

**POLK STATE COLLEGE
AQC MINUTES**

Meeting: Academic Quality Council

Date/Time: November 21, 2016 3:00 p.m.

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

Recorder: Sarah Plazak

Attending Members: Gerene Thompson (on behalf of Donald Painter), April Robinson, Sally Fitzgerald, Von McGriff, Lance Russum (on behalf of Ben Gracy), Mark Hartfield, Greg Toole, Lisa Smelser, Lorrie Jones, Ray Oberg, Maria Lehoczky, Rosebud Leslie, Sandra Ward, Mackenzie Jennings

Attending Resource Members: Reggie Webb, Larry Pakowski, Sylvester Little, and Kevin Jones

Other Faculty/Staff: Mori Toosi and Patty Linder

Welcome

Orathai welcomed everyone. A quorum was reached at 3:03 pm.

I. Approval of Minutes from October 17, 2016:

Ray Oberg made a motion to approve; Maria Lehoczky seconded. No further discussion; motion passed unanimously.

**II.-VI. Course End Term: ETI 1949 Manufacturing Internship
New Courses: ETI 1949C-1 Manufacturing Internship 1, ETI 1949C-2
Manufacturing Internship 2, ETI 1949C-3 Manufacturing Internship 3, ETI
1949C-T Manufacturing Internship 4
Presenter: Mori Toosi**

Mori Toosi proposed end-termining the existing term-based ETI 1949 course, and implementing ETI 1949C-1, -2, -3, and -T, which are open entry/early exit courses. This will align the courses with the Engineering Technology curriculum. The existing course is two credits, but the modularized courses will be one credit each, thus allowing students to earn up to four credits. There were no changes to the course description or course objectives.

Mori stated that each module will be a co-requisite for the following module because the industry has found that forty hours is not adequate. Instead, they prefer students take modules four times for forty-five hours, approximately four to five weeks.

Sally Fitzgerald asked how the modules would differ from one another, and Mori replied that the number of hours the students will learn in the industry will differ.

Mori proposed amending the course descriptions of each modularized course since the courses are going to focus on program outcomes; thus, the courses will stay within the expertise of the student. This is contrary to what the proposed course description had articulated. The amended course description will include, "The student, while employed within the industry, is required to select a problem from within his or her expertise but outside of his or her normal job activities." Orathai verified that this is the desired wording.

Ray Oberg moved to approve; Mackenzie Jennings seconded. No further discussion; motion passed unanimously.

**VII.-XIII. Course Modifications: EDE 4302 Engineering for Elementary Learners, EDE 4304 Teaching Elementary Math and Science: Integrated Methods, EME 3410 Integrating Technology in Math and Science: Grades K-6, LAE 3414 Children's Literature, SCE 3310 Elementary Science: Grades K-6, TSL 3080 ESOL Issues: Principles and Practices I, TSL 4081 ESOL Issues: Principles and Practices II
Presenter: Patty Linder**

Patty Linder proposed minor changes to each course to ensure that they match the state-approved outcomes. The original BCIs were put in place a year and half to two years before the program was approved by the state, and there have been many changes since that time. Prerequisites have been updated and streamlined, and some can now be used as either a prerequisite or a co-requisite (depending upon the course). This was done to better serve our students. The course objectives have also been brought into alignment with the state-approved curriculum.

Conversation followed regarding how these changes would impact current students, but Patty indicated that there are no currently-enrolled students in these courses. The changes will be implemented in the spring for four of the courses and in the summer for the remaining three courses.

Sally Fitzgerald inquired about the title of EDE 4302 *Engineering for Elementary Learners*, and Patty said that this is the title approved by the State. Maria Lehoczky asked if the course was intended for STEM learners, and Patty said that yes, it will be one of three STEM-related electives. It is anticipated to be a popular option for working professionals in the schools who need to take a course to renew their teaching certificate.

Lorrie Jones moved to approve; Ray Oberg seconded. No further discussion; motion passed unanimously.

**XIV. New Course Proposal: SLS 2930 Special Topics in Student Success
Presenter: Maria Lehoczky**

Maria Lehoczky said that this is a course designed to be a special topics option for students working on specific projects. The course was initially piloted as an internship at Legoland. Since this proposal was tabled at the September 2015 AQC meeting, modifications have been made to remove the college-level English and reading requirements. There will be no prerequisites to enter this course since other SLS courses do not have listed prerequisites.

Discussion followed regarding whether students should be required to have college-level English and reading scores to take the course, and how students with exemptions would affect this. Several suggestions were made regarding placement tests and special designators, and it was decided that a prerequisite of “permission of the instructor” should be added (this will be a P1 special designator in the Genesis Course Dictionary).

Lisa Smelser brought up that when this course was previously presented, a concern was raised over the fact that these students would be representing Polk State College in the local community. Maria stated that the students will undergo an extensive application screening process.

Sandra Ward asked if the course will only be used for internships at Legoland, and Orathai Northern confirmed.

Discussion followed regarding whether the course should truly be a student success course or if it should be an internship course. It was decided that since it is an AA course, and it is not associated with a specific program, it was best suited for SLS. It will give students access to a co-curricular experience rather than an internship that is tied to a specific program or major. Concern was raised over whether students would have an academic standard for course outcomes, and Maria answered that the course will have designated outcomes. The course is designed to introduce industry to students from both a work perspective and a knowledge perspective.

Maria said that Legoland has their own type of credit system which allows their employees to progress through various leadership levels. This course will be the starting point for those levels. Legoland awards certificates to employees who participate in an academic experience, and these certificates help the employees earn promotions. This course has been running successfully for two years.

Sandra Ward asked why the course credits could vary from one to three. Maria said that this was done because the course is repeatable for credit. It is a similar model to some of the College’s music courses.

Sally Fitzgerald moved to approve; Greg Toole seconded. No further discussion; motion passed unanimously.

**XV. Course Modifications: CIS 4910 Capstone Experience: Business Information Technology
Presenter: Maria Lehoczky**

Maria Lehoczky proposed modifying the prerequisite of CIS 4910, providing students more flexibility in completing the BAS program. The change will allow students the option of taking CIS 4305 *Enterprise Application Integration* and GEB 4891 *Strategic Planning and Management* alongside CIS 4910.

Lorrie Jones moved to approve; Ray Oberg seconded. No further discussion; motion passed unanimously.

**XVI.-XXVI. Program Modification: Nursing (RN to BSN), BS
Course End Terms: NUR 3687 Promoting Health and Wellness, NUR 3874**

**Informatics and Clinical Reasoning, NUR 4108 Nursing Advocacy, NUR 4169 Evidence-Based Practice, NUR 4636 Community Nursing
New Courses: NUR 4638C Individual, Family, and Populations Health and NUR 4775 Evidence-Based Nursing Practice
Course Modifications: NUR 4827 Nursing Leadership and Management, NUR 4940C Professional Nursing Excellence, NUR 3125 Nursing Science and Pathophysiology
Presenter: Lorrie Jones**

Lorrie Jones proposed modifying the Nursing (RN to BSN) BS program because as it currently stands, students are required to take fourteen upper-division courses (forty-two credits). Polk State College had one of the first RN to BSN programs to be established in the state of Florida, and the program was modeled after that of a private school. Since that time, Polk State College has reviewed the curriculum adopted by other state colleges, and it has been found that its RN to BSN program has more courses than the programs offered elsewhere. While the total number of credits may be the same, other colleges require fewer courses to complete the program. For example, Florida Southern College only requires seven upper-division courses in contrast to Polk State's requirement of fourteen. This discrepancy is due to Polk State's awarding only thirty-two block credits for the RN license while other colleges have been awarding forty-two block credits.

In order to reduce the number of required upper-division courses, it was proposed that the upper-division electives area be removed, and that several courses be combined. NUR 3687 *Promoting Health and Wellness* will be end-termed, and the content of that course will be merged into NUR 4638C *Individual, Family, and Population Health*. NUR 3874 *Informatics and Clinical Reasoning* will be end-termed, and the content will be assimilated into NUR 4775 *Evidence-Based Nursing Practice*. The hours of both NUR 4638C and NUR 4775 will be increased. NUR 4827 *Nursing Leadership and Management* will include management information since the HSA electives are being removed. NUR 4940C *Professional Nursing Excellence* will increase in hours. Polk State College was the only school in the state to have advocacy as a separate course, so advocacy will be intentionally woven into other courses, therefore allowing NUR 4108 to be eliminated. Also, it is proposed to add "*and Pathophysiology*" to the title of NUR 3125 *Nursing Science*.

The old courses will be taught-out until students can be established in the sequence. This has been presented to the advisory board committee, who was very supportive of the changes. It is believed that these changes will make the program more achievable for students and will make Polk State College more competitive among local colleges. Students have expressed that they were swayed to switch to a different college's nursing program because they could finish the degree in less time.

Gerene Thompson asked if examples other than Florida Southern College's program have been found, and Lorrie said that yes, on average, other colleges require nine upper-division courses. The proposed total number of upper-division nursing credits will be thirty-two with a block of forty-two credits being awarded for the RN licensure. Lorrie stated that Annette Hutcherson has done extensive research, which allowed her not to make any changes to the amount of credits; instead, the only changes will take place in the distribution of credits.

Ray Oberg asked how Polk State College's state board passage rates compare with schools who currently require fewer upper-division courses. Lorrie said that the passage rates do not apply to the RN to BSN program because students must possess the RN license before entering the program.

Maria Lehoczky asked what the length of the six credit courses would be, and Lorrie said that they are sixteen weeks, including the clinical rotation. Kevin Jones asked if more clinical content had been added, and Lorrie said that no, more didactic content had been added. The didactic content that has been added is in health promotion and wellness, which is found in NUR 4638C.

Lorrie said that as soon as these proposed changes are approved, a letter will be sent to inform ACEN (the accrediting body for the nursing program) of these changes because the College's nursing program is up for reaccreditation this fall.

Sylvester Little asked what transition strategy has been developed to help students who have taken some of the courses that are being merged. Lorrie said that the transition will vary depending upon where the student is within the program, and Annette Hutcherson has had discussions with Kathy Bucklew regarding the changes and the best way to accommodate the students. Part of the process will need to be manual. Lorrie said that the new and the old courses will run simultaneously until the students can be transitioned. There are four courses that have had no changes, and those are the courses that students are being encouraged to take currently. Sylvester and Ray asked approximately how many students this will impact, and Lorrie said that this change will impact more than thirty students.

Ray Oberg moved to approve; Greg Toole seconded. No further discussion; motion passed unanimously.

Greg Toole made a motion to adjourn the meeting; Kevin Jones seconded. Meeting adjourned: 3:52 pm.