



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Education and Leadership, Early Childhood Studies Program

Degree and Program Title: Infant Toddler Certificate

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number. 13.1210
- b. *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 faculty of the Division of Education and Leadership's Early Childhood Studies Program propose an undergraduate **Infant Toddler Certificate**, designed for students who are looking for specialized coursework that focuses on children prenatal-3years and their families. This certificate includes an intensive series of early childhood courses (21-credits) which allows a student to focus deeply on content related to working with our youngest (prenatal-3years) and most vulnerable citizens and their families.

The rationale for this certificate program includes the following:

As Oregon has begun to focus its attention on the critical importance for high-quality early childhood education, and a highly-qualified workforce, the unique needs are coming to the surface. As such, a new flow of state funding for the care and education of young children is taking place. On December 23, 2019, ODE's Early Learning Division (ELD) announced that the federal Administration of Children and Families awarded a \$26.6 million grant to improve and expand programs serving Oregon children and families from birth to age 5. One of the main tenets of Oregon's plan for this federal award is the expansion of full-day preschool and the Baby (birth-3) program for rural communities and children of color. Baby Promise is Oregon's Infant-Toddler Quality and Supply building program emerging in 2017 in response to a dangerous lack of quality infant and toddler care. Baby Promise strives to provide access and stipends for working or full-time students parents. The courses listed in the certificate program would provide a strong focus on working with infants and toddlers for WOU students interested in answering the call of Baby Promise, as emergent early learning environments will undoubtedly need skills infant and toddler educators.

In addition, a number of reports (Oregon ELD report, *Early Childhood Professional Learning Plan*, to the legislature, 2020; The Center for the Study of Child Care Employment, UC-Berkeley's

Teaching the Teachers of Our Youngest Children: The State of Early Childhood Higher Education in Oregon, 2018) have documented the need for increased specialized coursework in meeting the unique needs of infants and toddler, and their families in Oregon.

In response to this, we are proposing an Infant Toddler certificate that includes the following coursework:

- ED 280 Infant and Toddler Development (3cr)
- ED 383 Introduction to Infant Mental Health (3cr)
- ED 385 Infant Toddler Observation and Assessment (3cr)
- ED 419 Poverty, Young Children and their Families (3cr)
- ED 464 Family and Community Involvement in Early Childhood (3cr)
- ED 470 Home Visiting in Early Childhood (3cr)
- ED 472 Trauma Informed Practices in Early Childhood Environments (3cr)
- **Total of 21 credits which culminates in an Infant Toddler Certificate**

Learning outcomes for the Infant Toddler Certificate program-

The Infant Toddler Certificate program prepares caring, highly qualified professionals who:

1. Demonstrate evidence of appropriate developmental understanding, skills, and dispositions necessary for fostering healthy growth and development for all very young children (prenatal-3yrs).
2. Create an equitable and inclusive climate where diversity is valued.
3. Successfully affect the learning and development of very young children and their families.

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

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- ED 383 Introduction to Infant Mental Health (3cr)
- ED 385 Infant Toddler Observation and Assessment (3cr)
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- **Total of 21 credits which culminates in an Infant Toddler Certificate**

- d. *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).*

Due to the unique qualities of our Early Childhood student body (range of traditional and non-traditional students, some of whom are working full-time during the day), we will offer courses in a variety of formats:

- Face-to-face courses (on WOU campus) for students who can make it to class during the day;
 - Hybrid courses including evening and/or weekends (face-to-face portion on WOU campus or WOU-Salem campus, online component utilizing Moodle);
 - Online pathway for students who are not able to access early childhood coursework in either face-to-face or hybrid models;
 - Summer course offerings will include online and hybrid options
- e. Adequacy and quality of faculty delivering the program.

The Division of Education and Leadership’s Early Childhood Studies program faculty (five full-time) will take on the primary role of delivering the Infant Toddler Certificate. These courses are already included in our degree program, and our faculty are already teaching many of them. All three of our Early Childhood tenure-line faculty have experience with teaching infant/toddler coursework, and two, Drs Emerson and Ryan, have expertise in this particular area.

Dr. Ya-Fang Cheng, Assistant Professor of Early Childhood/Elementary

Dr. Ya-Fang Cheng is an Assistant Professor of Early Childhood/Elementary and received her doctoral degree in Curriculum Instruction with a focus on early childhood education and early literacy. Her dissertation focused on *Early Childhood Educators’ Beliefs and Classroom Implementation of Literacy Learning Standards*. Dr. is a new faculty member at WOU, and has taken on roles that include teaching coursework, supervising students in their clinical placements, and working with our international cohort of students.

Dr. Andrea Emerson, Assistant Professor of Early Childhood

Dr. Andrea Emerson is an Assistant Professor of Early Childhood. Dr. Emerson received her Ph.D. in Curriculum and Instruction with a focus on Early Childhood education from Clemson University. She has taught a number of different courses, her specialty areas focus on play, infant/toddlers, and working with families. Dr. Emerson has supervised students in their clinical placement, currently serves as cohort leader, and has served on a number of university committees.

Dr. Cindy Ryan, Associate Professor and Early Childhood Studies Program Coordinator

Dr. Cindy Ryan received her doctoral degree in Teaching and Learning with a focus on Early Childhood from the University of Minnesota. She also received a Master’s of Science in Special Education from the University of Minnesota-Duluth. Dr. Ryan taught in early childhood, early intervention (birth-3yrs)/early childhood special education (3-7years), and kindergarten programs, as well as served as district level early childhood and special education program coordinators prior to her doctoral work. She has served as Early Childhood Program Coordinator at WOU since 2014, where she has also served on a number of university and community committees. Dr. Ryan has served as co-principal investigator for Project PIECE (Promoting Inclusion in Early Childhood Educators), a \$1,000,000 federal OSEP grant whose goal was to recruit, retain, and graduate underserved early childhood teachers who will teach in inclusive settings. Her specific area of focus includes inclusion, infant/toddler and home visiting, working with families, and working with non-traditional students.

These faculty bring a plethora of knowledge and experience to the Bachelor of Applied Science in Early Childhood program. All faculty members have experienced teaching in the current Early Childhood Studies, the Early Childhood/Elementary pathway, and the international student cohort. In addition, they have experience and understand the unique needs and expectations of diverse and non-traditional students.

f. *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 certificate with existing courses.

g. *Other staff.*

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

b. *Adequacy of facilities, library, and other resources.*

Western Oregon University's history as a normal school and its continued excellence in educator preparation affords this new program opportunities and resources of a well-established educator preparation program. We currently have productive ongoing working relationships with the following cross-campus groups. These relationships actively support DEL programs and will also serve as support to the Infant Toddler Certificate:

- Academic Advising and Learning Center
- Financial Aid Office
- Hamersly Library and library faculty, in particular Robert Monge, Educational Librarian
- Multicultural Student Services
- Office of Disability Support
- University Business Office
- University Computing Services
- Western Oregon University Child Development Center
- Writing Center

i. *Anticipated start date.*

When certificate is fully approved (Fall 2020 or Fall 2021).

2. Relationship to Mission and Goals

a. *Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.*

The Infant Toddler Certificate 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 undergraduate students to gain specialized knowledge and skills in working with Oregon's youngest population. This supports student growth and future job success, to provide a jump-start in the job market, especially in the growing market of infant/toddler programs.

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 Infant Toddler Certificate, students outside of our major will have the experience of learning from Education faculty and learning outside of their major in a transdisciplinary way. Being able to connect ideas from different fields and collaborate with other professionals are skills that will be valuable to graduates seeking jobs. Students within education will be provided a clear way to specialize in the age group they are most interested in working with.

- b. *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.*

As explained earlier in this proposal, Oregon has begun to focus on the needs of its youngest citizens. This is due to a variety of factors, some of which include increasing poverty rates, the school-to-prison pipeline, effects of familial trauma, and the need for high-quality early learning environments and educators for this age group. This certificate 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 impact and improve outcomes for generations to come.

- c. *Manner in which the program meets regional or statewide needs and enhances the state's capacity to:*

- i. *improve educational attainment in the region and state;*
- ii. *respond effectively to social, economic, and environmental challenges and opportunities; and*
- iii. *address civic and cultural demands of citizenship.*

- The Infant Toddler Certificate meets statewide needs for professionals with a focused and specialized knowledge of infant/toddler development, observation and assessment, home visiting, working with families, impacts of poverty, and trauma informed practices.

3. Accreditation

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

- National Association for the Education of Young Children (NAEYC)
- Council for Exceptional Children-Division of Early Childhood (CEC/DEC)

- b. *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 BAS-ECS, as well as the Early Childhood Studies Program is aligned with NAEYC and CEC/DEC standards. All coursework includes course outcomes which are specifically aligned with the NAEYC and CEC/DEC standards.

- c. *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.*

- NA

- d. *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 Early Childhood Studies Program would like to pursue NAEYC accreditation. Steps to move forward include attending NAEYC 2020 Professional Learning Institute to attend accreditation meetings to learn more about the steps and pathway towards accreditation. Several faculty will be attending those meetings, and once that is done, will meet to decide the steps to move forward.

4. Need

- a. *Anticipated fall term headcount and FTE enrollment over each of the next five years.*
 - Approximately 20 undergraduate students per year are anticipated to be enrolled in the certificate for the next five years.
- b. *Expected degrees/certificates produced over the next five years.*
 - 20 students per year-beginning one to two years after the start of the certificate.
- c. *Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).*

It is expected that the Infant Toddler Certificate will draw students who are traditional/non-traditional/potentially international/both full and part-time, as well as resident/non-resident.

- d. *Evidence of market demand.*
 - As mentioned earlier in this report, Oregon has had an influx of funds to support the growing need for early educators to meet the increasing demands of very young (prenatal-3yrs) children and families needing high-quality programming.
 - In addition, we are building this Certificate opportunity due to the demand of our current student body, as well as interest we are hearing from teachers/educators in the field.
- e. *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).*
 - NA
- f. *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?*
 - Due to the fact that there are no other Infant Toddler Certificate programs at the undergraduate level in Oregon, we anticipate that our graduates will be welcomed into the work force, and will find gaining employment easy.
 - Potential career pathways include, but are not limited to: Early Head Start/Head Start teacher/administrator, home-visitor, Baby Promise teacher, Relief Nursery teacher, Early Childhood Policy work, and more. Also, students may move on to a graduate degree in one of the following areas: Master's in Education-Early Childhood; Early Intervention/Early Childhood Special Education, Psychology, and more.

5. Outcomes and Quality Assessment

a. *Expected learning outcomes of the program.*

Specific program learning outcomes for the Infant Toddler Certificate include:

The Infant Toddler Certificate program prepares caring, highly qualified professionals who:

- Demonstrate evidence of appropriate developmental understanding, skills, and dispositions necessary for fostering healthy growth and development for all very young children (birth-3yrs).
- Create a climate where diversity is valued.
- Successfully affect the learning and development of very young children and their families.

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

- Individual course assignments will be assessed using rubrics aligned with NAEYC, CEC/DEC, and WOU undergraduate learning outcomes;
- Courses will undergo a regular continuous improvement process of revision;
- Each student who completes the Infant Toddler Certificate will be tracked to keep data on graduation, employment, and career opportunities.
- Finally, employers will also be surveyed to gather information on impact of our graduates, employer satisfaction, and unique needs of employers.

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

- Promotion and tenure procedures for program faculty will apply based on the current WOU collective bargaining agreement.

6. Program Integration and Collaboration

a. *Closely related programs in this or other Oregon colleges and universities.*

There are no other Oregon colleges or universities that offer an Infant Toddler Certificate at the undergraduate level. Portland State University (PSU) offers an online graduate certificate entitled Infant Toddler Mental Health.

b. *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.*

N/A

c. *If applicable, proposal should state why this program may not be collaborating with existing similar programs.*

N/A

d. *Potential impacts on other programs.*

N/A

7. External Review

N/A

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.

2. 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.

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

