

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability

NO.: AAC 09-03

COMMITTEE DATE: November 14, 2008

BOARD DATE: November 21, 2008

UNIVERSITY OF MASSACHUSETTS BOSTON

BACHELOR OF ARTS IN EARLY EDUCATION AND CARE IN INCLUSIVE SETTINGS

MOVED:

The Board of Higher Education hereby approves the expedited application of the **University of Massachusetts Boston** to award the **Bachelor of Arts in Early Education and Care in Inclusive Settings**

One year after graduating the program's first class, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in this report and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Francesca B. Purcell, Associate Commissioner for Academic and P-16 Policy

BOARD OF HIGHER EDUCATION

November 2008

University of Massachusetts Boston

Bachelor of Arts in Early Education and Care in Inclusive Settings

INTENT

The University of Massachusetts Boston filed an expedited application for the approval of a Bachelor of Arts in Early Education and Care in Inclusive Settings (EECIS). The proposed EECIS program is designed to train individuals who intend to work with children from birth through age 8 and their families in a wide variety of settings, including family child care, center-based programs, after-school programs, and family support and early intervention programs. A fully inclusive program serves all children regardless of abilities, socioeconomic background, culture, ethnicity, or family structure.

The proposed program intends to focus on the preparation of entry-level professionals and paraprofessionals, as well as to support the professional development of practitioners currently in the field focused on the development of disabled and nondisabled infants, toddlers, preschoolers, and youth. The proposed EECIS degree intends to offer five areas of concentration (most of which will also result in professional certifications from the Massachusetts Department of Early Education and Care and the Massachusetts Department of Public Health), targeting competencies needed for specific positions in the field:

- Infant/Toddler and Early Intervention
(Department of Early Education and Care Infant/Toddler Teacher Certificate and provisional certification as a Department of Public Health Early Intervention Specialist)
- Preschool Education and Care
(Department of Early Education and Care Preschool Teacher Certificate)
- Administration and Supervision of Early Education and Care Programs
(Department of Early Education and Care Director II Certificate)
- Family Support Including Home Visitor, Outreach, and Parent Education
- Youth and Community Outreach
(Department of Early Education and Care School-age Provider)

Program graduates will obtain the working knowledge of the dimensions of typical and atypical child growth and learning (language development, cognition, approaches to learning, social and emotional development, and physical and motor development); skills in assessment, curriculum development and implementation, family support, home and center-based program development and implementation, and proficiency in leadership, administration, and supervision. Graduates of the proposed program will be able to

create and/or modify environments and curriculum to ensure access and involvement by all children and their families in educational settings.

The University Board of Trustees approved the proposed program on September 26, 2008. In accordance with BHE guidelines for the expedited review of new programs, a letter of intent for the proposed program was distributed to all public colleges and University presidents and chancellors on September 10, 2008. No comments were received.

MISSION

The proposed EECIS is consistent with the University's mission, particularly in regard to access, innovation, and workforce development, as it seeks to reduce the barriers to education and offer support for professional advancement for the early education and care workforce in Boston and its surrounding areas.

NEED AND DEMAND

Since the 1990s, the field of early child care and education has become more professionalized due in part to a growing body of research confirming that early education and care programs provide important preparation for young children, and that well-trained, qualified teachers and providers are necessary to promote children's development and learning outcomes. Over the last two decades, there are many indicators that the field of early education and care has been moving toward higher degree requirements:

- The National Association for the Education of Young Children (NAEYC) Accreditation is requiring early education and care professionals to work toward bachelor's degrees.
- Head Start is requiring that 50 percent of teachers have bachelor-level degrees by 2011.
- Early Intervention Specialists (individuals who work with infants and toddlers to support children at risk for developmental delays) require a bachelor degree.
- Boston's recent focus on Early Childhood. "Thrive in Five," will be using NAEYC Accreditation and "percent (%) of teachers with at least a bachelor degree" as indicators of *Ready Educators*.
- The Department of Early Education and Care's Universal Pre-K initiative states, "The most effective early education teachers have a bachelor degree," following findings from the 2001 National Research Council Report (Bowman et. al., 2001).

In Boston, there are more than 1,000 early care and education professionals who may seek to earn bachelor degrees in the next decade to meet increasing post-secondary degree requirements for national accreditation, as well as the Massachusetts Universal Pre-K initiative (Connaghan and Zimmerman, 2007). The University of Massachusetts

Boston has identified over 50 students who are interested in pursuing a baccalaureate degree in early education and care who are not interested in an undergraduate program leading to public school teaching licensure for grades K-2 but wish to pursue employment in the areas of early education and care that do not require licensure. The proposed EECIS is a baccalaureate degree program designed specifically for this purpose.

No existing program at the University of Massachusetts Boston directly responds to these students' career interests. The Universities of Massachusetts Amherst, Dartmouth, and Lowell do not offer an early childhood education undergraduate program similar to the proposed EECIS. Similarly, the early childhood education degrees at nearby institutions—Boston College, Lesley University, and Wheelock College—are licensure programs for preschool to grade 2. The proposed program is specifically designed for individuals working or seeking to work in early education and care community settings that do not require such licensure.

Bridgewater State College (BSC) and University of Massachusetts Amherst's University without Walls are the two most comparable programs. However, BSC is 40 miles from the University of Massachusetts Boston's harbor campus, thus resulting in little to no overlap due to the distance between the institutions. University without Walls is a fully online course of study, while the proposed University of Massachusetts Boston program will offer face-to-face courses.

PROGRAM EFFECTIVENESS

Goals	General strategies to achieve the goals	Tools to measure the goals' achievement
<p>Graduates of this program will have 100% job placement before or at the time of graduation in birth to three settings or community-based youth education and service organizations.</p>	<p>Due to the advanced degree workforce demands of the Department of Early Education and Care (DEEC), students will be recruited from their current early education and care employment sites that require professional development. This program would also be able to recruit students by meeting ongoing needs for professional development in order to maintain continuous job security.</p> <p>When the students are in the program, they will be receiving continuous career advising and semester-based job placement interviews in collaboration with community early education and care partners via Institute for Community Inclusion (ICI), PAC, etc.</p> <p>Field-based program delivery and internship programs will help the students to have an early exposure to potential future employment opportunities.</p>	<p>This will be measured through the end-of-program exit survey in conjunction with Graduate College of Education graduation exit survey.</p> <p>At the end of each career advising and related activity, a formalized feedback form will be available for the students to provide comments on the effectiveness/meaningfulness of the individual career-advising session and activities.</p> <p>At the end of the fifth year of program implementation, data from the last five years will be examined to measure the progress and success of the program.</p>
<p>At least one third (about 30-33%) of the EECIS baccalaureate degree program graduates will return and pursue a Master's degree in early childhood education or related area of study in the Department of Curriculum and Instruction at the University of Massachusetts Boston.</p>	<p>There will be a semi-annual alumni newsletter via e-mail and program Web site to regularly announce the master program update for recruitment.</p> <p>Through offering of semi-annual EECIS professional development workshops and mentoring programs, potential Master's degree students will be recruited for continuous professional advancement in the field.</p>	<p>This will be measured by examining the graduate studies applications and annual report by the University of Massachusetts Office of Institutional Research.</p> <p>At the end of the fifth year of program implementation, data from the last five years will be examined to measure the progress and success of the program.</p>
<p>At least one third (about 30-33%) of the graduates of this program will be in a leadership position in early-education-and care-related programs in greater Boston and surrounding areas.</p>	<p>Linkages will be maintained with graduates' employment sites (e.g., mentoring for professional development; alumni serving on EECIS advisory council) in order to utilize these sites as Professional Development School (PDS) sites for future field-based internship placements.</p>	<p>This will be measured by reviewing the office of field experience placement records.</p> <p>At the end of the fifth year of program implementation, data from the last five years will be examined to measure the progress and success of the program.</p>

Goals (cont.)	General strategies to achieve the goals (Cont.)	Tools to measure the goals' achievement (Cont.)
<p>The programs' annual recruitment will average 40-50 students. The students' matriculation and program completion rates will exceed national undergraduate graduation average rate.</p>	<p>Continuously seek out the Commonwealth's Building Careers grants (or other financial incentive programs) to provide new recruits with financial support to start the program; continuously provide face-to-face academic advising and further support for retention to lead to the successful degree completion.</p>	<p>The annual EECIS program report to the department of Curriculum and Instruction will include number of recruits, retentions, drop out, stop out, and degree completion.</p> <p>At the end of the fifth year of program implementation, data from the last five years will be examined to measure the progress and success of the program.</p>
<p>At least 15-20% of recruited students will be from historically under- represented populations in the field of early education and care field (e.g., African American Male, Hispanic American Male, Asian American Male, and White Male)</p>	<p>Advertise recruitment materials written in the primary language of the racial or ethnic group(s) targeted by UMB EECIS program and the field of early education and care.</p> <p>Encourage male minority students in the program or on campus to assist with outreach at any recruitment event.</p> <p>Collect feedback on each individualized or group recruitment event from the student candidates.</p> <p>Make the program more visible through advertising in minority community's traditional and non-traditional educational organizations.</p>	<p>Feedback on each recruitment activity, individualized follow up, number of applications as well as admission, retention rate, and degree completion rate will be recorded to measure program success on this particular matter.</p>
<p>25-30% of Boston area early education and care practitioners will hold a degree or will be working on University of Massachusetts Boston EECIS degree.</p> <p>(Long-term goal: By year 2020, about 40-50% of Boston area early education and care practitioners will hold a University of Massachusetts Boston EECIS degree)</p>	<p>Field-based recruitment, teaching, advising, and career mentoring.</p> <p>At least one full-time staff for EECIS field-based recruitment, mentoring, and advising.</p>	<p>In collaboration with ICI and Boston EQUIP, EECIS will conduct a city-wide survey to measure the impact (note: EECIS degree program assessment-research will be articulated with a grant in Year 4).</p>

ACADEMIC AND RELATED MATTERS

Admission

To apply for admission, students are required to submit a completed application, an admissions fee, an essay, and official copies of the SAT I or ACT test score report as required by the University of Massachusetts Boston admissions policies. Exceptions to this policy are freshman or transfer applicants who have been out of high school for more than three years and transfer applicants with 24 or more college-level credits. These students must submit transcripts from high school (freshman) or all colleges and universities (transfer students) and have a minimum GPA of 2.5.

Students not accepted to the EECIS program who are in need of English as a Second or Other Language (ESOL) or Adult Basic Education (ABE) courses will be referred to appropriate programs at the University of Massachusetts Boston or local community colleges to support the Commonwealth's various initiatives to develop the early child care and education workforce.

Enrollment

Nontraditional students who are currently working in the early child care and education field will be the primary population of prospective students. The University anticipates that it will enroll approximately 40-50 new students each fall for the first four years.

(Note: The number of new recruits in the chart below includes all students that expressed an interest in early childhood and enrolled in at least one Early Childhood Education and Care in Inclusive Setting course. Matriculated students are students that have completed the University of Massachusetts application process and have been formally accepted into the University in the Early Childhood Education and Care Inclusive Setting degree program.)

Year	Number of New Recruits	Number of Matriculated Students	Approximate Total of Students in the Degree Program	Approximate Number of Students' Degree Completers/Graduates
Spring 2009- Cohort 1	52	25	52	N/A
Year 1, Fall 2009- Cohort 2	40-50	50	100	N/A
Year 2, Fall 2010- Cohort 3	40-50	125	150	N/A
Year 3, Fall 2011- Cohort 4	40-50	150	200	50
Year 4, Fall 2012- Cohort 5	40-50	150	200	50
Year 5, Fall 2013- Cohort 6	40-50	150	200	50

Curriculum (Attachment A)

Students in the proposed EECIS baccalaureate degree will complete a total of 120 credits (81 general education credits, 27 major credits, and 12 concentration/elective credits). The program intends to offer five areas of concentration:

- Infant/Toddler, and Early Intervention
- Preschool Education and Care
- Administration and Supervision of Early Education and Care Programs
- Family Support Including Home Visitor, Outreach, and Parent Education
- Youth and Community Outreach

Every major course within the degree program will include disciplinary knowledge and practices of early intervention and inclusion and meet the standards of the *Council for Exception Children* (the national professional organization for children with special needs). The University believes that the curriculum design will strengthen the overall quality and skills of the early childhood education workforce and will be responsive to federal laws concerning the education of children with special needs.

RESOURCES

Faculty

Presently, four current full-time faculty members will teach five EECIS courses based on their areas of expertise with the remaining courses being taught by adjunct faculty during the first year. In order to deliver the courses by full-time EECIS faculty, the program is committed to hiring at least one more tenure track faculty member and two full-time lecturers.

Administration

The EECIS program will be housed and administrated through the Department of Curriculum and Instruction in the Graduate College of Education. The proposed EECIS will require a full-time advising staff that can work both inside and outside of the University of Massachusetts Boston campus, working directly in the community for early education and care related recruitment, orientation, mentoring for successful retention, high rate of degree completion, and 100 percent employability.

BUDGET (Attachment B)

The University submitted a detailed first-year and multi-year budget for the proposed program.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The external review team was comprised of three early childhood professionals: Dr. Carol Donnelly, professor in the education department at Worcester State College; Dr. Edgar Klugman, Professor Emeritus Early Care and Education and Child and Family Policy at Wheelock College; and Ms. Karen Tewhey, Director of Policy and Program Development at Early Childhood Associates, Inc., and former Associate Commissioner of Quality and Workforce Development, at the Massachusetts Department of Early Education and Care. The review team completed a paper review of the final application and an onsite review of the proposed program on August 20, 2008.

- a. The external review team expressed strong support of the proposed program and suggested a few minor recommendations for improvement in course sequencing and

practicum oversight, all of which the University appropriately addressed in an institutional response. The review team noted that the program is the first in a Massachusetts public urban institution of higher education to have been designed for the full breadth of the early child care and education field, being neither a modification of an existing Department of Elementary and Secondary Education public school teacher licensure program nor a modification of a Department of Public Health early intervention program and could very likely become a national model.

STAFF ANALYSIS AND RECOMMENDATION

Department staff thoroughly reviewed all documentation submitted by the University, the external reviewers, and the President's Office of the University. The staff is satisfied that the University of Massachusetts Boston has developed a quality program that will meet the needs of students, the Commonwealth, and the profession.

Recommendation is for approval of the Bachelor of Arts in Early Education and Care in Inclusive Settings. Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in this report and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

ATTACHMENT A: Curriculum Outline

University of Massachusetts Boston

Bachelor of Arts in Early Education and Care in Inclusive Settings (EECIS)

Major Required (Core) Courses (9 Total courses required = 27 credits)		
Course Number	Course Title	Credit Hours
ECHD 201	Foundations of Early Intervention and Education for All Young Children	3
ECHD 211	Developmental Characteristics of All Young Children Birth to Age Eight	3
ECHD 221	Supporting Young Children's Social Interaction and Emotional Growth	3
ECHD 290	Internship in Early Education and Care 1	3
ECHD 317	Responsibility and Ethics in Early Education and Care	3
EDCG 406	Sociocultural Perspectives: Building Family, Community and School Relationships	3
ECHD 440	Language Development and Literacy in Early Childhood	3
ECHD 422	Observing, Documenting and Assessing in Early Childhood	3
ECHD 492	Internship in Early Education and Care 2	3
	Subtotal Core Credits	27
Required Concentration Courses (2 courses = 6 credits)		
Course Number	Course Title	Credit Hours
Area of concentration: Infant, Toddler, and Early Intervention		
ECHD 208	Introduction to Infant and Toddler Care and Education	3
ECHD 466	Early Intervention Curriculum, Methods, and Services	3
Area of concentration: Preschool Education and Care		
ECHD 441	Science and Mathematics Instruction for all Young Children	3
ECHD 430	Technology for All Young Children	3
Area of concentration: Administration and Supervision of Early Education and Care Programs		
ECHD 420	Instructional Strategies for All Young Children with a Focus on Creative Arts	3
ECHD 459	Administration and Supervision of Programs for Young Children	3
Area of concentration: Family Support. Including Home Visit, Outreach, and Parent Education		
ECHD 208	Introduction to Infant and Toddler Care and Education	3
ECHD 435	Family Systems, Supports and Engagement	3

Area of concentration: Youth and Community Outreach		
ECHD 449	Sheltered English Instruction (SEI) for urban Practitioners	3
ECHD 457	Youth Education in Out-of-School Settings Through Community-Based and Youth Service Organizations	3
	Subtotal Required Concentration Credits	6
Elective Concentration Courses (2 courses = 6 credits)		
Course Number	Course Title	Credit Hours
Areas of concentration: Infant, Toddler, and Early Intervention (Choose 2 courses from the list)		
ENGL335	Children's Literature	3
ANTH L301	Childhood in America	3
ANTH 285	Language and Culture	3
Psych 300	Personality	3
Sociol 242	The Family	3
Psych 441	Family and the Child	3
Area of concentration: Preschool Education and Care (Choose 2 courses from the list)		
ECHD 487	Literacy Mentoring	3
ANTH L301	Childhood in America	3
ENGL335	Children's Literature	3
ANTH 285	Language and Culture	3
Psych 447	Cognitive Development	3
Psych 441	Family and the Child	3
Sociol 242	The Family	3
Area of concentration: Administration and Supervision of Early Education and Care Programs (Choose 2 courses from the list)		
ENGL335	Children's Literature	3
PSYCH350	Learning and Memory	3
AMST 350	Race, Class, Gender	3
ECDH 450	Leadership in Early Education and Care	3
ECHD 487	Literacy Mentoring	3

Area of concentration: Family Support, Including Home visit, Outreach, and Parent Education (Choose 2 courses from the list)		
WOST 100	Women in Society	3
Sociol 242	The Family	3
ANTH 285	Language and Culture	3
Psych 300	Personality	3
AMST 301L	Childhood in America	3
ANTH L301	Childhood in America	3
Area of concentration : Youth and Community Outreach (Choose 2 courses from the list)		
Sociol 201	Youth and Society	3
Sociol 242	The Family	3
ANTH L301	Childhood in America	3
Sociol 336	Sociology of Education	3
AMST 350	Race, Class, Gender	3
PSYCH350	Learning and Memory	3
Sociol 440	Sociology of Knowledge	3
	Subtotal Concentration Elective Credits	6
Distribution of General Education Requirements		Number of Credits
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		
Arts and Humanities, including Literature and Foreign Languages		15
Mathematics and the Natural and Physical Sciences		9
Social Sciences		9
English 101, English 102, First-Year Seminar, Intermediate Seminar, Two diversity courses		18
General Education Electives		30
Subtotal General Education Credits		81
Curriculum Summary		
Total number of courses required for the degree		40
Total credit hours required for degree		120
Prerequisite or Other Additional Requirements:		
AMST 301L - No Pre Reg; AMST 350 – UD Div. No Pre Reg for standing; ANTH 285 – Pre Reg ANTH 106 or permission of the instructor; ANTHL – Sophomore standing previously working on AMST, Cultural ANTH, or Soc History, US Div.; ENGL 335 – no Pre Reg, assuming completion of ENGL 101/102; PSYCH 300 – Pre Reg PSYCH 100 or 101; PSYCH 350 – Pre Reg PSYCH 100 or 101; PSYCH 441 - Pre Reg PSYCH 341 (PSYCH 341 Pre Req PSYCH 100 or 101); PSYCH 447 - Pre Reg PSYCH 341 (Pre Reg PSYCH 101), 342 Pre Reg PSYCH 100 or 101), or 350 Pre Reg PSYCH 100 or 101); SOC 210 - Pre Reg SOC 101; SOC 336 - Pre Reg SOC 101; SOC 440 - Pre Reg SOC 101 and Junior standing; WOST 100 – no Pre Reg, SB/US Div.		

Attachment B: Budget

University of Massachusetts Boston

Bachelor of Arts in Early Education and Care in Inclusive Settings (EECIS)

First Full-Year Operation (2009-2010)

	Description	Number	One-Time Costs	Annual Operating Costs
Faculty	Tenure track faculty	1		\$70,000
	Lecturers (per course)	4		\$18,000
Staff	Advising staff (20% time, paid by Building Careers Grant)	1		\$12,000
	Administrative Assistant	1		37,000
	Graduate Assistant (10 hours/week)	1		\$7,000
Instructional Materials (Includes library resources)	Journal subscriptions			\$450
	Developmental Screening Kits			\$2,000
Space	Renovation of existing space		\$2,000	
Equipment	Laptop computers	3	\$6,000	
	Printers	3	\$600	
	Office Furniture		\$3,000	
Field & Clinical Resources	Travel for instructors, advisor			\$1,500
Total Costs:			\$8,600	\$147,950

Steady State Operation (2011-2012)

	Description	Number	One-Time Costs	Annual Operating Costs
Faculty	3 full-time (at least one tenure-track and 2 full-time lecturers)	3		\$200,000
	Part-time lecturers (4-6 courses)	4-6 courses		\$22,500
Staff	Advising staff	1		\$60,000
	Administrative Assistant	1		\$37,000
	Graduate Assistant	1		\$14,000
Instructional Materials (Includes library resources)	Journal subscriptions			\$450
	Developmental Screening Kit Updates			\$2,000
Space				
Equipment	Laptop computers	1/year		\$2,000
Field & Clinical Resources	Travel for instructors, advisor			\$3,000
Total Costs:				\$340,950