

**Proposal for a New Academic Program**

**Institution: Western Oregon University**

**College/School: College of Education**

**Department/Program Name: Division of Education and Leadership**

**Degree and Program Title: Early Childhood Minor**

1. **Program Description**
2. Proposed Classification of Instructional Programs (CIP) number. 13.1210
3. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Early Childhood Minor is comprised of 18 credits of early childhood coursework, as a minor for non-Education majors. In many of our upper division courses, Early Childhood faculty have noticed an increase in enrollment from non-majors from fields such as ASL, Gerontology, Interdisciplinary Studies, and Psychology. When asked, these non-majors indicated they were interested in learning more about working with young children, but were not interested in pursuing a teaching license or working directly as a teacher in a formal school environment. This led us to the creation of the Early Childhood minor, with six education courses focused on young children and hot topics in early childhood education. Because these non-major students will not be pursing teacher licensure, there is no practicum or internship required as part of this minor.

This minor provides non-majors many options to customize their six courses in early childhood to meet their professional needs. Two required courses, ED 348 and ED 343 are courses that have taught for some time and are foundational courses in early childhood focusing on play and developmentally appropriate practices. The four additional "choose one" courses come from a list of high-interest / current affairs courses in early childhood that have been recently approved through Curriculum Committee, such as "Policy and Advocacy in Early Childhood”, and “Infant Mental Health".

1. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

CORE COURSES:

ED 343 Purposes of Play in Learning (Credits: 3)

ED 348 Developmentally Appropriate Practices (Credits: 3)

CHOOSE ONE:

* ED 231D Typical and Atypical Development (Credits: 3)
* ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) (Credits: 3)
* ED 380 Infant and Toddler Development (Credits: 3)

CHOOSE ONE:

* ED 285 Introduction to Families (Credits: 3)
* ED 383 Introduction and Overview of Infant Mental Health (Credits: 3)
* ED 419/519 Poverty, Young Children, and their Families (Credits: 3)

CHOOSE ONE:

* ED 420/520 Global Perspectives in Early Childhood Education (Credits: 3)
* ED 425/525 Early Childhood Policy and Advocacy (Credits: 3)
* ED 485/585 Contemporary Developments in ECE Leadership (Credits: 3)

CHOOSE ONE:

* ED 340 Standing on the Shoulders of Giants: History and Theories of Early Childhood Education (Credits: 3)
* ED 357 Approaches to Early Childhood Education: Montessori, Reggio, & Waldorf (Credits: 3)
* ED 448 Early Childhood Curriculum (birth-4th Grade) (Credits: 3)

Total: 18 credits

1. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

On campus delivery through hybrid, online, and face-to-face classes to meet the needs of working teachers.

1. Adequacy and quality of faculty delivering the program.

Current full-time tenure-track (3) and non-tenure-track (3) faculty in early childhood will deliver instruction. All current faculty have graduate degrees in early childhood education or related areas, experience from the field teaching young children and working with families, and experience teaching early childhood courses at the higher education level.

1. Adequacy of faculty resources – full-time, part-time, adjunct.

The College of Education at WOU has extensive resources (building, materials, human capital) to successfully launch this minor with existing courses.

1. Other staff.

This minor will be supported by College of Education staff who already serve the needs of education students and programs. No additional staff will be needed.

1. Adequacy of facilities, library, and other resources.

Facilities (RWEC building), library, and other resources are able to be accessed by early childhood students and faculty. No additional resources are needed.

1. Anticipated start date.

Fall 2019

1. **Relationship to Mission and Goals**
2. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

The Early Childhood Minor supports WOU’s mission of creating “lasting opportunities for student success through transformative education and personalized support”. Student success in this case is providing an opportunity for non-education undergraduate students who gaining knowledge and skills in working with Oregon’s youngest population. This supports student growth and future job success, if they are seeking a non-teaching career that required some knowledge of early childhood, eg. child therapist, school counselor, social worker, juvenile justice, deaf education, etc.

WOU’s vision includes:

* Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs, and
* Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.

Through the Early Childhood Minor, students outside of the education major will have the experience of learning from Education faculty and learning outside of their major in a trans-disciplinary way. Being able to connect ideas from different fields and collaborate with other professionals are skills that will be valuable to graduates seeking jobs.

1. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Oregon is currently focused on the needs of its youngest citizens, due to increasing poverty rates, the school-to-prison pipeline, and the effects of family trauma. This minor will provide students with knowledge, skills, and research-based strategies to support young children and their families in our local Oregon communities. By supporting and improving the lives of young children, graduates will be able to improve outcomes for future generations of Oregonians.

1. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:
2. improve educational attainment in the region and state;
3. respond effectively to social, economic, and environmental challenges and opportunities; and
4. address civic and cultural demands of citizenship.

The Early Childhood Minor meets statewide needs for professionals with some background knowledge of child development, early childhood education, and families; who will work in a variety of fields.

1. **Accreditation**
2. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The National Association for the Education of Young Children (NAEYC) creates standards for early childhood higher education programs. The proposed minor and all courses have been aligned with NAEYC standards. This minor will not culminate in either a teaching degree or a teaching license from the state.

1. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The Early Childhood Minor would not be included in the Council for Accreditation for Educator Preparation (CAEP) accreditation process as are most teacher education programs, due to the fact that the minor does not culminate in a teaching license or degree. However the minor would be subject to accreditation requirements for Northwest Commission on Colleges and Universities. Due to the already established courses with learning outcomes, assessments, rubrics, and alignment with appropriate standards, this minor would be well poised for accreditation.

1. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

1. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The steps taken will be for the Early Childhood faculty to continue on the path to re-accreditation through NWCCU with WOU. Counting graduates of the minor, surveying graduates, and seeking feedback from students and faculty in ways to further improve the minor once offered.

1. **Need**
2. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Approximately 10 non-education undergraduate students per year are anticipated to be enrolled in the minor for the next five years.

1. Expected degrees/certificates produced over the next five years.

N/A (this is a minor). However graduates would have the minor printed on their diploma. So 5-10 students per year would be expected to complete the minor and graduate from WOU each year for the next five years.

1. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

Students served could be all of the above, especially non-traditional students.

1. Evidence of market demand.

We are building the Early Childhood Minor due to the existing enrollment of non-education students in early childhood classes at the undergraduate level. There are many non-education fields in Oregon that seek a background and some knowledge of early childhood and child development, eg. child therapist, school counselor, social worker, juvenile justice, deaf education, etc.

1. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

1. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

This Early Childhood Minor would not lead to licensure.

Career paths could include: child therapist, school counselor, social worker, juvenile justice, deaf education, etc. Some of these career paths may require additional education at the graduate level depending on employer regulations.

1. **Outcomes and Quality Assessment**
2. Expected learning outcomes of the program.

Learning Outcomes for the Early Childhood Minor:

* Develop reflective professionals who are advocates for young children and their families.
* Create an inclusive climate where diversity is valued.
* Develop an understanding of educational policies, structures, and practices that influence young children and their families.

1. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported consistently to facilitate continuous improvement. This work will be managed by the faculty of the Early Childhood program.

1. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

3 Early Childhood Faculty members are tenure-track, and are subject to the requirements for scholarship for all tenure track faculty including publication in peer-reviewed journals, direct research on topics of early childhood education, and presentations at state and national early childhood conferences. 3 Early Childhood full time faculty members are non-tenure track, and although they are not required to publish and present, each of these faculty members presents at local and state conference on the topic of early childhood education. All faculty are subject to the requirements of the collective bargaining agreement.

Indicators of success of early childhood faculty members in research and/or scholarship would be research-to-practice type activities that inform our local community (Polk/Marion counties) and our state of Oregon, about the importance of the early years and share current research in a useful and appropriate way for teachers and families to understand and put into practice.

1. **Program Integration and Collaboration (NOT NEEDED FOR A NEW MINOR)**
2. Closely related programs in this or other Oregon colleges and universities.
3. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
4. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
5. Potential impacts on other programs.

**7. External Review (NOT NEEDED FOR A NEW MINOR)**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

*Revised May 2016*

**Instructions on Budget Outline form**

* + 1. **Whose viewpoint?**

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

* + 1. **No additional resources needed?**

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

* + 1. **Additional resources needed?**

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University Academic Year: 2016-2017

Program:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Column A**  From  Current  Budgetary Unit | **Column B**  Institutional Reallocation from Other Budgetary Unit | **Column C**  From Special State Appropriation Request | **Column D**  From Federal  Funds and Other Grants | **Column E**  From Fees,  Sales and Other Income | **Column F**  LINE  ITEM  TOTAL |
| **Personnel** |  |  |  |  |  |  |
| Faculty (Include FTE) |  |  |  |  |  |  |
| Graduate Assistants (Include FTE) |  |  |  |  |  |  |
| Support Staff (Include FTE) |  |  |  |  |  |  |
| Fellowships/Scholarships |  |  |  |  |  |  |
| OPE |  |  |  |  |  |  |
| Nonrecurring |  |  |  |  |  |  |
| **Personnel Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Other Resources** |  |  |  |  |  |  |
| Library/Printed |  |  |  |  |  |  |
| Library/Electronic |  |  |  |  |  |  |
| Supplies and Services |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Other Resources Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Physical Facilities** |  |  |  |  |  |  |
| Construction |  |  |  |  |  |  |
| Major Renovation |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Physical Facilities Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Column A**  From  Current  Budgetary Unit | **Column B**  Institutional Reallocation from Other Budgetary Unit | **Column C**  From Special State Appropriation Request | **Column D**  From Federal  Funds and Other Grants | **Column E**  From Fees,  Sales and Other Income | **Column F**  LINE  ITEM  TOTAL |
| **Personnel** |  |  |  |  |  |  |
| Faculty (Include FTE) |  |  |  |  |  |  |
| Graduate Assistants (Include FTE) |  |  |  |  |  |  |
| Support Staff (Include FTE) |  |  |  |  |  |  |
| Fellowships/Scholarships |  |  |  |  |  |  |
| OPE |  |  |  |  |  |  |
| Nonrecurring |  |  |  |  |  |  |
| **Personnel Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Other Resources** |  |  |  |  |  |  |
| Library/Printed |  |  |  |  |  |  |
| Library/Electronic |  |  |  |  |  |  |
| Supplies and Services |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Other Resources Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Physical Facilities** |  |  |  |  |  |  |
| Construction |  |  |  |  |  |  |
| Major Renovation |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Physical Facilities Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Column A**  From  Current  Budgetary Unit | **Column B**  Institutional Reallocation from Other Budgetary Unit | **Column C**  From Special State Appropriation Request | **Column D**  From Federal  Funds and Other Grants | **Column E**  From Fees,  Sales and Other Income | **Column F**  LINE  ITEM  TOTAL |
| **Personnel** |  |  |  |  |  |  |
| Faculty (Include FTE) |  |  |  |  |  |  |
| Graduate Assistants (Include FTE) |  |  |  |  |  |  |
| Support Staff (Include FTE) |  |  |  |  |  |  |
| Fellowships/Scholarships |  |  |  |  |  |  |
| OPE |  |  |  |  |  |  |
| Nonrecurring |  |  |  |  |  |  |
| **Personnel Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Other Resources** |  |  |  |  |  |  |
| Library/Printed |  |  |  |  |  |  |
| Library/Electronic |  |  |  |  |  |  |
| Supplies and Services |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Other Resources Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Physical Facilities** |  |  |  |  |  |  |
| Construction |  |  |  |  |  |  |
| Major Renovation |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Physical Facilities Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Column A**  From  Current  Budgetary Unit | **Column B**  Institutional Reallocation from Other Budgetary Unit | **Column C**  From Special State Appropriation Request | **Column D**  From Federal  Funds and Other Grants | **Column E**  From Fees,  Sales and Other Income | **Column F**  LINE  ITEM  TOTAL |
| **Personnel** |  |  |  |  |  |  |
| Faculty (Include FTE) |  |  |  |  |  |  |
| Graduate Assistants (Include FTE) |  |  |  |  |  |  |
| Support Staff (Include FTE) |  |  |  |  |  |  |
| Fellowships/Scholarships |  |  |  |  |  |  |
| OPE |  |  |  |  |  |  |
| Nonrecurring |  |  |  |  |  |  |
| **Personnel Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Other Resources** |  |  |  |  |  |  |
| Library/Printed |  |  |  |  |  |  |
| Library/Electronic |  |  |  |  |  |  |
| Supplies and Services |  |  |  |  |  |  |
| Equipment |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Other Resources Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Physical Facilities** |  |  |  |  |  |  |
| Construction |  |  |  |  |  |  |
| Major Renovation |  |  |  |  |  |  |
| Other Expenses |  |  |  |  |  |  |
| **Physical Facilities Subtotal** | 0 | 0 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |