David Williams, Jr.- Director, Community Relations, Informed Families
Meeting called to order at 12:10 pm.

1. Presentation of update on program revisions

2. Discussion:

a. Are we teaching higher order thinking skills to our teachers? Overview provided of coursework, assignments, connections between assignments and coursework, structure of work done

b. Reauthorization of “No Child Left Behind” act and its implications for teacher preparation; accountability; professional development; models used at the State level; involvement of the community in program; statewide articulation agreements

c. NAEYC reaccreditation for centers- issues of Spanish speakers only; how do we deal with English Language Learners?

d. Are teachers prepared properly? Directors indicated that teachers learn in class and implement the next day in their classrooms; coursework is meaningful to teachers and therefore to students; MDC teachers have more ideas, courses are in a friendly format; well-padded with theory; rave about professors, lots of work, rise to the occasion

e. How is student teaching used? Linkage of assignments and theory; field work required in all courses; linkage of theory and application- “I have always been doing it this way, now I know why”

f. Impact of Directors Track- with the improvement of the education of the center directors comes the improvement of quality at centers, mentoring teachers, and better education for children, networking opportunities

g. Program Administration Scale- commitment to improve by 2 points; directors met or exceeded this goal

h. Head Start mandates- Teachers must have bachelor’s degrees in ECE by 2013; Teacher assistants must have associate’s degrees by 2014; no funding for salary increases; best method- hire at low wages and train them; many leave, replaced by assistants; slow process of change, but seeing benefits for the children; teachers are working at much higher level today than 10 years ago;

i. Retrained teachers with bachelor’s degrees becoming ECE teachers- missing “relationship” knowledge, how do you talk to children, reasonable expectations for children’s behavior

j. Use of data by the State for children with disabilities- Early Steps- Battelle for entry and exit; ITERS and ECERS folded into program; CORE- are programs helping the children?

k. ELC is expecting to obtain money from stimulus package- No ECE people on their Board; recommended someone for Board

l. Playgrounds in Miami-Dade County are deplorable- under aegis of Zoning Board- if requirements are met for shade and space, licensing is given; National Playground Safety Institute certification; Pat Earle has this certification at Pre-School Lab; State must adopt regulations and enforce them; no motivation to be compliant

m. Outdoor environments for children- gardens, naturoscapes, total ecosystems,, playgardens.

Meeting adjourned at 2:45 pm.



**SCHOOL OF EDUCATION
EARLY CHILDHOOD EDUCATION**

APPENDIX B3: ADVISORY COMMITTEE MEETING

November 5, 2009

Noon

Agenda

1. Progress since our last meeting
 - b. Associate in Science program revisions
 1. High/Scope partnership
 2. Creative Curriculum partnership
 3. Baccalaureate program
 4. New courses

2. Discussion:

President Obama has focused a great deal of attention on Early Childhood Education. Economists, such as James J. Heckman (University of Chicago) and the Brookings Institution in Washington DC, are writing about human capital and early education. At a recent meeting of local business leaders, UM Dean Isaac Prilleltensky stated that for every dollar invested in Early Childhood Education we get anywhere from \$3 to \$18 back.

- a. What impact has this had on your organization?
- b. What concerns does your organization have?
- c. How can the SOE ECE address these concerns?

3. Open Forum

Please complete the Early Childhood Education Advisory Committee Feedback form.

Have a wonderful holiday season! See you in the spring!

In attendance:

Katherine Suarez-Espinosa, FDLR-S South
Gloria Humes, Miami-Dade County Public Schools
Virginie Jackson, ECE Advisor
Iris Strachan, SOE ECE Adjunct faculty
Dr. Lilia DiBello, Barry University
Professor Beverly Tate, faculty
Gordia Ross, Director, Pre-School Lab
Dr. Phyllis Bochman, faculty

Alina Soto, Early Learning Coalition
Samuel Ore, Department of Children and Families
Grace Laskis, Head Start
Professor Lucia Obregon, faculty
Dr. Susan Neimand, Director, SOE
Josie Maymi, Chair, ECE

Meeting began at Noon.

1. Report on M-DCPS from Gloria Humes

- a. Things are moving very quickly in M-DCPS with reference to ECE
- b. Alberto Carvalho is dedicated to the “whole child”
- c. Creation of the Early Learning Center for K-Gr. 3 at 1500 Biscayne Blvd.
- d. EC in high schools
 1. what is important is the CDA, not the EC/PC
 2. schools are being rated by industry certification as well as FCATs
- e. talk about Birth to Kindergarten being incorporated into M-DCPS
 1. concerns about “developmentally appropriate,” and testing
 2. survey is being conducted for ECE need in the community
 3. great opportunity for Head Start
 4. fear of academic focus
 5. impact on other agencies offering early childcare
 6. will this mean early FCATs?
 7. who will ensure “Early Childhood Education?”
 8. M-DCPS viewed as agency that can serve population better than private centers,

better funded with more resources

2. Report on FDLRS-South by Kathy Suarez-Espinosa

- a. Decrease in staff- moved from 6 diagnostic teams to 4 last year; now 5 trying to catch up on the backlog of last year
- b. Training for regular teachers being offered so that they can deal with “challenging behaviors”
 1. 2 cohorts- 25 teachers x 4 days of workshops
 2. materials from Vanderbilt University, Center for Emotional and Social Foundation of Early Learning

a. make and take resources

b. strategies for classroom- USF Toolkit

- c. Screening in community
 1. M-DCPS curriculum support specialist
 2. 8 Head Start centers

3. Head Start update from Grace Laskis

- a. working with UM psychology department
 1. curriculum specialists and tools
 2. collecting data
- b. RFP coming out soon
- c. Major trainings for teachers to deal with challenging behaviors

4. Alina Soto on the Early Learning Coalition
 - a. Quality initiatives- feeding into scholarships
 1. Infant-Toddler Education- "Great Beginnings" at MDC SOE
 - a. Task Force- Bethany Sand, Dr. Sylvia Levinia, Yolanda Borroto
 - b. increasing awareness of i-t
 - c. website with provider tools and educational materials
 - b. Early care providers transitioning students to K in M-DCPS
 - c. VPK- centers are dropping out of program
 - a. don't want to be penalized for low readiness rates
 - d. Advocating for providers through legislation
 1. Advocacy training offered in February
5. Dr. Lilia DiBello on Barry University
 - a. 5 year program- BS and MS-
 1. Birth to grade 3,
 2. minor in content area: Elem. Ed; SPED; Reading
 3. Collaboration with arts and sciences
 4. 5th year- teaching with faculty mentors
 5. reciprocity with other states
 - b. concerns about Arne Duncan and vision for Teacher Education programs
6. Sam Ore on DCF
 - a. Testing requirements for CDA are problematic
 1. tests are not well written linguistically
 2. high rate of failure- Health and Safety test
 - b. Miami-Dade County is below state average
 1. issues- language, computer literacy
 - c. Teacher dispositions v. skills

Meeting adjourned at 2:30 pm.



**SCHOOL OF EDUCATION
EARLY CHILDHOOD EDUCATION**

**APPENDIX B4: ADVISORY COMMITTEE MEETING
WEDNESDAY, APRIL 28, 2010**

Noon

Agenda

- a. Associate in Science program
 - a. New courses
 - i. EEC2224 Emergent Literacy through the Use of Children’s Literature
 - ii. EEC2271 Working with Children with Special Needs and their Families
 - iii. EEC2401 Family Interaction and Cultural Continuity (“Stronger Together”)
 - iv. EEC2601 Observation and Assessment in Early Childhood
 - b. NAEYC accreditation
 - c. Progress of Bachelor of Science in Early Childhood Education
 - a. Surveys
 - i. Students in Education academies
 - ii. Childcare providers
 - d. Vision for BS in ECE

Next meeting- Fall 2010

In attendance:

Phyllis Bochman- MDC SOE

Sandra Gonzalez- Early Learning Coalition

Gloria Humes- Miami-Dade County Public Schools, Early Childhood Education

Grace Laskis- Head Start, Miami

Rani Khanuga- Miami-Dade County Public Schools, Early Childhood Education

Dolores Mendoza (for Dr. Marisel Elias-Miranda)- Miami-Dade County Public Schools, Early Childhood Education

Lucia Obregon- MDC SOE

Samuel Ore- Department of Children and Families

Gordia Ross- MDC

Rolanda Scott- Head Start, Miami

Kathleen Sorenson- Preschool Director, University Lutheran School
Iris Strachan- MDC SOE
Jim Sullivan- MDC SOE
Beverly Tate- MDC SOE
Belkis Torres- Head Start
Marbelia Zamarripa- Head Start, Redlands Migrant Center

Meeting began at 12:15 pm

1. Information was provided on:

- new courses that MDC SOE will be offering.
- changes to the Associate in Science programs in Early Childhood Education.
- the status of the NAEYC accreditation.
- the status of the Bachelor of Science in Early Childhood Education.

2. Recruiting teachers for the programs was discussed. Several representatives identified databases such as United Way, Early Learning Coalition, and M-DCPS were suggested and point people were selected to contact them.

3. Concerns about teaching and teachers were discussed. Layoffs in Broward and Miami-Dade counties were discussed. Additionally, concerns about Head Start and NAEYC mandates were discussed (teachers having bachelor degrees in Early Childhood Education in Head Start and NAEYC-accredited centers)- where is the funding coming from to meet these mandates?

4. Discussion of M-DCPS Early Childhood Academies, the articulation agreement between MDC and M-DCPS. Discussion of the shortcomings of the academies (students only participate because it makes the school smaller, initially may be an area of interest but not in the future, EC/PC no longer recognized by the State, redoing the agreement to include FCCPC).

5. Concerns about the low level requirements for care providers- 45 hours only. Licensing changes, not following career ladders, no interest in improvement.

6. Care providers and limited English language skills was discussed. Discussion of bilingual v. biliterate. Benefits of Quality Counts and their role in the community.

7. Focus of nation on Early Childhood Education and becoming part of the movement. MDC SOE is involved with all community agencies.

Meeting adjourned at 1:30 pm.



SCHOOL OF EDUCATION

**APPENDIX C1: EARLY CHILDHOOD EDUCATION
COMMUNITY TASKFORCE MEETING AGENDA AND MINUTES
May 19, 2008
Noon**

Agenda

1. Purpose of the Committee
2. Review of Associate in Science programs
 1. High/Scope partnership
 2. Creative Curriculum partnership
 3. Baccalaureate program
 4. New courses

In attendance: Jesse Leinfelder (the Children's Trust), Pam Hollingsworth (Early Learning Coalition), Abby Thorman (Early Learning Initiative), Gladys Montes (United Way for Excellence in Early Education), Carol Montealegre (Children's Forum), Carol Brogan (Head Start), Susan Neimand

1. The concept of reorganization of SOE coursework and framework for the baccalaureate degree was explained.
 - a. The baccalaureate program would be created to include AA and AS holders/ or 60 credit completers.
 - b. The program would have a core of courses that all would need to complete. Different tracks could be developed as disciplines.
 - c. Those with AA degrees could proceed through the program and complete ECE courses; those with AS degrees would complete their General Education requirements and further coursework in ECE.
2. Desirable tracks: a curriculum track, a diversity track, a leadership track, a dual language track, an administration track, an infant-toddler track, a preschool track, and an assessment and intervention track.
 - a. Each track could be developed with a general second level course (all these are included in our introductory courses at the 1000 level).
 - b. Each track would then have extensions, i.e., a curriculum track would have a course on High Scope curriculum, Creative Curriculum, etc. Training for SOE faculty would be paramount in the development of these extension courses.
 - c. A survey instrument will be developed for Directors to obtain their input into this process so that the program is both theoretical as well as practical (Director expectations for teachers). Data will be collected and analyzed and will be a driving force in course creation.
 - d. Work will continue: a meeting to discuss the survey results is scheduled; faculty will continue to meet and work on the program revisions.



SCHOOL OF EDUCATION

**APPENDIX C2: EARLY CHILDHOOD EDUCATION
COMMUNITY TASKFORCE MEETING AGENDA AND MINUTES**

June 3, 2008

Noon

Agenda

1. Update on curriculum review process
2. The beginning of the Bachelor of Science in Early Childhood Education
3. FLDOE requirements

In attendance: Dr. Jesse Leinfelder, Pam Hollingsworth, Carol Brogan, Abby Thorman, Ana Sejeck, Gladys Montes, Carol Montealegre, Phyllis Bochman, Lucia Obregon, James Sullivan, Beverly Tate

1. The SOE Director, ECE Chair, and faculty have given their overwhelming support to:
 - a. Review and amend its current AA/AS degree programs to create two distinct degrees. This is in concert with the recommendation by Dr. Mollie DeHart in the MDC Curriculum Office.
 - b. Develop courses that would benefit community care providers in creating career ladders and meeting the upcoming degree standards for care providers (AA and BS degrees).
 - c. Submitting our programs to NAEYC for accreditation, making MDC's SOE the only accredited program in the State of Florida. We have reviewed the standards and know that our program will meet or exceed these.
2. The SOE faculty has provided some "big ideas" for the creation of the programs.
3. A document that states the Florida Department of Education standards for degree certification in Birth to Age 4 with matching these standards with FLDOE Skills and Competencies that have to be embedded in coursework has been created. Further, the existing Early Childhood course competencies have been analyzed and correlated to the FLDOE Skills and Competencies. This will lay the foundation for the SOE faculty's work.
4. Examination of Florida Educator Accomplished Practices, Professional Education Competencies, Preschool and Primary/Prekindergarten Competencies and Skills, English for Speakers of Other Languages documents and standards, Reading endorsement documents and standards, and the Uniform Core Curriculum standards.



**APPENDIX C3: EARLY CHILDHOOD EDUCATION
COMMUNITY TASK FORCE MEETING AGENDA AND MINUTES**

August 15, 2008

Noon

Agenda

1. Update
 - a. Childcare provider training and obtaining credits
 - i. Requirements
 - ii. Response from community
2. Input for Bachelor of Science in ECE
 - a. Tracks for degrees
 - b. Plan for the SOE
 - c. Timeline
3. Items needed from the Committee
 - a. Letters of support for the degree programs
 - b. Data

In attendance: Jesse Leinfelder, Pam Hollingsworth, Carol Brogan, Flor Brito, and Susan Neimand

1. Child care provider training and obtaining credits
 - a. The model of “prior learning” to convert hours of training was discussed at length
 - i. Workshops must have specific competencies written that conform to MDC standard
 - ii. Assessment of mastery of competencies must be in place
 - iii. MDC’s Learning Outcomes must be embedded in the courses
 - iv. The trainer must meet or exceed SACS guidelines
 - v. Workshop must be focused on a topic rather than a potpourri of topics
 - vi. 30 clock hours of training may be converted into one college credit
2. Plan for the degree
 - a. Timeline to be set at August 29 meeting
 - b. Tracks to be discussed:
 - i. Curriculum
 - ii. Family literacy
 - iii. Special education
3. Items needed from this Committee
 - a. Letters of support for each agency for the BS in ECE
 - b. Data



SCHOOL OF EDUCATION

APPENDIX D1: EARLY CHILDHOOD FACULTY MEETING

AGENDA

9/26/08

1. Feedback on revisions to the syllabi for EEC1000, EEC1200, EEC1311, EEC220
2. Alignment of EDG2943 with FCCPC courses
3. Our ideal BS degree program – what courses would be offered, what “tracks” would be included. (bring copies)
4. Defining next steps:
 - A. Revisions to the syllabi for EEC2407, EEC1522, EEC2700 (already done by Jim)
 - B. Revisions to the syllabi for Director’s Courses EEC2002, EEC2524, EEC2520, EEC2527
5. Agenda for next meeting



SCHOOL OF EDUCATION

APPENDIX D2: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Wednesday, January 14, 2009

1. Meeting with Jesse and Abby
2. Meeting schedule
 - a. For semester
 - b. For Community Taskforce
3. Baccalaureate degree program
 - a. ESOL courses
 - b. Uniform core curriculum
 - c. FEAPs
 - d. Surveys
4. Associate in Science degree program
 - a. Status of program approval
 - b. What is next
 - c. When to begin
 - d. Timeline for completion of 5 new courses
 - i. High/Scope Training
 - e. EEC1001
 - f. Trainings
 - i. Paperwork
5. NAEYC
 - a. Next steps
6. Funds for special events and advertising
7. Needs assessment surveys
8. Mini-term classes



SCHOOL OF EDUCATION

**APPENDIX D3: EARLY CHILDHOOD FACULTY MEETING
AGENDA**

Wednesday, April 15, 2009

Pre-School Lab

8:30 am- Noon (followed by Advisory Board Meeting)

1. NAEYC Self-Study
 - a. Parts 1-5 for review
2. MDC-M-DCPS Career Pathways Consortium Seminar for Students
 - a. Tues. May 19; Room 3103
 - b. Plan for the Day
3. ECE Consortium- Friday, May 22
4. Task points issue
5. Instructional designer for Preschool Track
 - a. Invite to April 24 meeting?
6. Syllabi work: EEC 2409, 2271, 2224, 2601
7. "Great Beginnings" books- Bookstore
8. Summer meetings:
 - a. May 13, May 27 (no Lucia)
 - b. June 10, June 24 (all)
 - c. July 15, July 29 (no Beverly)
9. Summer work
 - a. BS course competencies
 - i. FEAPs
 - ii. ESOL
 - iii. Discipline Content
 - b. Work with Instructional Designers
 - i. Preschool Track
 - ii. Literacy
 - iii. Families
 - iv. Special Needs Observation
10. Train the Trainer sessions for Preschool Track



SCHOOL OF EDUCATION

APPENDIX D4: EARLY CHILDHOOD MEETING

AGENDA

Friday, April 24, 2009

Pre-School Lab

8:30 am- 2:30 pm

1. MDC-M-DCPS Career Pathways Consortium Seminar for Students
 - a. Plan for the Day- review and finalize
2. ECE Consortium- Friday, May 22- update
3. Course release issue and summer work
4. Instructional designer for Preschool Track
 - a. Marilyn Lesser
 - b. Sheila Silverberg
5. Syllabi work: EEC 2409, 2271, 2224, 2601
6. Summer meetings and agenda
 - a. May 13, May 27 (no Lucia)
 - b. June 10, June 24 (all)
 - c. July 15, July 29 (no Beverly)
7. Fall work
 - a. BS course competencies
 - i. FEAPs
 - ii. ESOL
 - iii. Discipline Content
 - b. Work with Instructional Designers
 - i. Preschool Track
 - ii. Literacy
 - iii. Families
 - iv. Special Needs

DATE	GOAL
W April 15	8:30am Pre-School Lab Noon- Advisory Board Meeting
F April 17	No meeting
F April 24	Complete courses; calendar summer meetings

v. Observation



SCHOOL OF EDUCATION

APPENDIX D5: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Friday, October 23, 2009

Pre-School Lab

8:30 am- 11:30 pm

1. Baccalaureate degree program
2. Update on High/Scope
3. Input for Creative Curriculum meeting
4. NAEYC Update
5. Update on course development
6. Publicizing courses
7. Other



SCHOOL OF EDUCATION

APPENDIX D6: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Wednesday, December 9, 2009

IAC 3102

8:30 am- 12:30 pm

1. Baccalaureate degree program
 - a. Status to date
 - b. Course development (see notebooks)
 - c. Possibilities
 - d. Pre-School Lab involvement
 - e. Other preschools
2. Update on High/Scope and Creative Curriculum
3. Update on EEC 2601 and EEC2271
4. Calendar of future meetings
5. MDC-TV
6. Open discussion



SCHOOL OF EDUCATION

APPENDIX D7: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Wednesday, February 17, 2010

8:30 am

IAC 3102

Baccalaureate degree program

1. Update on Ready Schools Miami! University of Florida- what is their role?

A brief summary of very lengthy conversations:

1. Reviewed and discussed our conceptual frameworks, planned course outline, and timeline.
2. Discussed recommendations for each of the above, particularly (1) ensuring clarity of purpose and details for all curriculum writers on this project; (2) writing documents that reflect the above as project guides, and (3) creating a focus group of UF personnel to work with faculty on curriculum development.
3. Accomplishments: (1) developed strategies to address the timeline, (2) addressed the use of the Children's Trust grant funds, and (3) UF agreed to share documents to be used as models.

Summary of plan:

Meet with faculty- Wed. Feb. 17 discussions of above

March-April- hire nationally recognized consultants to write "ideal" courses (CT grant funded)

May-June- faculty work with focus group (UF faculty and master's students) and "ideal" courses to create MDC SOE courses

July-September- if money allows, develop some Instructor Guides with consultants; write folio for FLDOE

2. February 2010:

1. Development of structures and frameworks
 - a. Creation of documents

The guiding principles are:

(1) to promote child development and learning for all children [special needs, English Language Learners]; (2) to support and involve families in their child(ren)'s educational process and build family and community relationships; (3) to provide training in observation, documentation, and assessment of children in order to effectively provide for their educational needs; (4) to introduce and reinforce the concept of developmentally appropriate practices; (5) to provide high quality early childhood education based on best practices research and professionalism; (6) to ensure that an anti-bias curricula that is culturally sensitive and responsive to the diverse community in Miami-Dade County is evident in all syllabi; and (7) to stress the importance of health and safety for the classroom and the individual.

- b. Identification of courses and course numbering; course descriptions to be written

1. Review all Florida Department of Education Administrative Rules (Rule 6A-4.0141; Rule 6A-4.142; Rule 6A-4.0244; Rule 6A-4.01792; Rule 6A-4.0292) for establishment of this program
 - c. Suggestions for consultants
 - d. Review and complete all matrices for mapping: Birth through Age 4; Age Three through Grade Three; English for Speakers of Other Languages (ESOL) Endorsement; Pre-K Disabilities Endorsement; Reading Endorsement; Professional Education; Florida Educator Accomplished Practices; MDC Student Learning Outcomes-(January to March 2010; May and June 2010)
 - i. Using the matrices and updating the matrix
2. March and April 2010 Agenda
 - a. Discussion and completion of FLDOE Initial Approval Rubric (March 2010; July and August 2010)
 - b. Update on consultants, focus group, and Children's Trust grant
 - c. Advisory Committee Meeting (April 4, 2010)
3. Summer A (May and June 2010) Work- 2 releases per faculty member
 - a. Competencies and assignments written to address two areas of certification and three areas of endorsement
 - b. Review competencies analyzed and mapped
4. Summer B (July and August 2010)
 - a. CASSC process begun (July 2010)
 - b. Development of course syllabi and instructor guides must be conducted (July to September 30, 2010; September to December 2010)
 - c. Program Folio for FLDOE must be prepared; items 1-7 are part of the Folio (July to September 2010)



SCHOOL OF EDUCATION

APPENDIX D8: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Friday, March 19, 2010

8:30 am

IAC 1221

Baccalaureate degree program:

1. Update on meeting with Abby Thorman
2. Document review:
 - a. Course Design Principles
 - b. Overall programs
 - c. Matrices for mapping: Preschool (Birth through Age 4); Pre-K-Primary (Age Three to Grade Three); English for Speakers of Other Languages (ESOL) Endorsement; Pre-K Disabilities Endorsement; Reading Endorsement; Professional Education; Florida Educator Accomplished Practices; MDC Student Learning Outcomes
 - i. Using the matrices and updating the matrix
3. Discussion and completion of FLDOE Initial Approval Rubric
4. Advisory Committee Meeting- need date

Associate in Science degree Program:

5. Train the Trainer
 - a. EEC2601 Observation and Assessment in ECE- Dr. Phyllis Bochman
 - b. EEC2271 Working with Children with Special Needs and their Families - Professor Beverly Tate



SCHOOL OF EDUCATION

APPENDIX D9: EARLY CHILDHOOD FACULTY MEETING

AGENDA

Wednesday, April 28, 2010

Pre-School Lab

8:30 am- 11:00 am

1. NAEYC Update
 - a. Document
 - b. Input needed
2. Baccalaureate degree program
 - a. Status to date
 - i. Meeting with Dr. Mollie DeHart
 1. Proposal
 2. CASSC
 - ii. Folio with Dr. Genae Crump, FLDOE
 - b. Course development
 - i. Syllabi on hand
 - ii. Syllabi under development/ developers
 - iii. Folio and matrices
 - c. Summer meeting schedule
 - d. Pre-School Lab involvement
 - e. Vision for the BS in ECE
3. Advisory Committee Meeting

11:00am- Train the Trainer- EEC2601 Observation and Assessment in ECE

Dr. Phyllis Bochman



SCHOOL OF EDUCATION

APPENDIX D10: EARLY CHILDHOOD FACULTY MEETING

AGENDA

**Wednesday, May 19, 2010
InterAmerican Campus Room 4102
8:30 am- 3:30 pm**

1. NAEYC Document
 - a. Review input
 - b. Finalize document for submission
2. Baccalaureate degree program- Begin Curriculum and Folio work
 - a. Introduce "Initial Approval Rubric"
 - b. Introduce FEAPs document; ESOL Standards; Reading Standards
 - i. Present and Proposed FEAPs
 - ii. Present and Proposed ESOL Standards
 - c. Introduce Course Tracking Document
3. EEC 3211 STEM Methods for ECE I
4. EEC 4219 STEM Methods for ECE II

Schedule:

Thursday, May 27 - EDF3115 (LO); EDG3343 (BT); EEC3212 (BT)- room 1221
Wednesday, June 2- EEX3604 (PB); EEX3226 (PB); RED3009 (JS)- room 4102
Tuesday, June 8- LAE4211 (LO); TSL3080 (JM); TSL4310 (JM)- room 4102
M-F- June 14-18- EEC4268 (JS) and overall review of program- room 4102

APPENDIX E1: READY SCHOOLS MIAMI! MEETING

Meeting with READY SCHOOLS MIAMI! (UNIVERSITY OF FLORIDA): Dr. Dorene Ross, Dr. Pat Snyder, Dr. Abby Thorman, Josie Maymi, Dr. Susan Neimand

June 18, 2009

Miami Dade College School of Education (MDC SOE) began a review and revision of its Early Childhood Education (ECE) AS/AA degree program in August 2008. The purpose of this process was to review the competencies in each course in light of current research and best practices, and align courses with standards: (1) MDC Learning Outcomes; (2) NAEYC; (3) Florida Department of Education; (4) FCCPC-both Preschool and Infant-Toddler; and the (5) Program Administration Scale (PAS).

The guiding principles in the review were: (1) to provide high quality early childhood education based on best practices research and professionalism as set forth by NAEYC; (2) to ensure that an anti-bias curricula that is culturally sensitive and responsive to the diverse community in Miami-Dade County is evident in all syllabi; (3) to introduce and reinforce the concept of developmentally appropriate practices; (4) to support and involve families in their child(ren)'s educational process; (5) to stress the importance of health and safety for the classroom and the individual; (6) to provide advocacy for all children [special needs, English Language Learners]; and (7) to provide training in assessment and observation of children in order to effectively provide for their educational needs. Through our program, we hope to create childcare providers who are strong advocates for ECE in the community, state, and the nation.

The ECE program has the following features:

1. Career ladders- students may enter the program through scholarships for courses, through need for the Florida Child Care Professional Certificate (FCCPC) or National Child Development Associate credential, or through desire to complete an Associate in Science program.
2. Cumulative impact- Hallmarks of the program include:
 - a. Field experiences that connect theory and practice
 - b. Materials created in courses for immediate use in the classroom
 - c. Use of actual work experience as field experience
 - d. Review and reinforcement of concepts across the program
 - e. Balance of reading and writing to enhance students' skills
 - f. Clear opportunities to indicate mastery of course competencies
 - g. Logical progression in courses and in the program
3. Meets needs of community- MDC SOE is the major provider of training and college-credit courses in Miami-Dade County in ECE. The community of ECE professionals (The Children's Trust, The Early Learning Coalition, HeadStart, Quality Counts Career Center, The Early Childhood Initiative, United Way Center for Excellence) was brought into the conversation and suggested topics for courses based on community need.
4. Serve all needs- Four tracks exist with the AS program:
 - a. General Track- for those who haven't decided where their interest in ECE lies
 - b. Preschool Track- for those working in preschools and require the FCCPC in Preschool

c. Infant-Toddler Track- for those working in Infant-Toddler settings and require the FCCPC in Infant-Toddler Care

d. Administrator Track- for administrators who wish to obtain a Level 1 or Level 2 credential from the Department of Children and Families; for general improvement of child care facilities throughout Miami-Dade County.

5. The Bachelor of Science in Early Childhood Education

a. two areas of certification

b. three endorsements

How do we make it happen?

Looking at other models- UCF, SP, UF, FSU

APPENDIX E2: READY SCHOOLS MIAMI! MEETING

December 15, 2009

In attendance: Dr. Don Pemberton, Dr. Allyson Adams, Dr. Dorene Ross, Dr. Raquel Diaz, Dr. Magdi Castenada, Dr. Jesse Leinfelder, Mr. David Lawrence, Jr. Ana Sejeck, Dr. Abby Thorman

Discussion:

1. Implementation of BS in ECE degree
 - a. Job-embed program
 - i. Consider using one of the internships as job-embedded
 - b. Two areas of certification
 - i. Pros and cons
 - c. Three endorsements
2. Discussion of UF's undergraduate program
3. Discussion of Ready Schools Miami! master's program and opportunities for graduates
4. Plan:

Professional Education- 15 credits

EDF4112- Child Growth and Development

- Prof. Lucia Obregon to develop competencies

(EEC4314) Conscious Discipline- Child Guidance

- (Becky Bailey)- Dr. Phyllis Bochman to develop competencies

Diagnosis, Measurement, and Assessment

- Dr. Phyllis Bochman to develop competencies

EEX3450- Program Development for Children with Special Needs

- Prof. Beverly Tate to develop competencies

EEC4404- Families, Diversity, and Community Partnerships in Early Childhood Education

- Prof. Lucia Obregon to develop competencies

Discipline Content- 21 credits—(6 credits of ESOL)

EEC4212- Science, Technology, and Mathematics (STEM) Methods for ECE

- Dr. Susan Neimand to develop competencies

EEC3731- Health, Safety, and Nutrition for ECE

- Josie Maymi to develop competencies

SSE4304- Social Science Methods for ECE

- Prof. Jim Sullivan to develop competencies

EEC4303- Creative Arts Methods for ECE

- Prof. Beverly Tate to develop competencies

The Project Method (Practicum)

- Silvia Chard (U of Illinois)- Prof. Jim Sullivan to develop competencies

2 ESOL Courses

- Dr. Oneyda Paneque to develop course competencies and syllabi
- Dr. Paneque to do train the trainer

Student Teaching/ Internship- 12 credits

- Josie Maymi to adapt seminar from ESE program

APPENDIX F: M-DCPS-MDC SOE ECE MEETING

January 28, 2010

Meeting was held with Early Childhood Education Administrators from Miami-Dade County Public Schools to gain their support for the program. The minutes are below:

In attendance Dr. Marisel Elias-Miranda, Administrative Director, Early Childhood Programs, and Juanita de la Cruz, District Supervisor, Early Childhood Programs, Miami-Dade County Public Schools, Josie Maymi, ECE Chair, Dr. Susan Neimand, Director MDC SOE.

Below is a summary of the meeting:

1. Interest to develop skills of paraprofessionals through advanced education in CDA programs, AS, and BS degrees
2. Interest to refresh skills of teachers credentialed, but not having taught ECE
3. Emphasis in the program should be on the following areas:
 - a. Advocacy for the profession
 - b. Inquiry-based teaching; teachable moments; telling our story
 - c. Diversity, anti-bias, multiculturalism
 - d. Families and their many incarnations
 - e. Literature and literacy
 - f. Observation and reporting (Environmental Rating Scales)
 - g. Music and movement
 - h. Health, Safety, and Nutrition
 - i. Science and Math
 - j. Character Education
 - k. Adult-child interactions
 - l. Brain research and implications
 - m. The whole child- wrap around services
4. MDC SOE ECE has requested a letter of support for the BS in ECE degree program (2 certifications [0-age 4; Age 3-Gr. 3] and 3 endorsements [ESOL, Reading, PreK Disabilities) as outlined. You indicated that you would be happy to write on our behalf.

APPENDIX G: MEETING NOTES AND NOTIFICATIONS TO IHES

Appendix G1A: Notes On Meeting With Local Institutions Of Higher Education: St. Thomas University

October 20, 2009

Meeting with St. Thomas University: Father Edward Blackwell, Director of the College of Teaching and Learning

MDC SOE Director Dr. Susan Neimand

2:30-4:30 pm

KEN 218

The purpose of the meeting was to inform St. Thomas of the intent of MDC SOE to create and administer a bachelor's degree in Early Childhood Education. St. Thomas does not offer an Early Childhood Education degree. The details of the degree: two certifications (Birth through age 4 and age 3 through grade 3) and three endorsements (English for Speakers of Other Languages [ESOL], Prekindergarten Disabilities, and Reading) were explained. Father Blackwell indicated that he would support the degree program and would write a letter on MDC SOE's behalf.

Father Blackwell explained about the different master's degree programs (Education, Education Administration, Special Education). Dr. Neimand accepted materials from Father Blackwell and indicated that graduate study was discussed in Internship and explained the plan for dissemination of information on all local programs.

The remainder of the time was spent meeting faculty members, and touring the library, art gallery, chapel, and Science Building.

Appendix G1B: Notes On Meeting With Local Institutions Of Higher Education: St. Thomas University

From: [Montoya, Rolando](#)
To: [Vicente, Jose](#); [Roig-Watnik, Matilde](#); [Belmont, Heather](#); [Cortes, Gina](#); [Tulikangas, Carol](#); [Neimand, Susan](#); [Menke, Pamela](#); [DeHart, Mollie](#)
Subject: St. Thomas University endorses our BS programs
Date: Sunday, January 30, 2011 10:15:09 AM

FYI

From: "Casale, Franklyn M." <fcasale@stu.edu>
Date: January 29, 2011 9:39:40 AM EST
To: "Padron, Eduardo" <epadron@mdc.edu>
Subject: Re: RE:

Thank you, Eduardo. I look forward to our increasing contributions. Best wishes for the new programs.
Franklyn

Sent from my iPad
Fcasale

On Jan 27, 2011, at 7:25 PM, "Padron, Eduardo" <epadron@mdc.edu> wrote:

Dear Franklyn,

Thank you for your message about the development of a Bachelor of Science in Early Childhood Education and a Bachelor of Science in Biological Science at Miami Dade College.

As you so eloquently stated, St. Thomas University (STU) and Miami Dade College (MDC) have a strong history of working together to promote student engagement throughout our community. And in fact, it was at such meetings that the conversations about MDC pursuing a BS in Biological Science occurred. On June 8, 2010, deans representing MDC's Wolfson, Kendall, and North campuses met with representatives from STU to discuss grant opportunities in the STEM disciplines. Although not the primary purpose of the meeting, they did discuss MDC's intention to pursue a BS degree in the Biological Sciences. There were also lengthy discussions on measures to support student excellence in the sciences at both institutions. In addition, on June 30, 2010, our mutual staff that work on the MSEIP grant collaboration, STEM Connections, discussed how this opportunity will provide pathways to graduate programs, in much the same way as MDC's BAS in Public Safety Management is an articulated pathway to STU's MS in Management.

Regarding the BS in Early Childhood Education, Dr. Susan Neimand, director of MDC's School of Education, has shared our intent to submit the proposal several times with the consortium of all of the Schools of Education of all the universities. She also met for several hours with Father Ed Blackwell, dean of the School of Education at St. Thomas University in Fall 2009. That meeting was specifically to discuss our new degree. Father Blackwell indicated that St. Thomas was not offering this degree, offered support and expressed major interest in creating a pipeline for STU's graduate school. We in fact promote all of the graduate programs to our bachelor's graduates.

From: Casale, Franklyn M. [<mailto:fcasale@stu.edu>]
Sent: Thursday, January 27, 2011 11:13 AM
To: Padron, Eduardo
Cc: Ed Moore; dshalala@miami.edu; lbevilacqua@mail.barry.edu; rosenber@fiu.edu; henry.lewis@fmuniv.edu; sandra.thompson@fmuniv.edu
Subject:

Dear Eduardo:

Dr. Ed Moore, Executive Director of Independent Colleges and Universities of Florida, forwarded correspondence to me from the Florida Department of Education, regarding Miami Dade College request to develop a Bachelor of Science in Early Childhood Education and a Bachelor of Science in Biological Science. Reference is made to representatives of South Florida universities, including St. Thomas University in support of these new degrees. I inquired at our University as to who authorized support of these programs. I have been unable to determine that anyone here was authorized to make the representation of support. Nonetheless, we will not object to the development of these degrees at Miami Dade College.

St. Thomas University and Miami Dade College have had a history of working together and I am hopeful that these new degrees and other programs will only strengthen the collaboration among us. In fact, I would like our staffs to continue to develop arrangements that would be mutually beneficial to both the University and the College. I will be happy to send you some suggested proposals.

We are grateful to you for your leadership in many initiatives that have led to an improvement and increase in college degrees in our county and the fruitful relationship between us.

Sincerely,

Franklyn

Rev. Monsignor Franklyn M. Casale

President

St. Thomas University

16401 NW 37 Avenue

Miami Gardens, FL 33054

ph: 305-628-6663

fax: 305-628-6511

fcasale@stu.edu

Appendix G2: Notes On Meeting With Local Institutions Of Higher Education: Florida International University

November 12, 2009

Meeting with Florida International University (FIU) College of Education (COE): Interim Dean Dr. Marie McDemmond and Associate Dean Dr. Adriana McEachern

Miami Dade College (MDC) Academic Dean Dr. Carol Tulikangas, Director School of Education (SOE) Dr. Susan Neimand, Early Childhood Chair Josie Maymi

10 am-11:30 am

FIU ZEB 325

The purpose of the meeting was to inform FIU COE of the intent of MDC SOE to create and administer a bachelor's degree in Early Childhood Education. The details of the degree: two certifications (Birth through age 4 and age 3 through grade 3) and three endorsements (English for Speakers of Other Languages [ESOL], Prekindergarten Disabilities, and Reading) were explained in an effort to differentiate our proposed degree from their degrees.

Dr. McEachern explained that they offered two degrees: one is not a state-approved program in birth through age 4. There are about 40 students in that program. The second degree is a Age 3 through Grade 3 program that has only the ESOL endorsement. There are about 100 students in that program. She also stated that they had many graduate opportunities.

Dr. McDemmond requested a one page summary of the BS-ECE program and stated that she would write a letter of support for the proposal (Please note: Dr. McDemmond left the position prior to submitting a letter).

She went on to discuss FIU COE's focus on both masters and specialist degree programs. She indicated that they have many such interesting degrees and cited: Counselor Education, Early Childhood Education, Educational Leadership, and Reading. The information can be viewed on their website at <http://education.fiu.edu> Dr. Neimand indicated that graduate study was discussed in Internship and then explained the plan for dissemination of information on all local programs.

The meeting ended with a request for a one-page description of the program, a promise for a letter, and a request for sharing of information on graduate study.

July 28, 2011

Meeting between Dr. Delia Garcia, Dean of the College of Education (FIU) and Dr. Susan Neimand, Director of the School of Education (MDC)

RE: Requested letter of support for BS-ECE

In a follow-up meeting on July 28, 2011, regarding the statement from Dr. Marie McDemmond on November 12, 2009, listed above, Dr. Garcia indicated that Dr. McDemmond was an Interim Dean and therefore had different goals than she has. She recognizes that proposed MDC BS-ECE degree creates a pipeline for students entering master's, specialists, and doctoral programs. However, she also recognizes that this will impact her university and her programs. When given the opportunity to protest the BS-ECE, she indicated to her Provost, that MDC SOE and FIU COE have a wonderful symbiotic relationship: MDC hires FIU's grads as faculty, many MDC graduates seek advanced degrees at FIU; FIU is part of the M-DCPS-IHE Consortium, etc. and she therefore declined to protest the degree program. However, she could not write a letter of support either since she is trying to balance several things.

From: Montoya, Rolando
Sent: Thursday, July 28, 2011 4:56 PM
To: Menke, Pamela
Subject: RE: Letter from FIU

FIU has never offered support for the BS-ECE, but FIU's Provost told me verbally that because of the dialogue MDC had with FIU's College of Education and because the non-competitive nature of the BS-ECE they were not going to object it. I can be quoted. Rolando

Dr. Rolando Montoya
Provost
Miami Dade College
Phone: (305) 237-3635
Fax: (305) 237-3804
Rmontoya@mdc.edu

Appendix G3: Notes On Meeting With Local Institutions Of Higher Education: Barry University

November 5, 2009; Advisory Committee Meeting; Dr. Lilia DiBello

Barry University has closed its bachelor's degree program in ECE and is moving to 5 year programs wherein students earn both a BS and MS. Programs are organized in collaboration with College of Arts and Sciences. Students select a minor in content area: Elem. Ed; SPED; Reading; ECE; and the fifth year is spent teaching with faculty members as mentors. The degree is meant to have reciprocity with other states to address the out-of-state population specific to Barry University.

Barry University was receptive to the idea of the proposed MDC BS-ECE program feeding into their graduate level programs.

Please note: The MDC BS-ECE *Letter of Intent* was submitted to SUS, ICUF, and CIE institutions by the FLDOE on January 07, 2011, and no alternative proposals were received.

July 28, 2011; Conversation between MDC SOE and Barry University Representatives

On July 28, 2011, MDC SOE had a conversation with a Barry University Representative and received verbal support for the proposed MDC BS-ECE. When MDC SOE followed-up on August 09, 2011, Barry University indicated that they did not support the proposal, acknowledging however, that have neither the right to approve nor disapprove another institution's programs.

Appendix G4: Notes On Meeting With Local Institutions Of Higher Education: University Of Miami and Florida Memorial University

University of Miami-

October 15, 2009; Dr. Shawn Post

University of Miami does not have an early childhood education at undergraduate level. However, this would be a great feeder into the master's and specialist degree programs at UM.

Florida Memorial University-

December 1, 2009; Dr. Mildred Berry

Florida Memorial University does not have an early childhood education program

In a phone call with Dr. Mildred Berry on December 1, 2009, she indicated support for the program as it was explained. She indicated that this was a large undertaking to create such a degree. Graduates of this program could be candidates for master's degree programs at FMU.

Appendix G5: Letter of Intent

Please note: The MDC BS-ECE *Letter of Intent* was submitted to SUS, ICUF, and CIE institutions by the FLDOE on January 07, 2011, and no alternative proposals were received.

FLORIDA DEPARTMENT OF EDUCATION



Dr. Eric J. Smith
Commissioner of Education

Willis N. Holcombe, Chancellor
Division of Florida Colleges



STATE BOARD OF EDUCATION

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SUSAN STORY


January 7, 2011

MEMORANDUM

TO: Mr. Frank T. Brogan, Chancellor
State University System

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Dr. Judith Bilsky, Executive Vice Chancellor 

SUBJECT: Letter of Intent from Miami Dade College

The purpose of this correspondence is to inform you that a Letter of Intent (LOI) was received by the Division of Florida Colleges from Miami Dade College on December 21, 2010.

The LOI is attached. The degree proposals being developed by Miami Dade College are:

- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Biological Sciences

Section 1007.33, Florida Statutes, requires the Division of Florida Colleges to forward the notice of intent to the Chancellor of the State University System, the President of the Independent Colleges and Universities of Florida, and the Executive Director of the Commission for Independent Education. Please disseminate the information herein to the institution(s) within your respective systems as appropriate.



Mr. Frank T. Brogan
Dr. Ed Moore
Mr. Samuel Ferguson
Page Two
January 7, 2011

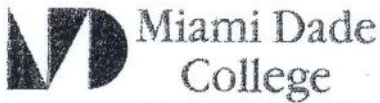
If you have questions or concerns, please contact Ms. Patricia Frohe at (850) 245-9481 or Patricia.Frohe@fldoc.org.

JB/pfc

Attachment

cc: Dr. Eric Smith, Commissioner
Ms. Julie Alexander, Associate Vice Chancellor for Learning Initiatives, Division of Florida Colleges (DFC)
Ms. Patricia Frohe, Director, Postsecondary Academic Programs, DFC
Dr. Nancy McKee, Associate Vice Chancellor, Board of Governors/State University System
Ms. Susan Hood, Research Analyst, Commission for Independent Education (CIE)
Dr. Eduardo J. Padron, President Miami Dade College (MDC)
Dr. Mollie F. DeHart, District Director, Academic Programs, MDC

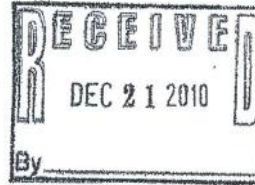
Office of the College President
300 N.E. Second Avenue
Miami, Florida 33132-2297



Eduardo J. Padrón
College President
(305) 237-3404 / FAX: (305) 237-5109
email: eduardo.padron@mde.edu

December 15, 2010

Dr. Willis N. Holcombe
Chancellor, Division of Florida Colleges
Florida Department of Education
325 West Gaines Street, Room 1544
Tallahassee, Florida 32399-0400



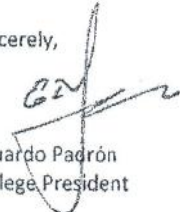
Dear Dr. Holcombe:


This letter notifies you that the Miami Dade College Board of Trustees supports the development of two Bachelor of Science degree programs: Biological Sciences and Early Childhood Education. The implementation date planned for both programs is no later than May 2012. The enclosed summary for each program responds to the information specified in State Rule Section 1007.33(5) (a), F.S.

We are aware that the timelines for proposal submission differ for those who have been granted and those who have not been granted exemption. MDC intends to submit a request for a Compliance Review for New Programs from "Exempt Colleges" once the pending State guidelines are established that define the procedures for an exemption that, if approved, would enable the local community college Board of Trustees to approve baccalaureate programs. However, in lieu of the availability of those guidelines and with our intention to submit such a request, we also wanted to be certain that we lost no further time and, thus, are informing you of the Board support.

Should you need additional information on either proposed program, please let us know.

Sincerely,


Eduardo Padrón
College President


Helen Aguirre Ferré
Chair, Board of Trustees

Enclosures (2)

Cc: Division of Florida Colleges
Dr. Judy Bilsky, Vice Chancellor for Academic Affairs and Student Success
✓ Ms. Sandra Burkholder, Assistant Director of Baccalaureate Programs
Miami Dade College
Dr. Rolando Montoya, College Provost
Dr. Gina Cortes-Suarez, President, InterAmerican Campus
Dr. José Vicente, President, North Campus
Dr. Pamela Menke, Vice Provost, Education

Summary
Bachelor of Science with a Major in Early Childhood Education
January 5, 2011

1. **Program Name:** Early Childhood Education
2. **Degree to be conferred:** Bachelor of Science
3. **Key skills expected of graduates:**

Graduates will be knowledgeable about child growth and development; able to create developmentally appropriate curriculum in literacy, mathematics, science and social studies based on diagnosis, assessment and evaluation of diverse needs; and qualified to address child guidance and behavioral management issues grounded in research, standards, and trends. Students will value the concepts of life-long learning and professional development and will accept the professional responsibilities and ethics demanded of those serving in the education profession.

4. **Description of the career path or potential employment opportunities for graduates of the program:**

Graduates from the program will be trained in infant and toddler care, preschool care, Voluntary Prekindergarten, and Primary Education. They will hold professional certificates in Birth to Age 4 and Age 3 to Grade 3. In addition, they will have endorsements in English for Speakers of Other Languages (ESOL), Reading, and Prekindergarten Disabilities. The program will prepare teachers who work with children from birth to age 8. These teachers will prepare South Florida's children for entry into elementary grades and will provide the educational foundation to ensure their academic success.

5. **Summary of discussions with the state university in the Florida college's service district and other public and nonpublic postsecondary institutions in the region regarding evidence of need, demand, and economic impact:**

Region 23 data indicate that there will be a 3.01% increase in child care worker jobs with 3750 openings annually, 2.82% increase in jobs for preschool teachers with exceptional education training with 1012 openings annually, and 2.48% increase in jobs for kindergarten teachers with special education training with 460 annual openings. (Labor Market Statistics Center, July 2010).

The planning process for this 120 credit degree began in March 2008, during which time MDC discussed the proposed BS-ECE degree with several representatives of the Florida Department of Education Bureau of Educator Recruitment, Development and Retention. These individuals advised that, although primary teachers don't need the Reading or PreK Disabilities endorsements, including them reinforces the MDC commitment to early identification and literacy. In addition, MDC consulted with Miami Dade County Public Schools Early Childhood Education leaders who were enthusiastic about the degree, and particularly about the three endorsements. Community members representing the Children's Trust and the Early Learning Coalition supported the proposed BS-ECE degree and provided MDC with a grant to fund creation of the curriculum. Representatives from FIU, Barry University, University of Miami, St. Thomas University, and Florida Memorial University all confirmed their support of the MDC BS-ECE degree as a pipeline for students who wish to earn advanced degrees from their institutions. The proposed BS-ECE degree provides a career ladder for childcare providers who wish to move from College Credit Certificate and Florida Child Care Professional Credential to the associate's degree to the bachelor's degree. No other local institution offers this bachelor degree program. Consequently, only graduates of the proposed MDC BS-ECE degree will be so well prepared to meet workforce demands.

6. **The expected term and year of the first term of upper division enrollment:** January 2012

7. **Description of funds available for program startup costs, including promised support from local businesses and industries:**

The start-up fees of \$223,359 will come from Community College program funds and student fees. These fees will cover costs associated with hiring faculty and advisors; making technology improvements; and providing library resources, materials, and supplies.



Willis N. Holcombe, Chancellor
Division of Florida Colleges

325 W. Gaines Street, Suite 1554
Tallahassee, Florida 32399-0400
Ph: (850) 245-0407
Fax: (850) 245-9454

March 15, 2011

MEMORANDUM

TO: Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Ms. Patricia Frohe, Director, Postsecondary Academic Programs

SUBJECT: Alternative Proposals Related to Section 1007.33, Florida Statutes

The purpose of this correspondence is to inform you that no state university alternative proposals have been submitted to the Division of Florida Colleges (DFC) for the proposed baccalaureate program listed in the chart below. Therefore, section 1007.33, Florida Statutes, requires that the State Board of Education shall provide regionally accredited private colleges and universities 30 days to submit an alternative proposal, if they so choose.

Please disseminate the information herein to the institution(s) within your respective systems as appropriate.

Florida College	Degree Type	Degree Program
Miami Dade College	BS	Early Childhood Education

Issues are currently being addressed regarding Miami Dade College's proposed BS degree program in Biological Sciences. Independent Colleges and Universities of Florida (ICUF) and the Commission for Independent Education (CIE) will be notified once resolution of the issues has been completed.

If you have questions or concerns, please contact Patricia Frohe at Patricia.Frohe@fldoc.org or (850) 245-9481.

PF/cc

Attachments

cc: Dr. Judith Bilsky, Executive Vice Chancellor, Division of Florida Colleges (DFC)
Ms. Julie Alexander, Associate Vice Chancellor for Learning Initiatives, DFC
Dr. Eduardo J. Padron, President, Miami Dade College (MDC)
Dr. Mollie F. DeHart, District Director, Academic Programs, MDC
Ms. Susan Hood, Senior Research Associate, Commission for Independent Education

APPENDIX G6: EMAIL RE IMPLEMENTATION DATE

From: DeHart, Mollie
Sent: Monday, August 01, 2011 5:52 PM
To: Frohe, Patricia; 'Cunningham, Abbey'
Cc: Reiner, Michael; Menke, Pamela (pmenke@mdc.edu); Belmont, Heather; Neimand, Susan; Tulikangas, Carol
Subject: Implementation dates for MDC BS-BS and BS-ECE

Pat and Abbey:

As always, thank you for providing us with information and assistance today regarding the MDC baccalaureate proposals.

Per our conversation, please be advised that Miami Dade College plans to implement both the BS-BS (approved by the State Board of Education on June 21, 2011) and the proposed BS-ECE in **Fall (August 2012)**. Per your recommendation, we will submit the BS-ECE proposal with the updates included within the revisions.

Thank you, and if you require additional information, please do not hesitate to contact me. MFDeHart

Dr. Mollie F. DeHart
District Director, Academic Programs
Miami Dade College
300 NE 2nd Ave. Suite 1448
Miami, FL 33132-2297
305.237.3731 (Office)
305.237.3715 (Department)
305.237.7472 (Fax)
mdehart@mdc.edu

APPENDIX H: EMAILS RE FOLIO SUBMISSION

From: Jones, Tonya [<mailto:Tonya.Jones@fldoe.org>]
Sent: Wednesday, February 09, 2011 11:19 AM
To: Neimand, Susan
Cc: Crump, Genae
Subject: Miami Dade College - Spring 2011 Folio Submission

Good morning Dr. Neimand,

Please accept this email as Acknowledgement of Receipt of the hard copy and CDs and/or flash drives for the submission of the Initial Teacher Preparation program indicated below. I want to ensure that all components of the program submission are appropriately and completely reviewed during our Spring 2011 Folio Review session. We have listed as faculty to contact regarding any questions or concerns we may have about your Folio submission: Dr. Susan Neimand. If any of the aforementioned information is incorrect or if you have any questions or concerns, please contact me at your earliest convenience.

Preschool Education (birth-age 4)/PK-3 (age3-gr3)/ESOL Endors/Reading Endors/PK Disabilities Endors BS (ITP)
Thank you for your time, attention and dedication in the submission of your program Folios.
Have a wonderful Wednesday!

Tonya R. Jones, Program Specialist III
Florida Department of Education
Bureau of Educator Recruitment, Development and Retention
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From: Jones, Tonya [<mailto:Tonya.Jones@fldoe.org>]
Sent: Thursday, August 04, 2011 11:01 AM
To: Neimand, Susan
Cc: Crump, Genae
Subject: Miami Dade College - Spring 2011 Folio Submission

Good morning (again J) Susan,

I wanted to recap our conversation from earlier this morning via this email. As we discussed, we (DOE) have sent out for review and received back from the reviewers Miami Dade College's spring 2011 program Folio submission in **Preschool Education (birth-age 4)/Prekindergarten-Primary Education (age 3-grade 3)/ESOL Endorsement/Reading Endorsement/Prekindergarten Disabilities Endorsement**. In our discussion, we informed you that we have received information in regards to Miami Dade College being in the process of receiving state approval to offer this program. So until we receive official notification that this state approval process has been completed and that Miami Dade College has received state approval to offer this program, we will have to put our DOE part of the review (as explained during our conversation) of this program on hold until we receive official notification of state approval. Upon receipt of official notification of state approval for Miami Dade College to offer this program, we (DOE) will proceed with our review of this program's Folio submission. Susan, you advised that the request state approval is to go before the Board during the September 2011 meeting. Once you have received official notification of approval, please submit a copy of this approval to me.

If you have any questions or concerns, please do not hesitate to contact us.
As always, it was a pleasure speaking with you this morning. Try to stay cool and have a wonderful rest of the week!

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APPENDIX I1: INTEREST SURVEY

**Proposed Baccalaureate in Early Childhood Education
Interest Survey**

Directions: Please complete each answer by checking or writing in the answer. Please complete only one survey. Thank you for taking time to complete this survey!!

1. Do you have one of the following: Florida Child Care Professional Certificate (FCCPC), Child Development Associate (CDA), or National CDA?

- No
- Yes, for college credit
- Yes, for non-credit

2. When did you earn the certificate? _____

3. From where? _____

4. In what language were the courses offered?

- English
- Spanish

5. If you do not have a FCCPC, CDA-E, or National CDA, do you plan to earn one?

- Yes
- No

6. Have you taken college credit classes at Miami Dade College?

- Yes, I am currently enrolled
- Yes, but I am no longer enrolled
- No

7. If yes, how many credits have you completed? _____

8. What do you like most about classes at MDC? Check all that apply.

- a. overall quality
- b. the faculty
- c. small classes
- d. convenient times
- e. convenient locations
- f. cost
- g. availability of financial aid/scholarships
- h. other: _____

9. How are you paying for courses?

- My own money
- Financial aid
- TEACH scholarship
- Sponsored by employer
- Children's Trust (Quality Counts Career Center)
- Other: _____

10. Are you presently employed?

- No, I am not currently employed
- Yes, in the field of Early Childhood Education
- Yes, but not in education

11. If yes, where are you employed? _____

12. If you are working in Early Childhood Education, what position do you have?
- Administrator/ Director/ Owner/ Operator
 - Lead Teacher
 - Teacher
 - Teacher Assistant
 - Aide
 - Other: _____
13. Do you have an Associate in Arts (AA) or and Associate in Science (AS) degree in Early Childhood Education or in another field?
- Yes (please skip to question #17)
 - No, but I am planning to earn a degree
 - No, but I have one in another field
 - No
14. If you are planning to pursue an AS or AA degree, where?
- At Miami Dade College
 - At another college/university (please tell us where _____)
15. If you are not planning to pursue the AA or AS degree, why not?
- a. Too busy
 - b. Too expensive
 - c. Not interested
 - d. Not required by work
 - e. Other: _____
16. Would you attend an information session about the AA or AS degree program in Early Childhood Education?
- Yes
 - No
17. Are you planning to obtain a Bachelor in Science (BS) degree?
- Yes (please tell us where _____)
 - No
18. The School of Education at Miami Dade College is planning a BS degree in Early Childhood Education. If offered, would you be interested in enrolling?
- Yes
 - No
19. If yes, why (Check all that apply)?
- a. Required for my current job
 - b. To get a job as a teacher
 - c. To be eligible for a promotion at work
 - d. I'd like to earn a Bachelor of Science degree
 - e. Other: _____
20. Would you attend an information session about the Bachelor in Science degree program?
- Yes
 - No
 - Maybe (please explain _____)
21. Please complete the following:
- Name: _____
- Email: _____ Other: _____

APPENDIX I2: RESULTS OF INTEREST SURVEY

Proposed Baccalaureate in Early Childhood Education RESULTS BASED ON 353 RETURNED SURVEYS OF 383 SENT

Directions: Please complete each answer by checking or writing in the answer. Please complete only one survey. Thank you for taking time to complete this survey!!

1. Do you have one of the following: Florida Child Care Professional Certificate (FCCPC), Child Development Associate (CDA), or National CDA? [353 of 353 responded]
 - No 194 or 55%
 - Yes, for college credit 78 or 22%
 - Yes, for non-credit 81 or 23%
2. When did you earn the certificate? ___1992-2009___ [353 of 353 responded]_____
3. From where? _MDC 52%_ [183 of 353 responded]_____
4. In what language were the courses offered? [223 of 353] responded
 - English 163 or 73%
 - Spanish 60 or 27%
5. If you do not have a FCCPC, CDA-E, or National CDA, do you plan to earn one? 230 of 353 responded]
 - Yes 175 or 76%
 - No 18 or 8%
 - Undecided 37 or 16%
6. Have you taken college credit classes at Miami Dade College? [353 of 353 responded]
 - Yes, I am currently enrolled 272 or 77%
 - Yes, but I am no longer enrolled 25 or 7%
 - No 56 or 16%
7. If yes, how many credits have you completed? ___0-127_____
8. What do you like most about classes at MDC? Check all that apply. [1015 multiple responses from the 353 received]
 - a. overall quality 146 or 41%
 - b. the faculty 134 or 38%
 - c. small classes 121 or 34%
 - d. convenient times 200 or 57%
 - e. convenient locations 185 or 52%
 - f. cost 119 or 34%
 - g. availability of financial aid/scholarships 110 or 31%
 - h. other: _____
9. How are you paying for courses? [316 of 353 responded]
 - My own money 82 or 26%
 - Financial aid 76 or 24%
 - TEACH scholarship 28 or 9%
 - Sponsored by employer 22 or 7%
 - Children's Trust (Quality Counts Career Center) 101 or 32%
 - Other: ___6 or 2%_____
10. Are you presently employed? [293 of 353 responded]
 - No, I am not currently employed 37 or 13%

- Yes, in the field of Early Childhood Education 249 or 85%
- Yes, but not in education 23 or 8%

11. If yes, where are you employed? _____

12. If you are working in Early Childhood Education, what position do you have? [353 of 353 responded]

- Administrator/ Director/ Owner/ Operator 39 or 11%
- Lead Teacher 64 or 18%
- Teacher 120 or 34%
- Teacher Assistant 53 or 15%
- Aide 77 or 22% (includes high school students)
- Other: _____

13. Do you have an Associate in Arts (AA) or and Associate in Science (AS) degree in Early Childhood Education or in another field? [279 of 353 responded]

- Yes (please skip to question #17) 67 or 24%
- No, but I am planning to earn a degree 147 or 53%
- No, but I have one in another field 17 or 6%
- No 48 or 17%

14. If you are planning to pursue an AS or AA degree, where? [233 of 353 responded]

- At Miami Dade College 226 or 97%
- At another college/university (please tell us where _____)

15. If you are not planning to pursue the AA or AS degree, why not? [47 of 353 responded]

- a. Too busy 21 or 45%
- b. Too expensive 14 or 30%
- c. Not interested 5 or 11%
- d. Not required by work 4 or 9%
- e. Other: __3 or 6% _____

16. Would you attend an information session about the AA or AS degree program in Early Childhood Education? [261 of 353 responded]

- Yes 235 or 90%
- No 26 or 10%

17. Are you planning to obtain a Bachelor in Science (BS) degree? [353 of 353 responded]

- Yes (please tell us where __215 or 61% _____)
- No 138 or 39%

18. The School of Education at Miami Dade College is planning a BS degree in Early Childhood Education. If offered, would you be interested in enrolling? [353 of 353 responded]

- Yes 283 or 80%
- No 70 or 20%

19. If yes, why (Check all that apply)? [324 responses]

- a. Required for my current job 49 or 15%
- b. To get a job as a teacher 102 or 31%

- c. To be eligible for a promotion at work 66 or 20%
- d. I'd like to earn a Bachelor of Science degree 101 or 31%
- e. Other: __6 or 2%_____

20. Would you attend an information session about the Bachelor in Science degree program? [353 of 353 responded]

- Yes 233 or 66%
- No 71 or 20%
- Maybe (please explain 49 or 14%_____)



APPENDIX J: Proposed BS-ECE Program Sheet

Bachelor of Science with a major in Early Childhood Education with two certification areas of Birth through Age 4 & Age 3 through Grade 3; in addition, three endorsement areas are identified: English for Speakers of Other Languages (ESOL), Pre-K Disabilities, and Reading (**Number to be assigned by Office of Academic Programs**)

C.I.P. 13.1210

Total credits required for the degree is 120.

Upon completion of the Bachelor of Science degree with a major in Early Childhood Education program, the student will be eligible to obtain a Florida Educator Certification in Birth through Age 4 and Age 3 through Grade 3 with endorsements in English for Speakers of Other Languages (ESOL), Reading, and Pre-K Disabilities.

Course	Course Title	Credits	Pre-/Co-Requisites
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LOWER DIVISION REQUIREMENTS

General Education:

Communications – 6 Credits Required

ENC 1101	English Composition 1	3	
ENC 1102	English Composition 2	3	Pre-Req ENC 1101

Oral Communication – 3 Credits Required

LIT 2480	Issues in Literature & Culture	3	Pre-Req ENC 1102
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¹ Note: Lit 2480 meets 3 of 9 required credits of international / diversity focus

Humanities – 6 Credits Required

Group A – Select 3 Credits

AND

Group B – Select 3 Credits

Behavioral and Social Science – 6 Credits Required

Group A – Select 3 Credits

AND

Group B – Select 3 Credits

Natural Science – 6 Credits Required

Group A – Select 3 Credits

AND

Group B – Select 3 Credits

Mathematics – 6 Credits Required

Select 6 Credits from the approved list

General Education Elective – 3 Credits Required

EEC 1001	Introduction to Early Childhood Infant/Toddler Education	3	Meets Common Prerequisite Requirement
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COMMON PREREQUISITE REQUIREMENTS – 9-27 Credits Required

EDF 1005**	Introduction to the Teaching Profession	3	
EDF 2085**	Introduction to Diversity	3	
EME 2040	Introduction to Educational Technology	3	Pre-Req CGS 1060 or CCT
EEC 1000	Introduction to Early Childhood Education	3	
EEC 1001	Introduction to Early Childhood Infant/Toddler Education	GE	
EEC 2601	Observation & Assessment in ECE	3	
EEC 2224	Emergent Literacy through the Use of Children's Literature	3	
EEC 2271	Working with Children with Special Needs And their Families	3	
EEC 2407	Facilitating Social Development	3	

** Field Experience Required

Course	Course Title	Credits	Pre-/Co-Requisites
<u>LOWER DIVISION PROGRAM PREREQUISITE REQUIREMENTS – 15-3 Credits Required</u>			
EEC 2224	Emergent Literacy through the Use of Children's Literature	3	
EEC 2271	Working with Children with Special Needs And their Families	3	
EEC 2401	Family Interaction and Cultural Continuity	3	
EEC 2601	Observation & Assessment in ECE	3	
EEC 2407	Facilitating Social Development	3	
<u>LOWER DIVISION ELECTIVES – 9 Credits Required</u>			
<i>Select 3 Credits from the following</i>			
EEC*		3	
Or		8	
Foreign Language (if Applicable)			
Any 1 credit course or Lab		1	
<u>UPPER DIVISION REQUIREMENTS – 48 Credits Required</u>			
Professional Core – 15 Credits Required			
EDF 3115	Child Development for Inclusive Settings	3	Pre-Req Departmental Approval
EDG 3343	General Teaching Methods for ECE	3	Co-Req EDF 3115, EEX 3604, RED 3009
EEX 3604**	Positive Behavior Supports for ECE	3	Co-Req EDF 3315, EDG 3343, RED 3009
EEX 3226**	Assessment of All Young Children	3	Pre-Req EDF 3315, EDG 3343, EEX 3604, RED 3009
RED 3009**	Emergent & Early Literacy	3	Co-Req EDF 3315, EDG 3343, EEX 3604
Discipline Content Core – 21 Credits Required			
EEC 3211**	Science, Technology, & Mathematics (STEM) for Early Childhood Education 1	3	Pre-Req EEX 3226
EEC 3212**	Integrated Social Science, Humanities, & Art	3	Pre-Req EEX3226
EEC 4219**	Science, Technology, & Mathematics (STEM) for Early Childhood Education 1	3	Pre-Req EEC 3211
EEC 4268***	Designing & Implementing an Integrated Curriculum Practicum	3	Pre-Req Departmental Approval; Co-Req LAE 4211
LAE 4211**	Methods & Resources for Literacy Development	3	Pre-Req EEX 3226; Co-Req EEC 4268
TSL 3080	ESOL in ECE 1	3	Pre-Req EEX3226
TSL 4310**	ESOL in ECE 2	3	Pre-Req TSL 3080
Internship – 12 Credits Required			
EEC 4940a/b	Internship in Early Childhood Education	10	Pre-Req Departmental Approval
EEC 4936a/b	Seminar in Early Childhood Education	2	Pre-Req Departmental Approval

TOTAL CREDITS	
<u>Required Common Prerequisites</u>	<u>27</u>
<u>General Education Credits in the Lower Division that are not counted for Common Prerequisites (*Includes 1 Common Prerequisite)</u>	<u>33 (36*)</u>
<u>Lower Division Requirements & Electives</u>	<u>12</u>
<u>Total Lower Division Credits</u>	<u>72</u>
<u>Total Upper Division Credits</u>	<u>48</u>
<u>Total Program Credits for the BS with a major in Early Childhood Education</u>	<u>120</u>

Computer Competency: By the **16th earned** college level credit (excluding EAP and college preparatory courses), a student **must take** the Computer Competency Test and pass

Or

By the **31st earned** college level credit (excluding EAP and college preparatory courses), a student **must pass** CGS 1060, an equivalent continuing education or vocational credit course or retest with a **passing score on the Computer Competency Test.**

Foreign Language: Students admitted to the baccalaureate degree program without meeting the foreign language admission requirement of at least 2 courses (8-10 credit hours) of sequential foreign language at the secondary level or the equivalent of such instruction at the postsecondary level must earn such credits prior to graduation.

Additional Information:

Fingerprint Requirement: Most courses in the teacher education program require school site-based field experiences, culminating in full-time internships. School districts require a criminal background check for students completing service hours, field placement, practicum, or internships. Fingerprinting and background check procedures are at the applicant's expense. Students with felony arrests may wish to consider these requirements carefully and, if necessary, seek advice from an advisor in the School of Education before applying to programs in the School of Education. Students without a valid Social Security number will not be eligible for placement in the school district. The Director of Clinical Supervision and Internship Placement will assist students through these requirements.

Students entering with an AS or AAS degree may have more than 24 elective credits and may need additional General Education credits to meet the 36 General Education credits required for the baccalaureate degree. Students entering with an AA degree may need additional electives to provide appropriate background for the baccalaureate program.

To be admitted to the Baccalaureate Degree in Education a student must have completed an A.A. degree, A.S. degree, **or** at least earned 60 semester credit hours from an accredited college or university with a minimum cumulative 2.5 Grade Point Average (GPA) on a 4.0 scale and present passing scores on all sections of the General Knowledge Test (GKT) without exceptions or waivers.

A minimum cumulative grade point average of 2.5 and a 4.0 scale is required for graduation as per FS 1004.04(b)(1).

Students must successfully complete 30 semester hours of 3000-4000 level course work.

Students should check their individualized Degree Audit Report to determine the specific graduation policies in effect for their program of study for the year and term they entered Miami Dade. This outline includes current graduation requirements.

The final responsibility for meeting graduation requirements rests with the student.

[A minimum of 9 semester hours of coursework with an international or diversity focus is required for the program. Students should consult the School of Education \(SOE\) for eligible courses, which may include EDF X085 and foreign language courses.](#)

APPENDIX K: COURSE DESCRIPTIONS

Lower division prerequisite courses

<ul style="list-style-type: none">• EEC2224 Emergent Literacy through the Use of Children’s Literature (3 credits) The student will learn about the early childhood teacher’s role in promoting emergent literacy in infants, toddlers, and preschoolers. Topics include early literacy, oral language acquisition, quality children’s literature, emergent reading and emergent writing, family literacy, and literature perspectives to celebrate diversity and to support a curriculum that builds an understanding of human experiences.
<ul style="list-style-type: none">• EEC2271 Working with Children with Special Needs and Their Families (3 credits) This course provides the student with an overview of young children birth through five years of age with special needs and their families including possible causes and characteristics of exceptionalities, federal laws, and methods of observation, referral process, educational intervention, resources, and advocacy.
<ul style="list-style-type: none">• EEC2401 Family Interaction and Cultural Continuity (3 credits) The student will incorporate practices reflecting the values and beliefs of families and the cultures of their communities in establishing positive and productive relationships within an educational setting. Emphasis is given to trusting, supportive relationships, and to sustaining a successful partnership with families.
<ul style="list-style-type: none">• EEC2407 Facilitating Social Development (3 credits) This course, commonly referred to as <i>The Mind in the Making</i>, is designed to utilize research on teaching and learning to assist students in understanding how young children learn. The format of the course will encourage students to learn as scientists: formulating and testing hypotheses, revising theories according to results, and continuing to learn. The student will examine how learning is affected by social, emotional, and intellectual engagement, and how development in these areas is inextricably linked.
<ul style="list-style-type: none">• EEC2601 Observation and Assessment in Early Childhood (3 credits) The student will learn the process and importance of observing, documenting, and interpreting the behavior of young children. Emphasis will be placed on the application of various techniques and reports to document the ongoing development of children and the value of using this information to plan meaningful classroom activities.

Upper division courses

Professional Education- 15 credits
<ul style="list-style-type: none">• EDF3115 Child Development for Inclusive Settings (3 credits) This course provides an overview of human life from fertilization through eight years of age. The student will learn to examine growth and developmental characteristics during the prenatal, infancy, and early childhood periods. The student will analyze typical and atypical development, developmental theories, learning theories, brain research, attachment, and relationships.
<ul style="list-style-type: none">• EDG3343 General Teaching Methods for Early Childhood Education (3 credits) This course provides an overview of instructional models and strategies. The student will learn to develop skills in lesson planning and instruction based on state standards. The student will utilize instructional models to design lesson plans, and develop strategies for early childhood inclusive classrooms serving diverse populations. (15 hours of field experience required).
<ul style="list-style-type: none">• EEX3604 Positive Behavior Supports in Inclusive Settings (3 credits) This course provides a holistic approach in guiding young children’s behavior. The student will learn to manage the early childhood classroom by utilizing strategies that emphasize the importance of relationship to learning, self- awareness, and pro-social behaviors while focusing on students’ individual needs. (15 hours of field experience required)
<ul style="list-style-type: none">• EEX3226 Assessment of All Young Children (3 credits)

<p>This second course on assessment emphasizes guidelines and techniques for observing, assessing, evaluating, and planning curriculum for young children. The student will learn to use formal and informal assessments to evaluate social, emotional, cognitive, language, literacy, and motor development and use data to plan for instruction of groups and individual children. (15 hours of field experience required).</p>
<ul style="list-style-type: none"> <p>RED3009 Emergent and Early Literacy (3 credits) This second course in literacy provides information on emergent and early literacy development and the conditions promoting literacy from birth through lower elementary grades. The student will explore all aspects of literacy learning: reading, writing, listening, and speaking, and will utilize emergent and early literacy theory and research. (15 hours of field experience and 1 observation required).</p>
<p>Discipline Content- 21 credits—(6 credits of ESOL)</p>
<ul style="list-style-type: none"> <p>EEC3211 Science, Technology, and Mathematics (STEM) Methods for ECE I (3 credits) This first STEM course focuses on the development of science and math conceptual frameworks for early childhood, birth to age 4. The student will learn to use scientific and mathematical research based methods and strategies to teach inquiry and problem solving skills and plan activities for young children that foster exploration in the physical sciences, earth/space sciences, algebra, geometry, and technology. (15 hours of field experience and 1 faculty observation required).</p>
<ul style="list-style-type: none"> <p>EEC4219 Science, Technology, and Mathematics (STEM) Methods for ECE II (3 credits) This second STEM course focuses on the development of science and math conceptual frameworks for early childhood, Kindergarten to grade 3. The student will learn to use scientific and mathematical research-based methods and strategies to teach inquiry and problem solving skills and plan activities for young children that foster exploration in the nature of science, biology, numbers and operations, data analysis, and technology. (15 hours of field experience and 1 faculty observation required).</p>
<ul style="list-style-type: none"> <p>LAE4211 Methods and Resources for Literacy Development in the Young Child (3 credits) This course focuses on methods of diagnosis and literacy instruction. The student will learn to use a variety of diagnostic tools to measure and evaluate literacy, implement a literacy program based on evaluation and input from specialized personnel, and differentiate instruction within the classroom to ensure phonemic awareness, phonics, fluency, vocabulary, and writing skills development. (20 hours of field experience and 1 faculty observation required).</p>
<ul style="list-style-type: none"> <p>EEC3212 Integrated Social Sciences, Humanities, and Arts (3 credits) This course provides an overview of the role of social studies, humanities, and the fine arts in early childhood classrooms. The student will learn to plan, implement, and assess developmentally appropriate activities that integrate the diverse sociological and cultural influences on the child. (15 hours of field experience and 1 faculty observation required).</p>
<ul style="list-style-type: none"> <p>EEC4268 Designing and Implementing an Integrated Curriculum (Practicum) (3 credits) This course provides an in depth understanding of an integrated approach to curriculum. The student will learn to plan, collaborate, and implement strategies and pedagogic methods to create developmentally appropriate and research-based lesson and unit plans that address the individual needs of each child, with an emphasis on participatory learning. (40 hours of field experience and 2 faculty observations required).</p>
<ul style="list-style-type: none"> <p>TSL3080 ESOL in ECE I (3 credits) This course introduces theories, research, issues and practices of TESOL for Early Childhood educators. The student will learn to explore the legal issues that have influenced the field, the nature of first and second language acquisition, concepts of cultural competence and multiculturalism, and the implications of cultural and linguistic diversity in the early childhood classroom. (15 hours of field experience required).</p>
<ul style="list-style-type: none"> <p>TSL4310 ESOL in ECE II (3 credits) This second course presents practical strategies and models for promoting literacy and academic achievement for English Language Learners. The student will learn to develop methods and practices that build literacy and academic content area knowledge and skills, as well as instructional and evaluation and assessment</p>

approaches in Early Childhood Education. (15 hours of field experience and 1 faculty observation required).

Student Teaching/Internship- 12 credits

- **EEC4940a Internship in ECE I (5 credits/ 10 weeks)**
The student will complete a full time, 10-week supervised teaching experience in a Birth to age 4 classroom setting. The student will learn and experience the educational and professional responsibilities required of teachers within their classrooms as s/he takes on classroom responsibilities over the course of the semester. This is the first of two internships.
- **EEC 4936a Student Teaching Seminar I: ECE (1 credit)**
The student will discuss and reflect on his/her development and mastery of the Pre-Professional Florida Educator Accomplished Practices during the completion of the Birth-Age 4 internship.
- **EEC4940b Internship in ECE II (5 credits/(10 weeks)**
The student will complete a full time, 10-week supervised teaching experience in Age 3 through grade 3 classroom settings. The student will learn and experience the educational and professional responsibilities required of teachers within their classrooms as s/he takes on classroom responsibilities over the course of the semester. This is the second of two internships.
- **EEC 4936b Student Teaching Seminar II: ECE (1 credit)**
The student will discuss and reflect on his/her development and mastery of the Pre-Professional Florida Educator Accomplished Practices during the completion of the Age 3 through Grade 3 internship.

APPENDIX L: Proposed Bachelor in Science in Early Education Program of Study for Part-time Students

Admitted in Fall		
FALL SEMESTER 1		
Prefix/ Number	Course Name	Credits
EDF3115	Child Development for Inclusive Settings	3
EDG3343	General Teaching Methods for Early Childhood Education	3
*Education Elective or General Education Course Work		3
Term Total		9
SPRING SEMESTER 1		
EEX3604	Positive Behavior Supports in Inclusive Settings	3
RED3009	Emergent and Early Literacy	3
*Education Elective or General Education Course Work		3
Term Total		9
SUMMER SEMESTER 2		
*Education Elective or General Education Course Work		6
Term Total		6
FALL SEMESTER 2		
EEC3211	Science, Technology, and Mathematics (STEM) Methods for ECE I	3
EEX3226	Assessment of All Young Children	3
TSL3080	ESOL in ECE I	3
Term Total		9
SPRING SEMESTER 2		
EEC3212	Integrated Social Sciences, Humanities and Arts	3
EEC4219	Science, Technology, and Mathematics (STEM) Methods for ECE II	3
TSL4310	ESOL in ECE 2	3
Term Total		9
SUMMER SEMESTER 3		
EEC4268	Designing and Implementing an Integrated Curriculum (Practicum)	3
LAE4211	Methods and Resources for Literacy Development in Young Children	3
Term Total		6
FALL SEMESTER 3		
EEC4940a	Internship in ECE I	5
EEC4936b	Student Teaching Seminar: Early Childhood I	1
Term Total		6
SPRING SEMESTER 3		
EEC4940b	Internship in ECE II	5
EEC4936b	Student Teaching Seminar: Early Childhood II	1
Term Total		6
Required Common Prerequisites		27
General Education Credits in the Lower Division that are not counted for Common Prerequisites (*Includes 1 Common Prerequisite)		33 (36*)
Lower Division Electives		12
Total Lower Division Credits		72

Total Upper Division Credits		48
Total Program Credits for the BS with a major in Early Childhood Education		120
Admitted in Spring		
SPRING SEMESTER 1		
Prefix/ Number	Course Name	Credits
EDF3115	Child Development for Inclusive Settings	3
EDG3343	General Teaching Methods for Early Childhood Education	3
*Education Elective or General Education Course Work		3
Term Total		9
SUMMER SEMESTER 1		
*Education Elective or General Education Course Work		9
Term Total		9
FALL SEMESTER 1		
EEX3604	Positive Behavior Supports in Inclusive Settings	3
RED3009	Emergent and Early Literacy	3
Term Total		6
SPRING SEMESTER 2		
EEC3211	Science, Technology, and Mathematics (STEM) Methods for ECE I	3
TSL3080	ESOL in ECE I	3
Term Total		6
SUMMER SEMESTER 2		
EEX3226	Assessment of All Young Children	3
EEC 3112	Integrated Social Sciences, Humanities and Arts	3
Term Total		6
FALL SEMESTER 2		
EEC4219	Science, Technology, and Mathematics (STEM) Methods for ECE II	3
TSL4310	ESOL in ECE 2	3
Term Total		6
SPRING SEMESTER 3		
EEC4268	Designing and Implementing an Integrated Curriculum (Practicum)	3
LAE4211	Methods and Resources for Literacy Development in Young Children	3
Term Total		6
FALL SEMESTER 3		
EEC4940a	Internship in ECE I	5
EEC4936b	Student Teaching Seminar: Early Childhood I	1
Term Total		6
SPRING SEMESTER 4		
EEC4940b	Internship in ECE II	5
EEC4936b	Student Teaching Seminar: Early Childhood II	1
Term Total		6
Required Common Prerequisites		27
General Education Credits in the Lower Division that are not counted for Common Prerequisites (*Includes 1 Common Prerequisite)		33 (36*)
Lower Division Electives		12
Total Lower Division Credits		72
Total Upper Division Credits		48

Total Program Credits for the BS with a major in Early Childhood Education	120
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**Students entering with an AS or AAS degree may have more than 24 elective credits and may need additional General Education credits to meet the 36 General Education credits required for the baccalaureate degree. Students entering with an AA degree may need additional electives to provide appropriate background for the baccalaureate program.*

A minimum of 9 semester hours of coursework with an international or diversity focus is required for the program. Students should consult the School of Education (SOE) for eligible courses, which may include EDF X085 and foreign language courses.

**APPENDIX M1: FLORIDA COLLEGE SYSTEM
ENROLLMENT, PERFORMANCE AND BUDGET PLAN
2011-2012 to 2014-2015**

COLLEGE NAME: Miami Dade College

CONTACT NAME: E.H. Levering

DEGREE NAME: B.S. Early Childhood Education

CONTACT PHONE NUMBER: 305-237-2389

	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	2011-2012	2012-2013	2013-2014	2014-2015
I. PLANNED STUDENT ENROLLMENT				
A. Student Headcount	0	90	162	216
B. Upper Division Student Credit Hours Generated (Resident)	0	2,160	3,354	4,356
Upper Division Student Credit Hours Generated (Nonresident)	0	0	0	0
Upper Division Total Student Credit Hours Generated (Resident and Nonresident)	0	2,160	5,184	4,356
C. Upper Division Student FTE (30 Credit Hours) - (Resident)	0.0	72.0	111.8	145.2
Upper Division Student FTE (30 Credit Hours) - (Nonresident)	0.0	0.0	0.0	0.0
Upper Division Student FTE (30 Credit Hours) - (Resident and Nonresident)	0.0	72.0	112.8	145.2
II. PLANNED PERFORMANCE				
A. Number of Degrees Awarded	0	0	27	54
B. Number of Placements	0	0	27	54
C. Projected Annual Starting Salary	0	0	30,000	30,000
III. PROJECTED PROGRAM EXPENDITURES				
INSTRUCTIONAL				
1. Faculty Full-Time FTE	-	1.0	3.0	3.0
2. Faculty Part-Time FTE	-	0.5	1.0	1.5
1. Faculty Full-Time Salaries/Benefits	0	74,092	222,275	222,275
2. Faculty Part-Time Salaries/Benefits	0	10,652	21,305	31,957
3. Faculty Support: Lab Assistants, etc	0	5,000	5,000	5,000
OPERATING EXPENSES				
1. Academic Administration	0	139,877	139,877	151,877
2. Materials/Supplies	0	22,000	25,000	30,000
3. Travel	0	6,000	7,500	8,400
4. Communication/Technology	0	2,000	2,100	2,352
5. Library Support	0	7,500	18,000	20,160
6. Student Services Support	0	40,000	60,000	60,000
7. Professional Services	13,000	20,000	25,000	24,000
8. Accreditation	0	2,000	9,700	2,000
9. Support Services	0	20,000	25,000	30,000
CAPITAL OUTLAY				
1. Library Resources	0	30,000	30,000	30,000
2. Information Technology Equipment	0	50,000	50,000	50,000
3. Other Equipment	0	0	10,000	15,000
4. Facilities/Renovation	0	35,000	35,000	35,000
TOTAL PROJECTED PROGRAM EXPENDITURES	13,000	464,121	685,757	718,021
IV. NATURE OF EXPENDITURES				
1. Recurring	13,000	349,121	560,757	588,021
2. Nonrecurring	0	115,000	125,000	130,000
TOTAL	13,000	464,121	685,757	718,021
V. SOURCES OF FUNDS				
A. REVENUE				
1. Special State Nonrecurring	0	0	0	0
2. Upper Level - Resident Student Tuition Only	0	188,827	293,207	380,802
Upper Level - Out-of-State Student Fees Only	0	0	0	0
Upper Level - Other Student Fees	0	63,115	98,004	127,282
3. Contributions or Matching Grants	0	0	0	0
4. Other Grants or Revenues	0	0	0	0
5. Community College Program Funds	13,000	212,179	294,546	209,937
6. Unrestricted Fund Balance	0	0	0	0
7. Interest Earnings	0	0	0	0
8. Auxiliary Services	0	0	0	0
9. Federal Funds - Other	0	0	0	0
B. CARRY FORWARD	0	0	0	0
TOTAL FUNDS AVAILABLE	13,000	464,121	685,757	718,021
TOTAL UNEXPENDED FUNDS (CARRY FORWARD)	0	0	0	0

EXAMPLE OF LIBRARY RESOURCES

APPENDIX M2: Supplement to Budget-Library Resources

COURSE	RESOURCES	COST	VENDOR	Similar Titles	Cost:	Vendor
EEC 3211	"Amazing Planet." National Geographic. 2008. DVD	\$29.95	Nationalgeographic.com			
	"Baby Tutor- Four Seasons." BrandXtensions Marketing, Inc. 2006. DVD	\$9.98	Amazon.com			
	"Earth: The Biography." National Geographic. 2008. DVD	\$29.95	Nationalgeographic.com	"Journey to the edge of the universe". National Geographic. DVD	\$24.95	Nationalgeographic.com
	"Eyewitness: Insects." Eyewitness Series. Entertainment Software, 2007. DVD	\$11.88	Amazon.com	Macquitty, Miranda (1995). "Ocean". Knopf Books for Young Readers	\$11.55	Amazon.com
	"Forces of Nature." National Geographic. 2010. DVD	\$32.95	Nationalgeographic.com			
	Howard Pitler, Kuhn Matt, Malenoski, K, Hubbell, E. (2007). <i>Using Technology with Classroom Instruction That Works</i> . Alexandria, VA: ASCD.	\$27.95	ASCD	Beaty, Janice J. (2008). <i>50 Early Childhood Literacy Strategies</i> Prentice Hall; 2nd edition	\$16.24	Amazon.com
	"Monster Black Holes." National Geographic. 2008. DVD	\$24.95	Nationalgeographic.com			
	"Traveler's Guide to the Planets." National Geographic. 2010. DVD	\$34.95	Nationalgeographic.com			
	Science equipment and math manipulatives	\$2,000.00	N/A			
	TOTAL	\$2,202.36				
	"Extraordinary Human: Muscle and Skin." National Geographic. 2010. DVD	\$19.95	nationalgeographic.com			
	"In the Womb." National Geographic. 2005. DVD	\$19.95	nationalgeographic.com			
	"Incredible Human Body." National Geographic. 2002	\$9.95	nationalgeographic.com	"The Human Family Tree". National Geographic. 2009. DVD	\$19.95	nationalgeographic.com
EEC 4219	"Incredible Human Machine". National Geographic. 2007. DVD	\$24.95	nationalgeographic.com	Daniels, Patricia. Gura, Trisha. (2007) <i>Body: The Complete Human</i> . National Geographic.	\$40.00	nationalgeographic.com
	"Inside the Living Body." National Geographic. 2007. DVD	\$24.95	nationalgeographic.com			
	"Rare Anatomy: Bones and Blood Exclusive." National Geographic. 2010. DVD	\$19.95	nationalgeographic.com			
	Science equipment and math manipulatives	\$2,000.00	N/a			
		TOTAL	\$2,119.70			

Please Note: A complete listing can be provided upon request.

APPENDIX N: IMPLEMENTATION TIMELINE

Date	Activity	Explanation
September 2008- May 2009	Assessment of Need and Workforce Demand	<ul style="list-style-type: none"> • Meetings with Advisory Committee, Faculty, and Community Taskforce to ascertain need for program • Meeting with University of Florida to create guiding principles for program to address workforce needs • Collection of workforce data • Meeting with Director of Academic Programs to receive guidelines and information
January-May 2010		<ul style="list-style-type: none"> • Creation of Survey with assistance of Institutional Research • Dissemination of Interest Survey • Data collection and data analysis of survey results
September 2008-June 2009	Curriculum Development	<ul style="list-style-type: none"> • Revision of all courses at Associate of Science level • Other State and National BS-ECE programs were reviewed for content • SCNS review to identify course number and competencies
January 2009-December 2010		<ul style="list-style-type: none"> • MDC SOE ECE contacts Florida Department of Education for discussion about creating a state-approved teacher education program, certification areas, and endorsements • Curriculum developed- initial syllabi reviewed and amended by SOE ECE faculty • Admissions standards reviewed and determined • Creation of plan for student enrollment • Creation of programs of study for full and part-time students
Summer 2010-Spring 2011		BS-ECE Folio initiated and submitted
September 2010-December 2010	Performance and Budget Plan	Development of budget for program
October 7, 2010	Approval Process	MDC Academic Leadership Council approves Letter of Intent and forwards to College Academic and Student Services Committee (CASSC) for review and approval
January 2011		MDC Board of Trustees reviews and approves Letter of Intent MDC President submits letter of intent to the Commissioner of Education, Florida

		Department of Education (FLDOE) with a copy to the Chancellor of the Division of Community Colleges (DCC)
April 7, 2011	Approval Process	Complete proposal submitted to Academic Leadership Council
May 2011		CASSC approval process Final Board of Trustees approval Anticipated submission by MDC President of the proposal for the BS-ECE degree to Commission of FLDOE with a copy to Chancellor of DCC
Fall 2011		MDC BS-ECE degree proposal is presented to the State Board of Education (SBE) at the SBE meeting State Board votes on MDC proposal
January 2010-December 2010	Accreditation Activities	Florida Department of Education Folio created to apply for status of "state-approved teacher education program"
January 2011		Initial approval Folio submitted to FLDOE
March 2011		NAEYC Self-Study for accreditation of AS-ECE submitted
August 2011		Notification re Folio from FLDOE
Fall 2011		<ul style="list-style-type: none"> • NAEYC Accreditation visit • SACS Prospectus • Hire consultant for National Council for the Accreditation of Teacher Education (NCATE) Preparation
September 2012		(NCATE) program application and writing of Self-Study Hiring of consultant to support writing of Self-Study
November 2012		Institutional Program Evaluation Plan (IPEP) Report to be sent to FLDOE
September 2013 - 2014		Preparation for site visit with support by consultant Site visit by NCATE
November 2013		Institutional Program Evaluation Plan (IPEP) Report to be sent to FLDOE
January 2012	Student Recruitment	MDC SOE ECE advises potential BS-ECE students to complete general education, common pre-requisite courses, and electives needed to apply for admission to BS-ECE program.
2012-ongoing		Recruitment activities at: <ul style="list-style-type: none"> • High schools with ECE academies • ECE courses at MDC • M-DCPS paraprofessionals

		<ul style="list-style-type: none"> • Children’s Trust events for care providers • Quality Counts Career Center counselors Recruitment activities through: <ul style="list-style-type: none"> • Media advertisements • E-mail blasts • Advisors to visit classes
2012-2013	Faculty recruitment and hiring Academic Administration and Student Support Personnel	One full-time doctorally prepared faculty (1FTE) to be hired One part-time adjunct (.5 FTE) to be hired One part-time advisor to be hired One full-time secretary to be hired One full-time Program Manager to be hired One full-time E-Portfolio Coordinator to be hired One part-time library support staff member to be hired
2013-2014		Two additional full-time doctorally prepared faculty (2 FTE) to be hired One part-time adjunct (0.5 FTE) to be hired One part-time advisor to be hired One additional part-time library support staff member to be hired Sixty Cooperating Teachers
2014-2015		One additional part-time adjunct (0.5 FTE) to be hired One part-time Administrative Clerk to be hired 60 additional Cooperating Teachers
2012-2013	Facilities upgrades and Library resources	Modifications will be necessary to classrooms and labs to accommodate components of program instruction, such as the addition of computer and multimedia equipment in classrooms. All classrooms will need to be outfitted with furniture designed for flexible groupings, to hold state-of-the-art technology, and to house teaching materials. MDC plans to search for grant funding that will allow us to build a Clinical Teaching Lab. Purchase of library resources.
2013-2014		Additional classroom (1) modification. Purchase of library resources.
2014-2015		Additional classroom (1) modification. Purchase of library resources.
May 2012	Implementation & Graduation	First cohort of 30 students to begin upper division coursework
May 2014		First cohort of students to graduate

Appendix O: MDC Program Review Process

MDC academic programs are to be reviewed on a five year cycle. Each program review will address five areas:

1. Program goals and rationale
2. Outcomes assessment
3. Program resources and support
4. Program strengths/opportunities for improvement
5. Program viability

A Program Review Questionnaire will be completed by the program chair in consultation with the program’s faculty, school/discipline committee, and advisory committee to determine the program’s effectiveness. The Office of Institutional Research will maintain a website with information to be used in the questionnaire and will assist in obtaining other required information.

The Program Review Questionnaire is to be compiled and reviewed in the following timely manner.

Program Review Timeline

Schedule	Program Review Action
Year 1 March	Associate Provost for Academic Affairs forwards program review schedule to Academic Deans and CASSC.
April - June	Academic Dean submits Program Review Questionnaire to School Director/Chair/Program Director who assigns to the program chair for completion. Academic Dean and School Director consult on approaches to complete questionnaire.
July - December	Program chair completes questionnaire in collaboration with program faculty, School/Discipline/Program Committee, and Advisory Committee and submits completed questionnaire to School Director. The School Director reviews and forwards completed questionnaire to the Academic Dean.
Year 2 January - February	Academic Dean reviews completed questionnaire with School Director/Associate Dean and program chair and makes recommendations concerning program’s strengths, opportunities for improvement, resources, and viability to the Academic Deans. Academic Dean forwards recommendations to respective Campus President.
March - April	Campus President in consultation with the Academic Dean provides summary of the program’s strengths, opportunities for improvement and viability to the Provost for Academic and Student Affairs who will confer with the Associate Provost for Academic Affairs and the Associate Provost for Institutional Effectiveness. The Provost for Academic and Student Affairs will also confer with the President and the Provost for Operations regarding strategic planning, program development, and institutional budget and resource implications. Decisions regarding

	program revisions and viability are made following these discussions and communicated back to the Campus President and Academic Dean who will inform the School Director/Associate Dean and Program Chair.
April	Program review information and decisions will be included in the School's annual report submitted by the School Director to the Academic Dean and the respective Campus President. A final approved Annual Report is submitted to the Associate Provost for Institutional Effectiveness.
May - June	Curricular/Program revisions based on feedback from the program review submitted by the program chair are sent to the Academic Dean.
September - December	Academic Deans provide a report to CASSC on program review results and the use of those results in program improvement.

Evaluation of Program Review Process

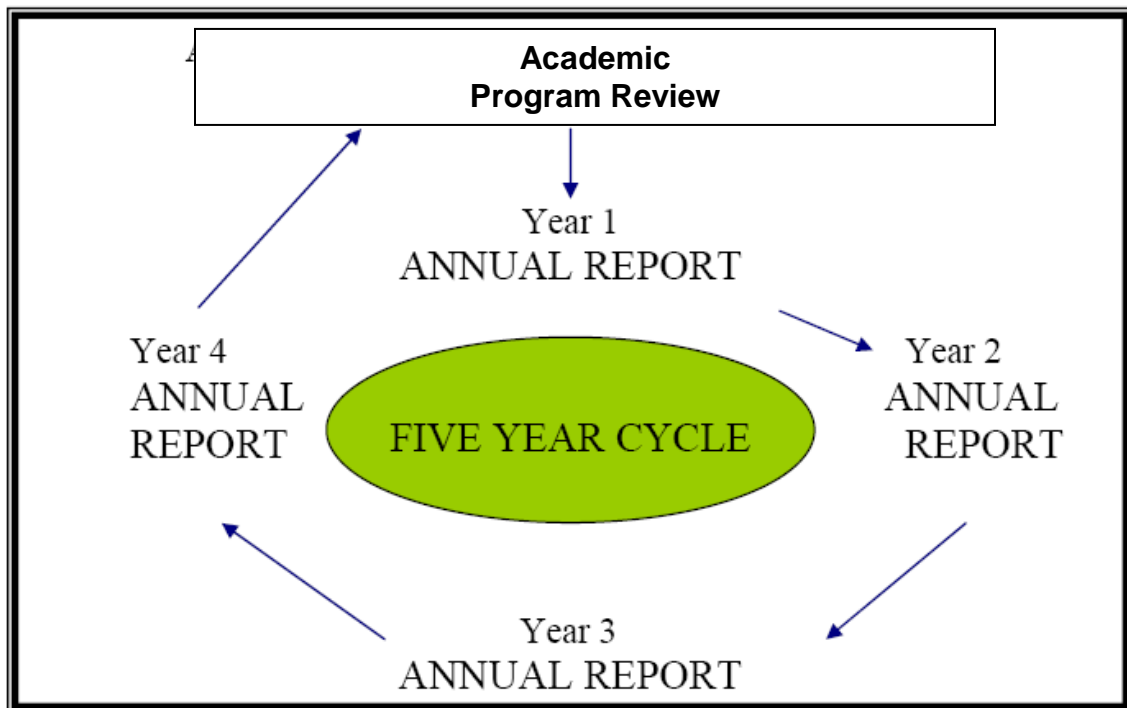
The program review process will be evaluated every five years by the CASSC Institutional Effectiveness Committee to determine its strengths and opportunities for continuous improvement. The Institutional Effectiveness Committee will also provide a report to CASSC on recommendations to improve the process. The table below outlines responsibilities for various aspects of the program review process.

Committee/Person Responsible	Responsibility (Frequency)
CASSC Institutional Effectiveness Committee/Associate Provost for Institutional Effectiveness	Evaluate effectiveness of program review process and report to CASSC (Every five years)
CASSC	Curricular/Program revisions; Receives program review results report from Academic Dean (Annually)
Program Chair	Completes Program Review Questionnaire (Every five years)
Program Faculty	Contribute to Program Review Questionnaire (Every five years)
Associate Provost for Academic Affairs	Forward Program Review Schedule to Academic Deans. Review of Program Review Recommendations (Annually)
Associate Provost for Institutional Effectiveness	Review of Program Review Recommendations (Annually)
School Directors/Directors/ Associate Deans	Distribute Program Review Questionnaire; Assist with and review questionnaire and recommendations for program's strengths, opportunities for improvement and viability (Annually)
Academic Deans	Distribute Program Review Questionnaire; Review of completed questionnaire and recommendations for program's strengths, opportunities for improvement, and viability; Provide program review report for information to CASSC (Annually)
Campus Presidents	Summary of program's strengths, opportunities for continuous improvement, viability, and the use of results for improvement. (Annually)
Provost for Academic	Review Campus Presidents' summaries of program's

and Student Affairs	strengths, opportunities for continuous improvement, viability, and the use of results for improvement. (Annually)
Provost for Academic and Student Affairs/Provost for Operations	Review of programs' review summaries for strategic planning, program development, budgetary, and resource allocation implications. (Annually)
College President	Considers program review summaries in context of strategic planning, program development and College budget and resource allocations and sets priorities based on these. (Annually)

Relationship between School Annual Reports and Program Review

An annual report is provided by each School to the Academic Deans, the Coordinating Campus President, and the Associate Provost for Institutional Effectiveness and is a formative assessment of the program. Outcome data, program development activities, and other information included in these annual reports will be considered when the program director in consultation with the program faculty, School/Discipline Committee, and Advisory Committee, complete the Program Review Questionnaire. During the year of the program review, questionnaire and resulting recommendations will constitute the program's contribution to the School's annual report. The cycle of annual reports and program review is shown below.



APPENDIX P1: LETTER OF SUPPORT – DAVID LAWRENCE, Jr.

The Early Childhood Initiative Foundation

David Lawrence Jr.
President

3250 SW Third Ave.

Miami, Fla. 33129

Tel: 305-646-7229

Fax: 305-646-7232

E-mail: dlawrence@childreadiness.org

February 17, 2011

Dr. Eduardo Padron
President
Miami Dade College

Dr. Padron:

I write in enthusiastic support of the proposed bachelor of science degree in early childhood education.

This would be a quite extraordinary contribution toward highly qualified, superbly trained teachers of children in their most vital early learning years.

The proposed certification areas of preschool and pre-K/primary are so crucial. I can just imagine what difference this can make generally as well as quite specifically for children who begin as speakers of languages other than English, for children with special needs, for all children who need to get off to the best sort of start in learning to read and succeed.

As you know so well, we live in a community that is larger than 16 states and is the single most pluralistic urban area in America. This past decade, with significant leadership from Miami Dade College, we have become a national example of high-quality early childhood development, care and education. Leadership from this community has led to Florida's constitutional amendment providing free prekindergarten for all 4 year olds as well as The Children's Trust, a dedicated funding source for early intervention and prevention. What Miami Dade College proposes here will make a deeply meaningful difference in providing the next generation of early childhood teaching leadership in Miami-Dade and Monroe counties.

As the founding chair of The Children's Trust, the president of The Early Childhood Initiative Foundation, the chair of The Children's Movement of Florida and as "university scholar for early childhood development and readiness" at the University of Florida, I want you to know that this has my fullest, most vigorous endorsement.

Thank you for your leadership.

Sincerely,



David Lawrence Jr.



Call 305-631-8111 to learn more ♥
www.teachmorelovemore.org

♥ **OUR MISSION:** "To ensure that all children in Miami-Dade County have the community's attention, commitment and resources – and, hence, the chance to develop intellectually, emotionally, socially and physically so that they are ready and eager to learn by the time they reach first grade."

University Scholar for Early Childhood Development and Readiness • University of Florida

APPENDIX P2: LETTER OF SUPPORT – MIAMI-DADE COUNTY PUBLIC SCHOOLS



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorothy Bendross-Mindingall
Carlos L. Curbelo
Renier Diaz de la Portilla
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Raquel A. Regalado

February 17, 2011

Eduardo J. Padrón, Ph.D.
President
Miami Dade College
InterAmerican Campus
627 S.W. 27 Avenue
Miami, FL 33135

Dear Dr. Padrón:

The Office of Early Childhood Programs in Miami-Dade County Public Schools fully supports the proposed new Bachelor of Science in Early Childhood Education degree program at Miami Dade College. This program of study will serve to provide a high-quality and affordable college degree in early childhood education to many South Floridians and others. It will equip those pursuing entry-level positions at a time when the need is increasing for a well-educated and prepared work force.

As a school district, we look forward to providing opportunities to Miami Dade College students for clinical experiences and internships within our early childhood classrooms. The hours spent by college students at elementary schools interacting with master educators and practicing their skills with actual students is invaluable to their professional growth.

I commend you and your staff for your efforts. If you need additional information or have any questions, you may contact me at 305-995-7689.

Sincerely,

Marisel Elías-Miranda, Ed.D.
Administrative Director
Office of Early Childhood Programs

MEM:cm
L013

cc: Susan Neimand, Ed.D.

APPENDIX P3: LETTER OF SUPPORT – THE CHILDREN’S TRUST



Officers/Executive Committee

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Chair
Chet J. Zerlin
Vice Chair
Dr. Josee Gregoire
Secretary
Hon. Isaac Salver
Treasurer

Dr. Rosa Martin, Chair
Childhood Health and
Development
Dr. Gina Cortes Suarez, Chair
Human Resources
Hon. Barbara Jordan, At-Large
Dr. Miguel Balsera, At-Large
David Williams Jr., At-Large

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Luis A. Gazitua
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Antoinette JG Hill
Fedrick Ingram
Dr. Martin Karp
Pamela Lillard
Carolyn Y. Nelson-Goedert
Dr. William E. Pelham
Sheila Plana
Hon. Orlando A. Prescott
Dr. Isaac Prilleltensky
Evello Torres

David Lawrence Jr.
Founding Chair

Modesto E. Abety
President & CEO

County Attorney's Office
Legal Counsel

February 18, 2011

Eduardo J. Padrón, President
Miami Dade College
Office of the President
300 NE Second Avenue
Miami, Florida 33132-2297

Dear President Padrón,

The new Bachelor of Science in Early Childhood Education developed by the Miami Dade College School of Education is welcomed with great enthusiasm by The Children's Trust. We are committed to improving outcomes for children, and a key ingredient is having highly qualified professionals providing early childhood education services. The new degree program will fill a significant need in our community for accessible and innovative educational preparation of staff working with young children in a variety of settings.

The Children's Trust has had the honor of providing some financial support for this degree to the School of Education and Dr. Susan Neimand, Director, through a curriculum development grant. Miami Dade College, with our support funding, was able to revamp the early childhood Associate degree and develop much of the Bachelor's degree. National experts were engaged to develop course syllabi. The leadership and knowledge of the Miami Dade College faculty was instrumental in construction of the program. The unique design provides an important model for the state, because it accommodates articulation of a content-rich Associate of Science into the Bachelor's degree—this is important to The Children's Trust because of our commitment to raising the quality of the child care workforce for whom the Associate is a great accomplishment but who may later approach the Bachelor's degree. The courses are of the highest caliber and we are very eager for the community to benefit from this Bachelor's degree program in early childhood education.

We offer our full support to Miami Dade College as the Bachelor of Science degree in Early Childhood Education is implemented, and are confident that many people working in programs funded by The Children's Trust—and the entire community-- will benefit greatly from it.

Sincerely,

Modesto Abety
President and CEO

APPENDIX P4: LETTER OF SUPPORT – EARLY LEARNING COALITION



2555 Ponce de Leon Blvd. 5th Floor; Coral Gables, FL 33134
Tel: (305) 646-7220 Fax: (305) 447-1608 Web: www.elcmdm.org

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The Hon. Natacha Seijas

Ann-Karen Weller, R.N., B.S.N.

David Williams Jr.

President & CEO

Evelio C. Torres, M.P.A.

February 22, 2011

Eduardo J. Padrón, President
Office of the College President
Miami Dade College
300 N.E. 2nd Avenue
Miami, Florida 33132

Dear Dr. Padrón:

Please accept this letter of support for Miami Dade College and it's newly created Bachelor of Science in Early Childhood Education. The Early Learning Coalition of Miami-Dade/Monroe was founded in 2000 in order to consolidate Florida's early learning services into one integrated program. To that end, the Coalition exists to ensure that children enter school ready to learn.

We know that students are more likely to succeed in school when they have well educated and skilled teachers. As we work to improve the quality of early care and education in communities throughout Florida, professional development is one of our primary goals. We appreciate the leadership of Miami Dade College because school readiness cannot be fully achieved without collaboration, partnerships, and credentialed teachers. Together with our Quality Rating Improvement System, Quality Counts, these initiatives hold the promise to decrease the achievement gap and improve outcomes for children.

Congratulations and thank you for your support and leadership.

Sincerely,

Evelio C. Torres, M.P.A.
President and CEO

**APPENDIX P5: LETTER OF SUPPORT – MIAMI-DADE COUNTY PUBLIC SCHOOLS
FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEMS-SOUTH**



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorothy Bendross-Mindingall
Carlos L. Curbelo
Renier Diaz de la Portilla
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Raquel A. Regalado

February 25, 2011

Eduardo Padron
President
Miami Dade College
627 SW 27 Avenue
Miami, FL 33135

This letter is written in support of Miami Dade College's Early Childhood teacher education proposal. Your proposal to continue the Early Childhood Program not only addresses the need to increase the quantity but also the quality of early childhood education teachers for our diverse community. As a committed community partner, the Florida Diagnostic and Learning Resources System -South (FDLRS-South), Miami-Dade Public Schools, values and supports your commitment to improve the quality of education for Miami-Dade County's children. As a special education support system for educators, families and professionals who work with exceptional children, FDLRS-South realizes how important it is for us all to work together to provide optimal services to the children and the families of this community.

As FDLRS-South's Childfind Outreach Specialist and member of the Miami Dade College Early Childhood Program Advisory Board, I have had firsthand experience of the caliber of Miami Dade College Early Childhood program. It is because of endeavors such as this one, that I am pleased to provide my support by continuing to serve on the Advisory Board.

We wish you the best as you pursue this worthwhile project. If I can be of any assistance, please feel free to contact me at 305-274-3501.

Sincerely,

Katherine Suarez Espinosa, Ed.S
Childfind Outreach Specialist
School Psychologist
FDLRS-South

FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM-SOUTH
5555 S.W. 93rd Avenue • Miami, Florida 33165
305-274-3501 • Fax 305-598-7752
fdlrs-south.dadeschools.net

APPENDIX P6: LETTER OF SUPPORT – HEAD START/EARLY HEAD START

Early Head Start



Community Action Agency
Office of the Executive Director
Overtown Transit Village North
701 NW 1st Court, Suite 1000
Miami, FL 33136
T 786-469-4613 F 786-469-4639
www.miamidade.gov

Carlos Alvarez, Mayor

March 3, 2011

Eduardo Padron, President
Miami Dade College
11380 NW 27th Avenue
Miami, Florida 33167

Dear Mr. Padron:

The Miami-Dade Head Start/Early Head Start Program wholeheartedly supports Miami Dade College's proposal with the Florida Department of Education to offer a Bachelor of Science Degree in Early Childhood Education. The Miami-Dade Head Start/Early Head Start Program is a federally funded Early Childhood Education Program that has provided services to the residents of our county for the past 45 years. We employ teachers and other staff that help to support the educational curriculum and direct instruction for those children enrolled in our program.

Throughout the years, Miami-Dade County has been an integral partner in our program's ability to offer the best teacher training and coursework for our personnel. Many of our staff have obtained their Associate Degree as well as Child Development Credential through the offerings at Miami Dade College. With the reauthorization of Head Start in 2007, more stringent regulations have necessitated that staff obtain their Bachelor's Degree in order to instruct pre-school children. This translates into a large number of staff having to enroll in institutions that offer a Bachelor's Degree in Early Childhood Education.

We are excited about the possibility of Miami Dade College being able to offer this degree. Not only will it aid our staff and program, but I am confident that many students graduating from high school will reconsider matriculating locally at a college such as Miami Dade. We look forward to continuing our collaboration with Miami Dade College, in our ongoing efforts to improve the services we provide to the community. If I can be of further assistance at this stage, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jane W. McQueen".

Jane W. McQueen, Director
Head Start/Early Head Start Division

APPENDIX P7: LETTER OF SUPPORT – BROWARD COLLEGE



TEACHER EDUCATION PROGRAM
Judson A. Samuels South Campus
Phone 954-201-8420/Fax 954-201-8271

WILLIS HOLCOMBE CENTER
111 East Las Olas Blvd.
Fort Lauderdale, FL 33301

INSTITUTE FOR
ECONOMIC DEVELOPMENT
111 East Las Olas Blvd.
Fort Lauderdale, FL 33301

August 2, 2011

A. HUGH ADAMS
CENTRAL CAMPUS
3501 S.W. Davie Road
Davie, FL 33314

Dr. Edward Padron, President
Miami Dade College
Miami, Florida

NORTH CAMPUS
1000 Coconut Creek Blvd.
Coconut Creek, FL 33066

Dear Dr. Padron:

JUDSON A. SAMUELS
SOUTH CAMPUS
7200 Hollywood/Pines Blvd.
Pembroke Pines, FL 33024

Broward College is in support of Miami Dade College's School of Education's addition of an Early Childhood Education Bachelors Program. As Dean, of Broward College's Teacher Education Program, I am fully aware of the charge programs, like ours, have accepted in preparing teachers to educate in the 21st century. Early Childhood is an area that has evolved tremendously with the literacy challenges we have encountered in the past decade. Offering a Bachelor's degree in this area will be an asset to the South Florida Community and the P-12 education institutions we serve. It is wonderful to know we will have MDC as a resource and partner in this initiative.

PINES CENTER
16957 Sheridan St.
Pembroke Pines, FL 33331

WESTON CENTER
4205 Bonaventure Blvd.
Weston, FL 33332

MIRAMAR AUTOMOTIVE/
MARINE CENTER
7451 Riviera Blvd.
Miramar, FL 33023

MIRAMAR TOWN CENTER
2050 Civic Center Place
Miramar, FL 33025

Sincerely,

A handwritten signature in blue ink that reads 'Aline Sarria'.

TIGERTAIL LAKE
RECREATIONAL CENTER
580 Gulfstream Way
Dania Beach, FL 33004

Aline Sarria, Ed.D.
Teacher Education Program, Dean
Broward College

APPENDIX P8: LETTER OF SUPPORT – UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

UNIVERSITY OF MIAMI

SCHOOL of
EDUCATION



P.O. Box 248065
Coral Gables, FL 33124-2040

Phone: 305-284-3711
Fax: 305-284-3003
www.education.miami.edu

August 3, 2011

Dr. Susan Neimand
Director, School of Education
Miami Dade College - InterAmerican Campus
627 SW 27 Avenue
Miami, FL 33135

Dear Dr. Neimand,

The School of Education at the University of Miami is very enthusiastic about the Bachelor of Science degree in Early Childhood Education that you have developed at Miami-Dade College. We share your belief that a sound early childhood education is essential to future learning. The research clearly supports the benefits of establishing such programs for this age group. Of course, it is obvious that excellent curricular implementation at the preschool level requires excellent teacher preparation programs such as the one you are presenting to the Florida Department of Education for approval.

We look forward to welcoming graduates of your program into our master's programs. Although we do not offer a bachelor's degree in this field at our school, we have a strong research agenda in the area of early childhood and feel that your students could fit right into our graduate degree initiatives.

Dean Isaac Prilleltensky and I strongly endorse your request for approval to the Florida Department of Education. We look forward to working with you, your faculty, and students in the successful implementation of the Bachelor of Science Degree in Early Childhood Education.

With best wishes,

Marilyn J. Neff, EdD
Associate Dean
305-284-2172
mneff@miami.edu

Cc. Dr. Gina Cortez-Suarez
Dean Isaac Prilleltensky

APPENDIX P9: LETTER OF SUPPORT – FLORIDA MEMORIAL UNIVERSITY



August 9, 2011

Ms. Tonya R. Jones
Program Specialist III
Bureau of Educator Recruitment, Development, and Retention
Florida Department of Education
Turlington Building, Suite 1514
325 West Gaines Street
Tallahassee, Florida 32399

Dear Ms. Jones:

This letter is in support of Miami-Dade College offering a baccalaureate degree in Early Childhood Education. As a part of the Higher Education Consortium, Miami-Dade has provided excellent leadership in professional development that impacts all Teacher Preparation Programs. The offering of this program has my support and this major is not offered at Florida Memorial University.

The goals of their program will provide the opportunity for students who are interested in careers in this area the opportunity to continue pursuit of their degrees at Miami- Dade. We have worked collaboratively on a number of projects and will continue to collaborate on projects that are relevant and beneficial to both institutions.

Miami-Dade College has the support of Florida Memorial University in offering another educational opportunity for students in Miami-Dade County.

Respectfully yours,

A handwritten signature in cursive script that reads "Mildred E. Berry". The signature is written in black ink and includes a long, sweeping underline.

Mildred E. Berry, EdD
Dean/Professor of Education

APPENDIX P10: LETTER OF SUPPORT – UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION



College of Education
Lastinger Center for Learning

G-315 Norman Hall
PO Box 117052
Gainesville, FL 32611-7052
352-273-4106
352-392-3505 Fax

August 3, 2011

Dr. Susan Neimand
Director, School of Education
Miami Dade College
InterAmerican Campus
627 SW 27 Avenue
Miami, FL 33135

Dear Dr. Neimand:

I am pleased to offer the University of Florida Lastinger Center for Learning's endorsement of Miami Dade College School of Education's plan to develop a Bachelor of Science program in Early Childhood Education. As you know, a number of University of Florida faculty members have worked closely with their peers at Miami Dade College to support the development of this much needed program. I strongly believe your program will help meet a huge demand for quality, early learning teachers. Your program will blend the best of pedagogy, content knowledge and practical application. We wholeheartedly support the launching of this high quality, first-rate program that will undoubtedly fill a great need within the local community and beyond.

The University of Florida Lastinger Center for Learning looks forward to continuing to work with you and faculty members in making this program a reality.

Sincerely,

A handwritten signature in black ink, appearing to read 'Donald Pemberton'.

Donald Pemberton, PhD.
Director
Lastinger Center