

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC 18-17

**COMMITTEE DATE:** January 16, 2018

**BOARD DATE:** January 23, 2018

---

**APPLICATION OF THE FRAMINGHAM STATE UNIVERSITY TO AWARD THE  
BACHELOR OF SCIENCE IN CHILD AND FAMILY STUDIES**

**MOVED:** The Board of Higher Education hereby approves the application of the **Framingham State University** to award the **Bachelor of Science in Child and Family Studies**.

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 the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

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

Contact: Winifred M. Hagan, Ed.D., Associate Commissioner for Academic Affairs and Student Success

# **BOARD OF HIGHER EDUCATION**

**January 2018**

## **Bachelor of Science in Child and Family Studies**

### **INTENT AND MISSION**

The mission of Framingham State University (FSU) is to prepare students for productive lives, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century. The University serves as an important educational and cultural center in the MetroWest region.

The proposed Child and Family Studies major aligns closely with the FSU mission to prepares students to become thoughtful and responsible citizens who participate in and serve as teachers and leaders in the profession of early education and care. It is intended that students in the proposed program will have the opportunity to foster positive developmental and learning experiences for young children and their families. While studying in the Child and Family Studies major, students investigate significant bodies of knowledge, learn to think critically and communicate effectively. They engage in active learning and in service work. It is anticipated that graduates of the Child and Family Studies major will help meet the significant employment needs of the MetroWest region, and more broadly the Commonwealth of Massachusetts

The proposed program is further intended to prepare students to work as early childhood educators (age birth - 8) in the mixed delivery system, including in early intervention, private and public pre-school settings, family child care centers, Head Start, and out-of-school childcare settings. Students who complete this major will be eligible to apply for their infant, toddler, or preschool teaching certification from the Massachusetts Department of Early Education and Care (EEC). It is also intended that students will be prepared to assume leadership roles in the field as directors of early childhood centers or as staff at state level agencies. After completing a major in Child and Family Studies, it is intended that students will also be prepared to pursue graduate studies in connected fields.

The proposed program obtained all necessary governance approvals on campus and was approved by the Board of Trustees of Framingham State University on June 19, 2017. The required letter of intent was circulated on October 23, 2017. No comments were received.

### **NEED AND DEMAND**

#### *National and State Labor Market Outlook*

The proposed Child and Family Studies major is expected to address significant personnel needs in this field regionally and nationally. High turnover rates have been noted as problematic and creating a significant workforce shortage in this industry, which in turn supports workers in multiple other industries. During 2017, the Boston Globe published several articles regarding the MA need to better address the needs of young children that have been wait-listed due to shortages of child-care programs and of early educators to lead the programs, as well as care for and teach young children.

Reports by the Bureau of Labor Statistics predict that, on a national level, employment needs in this industry are expected to grow by 7% between 2014 and 2024. According to the Massachusetts Executive Office of Labor and Workforce Development, between 2016 and 2018 in the MetroWest area, there will be a 9.3% increase of jobs in education administration for pre-school and child-care programs. Employment projections for preschool teachers in the MetroWest area further suggest a 9.8% increase in these jobs during this same timeframe. In addition, during 2017, approximately 180 early education and care centers from the MetroWest area posted employment positions in Framingham State University's RamTrack (an online job posting database for students, alumni, and employers).

Increased attention also has focused on the need to better prepare teachers and directors who work in the field of early education and care with young children and their families. In 2014, New America, a nonpartisan public policy institute, released *Beyond Subprime Learning: Accelerating Progress in Early Education*.<sup>5</sup> This report noted that high quality early education is critical and that teachers serve a vital role in the academic success of children. The report drew attention to increased activity with philanthropies that are investing in family based initiatives, drawing attention to the need to work collaboratively in support of young children. In April 2015 the Institute of Medicine of the National Academies of Sciences also released a report titled *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.<sup>6</sup> The report discussed how the early years provide a critical foundation for lifelong progress. However, the need for more consistent support for the development and early learning of children was a key consideration of the report. It was noted that the expectations for those who care for young children have not kept pace with what science indicates children need and that changes need to be made in this area. The report called for high quality preparation for those who work in this field.

Reports by the Bureau of Labor Statistics further predicts that on a national level, employment need in this field is expected to grow by 7% between 2014 and 2024. According to the Massachusetts Executive Office of Labor and Workforce Development, between 2016 and 2018 in the MetroWest area, there will be a 9.3% increase in jobs of education administrators for pre-school and child care programs. Employment projections for preschool teachers in the MetroWest area suggest that there will be a 9.8% increase in these jobs during this same timeframe. In addition, within the past year, approximately 180 early education and care centers from the MetroWest area posted employment positions at FSU.

### *Student Demand*

A survey was administered to current Framingham State University undergraduate students in June 2017 to obtain a sense of their interest in the Child and Family studies major. Of the 287 students who completed the survey, 44.6% of the respondents indicated that they were somewhat likely or very likely to pursue the Child and Family Studies major. Students enrolled in the College of Education were the most likely to choose the major, followed by undeclared students and students enrolled in the College of Social and Behavioral Sciences. The top six majors most likely to choose Child and Family Studies were Early Childhood Education, Elementary Education, Sociology, Psychology, English, and enrolled students still exploring their options before declaring a major.

## **OVERVIEW OF PROPOSED PROGRAM**

Students who pursue the proposed Child and Family Studies program prepare to work as early childhood educators (age birth - 8) in the mixed delivery system, including in early

intervention, private and public preschool settings, family child care centers, Head Start, and out-of-school child care settings. It is planned that students who complete this major will be eligible to apply for their infant, toddler, or preschool teaching certification from the Massachusetts Department of Early Education and Care (EEC). It is further expected that students will be prepared for leadership roles and certification as directors of early childhood centers or to serve as staff with state level agencies. The proposed Child and Family Studies major falls under the College of Education at FSU and is currently accredited by National Council for Accreditation of Teacher Education (NCATE). The next national accreditation visit is scheduled for 2021 with Council for the Accreditation of Educator Preparation (CAEP, formally NCATE).

FSU began to work on the Child and Family Studies major during the summer of 2015 when a needs assessment was developed with input from faculty and staff from the Education Department and regional Readiness Center. In October 2015, the needs assessment was distributed to directors and program administrators of EEC-licensed centers in the MetroWest area. Fifty-eight center directors and program administrators responded, indicating that 79% require staff to obtain a bachelor degree in the field; 84% of the participants further indicated that they would refer their staff to this program. In addition, almost 58% indicated that they had submitted a Quality Rating and Improvement System (QRIS) application to MA EEC. One of the standards of QRIS focuses on workforce development and professional qualifications. In order for a center to receive a high level ranking, teachers must hold a minimum of a bachelor degree. In addition, all Head Start and NAEYC Accredited early childhood programs for children throughout MetroWest meet standards that require 75%-80% of early educators to have a minimum qualification of a bachelor degree in early childhood education or closely related field such as the proposed Child and Family Studies program.

During 2015 a needs assessment also was distributed to EEC center teachers and assistant teachers in the MetroWest area. Twenty-six responses were received and this data showed 56% of the respondents have interest in undertaking a B.S. degree in Child and Family Studies at FSU. Respondents were asked what types of support services they would need to pursue this degree. Almost 59% of the respondents indicated that they would need financial assistance with 46% indicating they would apply to the Early Childhood Educators Scholarship Program. After results of the needs assessments were reviewed, the two faculty member and FSU's childcare center directors co-chaired the development of the proposed program, and convened a working committee comprised of faculty from the Education Department in collaboration with the University's Psychology and Sociology Departments.

### *Duplication*

Within the MetroWest region of the Commonwealth of Massachusetts, there are no existing programs for a B.S. in Child and Family Studies that prepare students to participate in the early education and care field as teachers and directors of centers and that meet Head Start and NAEYC standards for early educators. Within the public system of higher education similar programs exist at Bridgewater State University – B.S. in Early Education and Care – birth through K; Fitchburg State University – B.S. in Early Childhood Education – birth through age 8; Salem State University – B.S. in Early Education and Care; Worcester State University – B.S. Early Education and Care; UMass Boston – BS in Early Education and Care in Inclusive Settings (EECIS), Birth through Age 5. The proposed FSU program is reported to be unique in its' strong focus on family involvement, family engagement, and collaboration across families, educational settings, and communities. The proposed program is expected to underscore how, by working together, families, educators, and communities support the holistic development and education of children

and can prepare children from varied socio-economic, cultural, and geographic backgrounds for a promising future.

## **ACADEMIC AND RELATED MATTERS**

### *Admission*

The general admission requirements for first year students at all state universities have been established by the Massachusetts Board of Higher Education and require 17 college preparatory courses in each academic subject including 4 English courses, 4 mathematics, courses, 3 science courses, 2 social science courses, 2 foreign language courses, and 2 electives. The minimum average GPA for freshman applicants, weighted for accelerated courses (Honors and Advanced Placement), is 3.0. The sliding scale is used when an applicant's recalculated GPA is below a 3.0. No candidate, applying as a first-year freshman with a high school GPA below 2.0 may be admitted to a state university.

FSU welcomes more than 600 transfer students each year from community colleges and four-year institutions. FSU participates in the MassTransfer Pathways for Early Childhood Education and it is planned that the proposed Child and Family Studies program will meet the A2B and Commonwealth Commitment transfer requirements for students entering from another public institution. It is also anticipated that dual enrollment opportunities will be supported with this new major.

### **Program Enrollment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
New Full-Time	15	15	15	15
Transfers Full-Time	5	5	5	5
Continuing Full-Time	0	20	40	60
New Part-Time	5	5	5	5
Continuing Part-Time	0	5	10	15
<b>Total</b>	<b>23</b>	<b>43</b>	<b>65</b>	<b>87</b>

### *Curriculum (Attachment A)*

FSU plans to offer a variety of course formats for the Child and Family Studies major, including online and hybrid courses. In addition, some faculty who will teach the connected courses will offer them during the evening hours.

### *Internships*

## **RESOURCES AND BUDGET**

### *Fiscal (Attachment B)*

### *Faculty and Administration (Attachment C)*

It is anticipated that faculty and staff from the Education Department will teach the required courses of the Child and Family Studies major. In addition, two required courses which are

housed in the Psychology and Sociology Departments will be taught by faculty from those departments.

#### *Facilities, Library and Information Technologies*

FSU plans that existing resources will support and enrich the experiences of students in the Child and Family Studies major including two NAEYC-Accredited early childhood centers on campus, that offer high quality education and care for children ages two years and nine months through five years old. One of these centers, the Jeanne M. Canelli Child Development Lab, serves as a teaching laboratory for FSU students interested in teaching young children and conducting research in child development, psychology, and sociology.

The University also maintains a comprehensive library, the Henry Whittmore Library, to assist students with their studies. The library is a vital, vibrant part of the FSU community. A comprehensive curriculum library also is housed within the library, which supports active, collaborative learning, and provides materials, resources and technology for lesson planning, teaching, and scholarship. FSU information technologies are current and well-supported. Professional staff and student workers collaborate with others to provide the infrastructure necessary for the alignment, integration and advancement of information management and technology applications within FSU's academic programs, student services and university operations.

#### *Affiliations and Partnerships*

FSU plans to convene an advisory board comprised of faculty, staff and community members, including professionals and employers from the early childhood field and family support programs. It is planned that the advisory will meet twice a year to review the curriculum of the major, as well as consider updates in the rapidly-changing field. FSU is in the process of convening the advisory board for the Child and Family Studies major. A list of invited advisors was included in the petition.

## PROGRAM EFFECTIVENESS

The proposed Child and Family Studies major has a strong focus on family involvement, family engagement, and collaboration across families, educational settings, and communities. Research indicates that the most effective programs for young children include professionals who are proficient in working across cultures and contexts with families, educators, and the larger community to support the holistic development, care and education of young children.

Goal	Measurable Objective	Strategy for Achievement	Timetable
<p>Through the Child and Family Studies major, students will prepare to work as early childhood educators (ages birth - 8) in the mixed delivery system, including in early intervention, private and public pre-school settings, family child care centers, Head Start, and out-of-school child care settings. Students who complete this major will be eligible to apply for their infant, toddler, or preschool teaching certification from the Massachusetts Department of Early Education and Care (EEC). Students also will be prepared to assume leadership roles in the field as directors of early childhood centers or as staff with state level agencies. Within the Child and Family Studies major, a strong focus is placed on family involvement, family engagement, and collaboration across families,</p>	<p>Framingham State University will designate a faculty member to serve as coordinator of the Child and Family Studies major.</p>	<p>A faculty member will be designated to serve as coordinator of the Child and Family Studies program and receive either a course reduction or a stipend to undertake this role.</p>	<p>Year 1</p>
	<p>Framingham State University will convene an advisory board for the Child and Family Studies major comprised of faculty, staff and community members, including professionals from the Early Childhood field and family support programs. The advisory board will be convened by the program coordinator and meet twice a year.</p>	<p>Meeting agendas and minutes will reveal that the advisory board met twice a year to review the Child and Family Studies major and provide guidance.</p>	<p>Years 1-5</p>
	<p>Framingham State University will increase enrollment in the Childhood and Family Studies major by twenty students each year for the first five years.</p>	<p>Framingham State University will verify that student enrollment in the Child and Family Studies major increased by twenty students each year. The program faculty and staff will collaborate with diverse groups to support recruiting efforts.</p>	<p>Years 1-5</p>
	<p>Framingham State University will convene a half-day professional development retreat for faculty and staff who teach in the Child and Family Studies major. Thereafter, this will occur on a yearly basis.</p>	<p>Meeting agendas and minutes will reveal that a professional development retreat for faculty and staff who teach in the Child and Family Studies major occurred on a yearly basis.</p>	<p>Years 1-5</p>

<p>educational settings, and communities. It is recognized that by working together, families, educators, and communities support the holistic development and education of children and can prepare children from varied socio-economic, cultural, and geographic backgrounds for a promising future.</p>	<p>Framingham State University will implement a post-graduation survey to obtain employment information on graduates.</p>	<p>The survey will reveal that 80% or higher of the program graduates obtained employment in the Early Education and Care field as teachers or as directors of centers/program administrators.</p>	<p>Year 4 on</p>
	<p>Framingham State University will complete a review of the Child and Family Studies major. The review will encompass information connected to curriculum, graduation rates and employment.</p>	<p>A program review report will be submitted to the Office of the Provost. The assistance of the advisory committee will be garnered during the program review.</p>	<p>Year 5</p>



## **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

This proposal was reviewed by Jane Cohen DeHaven, MSW, Coordinator of the Early Childhood Alliance for the Framingham Public Schools in Framingham MA, and Timothy Reagan, Ph.D., Dean of the College of Education and Human Development at the University of Maine in Orono.

The reviewers found the proposed program to be closely aligned with the FSU mission with a well-conceptualized curriculum that will meet a significant, critical workforce need in Massachusetts. In addition, the team noted that the highly qualified members of the faculty are a strong asset to the program. The review team also found the interdisciplinary scope of the major to enable students to be well-prepared for what is a highly interdisciplinary field. The reviewers recommended that FSU add a research-based, 'strengthening families' approach to the curriculum in addition to various suggestions regarding language and culture for specific course adjustments. As well, non-credit seminars were suggested as a means of professional development opportunities in preparing for workforce demands.

FSU responded in appreciation and agreement with the external reviewers' recommendations and suggestions. Adjustments were made regarding the strengthening families approach and plans are underway to further embed knowledge of linguistic and cultural components within syllabi. FSU had anticipated offering professional development sessions and plans are underway for these as well.

## **STAFF ANALYSIS AND RECOMMENDATION**

Staff thoroughly reviewed all documentation submitted by Framingham State University and the external reviewers. Staff recommendation is for approval of the proposed **Bachelor of Science in Child and Family Studies** program.

## ATTACHMENT A: CURRICULUM

Required (Core) Courses in the Major (Total # course-credits required =12)		
Course Number	Course Title	Course-Credit Hours
<b>Core Courses</b>	<b><i>Eight (8) core major courses:</i></b>	
CFST 209	Disability in Society	1 course-credit
CFST 212	Child, Family, School, and Community: Connections and Collaborations	1 course-credit
CFST 390	Special Topics in Child and Family Studies	1 course-credit
CFST 440	Research in Child and Family Studies	1 course-credit
EDUC 205	Race, Class, Culture, and Language in Education	1 course-credit
EDUC 305	Educational Policy	1 course-credit
PSYC 200 Or PSYC 201	Psychology of Development or Child Development	1 course-credit
SOCI 212	Sociology of Families	1 course-credit
<b>Concentration Core</b>	<b><i>Concentration</i></b> – Early Education and Care (Birth – 8) Focused on Curriculum and Administration of EEC Settings - <b><i>four (4) courses:</i></b>	
CFST 301	Infant and Toddler Curriculum	1 course-credit
CFST 311	Pre-school Curriculum: Language Development and Early Literacy	1 course-credit
CFST 312	Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art	1 course-credit
CFST 405	Administration and Leadership of Early Education and Care Settings	1 course-credit
	<b><i>Sub Total Credits</i></b>	12 course-credits
Core English Writing and Core Mathematics		# of Gen Ed Course-Credits
Creative Arts/Humanities/Foreign Language		
Analysis, Modeling, and Problem Solving/ Natural Sciences		
Perspectives on the Past / Perspectives on the Contemporary World / Global Competency, Ethical Reasoning, and/or Human Diversity		

**ATTACHMENT B: BUDGET**

<b>One Time/ Start Up Costs</b>		<b>Annual Expenses</b>			
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>Cost Categories</b>				
	Full Time Faculty (Salary & Fringe)		\$85,000	\$87,125	\$89,303
	Part Time/Adjunct Faculty (Salary & Fringe)	\$28,000 (4 part-time faculty at \$7,000 each – two courses will not need additional hires as they are regularly taught.)	\$7,000 (FT faculty will teach six courses.)	\$7,100	\$14,400
	Staff	0	\$15,000 (additional clerical support)	\$15,000	\$15,000
	General Administrative Costs (\$1K per FTE)	\$23,000	\$43,000	\$65,000	\$87,000
	Facilities	\$20,000	0	0	0
	Equipment (office equipment, laptops)	\$10,000	\$2,000	\$1,000	\$1,000
	Field & Clinical Resources	\$5,000	\$1,000	\$1,000	\$1,000
	Marketing	\$1,000	\$1,000	\$1,000	\$1,000
	Other (Specify) Library books and journals for program	\$1,000	\$1,000	\$1,000	\$1,000
Total Costs	<b>TOTALS</b>	\$88,000.00	\$155,000.00	\$178,225	\$209,703
Net Income		(\$22,857)	(\$3,943)	\$23,600	\$67,479

**One Time/Start-Up  
Support**

**Annual Income**

	<b>Revenue Sources</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	FT Revenue per student FTE (assuming 90% due to withdrawal and tuition remittance impact)	\$9,441	\$9,873	\$10,350	\$10,620
	Tuition and Fees	\$217,143	\$424,539	\$879,750	\$1,274,400
	Grants				
	Departmental Reallocated Funds				
	Other (specify)				
	<b>TOTALS</b>	\$217,143	\$503,523	\$672,750	\$923,940
Program Based Revenues (30% of the university enrollment is for the major.)		\$65,143	\$151,057	\$201,825	\$277,182

**ATTACHMENT C: FACULTY**

Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught C indicates core course. OL indicates currently taught online.	Number of sections	Division of College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Cressey, James Ph.D. School Psychology Associate Professor	X	<ul style="list-style-type: none"> <li>• Disability in Society (C)</li> </ul>	(1)	Day	Full-time	No	<ul style="list-style-type: none"> <li>• Main Campus</li> </ul>
Cromwell Solomon, Folashade Ed.D. Administration, Planning and Social Policy Assistant Professor		<ul style="list-style-type: none"> <li>• Race, Class, Culture, and Language in Education (C)</li> <li>• Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art (C)</li> </ul>	(1)	Day	Full-time	No	<ul style="list-style-type: none"> <li>• Main Campus</li> </ul>
Dargan, Susan Ph.D. Sociology Dean and Professor	X	<ul style="list-style-type: none"> <li>• Sociology of the Families (C)</li> </ul>	(1)	Day	Full-time	Dean of the College of Social and Behavioral Sciences	<ul style="list-style-type: none"> <li>• Main Campus</li> </ul>

Grassetti, Mary Ed.D. Teacher Education and School Improvement Associate Professor	X	<ul style="list-style-type: none"> <li>• Special Topics in Child and Family Studies (C)</li> </ul>	(1)	Day	Full-time	No	• Main Campus
Flannagan, Larnell Ed.D. Curriculum Planning Interim Dean of the College of Education				Day	Full-time	Interim Dean of the College of Education	• Main Campus
Hara, May Ph.D. Educational Policy Studies and Curriculum and Instruction Assistant Professor		<ul style="list-style-type: none"> <li>• Educational Policy (C)</li> </ul>	(1)	Day	Full-time	No	• Main Campus
Hytholt, Valerie M.Ed. Literacy and Language Director of Centers for Early Childhood Education/		<ul style="list-style-type: none"> <li>• Infant and Toddler Curriculum (C)</li> <li>• Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art (C)</li> <li>• Administration and Leadership of Early Education and Care Settings (C)</li> </ul>	(1) (1) (1)	Staff	Full-time	No	• Main Campus

Kolodny, Kelly Ph.D. Educational Studies Professor	X	<ul style="list-style-type: none"> <li>• Child, Family, School, and Community: Connections and Collaborations (C)</li> <li>• Research in Child and Family Studies (C)</li> </ul>	(1)	Day	Full-time	No	• Main Campus
Lowe, Diane Ed.D. Reading and Language Arts Professor	X	<ul style="list-style-type: none"> <li>• Pre-school Curriculum: Language Development and Early Literacy (C)</li> </ul>	(1)	Day	Full-time	No	• Main Campus
McMakin, Deborah Ed.D. Education Associate Professor	X	<ul style="list-style-type: none"> <li>• Psychology of Development (C)</li> <li>• Child Development (C)</li> </ul>	(1) (1)	Day	Full-time	Psychology Department	• Main Campus
Powell, Wardell Ph.D. Curriculum and Instruction: Science Education Assistant Professor		<ul style="list-style-type: none"> <li>• Special Topics in Child and Family Studies (C)</li> </ul>		Day	Full-time	No	• Main Campus
Zoino-Jeannetti, Julie Ph.D. Curriculum and Instruction Associate Professor	X	<ul style="list-style-type: none"> <li>• Special Topics in Child and Family Studies (C)</li> </ul>	(1)	Day	Full-time	No	• Main Campus