CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-010-145

New Bachelor of Arts in Early Childhood Studies (BAECS)

Academic Programs Committee   Date: <u>May 13, 2015</u>

Executive Committee
Received and Forwarded   Date: <u>May 20, 2015</u>

Academic Senate   Date: <u>May 27, 2015</u>
                                                 <u>FIRST READING</u>

BACKGROUND

The purpose of the BA in Early Childhood Studies is to prepare students with appropriate knowledge, skills, and dispositions that reflect the perspective of quality, equity, and fairness in their work with children from birth to age eight and their families. While at Cal Poly Pomona, undergraduate students study processes important for early childhood development, identify implications of theory in the examination and application of principles and practices within diverse family, program, and community contexts.

The development of a BA in Early Childhood Studies is timely due to the increasing demand for Early Childhood Education (ECE) personnel with a minimum of a BA degree. Currently, 39 states and Washington, DC require that ECE lead teachers hold a BA degree; 28 of these states require a BA plus a specific ECE certification or credential (Bornfreund, 2011). In addition, the Head Start program has met and surpassed its mandated requirement that 50% of all lead teachers complete a baccalaureate degree by September, 2013. In fact, 62% of Head Start teachers nationwide had completed their baccalaureate-level education by May, 2013. In California alone, the percentage of Head Start teachers holding a BA degree nearly doubled from 27% in 2007-2008 to 48% in May, 2013 (Mongeau, 2013).

In California, with the increasing presence of transitional kindergarten, a program designed to prepare 4-year-olds for kindergarten, the need for higher levels of professional preparation in early childhood education has been acknowledged. More recently, the governor included in the 2014/15 budget funds targeting specialized education and training for teachers in publically subsidized early education programs and teachers working in transitional kindergarten.

In addition to educational programs for preschool age children, there is a great need for additional infant/toddler program services as well as a dramatically increased consensus that these programs must be staffed with well prepared, high quality Early Childhood Professionals. In 2013, in California alone, Early Head Start (for young children 0 to 3 years of age) programs served 24,652 children, nearly double the number that the state served of income-eligible infants and toddlers (0-3 years of age) in 2009 [14,410]. In addition to center-based programs for infants and toddlers, the use of innovative home visitation program strategies are also expanding as research demonstrates a positive impact on supporting family strengths and maximizing child development and learning.

The Program

The program has been designed to incorporate transfer students from community college Child Development/Early Childhood Education programs by providing a track for the approved Early Childhood Education Transfer Model Curriculum (ECE TMC) and/or the approved Curriculum Alignment Project (CAP) courses from the California Community Colleges, as well as to serve native CPP students. Transfer students who have completed the ECE Transfer Associate Degree (AS-T or AA-T) will be able to graduate in two years by completing the 90-quarter units of required coursework at Cal Poly Pomona. Native fulltime students will be able to graduate in four years by completing the 180-quarter units of required coursework. The program follows the general Cal Poly Pomona admission requirements.

The baccalaureate program contains a total of 180-quarter units including articulated transfer courses. Students who meet the requirements for general admission to the University can elect ECS as their major. Those students who have completed the lower division core courses (ECS

100, 110, 201/201A, 210/210A, 220, & 235) at Cal Poly Pomona or articulated from another Institution of Higher Education must have a C or better in each of these six lower division core courses in order to enter the major. Students are required to earn a grade of C or better in all major coursework in order to graduate. During the first two years of the program, students can only be admitted into the Early Childhood Studies Program during the Fall term (Fall 16 and Fall 17).

Core courses:

Lower Division Core Courses (Community College Articulation Course) (27 units)

ECS 100 – Child Growth and Development (4.5)
ECS 110 – Child Family and Community (4.5)
ECS 201 – Observation and Assessment (3)
ECS 201A – Observation and Assessment Activity (1.5)
ECS 210 – Clinical Practicum (1.5)
ECS 210A – Clinical Practicum I Activity (3)
ECS 220 – Principles and Practices of Teaching Young Children (4.5)
ECS 235 – Introduction to Curriculum (4.5)

Upper Division Courses (40 units)

ECS 300 – Inquiry and Methodology (4)
ECS 310 – Applied Infant/Toddler Studies (4)
ECS 320 – Applied Preschool/Primary Studies (4)
ECS 330 – Early Childhood Education Leadership and Social Justice (4)
ECS 340 – Language and Literacy in Multilingual Families and Communities (4)
ECS 350 – Contextual Approaches to Curriculum (4)
ECS 360 – Emergent Literacy in First and Second Language Acquisition (4)
ECS 410 – Clinical Practicum II (1)
ECS 410A – Clinical Practicum II Activity (3)
ECS 420 – Numeracy and Inquiry in Multilingual Contexts (4)
ECS 430 – Working with Exceptional Children and their Families (4)

Elective Core Courses (at least 8 units from the following)

ECS 120 – Health, Safety and Nutrition for Early Childhood Education (4.5)
ECS 230 – Teaching in a Diverse Society (4.5)
ECS 240 – Administration of Early Childhood Programs I (4.5)
ECS 250 – Administration of Early Childhood Programs II (4.5)
ECS 260 – Supervising Adults in Early Childhood Settings (3)
ECS 299/299A/299L – Special Topics for Lower Division Students (1-4/1-4/1-4)
ECS 499/499A/499L – Special Topics for Upper Division Students (1-4/1-4/1-4)
Other appropriate courses selected with CPP ECS Advisor's approval.

Emphases

Emphasis One. Leadership in Early Childhood (20 units)

ECS 370 – Assessment II (4)
ECS 380 – Physical Growth and Health (4)

ECS 390 – STEAM: Project Approach to Integrated Learning (4)
ECS 400 – Dynamics of Early Childhood Play (4)
EWS 411 – Diversity, Education, and the Arts (4)

Emphasis Two. Early Childhood Equity and Program Administration (24 Units)

ECS 240 – Administration of Early Childhood Programs 1 (4.5)
ECS 250 – Administration of Early Childhood Programs 2 (4.5)
ECS 260 – Supervising Adults in Early Childhood Settings (3)
EWS 290 – Multicultural Leadership (4)
ECS 365 – Early Childhood Leadership in the 21st Century (4)
EWS 330 – Ethnicity and Family Life
EWS 360 – Cultures of Childhood (4)

Emphasis Three. Infant/Toddler Programs and Practices (20 units)

ECS 370 – Assessment II (4)
ECS 375 – Curricular Approaches for Working with Infants and Toddlers (4)
ECS 385 – Relationship-based Approaches in Home and Community Settings (4)
ECS 460 – Programs and Policies for Infants, Toddlers, and Their Families (4)
ECS 470 – Infant/Toddler, Family and Program Perspectives in Intervention (4)

Emphasis Four. General (20 units)

Select 20 units in consultation with and with approval from your CPP ECS Advisor.

RECOMMENDED RESOURCES:

Nancy Hurlbut, Dorothy MacNevin, Myriam Casimir, Aubrey Fine, Cesar Larriva, Peter Olson, Claudia Pinter-Lucke

RESOURCES CONSULTED

Nancy Hurlbut, Dorothy MacNevin, All Chairs and Associate Deans.

Upon our invitation Nancy Hurlbut and Dorothy MacNevin attended the Academic Programs Committee meeting on Wednesday, April 29, 2015.

DISCUSSION

During the consultation process, Perky Vetter of Kinesiology and Health Promotion Department emphasized their support for this program. David Horner of Psychology and Sociology Department expressed his support but cited two concerns:

The first is why the program is being called "Early Childhood Studies" rather than "Early Childhood Education." It seems that the latter term better reflects the discipline in which it is being delivered, and therefore would reduce uncertainty in the minds of students. Using the

latter term would also assist in distinguishing the program should our department wish to develop a future "Early Childhood Psychology" program.

The second question was how the new course ECS 100 would differ from the current course PSY 206 (Child Psychology for Educators)? We would have some concerns if much of the current PSY 206 content was in the future taught by non-psychology faculty.

In response to David Horner's first concern, we responded with the argument cited during the AP committee meeting by Nancy Hurlbut and Dorothy MacNevin: "ECE" acronym is already used by "Electrical and Computer Engineering Department," therefore it was not available, although the proposers originally named their program "Early Childhood Education."

In response to the second concern, Nancy Hurlbut and Dorothy MacNevin responded: "From looking at the course descriptions for PSY 206 and ECS 100, you are correct that they are similar courses. There are some differences that are important:

·   ECS 100 was developed to directly articulate with the Community College Early Childhood Education Transfer Model Curriculum (TMC) course CDEV 100 (Child Growth & Development) as well as the CA Community College Child Development Curriculum Alignment Course (CAP Child Growth and Development course). This course is important to keep in the program so that the students' complete Early Childhood Education TMC can transfer into the program as well as the complete CAP 8 course set. The articulation with Community Colleges is a key part of the CPP ECS program as it was designed to primarily be a transfer program and initially will only be a transfer program. However, Claudia Pinter-Lucke recommended that we develop the full lower division courses as well so that it is easy to articulate the courses and so that we could, at a later date, offer the full program if we wanted.
·   ECS 100 will have a more applied focus than PSY 206.
·   If we do offer the full 4 year program, it is anticipated that we will have a lot of students (Fullerton has about 1500 child development students and last year they grew by over 250 students). If the 4-year program is offered, this course will need to be offered every term and probably with multiple sections.
·   Since ECS 100 and PSY 206 share content although ECS 100 has important application content that is missing from PSY 206, we would be happy to have psychology include this content in PSY 206 and then include PSY 206 in the program to meet the same requirement as ECS 100 and the community college CDEV 100."

We forwarded this response to David Horner, and I talked to him in the phone. He suggests that making sure that this program's name having "education" is important to avoid any confusion. So, they propose calling it "Education in Early Childhood (EEC), if that name and acronym can be approved. In addition, he wants to send a response early next week about the course overlap after checking with a few instructors teaching PSY 206 course. However, the department proposing this program feels that it is an adequate description of what they are proposing, and that it is consistent with usage at other CSU campuses.

There was one question in the AP committee meeting about Quarter to Semester conversion. We were all pleased to learn that all courses were design to lend themselves to direct conversion without any additional burden.

RECOMMENDATION

The Academic Programs Committee recommends approval of AP-010-145 New Bachelor of Arts Program in Early Childhood Studies which includes the curriculum as outlined below:

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Select 20 units in consultation with and with approval from your CPP ECS Advisor.