Cover Sheet: Request 15276

BAE Early Childhood Education

Info

Process	Degree|New|Ugrad/Pro|Existing Type|State-funded|Residential
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Nancy Waldron waldron@coe.ufl.edu
Created	9/18/2020 3:53:32 PM
Updated	11/18/2020 2:58:48 PM
Description of request	The UF College of Education proposes to establish a new degree program, Bachelor of Arts in Education, Early Childhood Education major. The degree program is designed to prepare individuals interested in teaching careers working with diverse children and their families in preschool, kindergarten, and early elementary grades. Graduates will be eligible for Florida DOE professional teacher certification for Age 3 to Grade 3 with endorsements in Reading and English for Speakers of Other Languages (ESOL).

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 18080000	Erica Mccray		9/18/2020
UCC letter _ Early Childhood Education new degree.docx BAE Early Childhood BOG Degree Proposal UCC1.pdf BAE Early Childhood degree proposal _ Limited Access Form.pdf					9/18/2020 9/18/2020 9/18/2020
College	Approved	COE - College of Education	Nancy Waldron		9/18/2020
No document changes					
OIPR	Approved	PV - Office of Institutional Planning and Research	Cathy Lebo	CIP 13.1210 approved for BOG PSE Education, not Global Competitiveness	10/24/2020
No document changes					
AP for Undergraduate Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Casey Griffith		11/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/18/2020
No document changes					
Faculty Senate Steering Committee					
No document changes					
Faculty Senate					
No document changes					
Academic Affairs					
No document changes					

Step	Status	Group	User	Comment	Updated
Board of Trustees					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

University of Florida	Fall 2021
University Submitting Proposal	**Proposed Implementation Term**
College of Education	**School of Special Education, School Psychology, and Early Childhood Studies**
Name of College(s) or School(s)	**Name of Department(s)/ Division(s)**
Early Childhood Education	**Bachelor of Arts in Education - Early Childhood Education Major**
Academic Specialty or Field	**Complete Name of Degree**
13.1210	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date

Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	32	24	$12,083	$290,000	0	0	$290,000
Year 2	69	51.75					
Year 3	72	54					
Year 4	73	54.75					
Year 5	75	56.25	$208	$469,000	0	0	$469,000

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. **Program Description and Relationship to System-Level Goals**

A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

(a) Level

Bachelor of Arts in Education

(b) Emphases, including majors, concentrations, tracks, or specializations

The emphasis of this preservice teacher preparation program is early childhood education for children age three to grade three, and the major is "Early Childhood Education". There are no concentrations, tracks, nor specializations within the program.

(c) total number of credit hours

120

(d) overall purpose, including examples of employment or education opportunities that may be available to program graduates

The BAE in Early Childhood Education is designed for individuals interested in teaching careers working with diverse children and their families in preschool, kindergarten, and early elementary grades. The proposed program integrates knowledge and skills for working with individuals from culturally, linguistically and economically diverse backgrounds, and with children both with and without disabilities. Graduates of the proposed program will be prepared to pursue Florida's age three to grade three teacher certification. In addition, the proposed program provides the state of Florida's Reading Endorsement and ESOL (English for Speakers of Other Languages) Endorsement. In addition to teaching children age three to grade three, graduates may also pursue careers as teaching coaches for preschool programs or as child care program administrators. The proposed program is also good preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

B. **Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The pre-proposal was presented to CAVP Academic Program Coordination review group on 11-29-18. No concerns were raised by any members. In fact, UCF's dean was very supportive of the proposal and commented how well suited the degree was to UF's expertise through the Anita Zucker Center for Excellence in Early Childhood Studies.

C. **If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

Not applicable.

D. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).**

The proposed BAE aligns with State University System (SUS) Strategic Planning Goals of Excellence, Productivity, and Strategic Priorities in the areas of Teaching and Learning, Scholarship, Research, & Innovation; and Community and Business Engagement (State University System of Florida [SUS], 2011). The goals developed for the degree clearly delineate a direct alignment with the SUS Strategic Planning Goals as follows:

STATE UNIVERSITY SYSTEM GOALS:

Teaching and Learning
• Excellence GOAL: Strengthen Quality and Reputation of Academic Programs and Universities
• Productivity GOAL: Increase Degree Productivity and Program Efficiency

The UF College of Education is the highest ranked education college in both Florida and among public institutions in the Southeast, and is ranked 15th nationally among public education colleges in the 2020 U.S. News & World Report survey of America's Best Public Schools. USA Today recently bestowed a Top 10 ranking to the college and U.S. News ranked the College's overall Online Graduate Education Programs No. 2 nationally. With the only option for teacher certification at any grade level ending at a master's degree, the UF College of Education can leverage its human capital and infrastructure resources to offer a new undergraduate program focused on certification culminating at the bachelor's degree level. Colleges of Education across the country are experiencing decreases in initial teacher preparation programs. UF can maintain a competitive advantage as a top education college with the addition of a teacher education bachelor's degree and contribute to enhancing the education field with highly effective teacher candidates who are prepared earlier than we have previously been able to offer.

Providing a shortened timeframe in which students can enter the teaching field will assist with the teacher shortage that Florida and many states nationwide are facing. Through the use of innovative instructional delivery methods and focused clinical field experiences that are embedded and supported within each course offered, students will leave the program prepared to enter the teaching field as high quality and effective educators.

Scholarship, Research, & Innovation

• Excellence GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation
    · Productivity GOAL: Increase Research Activity and Commercialization Activity
• Strategic Priorities for a Knowledge Economy GOAL: Increase Collaboration and External Support for Research Activity

Through the program, students are engaged with expert faculty who have robust research agendas, teach within the program and are affiliated with the Anita Zucker Center for Excellence in Early Childhood Studies. Undergraduates have the opportunity to work alongside faculty and volunteer on research projects in order to deepen their own depth and breadth of knowledge and skills related to timely issues in early childhood education. Additionally, faculty partner with a variety of organizations and agencies that offer opportunities for students to learn alongside practitioners in the field, as well as contribute to the research and development efforts of the university system.

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Community & Business Engagement

• Excellence GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

• Productivity GOAL: Increase Levels of Community and Business Engagement

BAE graduates will be prepared to serve and improve an array of education settings. The degree has been envisioned with the standards and innovations championed by leading organizations, including the National Association for the Education of Young Children (NAEYC) and Division for Early Childhood (DEC). As a result, students will be prepared with the ideals to serve in a variety of capacities working with young children and their families. It is envisioned that they will participate in field experiences that range from Early Steps to Head Start to public school classrooms to museum settings and more. Students will develop the knowledge, skills, and dispositions to serve in a wide variety of education roles within Florida and beyond.

E. **If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion. Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at the resource page for new program proposal.**

The proposed program specifically addresses the following Areas of Programmatic Strategic Emphasis:

1. Critical Workforce – Education

The proposed BAE program serves the need to prepare individuals to teach in PreK through Grade 3 settings. The proposed program will promote an increase in access and efficient program completion for students to enter the workforce as highly prepared and effective educators. Students will receive instruction from world-class researchers in the field of early childhood education and engage in ongoing and supported field experiences. Students will have the opportunity to practice their skills alongside experienced faculty and coaches as they connect theory to practice.

2. Economic Development – Global Competitiveness

The proposed BAE will engage students in undergraduate opportunities to work with children, families, and the community that establishes an understanding and develops a skill set to meet the needs of a global classroom. Students will be placed in clinical field experiences that are diverse and will be required to interact with schools, professionals, and the community in ways that expand their understanding of the world around them. Students will also have the opportunity to learn from faculty with rich international experience and backgrounds in order to give them the perspective needed to meet the needs of children and families in their future classrooms and schools.

F. **Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The program will be offered at the University of Florida main campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. **Need and Demand**

    A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

As evidenced by the early childhood workforce report from the National Academy of Sciences (National Academy of Sciences, 2015) and the current work outlined by the National Association for the Education of Young Children's Power to the Profession initiative, ECS has become increasingly recognized as a profession requiring teachers with specialized preparation, thus increasing the demand for a program such as this.

Nationally, employment of preschool teachers is expected to grow 12% in the next 8 years. This is a faster than average growth rate compared to other professions.(https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm, Feb. 2018).

In Florida, teachers are identified as the #7 occupational category in undersupply (www.floridajobs.org, Feb. 2017).
Teacher projections for the next 6 years show: (Source: www.floridajobs.org)

    ·   11.84% increase in need of Kindergarten teachers
    ·   11.99% increase in need of elementary teachers

Florida DOE has identified ESOL, Reading, and Exceptional Student Education as critical teacher shortage areas. With a basis in universal design and recommended practices for all learners, this program will support the state's needs in fulfilling teacher roles that require them to be equipped with these specialized skill sets.

A major program resource is AZ CEECS, an interdisciplinary research, training and model demonstration site where top UF scholars, in fields as diverse as education, medicine, law, public health, psychology, and life sciences, collaborate with local, state, national, and international partners to advance the science and practice of early childhood development and early learning. As a result, the proposed program can draw from a multitude of resources for current and future research focused on improving the quality of early childhood experiences for children and their families.

    B. **Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

The origin of the proposed degree program emerged from (1) an analysis of enrollment trends in current education degree programs and (2) reports from educational organizations, including "Transforming the Workforce for Children Birth Through Age 8," from the Institute of Medicine and the National Research Council and Power to the Profession from the National Association for the Education of Young Children (NAEYC).

An analysis of enrollment trends in current education degree programs at UF, as well as, nationwide,

show a decline. Currently, many of the top education programs are tied to a master's degree culmination, in which students must continue their studies beyond the bachelor's degree in order to complete requirements for certification. However, enrollment in such programs are steadily declining. Most colleges of education around the country are experiencing a decline in enrollments by students, largely due to salary suppression and policies grounded in questions of teacher effectiveness, evaluation, and compensation. One report indicates the drop in initial teacher education enrollments is approximately 30% over the past 5 years. UF experienced a decline over the same period in its two undergraduate teacher education programs as potential students questioned faculty and advising staff whether the time was right to pursue a career in teaching. The decline of interest in teacher education sparked interest in colleges of education to respond to other workforce trends, such as preparing individuals for entry into the field at an accelerated rate – in this case, culminating in a bachelor's degree.

On a national level, organizations have published reports that call for a redesign of educational preparation, expectations, and standards for those moving in to the teaching field. Reports listed above have made recommendations for the following as we prepare students to enter the field of early childhood education:

· Students are seeking shorter degree completion time in order to enter the field sooner for high needs areas
· Students need to be prepared to teach reading, writing and ESOL effectively
· Students must be highly prepared in a setting that promotes rigor and preeminence of the program that UF can offer: UF is ranked in the top 10 public universities nationally, specifically #6
· Content of teacher preparation programs must be focused on underserved populations within early childhood. Inclusion, intervention, and ESOL needs have been identified as teacher shortage areas and will be infused in the new program, providing more job opportunities to graduates.
· Opportunity to work with faculty research initiatives in connection with the AZ CEECS, which includes two endowed professors and two preeminence faculty in early childhood. All COE Early Childhood faculty associated with AZ CEECS conduct research directly relevant to teacher preparation and teacher professional development.

C. **If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

According to the Academic Program Inventory of the State University System of Florida FGCU, FIU, UCF, UNF, and USF offer a bachelor's program with CIP 13.1210. Although these programs are located in Florida, their geographic locations are varied and would not overlap with students that reside or plan to pursue studies in the North Central Florida area. The population of students that apply to UF are different to other institutions of higher education that would be of any proximity and; therefore, no expected impact for enrollment. All comments from the SUS Provost pre-proposal meeting were positive and affirmed the creation of the degree at UF. The UF College of Education offers a 5-years bachelor's plus master's program that is similar to the proposed program. We will sunset this program upon approval of the proposed program.

D. **Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

Enrollment projections are modeled on student inquiries, recommendations by the COE advising office, and enrollment patterns in education courses and minors by undergraduates. By considering current students in education majors as representative of students who may be interested in the proposed program, demographics show 156 applications processed in the 18-19 academic year, 162 applications from the 17-18 academic year. Of those, roughly 2/3 are native students and 1/3 are transfers. 10% of our enrollment comes from out-of-state and/or international students. The primary audience for recruitment are native UF students, with additional focus on transfer students. We expect to draw the majority of the transfer population from Santa Fe College.

E. **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

The UF College of Education's philosophy of recruitment, retention, and degree completion is to build and maintain a community of educators enhanced by diverse experiences and backgrounds who are well prepared to serve and impact all segments of society. At the College of Education, we are determined to attract and retain highly talented and productive individuals without regard to such categories as race, religion, disability, or sexual orientation. At the institutional level, the Office of Multicultural and Diversity Affairs expands the commitment to diversity through the following vision and mission:

Vision: UF Multicultural & Diversity Affairs educates, empowers, and mobilizes students, campus and community partners, and creates cutting edge programs and opportunities in the areas of multicultural education, self-awareness, advocacy, intercultural understanding, and social justice with a commitment toward creating an inclusive, affirming and just campus community.

Mission: UF Multicultural & Diversity Affairs promotes an inclusive campus community by creating environments in which students learn about themselves and diverse others, engage in meaningful inter- and intra-cultural dialogue, and enhance their leadership and commitment to social justice.

Further, an important aspect of the work of the College of Education's Office of Academic and Student Services (EduGator Central) is to coordinate and lead efforts to recruit and retain a diverse student body in the College of Education. One step toward building a rich student body was establishing a formal Recruitment Strategic Plan to guide recruitment, retention, and degree completion.
The College of Education Recruitment Strategic Plan prioritizes the implementation of efforts that aim to achieve an inclusive, affirming, and socially just educational community. Results are closely monitored and, in 2019-2020, 39% of the undergraduate COE student population was non-white. A sample of recruitment strategies include:

1. Expanding partnerships with high schools and state colleges that include significant populations of diverse students.

a. Contact and offer UF COE guest speakers to all high school Career and Technical Academies with a focus on education or teaching. Highlight pathways to the proposed program.

b. Contact all state college liaisons to request meetings with students via video conferencing to share information regarding pathways to the proposed program.

2. Designating an existing admissions/advisement staff member as a "Recruitment Specialist" for the proposed program to carry out recruitment, retention, and completion strategies.

a. Develop and provide professional development including diversity awareness and communications training for designates Recruitment Specialist.

b. Develop and require customer service and diversity trainings or request trainings from HR for all faculty and staff that work with prospective and current students.

3. Updating college-wide recruitment materials and resources that represent the full spectrum of students served and possible careers to accompany other materials used during campus recruitment activities.

The proposed BAE does not substantially duplicate programs at FAMU and FIU. Consequently, the program should not adversely impact those universities' ability to attract and retain students.

III.   Budget

A. **Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

Projected instructional and support costs for the proposed program will be completely funded by reallocated E & G funding in Year 1. Faculty from the COE School of Special Education, School Psychology, and Early Childhood Studies will participate in the proposed program. Salary and benefits proportional to their effort from Year 1 to Year 5 will be reallocated to the new program. These faculty currently contribute to the existing Bachelor's/Master's program in Early Childhood which will be closed with the approval of the new Bachelor's program. Also, effort for TEAMS and OPS personnel as well as program expenses will be reassigned from college funds. Overall, no increase in E&G funding is required to launch and sustain the proposed program.

B. **Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

The program will be offered as a regular state-funded UF undergraduate degree program, not intended to be offered through Continuing Education on cost-recovery basis.

C. **If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort,**

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reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Currently, there is a program, the Unified Early Childhood ProTeach Program that ends in a master's degree and covers all the content for Age 3-Grade 3 teacher certification. As a result, resources will shift from the current program to the proposed degree program. Faculty effort will remain the same as current teaching loads will move to the proposed program. Faculty have worked together to create and develop courses, content, clinical field experiences, and assessments that will be used in the new program. It is the consensus that the new program is more tightly aligned with the current needs of the field and will offer innovative ways in which to prepare future teachers. To that end, students will have increased opportunity to learn from faculty that are highly invested in current practice and trends in the field, discover research opportunities in which to engage, and participate in intense instruction focused on evidence-based practices, improved instructional spaces, and diverse clinical settings.

D. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

In the current program, students are enrolled in prerequisite courses as a condition of enrollment. The proposed program will have the same requirements; therefore, courses will not be impacted by offerings, but perhaps by increased enrollment. We do expect more transfers that might consider this program because they were considering another SUS program in the past. However, with UF as a four-year degree option, this could impact decisions. Additionally, we will continue to pull from current UF freshman pool.

E. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The College maintains robust relationships with local and distant community organizations utilizing educational opportunities that vary in the field. All facets of the early childhood field are represented in the partnerships we maintain. Some of the partnerships that would benefit students include, Head Start, Early Steps, CADE Museum, Center for Autism Related Disabilities (CARD), and School Board of Alachua County. All of the community organizations deliver services to children and families from birth through age 8. Students are able to complete internships, participate in practicum, and receive guest lectures from educators and community members working with the rich organizations with which we partner. We expect to leverage those relationships to provide similar support to students in the proposed program.

IV. **Projected Benefit of the Program to the University, Local Community, and State**

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

After 5 years, the proposed program will have a total unduplicated enrollment of at least 75 students with the population representing UF FTIC and FCS upper-level transfers. The program will graduate 35- 40 students per year and the majority of our graduates seek teaching positions in the state of Florida. Upon completion of the Bachelor's degree program in Early Childhood graduates will be eligible for a Florida professional teaching certification with additional endorsements in ESOL and Reading. They will enter their first teaching positions as highly qualified teachers meeting all professional certification requirements. Additionally, given the preparation programs' emphasis on state and national standards and evidence based practices, graduates will enter the classroom as highly qualified teachers able to positively impact learning outcomes for all students.

V.   **Access and Articulation – Bachelor's Degrees Only**

A. **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable.

B. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on the resource page for new program proposal). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The program prerequisites are: Faculty admissions committee approval, commitment to the teaching profession, clear fingerprint background report, 60 college credits, all General Education requirements met, 2.6 cumulative GPA, Common Course Prerequisite EDFx005 Introduction to Education with a grade of "B" or higher, and passing FTCE-General Knowledge scores.

If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

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1. The number of students who have met all the requirements for admission to the university and to the program in excess of available resources. ***Specifically***, a limitation of adequate faculty to meet acceptable student-faculty ratios and fiscal or other resource limitations. Selection for admissions is competitive.
2. The program is of such nature that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program. ***Specifically***, a personal statement and successful interview are required for admission.
3. The program is of such nature that in order to demonstrate potential for success in the program, applicants must attain a grade point average (GPA) and/or other standards (e.g. standardized test scores) that are above those required for admission to the university offering the program. ***Specifically,*** the program requires a minimum 2.6 GPA (the State requirement is 2.5) and passing scores on the FTCE General Knowledge Test.

The Faculty Admissions Committee is not provided with information about an applicant's status as a native or transfer student. The Committee selects the best candidates from the applicant pool.

Florida Community College/State College Associate in Arts graduates and State University students who have successfully completed 60 semester credit hours of course work, including the 36 credit hour General Education Requirement, and met the requirements of Section 1008.29, F.S., will have had the unique opportunity to satisfy the Common Prerequisite of EDF X005 Introduction to Education, and therefore shall receive priority for admission over out-of- state and transfer students from private institutions.

C. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on the resource page for new program proposal). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not applicable.

INSTITUTIONAL READINESS

VI.   Related Institutional Mission and Strength

A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).**

The proposed BAE in Early Childhood Education will:

Contribute to larger numbers of students' pursuing teacher preparation in early childhood education, by providing a faster route to completion as a four-year program (rather than the current 5-year program). SUS Strategic Goal (Teaching and Learning): Increase degree productivity and program efficiency

Contribute to stronger engagement with local schools by providing a program of preservice teacher education that is rich in clinical field experiences using cutting edge research-based methods of clinical field supervision. SUS Strategic Goal (Community and Business Engagement): Increase levels of community and business engagement) and UF Strategic Plan Goal 5: A strengthened public engagement of the university's programs with local, national and

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international communities.

Contribute to student's career success by using research-supported methods of preparing teachers to work effectively with a wide diversity of children and families.
UF Strategic Plan Goal 2: An outstanding and accessible education that prepares students for work, citizenship and life and UF Strategic Plan Goal 6: Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

B. **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

In recent years, UF has declared Early Childhood to be one of its top priority initiatives. As a result, numerous opportunities exist for collaboration in the UF community. The initiatives driven by the Anita Zucker Center for Excellence in Early Childhood Studies offer research-based and model demonstration support across the early childhood years. Expertise of faculty in critical needs areas will translate to higher expectations in the classroom and well-prepared graduates. The Anita Zucker Center includes two endowed professorships and two preeminence hires. All four of the individuals in these positions participate in the current unified early childhood program. The very active research involvement of these faculty will bring leading edge content and methods to the proposed BAE in Early Childhood program.

C. **Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

The Early Childhood faculty began considering options for a more clinically rich 4-year educator preparation degree program. Undergoing an entire program change required gathering information from emerging literature, student feedback, and national organization educator preparation standards. Faculty also discussed the option of developing a minor that would be of interest to students who wanted to pursue a career focused on children from the age of birth. Through these initial discussions it was decided that a new college degree/major should be proposed that would enhance current undergraduate clinical field experience, intentionally align coursework with key experiences, focus on reflective practices to foster personal growth. The timeline presented below includes key dates and activities for the development of the new degree/major:

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Planning Process

Date	Participants	Planning Activity
February 6, 2018	Dr. Tara Mathien Dr. Tina Smith-Bonahue Dr. Kristen Kemple Dr. Brian Reichow Dr. Mary McLean Dr. Tom Dana, *Associate Dean of Academic Affairs*	Discussion about options for proposing a new degree program. Decision made to move forward with new Bachelor's degree in Early Childhood Studies.
February 22, 2018	Dr. Tara Mathien Dr. Tina Smith-Bonahue Dr. Kristen Kemple Dr. Brian Reichow Dr. Mary McLean Dr. Pat Snyder Dr. Maureen Conroy Dr. Tom Dana	Review of preproposal with ECS faculty and COE administration
April 3, 2018	UF Provost Office	Review preproposal ECS Bachelor Degree
May 9, 2018	Dr. Tara Mathien Dr. Mary McLean Dr. Tina Smith- Bonahue Dr. Kristen Kemple	Workgroup begins meeting bi-weekly (through summer 2019) to investigate current programs, identify best practices, national organizational standards, curricula, clinical components, etc. to inform new degree program
November 26, 2018	Dr. Tara Mathien Dr. Nancy Waldron Dr. Tom Dana Dr. Elayne Colon Dr. Ashley MacSuga Gage Dr. Caitie Gallingane Dr. Ester De Jong Dr. Alyson Adams	Discussion with School of Teaching and Learning faculty to discuss plans for new program, implications for elementary certification and current course offerings, questions, comments, and feedback solicited
January 14, 2019	Dr. Nancy Waldron Dr. Tara Mathien	Review BOG proposal process and forms needed to complete
March 25, 2019	Dr. Tara Mathien Dr. Elayne Colon, *Director of Assessment and Accreditation*	Review standards and requirements from various stakeholders, DOE, etc.
April 1, 2019	Dr. Tara Mathien Dr. Mary McLean Dr. Tina Smith- Bonahue Dr. Kristen Kemple	Discussion of various national (NAEYC, DEC/CEC) and state standards (FEAPS, ESOL, Reading, Content Area Competencies), reflection on different tracks and outcomes for students regarding certification, next steps to prepare for retreat in May
April 22, 2019	Dr. Tara Mathien Dr. Maureen Conroy Dr. Kristen Kemple Dr. Brian Reichow Dr. Patricia Snyder	Discussion of feasibility of tracking with Birth to Age 5 faculty, program course refinement, discussed UF Online, collaborated on addressing potential specializations, planned next steps in

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	Dr. Nancy Waldron, *Associate Dean of Student Affairs* Dr. Tom Dana	preparing for retreat
May 13, 2019	Retreat Day 1: Dr. Tara Mathien Dr. Kristen Kemple Dr. Tina Smith Bonahue Dr. Mary McLean Dr. Elayne Colon, *Director of Assessment and Accreditation*	Discussed initial list of courses and various Florida specific requirements reviewed current field experiences on quality and diversity of placement, discussed prerequisite requirements, reviewed similar degrees in Florida and peer institutions
May 14, 2019	Retreat Day 2: Dr. Tara Mathien Dr. Nancy Waldron Dr. Kristen Kemple Dr. Tina Smith Bonahue Dr. Mary McLean Aaron Ganas, *COE Academic Advisor*	Discussed of Minor/Certificate requirements, considered possibilities for online classes, reviewed process for submitting to curriculum committee Review Florida Subject Area Competencies, plug in national and state standards to each course, consider Education Sciences path
May 27, 2019	Dr. Tara Mathien Dr. Elayne Colon Dr. Alyson Adams Dr. Caitie Gallingane Dr. Ashley MacSuga Gage Additional faculty from across COE	Held an open forum for faculty from other programs to ask questions and stay informed on our process; Shared draft degree proposal and discussed possible curriculum alignment with existing courses
June 10, 2019	Dr. Tara Mathien Dr. Kristen Kemple Dr. Mary McLean Dr. Tina Smith-Bonahue	Discussed logistics and administrative procedures regarding online courses, generated a list of potential new field placements, investigated how other educator preparation programs are implementing field supervision
August 1, 2019	Dr. Tara Mathien Dr. Maureen Conroy Dr. Kristen Kemple Dr. Tina Smith-Bonahue Dominic Durante, *Senior Instructional Designer*	Online course instruction lesson from Dominic; reviewed various teaching strategies that are adaptable to the online environment, also provided new ideas and resources to promoting student engagement, collaborated on next steps
August 12, 2019	Dr. Tara Mathien Kathy Powell, *Project Director of Family Network on Disabilities* Doris Tellado, *Family Resource Specialist for Early Steps of North Central Florida*	Discussed future partnerships for Early Childhood students to work with families in Early Steps to fulfill course requirements
August 27, 2019	Dr. Tara Mathien Dr. Kristen Kemple	Review progress made on course syllabus development,
September 5, 2019	Dr. Kara Dawson, *Educational Technology* Dr. Tara Mathien	Discussion about technology content, ISTE standards for new program curricula
	Dr. Cindy Naranjo, *ESOL Specialist* Dr. Tara Mathien	Discussion about ESOL content, ESOL infusion matrix for new program curricula
September 6, 2019	Dr. Holly Lane, *Director of School of*	Review Language and Literacy course

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	Special Education, School Psychology, and Early Childhood Studies Dr. Tara Mathien Dr. Vivian Gonsalves, Dr. Kristi Cheney-Collante Dr. Tina Smith-Bonahue	needs, Reading Competencies, collaboration plans with School of Teaching and Learning
September 17, 2019	Dr. Tara Mathien Dr. Kristen Kemple Dr. Mary McLean	Refinement of the Multi-tiered Models course, planning of the Assessment course, its measure of student learning outcomes, review online state numbering system
October 8, 2019	Dr. Erica McCray, *Director of School of Special Education, School Psychology, and Early Childhood Studies* Dr. Tara Mathien Dr. Kristen Kemple	Program transition plans for supports for the new degree program – supervisor roles, course sequence and offerings
October 10, 2019	Dr. Tara Mathien Dr. Kristen Kemple Dr. Nancy Waldron Robin Rossie, *COE program advisor*	Discuss curriculum plans for new degree proposal, College Curriculum Committee issues, program transition plans
October 11, 2019	Dr. Elayne Colon Dr. Tara Mathien Dr. Holly Lane	Review FDOE guidelines for approval regarding FEAPs, Reading Competencies, and ESOL infusion
October 15, 2019	Dr. Tara Mathien Dr. Kristen Kemple	Further program revision, proposal work, prepare for open forum to be held later in the month
October 22, 2019	Dr. Tara Mathien Dr. Kristen Kemple Dr. Caitie Gallingane Dr. Vivian Gonsalves Dr. Elayne Colon Dr. Lori Dassa Robin Rossie Aaron Ganas Rebecca Kidwell	Open forum to share plans for proposed program, reviewed program of study, answered faculty/staff questions, solicited feedback for proposed degree plan
December 9, 2019	Dr. Tara Mathien Dr. Kristin Kemple Dr. Nancy Waldron COE Curriculum Committee	Review and college approval of new and modified courses and new EC curriculum plan

Events Leading to Implementation

Date	Implementation Activity
November 28, 2018	Degree pre-proposal to CAVP; no formal concerns noted
December 9, 2019	New courses and degree proposal reviewed by COE Curriculum Committee
January 23, 2020	New and modified courses to UCC for review
March 12, 2020	New and modified courses approved by UCC
September 15, 2020	Degree proposal to UCC for review and approval
Nov-Dec, 2020	Submit degree proposal to UF Faculty senate for review and approval
Feb-March, 2021	Submit degree proposal to UF BOT for review and approval
June, 2021	Submit degree proposal to BOG for review and approval
Fall 2021	Enroll students in new degree/program

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

This degree program would become a DOE and CAEP approved program. Currently, both the DOE and CAEP already engage with other programs within the college; therefore, this program would fall under the existing review system. The next re-accreditation visits are: Florida DOE in Spring 2021, CAEP in 2024.

VIII. Curriculum

A. **Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Students completing the BAE will be able to (SLOs):
1. Demonstrate competency in working with children, age three to grade three, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, safety and mental and physical health.
2. Create, select and implement specific learning goals, appropriate teaching methods and instructional materials and evaluation strategies aligned with goals, using knowledge of children and developmentally appropriate practices.
3. Critically evaluate instructional effectiveness to plan future lessons and improve teaching of all students over time.
4. Effectively communicate with students, including students whose home language is not standard English, as well as parents and other school personnel.

The Academic Learning Compact is located in Appendix C.

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B. **Describe the admission standards and graduation requirements for the program.**

Students admitted to the university as freshmen, lower division transfers, and upper division transfers would meet the minimum admission requirements for enrollment to UF. Admission to the program would also require students to complete: 36 credit General Education Program to include 24,000 words of writing, EDFX005 Introduction to the Teaching Profession, (UF students only: EDF2085 Teaching Diverse Populations and EME2040 Intro to Ed Technology), DEPXXXX Human Growth and Development or equivalent, FTCE General Knowledge Test, clear Level II criminal background report, and faculty admissions committee approval.

Graduation requirements include: Completion of upper-division program coursework with no grade below C, demonstrate FEAPS with ratings of Accomplished
Passing score on FTCE Subject Area Exam for Prekindergarten/Primary (PK-3)
Passing score on FTCE Professional Education Test
Minimum 2.6 upper division GPA and 2.6 cumulative GPA

C. **Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The proposed degree program is 120 credit hours total (60 in semesters 1-4, 60 in semesters 5-8)

The curricular framework for this program has been developed by attending to the teacher education standards and competencies identified by major organizations directly relevant to the field of early childhood education. Specifically, the program addresses each of the FEAPs (Florida Educator Accomplished Practices). It also addresses all standards identified by NAEYC (the National Association for the Education of Young Children), DEC (the Division of Early Childhood of the Council for Exceptional Children), and all of the content standards for the state of Florida's Age 3 to Grade 3 teacher certification. In addition, we have included all competencies leading to both the state of Florida's Reading and ESOL Endorsements.

To continue our prior success with a similar format, this proposed program is designed as a cohort program. Students enter the College of Education in the fall, and take a prescribed sequence of courses for the next 4 semesters together with all other Early Childhood Education majors who entered that same fall. There are no electives in the program, during the semesters after students enter the College of Education.

During students' first semester in the proposed program, the emphasis is on foundational courses which build knowledge and skills related to core concepts for the field, including family relationships, typical and atypical child development, multicultural considerations, differentiating instruction to meet diverse needs, and historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of teaching, assessing, and guiding children's learning and development, which build upon the foundation of the initial semester in the COE.

Students are in clinical field placements during every semester (semesters 5-8) of the program, to enable them to observe and practice-with-guidance what they are learning in coursework. Field work is intended as a core element of the program, with course assignments closely tied to clinical field experiences.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

· Complete coursework with minimum grades of C

· 21 ACT with writing or 1010 SAT Reading plus Math (minimum 440 on each section)

· 2.0 UF GPA required

Semester 2

· Complete coursework with minimum grades of C

· Complete 1 of 3 critical-tracking courses: EDF 1005 or EDF 2085 or EME 2040

· 2.3 UF GPA required

Semester 3

· Complete coursework with minimum grades of C

· Complete 1 additional critical-tracking course

· 2.6 UF GPA required

Semester 4

· Complete coursework with minimum grades of C

· Complete all 3 critical-tracking courses with a 3.0 critical-tracking GPA

· 2.6 UF GPA required

Semester 5

· Document passing general knowledge test scores from the FTCE (see audit and/or advisor to determine which test to take)

· Complete all General Education requirements

· Complete the university writing requirement

· Students cannot register for courses in semesters 5-8 before ProTeach admission, which is competitive and in the fall semester only. Students should meet in February with the admissions coordinator in G416 Norman Hall to complete an application for fall admission.

· 3.0 upper-division GPA required semesters 5-8

· 2.6 UF GPA required

D. **Provide a sequenced course of study for all majors, concentrations, or areas of emphasis**

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within the proposed program.

Major in Early Childhood Education (there are no concentrations or areas of emphasis within the proposed program).

Semester 1

IDS1161 What is the Good Life/Quest 1 (GE-H)	3
State Core GE Biological or Physical Science (GE-B/P)	3
State Core GE Composition (GE-C; W6)	3
State Core GE Mathematics (GE-M)	3
State Core GE Social and Behavioral Sciences (GE-S)	3

Semester 2

EDF1005 Introduction to Education	3
EDF3110 Human Growth or DEP3053 Developmental Psychology (GE-S)	3
GE Composition (GE-C; W6)	3
State Core GE Humanities (GE-H)	3
GE Mathematics (GE-M)	3

Semester 3

EDF2085 Teaching Diverse Populations (GE-S, D)	3
GE Biological or Physical Science (GE-B/P)	3
Elective (GE-N)	3
Elective (W6)	3
Elective	3

Semester 4

EME2040 Introduction to Educational Technology	3
GE Biological or Physical or Social Science or Humanities	3
Elective (W6)	3
Elective	3
Elective	3

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Semester 5

EDF 3122 The Young Child	3
EEX 4294 Differentiated Instruction	3
EEC XXX Intro to Early Childhood Education	3
EEC 3941 Practicum in Early Childhood Education	3
EEC 3404 Family Involvement & Multicultural Issues in Early Childhood	3

Semester 6

EEC 4252 Inclusive Early Childhood Curriculum, Teaching & Assessment I	3
EDF 3433 Measurement and Evaluation	2
EEC 3941 Practicum in Early Childhood Education	3
EEC 3213 Language and Literacy Development in Early Childhood	3
EEC 4712 Social-Emotional Learning & Behavior Support in ECE	4
Summer: EEC 3421 EC Math Science & Technology	6

Semester 7

EEC 4945 Internship in Early Childhood Education	3
RED 3309 Emergent Literacy/Beginning Reading Instruction	3
EEC 4212 Integrated Social Studies, Humanities, & Arts in Early Childhood	3
EEC XXX Inclusive Early Childhood Curriculum, Teaching & Assessment II	3

Semester 8

EEC 4945 Internship in Early Childhood Education	6
EEC 4XXX Practicum in Early Literacy	3
TSL 4324 ESOL Strategies for Content Area Teachers	3

E. **Provide a one- or two-sentence description of each required or elective course.**

EDF 3122 The Young Child: Studies growth and development during infancy and early childhood.

EEX 4294 Differentiated Instruction: Provides preservice teachers with information and expertise related to instruction to that effectively meets the academic needs of all students in inclusive settings.

EEC XXX Introduction to Early Childhood Education: Provides an overview of early childhood education for all children from age three through grade 3, including legal bases, historical and

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cultural perspectives, organization, programming, developmentally appropriate principles and evidenced-based practices.

EEC 3941 Practicum in Early Childhood Education: Field experience in pre-service early childhood education.

EEC 3404 Family Involvement and Multicultural Issues in Early Childhood: The role of family and influence of community on development and learning of young children in diverse society

EEC 4252 Inclusive EC Curriculum, Teaching and Assessment I: Knowledge of best practices in curriculum, management, and teaching in the early childhood years. Includes the contribution of child development theory and research to the design and implementation of appropriate early childhood programming, and discusses using theme-based units and play for integrating curriculum.

EDF 3433 Measurement and Evaluation: Surveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

EEC 3941 Practicum in Early Childhood Education: Field experience in pre-service early childhood education.

EEC 3213 Language and Literacy Development in Early Childhood: This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

EEC 4712 Social-Emotional Learning & Behavior Support in ECE: Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional learning, self-responsibility and self-regulation in early childhood programs. Practices build from focus on development of positive relationships, to environmental arrangements, to specific teaching practices, to use of individualized interventions based on functional assessment.

EEC 3421 Early Childhood Math, Science, and Technology: Students will learn to teach young children mathematics and science through processes of problem-solving, reasoning, communication, and inquiry. Students will explore the appropriate use of technology to amplify the learning environment and experience in preschool and the primary grades to develop digital citizens and computational thinkers.

EEC 4945 Internship in Early Childhood: Field experience in pre-service early childhood education.

RED 3309 Emergent Lit Beginning Reading Instruction: Provides students with knowledge to support emergent literacy in young children and teaching beginning reading in the early primary grades. Designed to provide students with theoretical and practical knowledge and experiences that prepare them to teach in a variety of applicable educational settings.

EEC 4212 Integrated Social Studies, Humanities, and the Arts in ECE: This course is designed to develop students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for young children in preschool through grade 3, with an emphasis on integrated experiences

EEC XXX Inclusive EC Curriculum, Teaching and Assessment II: This course is designed to develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic

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disciplines. In this second course in a 2-course series, students will deepen their understanding of classroom-based assessment, and will focus on in-field implementation of appropriate practices in curriculum, teaching and assessment.

EEC 4945 Internship in Early Childhood: Field experience in pre-service early childhood education.

EEC 3941 Practicum in Early Childhood Education (Emphasis in Reading): Field experience in pre-service early childhood education.

TSL 4324 ESOL Strategies for Content Area Teachers: Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.

F. **For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

This degree program is not in the science or technology disciplines. However, ISTE standards, formerly known as the National Educational Technology Standards (NETS), were infused within the curriculum content in order to ensure students are prepared to utilize appropriate technologies and resources into their future teaching careers. In addition, faculty in the Educational Technology program were consulted for course content infusion.

G. **For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program.   Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The proposed program is an educator certification program, which requires Florida Department of Education approval for teacher preparation. Further, the proposed program falls under the accreditation standards of the Council for the Accreditation of Educator Preparation, a group that has accredited the College of Education since 1954. Concurrent with the degree approval, required submissions to FL DOE will be made to have extend existing approval to the newly designed Early Childhood program and associated reading and ESOL endorsements.

H. **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program.   Are the programs accredited? If not, why?**

Not applicable.

I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).   If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The proposed program will be delivered on main campus in a traditional, face to face format, with some courses including an online component. All courses within the degree will be offered on main campus.

IX. Faculty Participation

A. **Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See Table 4

B. **Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

Projected costs for the program are salaries for faculty, salaries for advisors/support staff, salary for Other Personnel Services, and expenses for program coordination. The funding source is reallocated E & G funds.

C. **Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

See Faculty CV

D. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The College of Education founded in 1906, is the highest rated education college in both Florida and among public institutions in the Southeast, and is ranked 15th nationally among public education colleges in the 2020 U.S. News & World Report survey of America's Best Graduate Schools. U.S. News also rated the College's overall Online Graduate Education Programs No. 1 or 2 nationally for multiple years in a row (2016, 2017, 2018, 2019, 2020). Four of the College's academic programs occupy Top 20 spots nationally: Counselor Education (3rd), Special Education (7th), Elementary Teacher Education (16th), and Curriculum and Instruction (18th). The college has 107 full-time faculty members with distinguished records in teaching, research and service.

Cutting-edge interdisciplinary research and public scholarship—often conducted in partnership with other UF colleges, school districts, communities, and private education providers across the state—are yielding powerful learning systems and models that are helping to transform education in today's changing world, starting with our youngest learners. The college is involved in three designated priority research areas in UF's state-funded Preeminence initiative: informatics and data analytics, online learning, and optimizing early childhood interventions. Faculty researchers last year held more than $155 million in grants and contracts supporting studies and projects addressing education's most critical issues.

Teaching is just one of several areas of study from which UF undergraduate and graduate students can choose. Nearly 1,500 education students are enrolled on campus in baccalaureate and advanced degree programs and concentration areas. Three programs are available to undergraduate students. The

undergraduate programs in early childhood education and in elementary education are coupled with master's degrees in the same areas to form state- approved educator preparation leading to teacher certification. The Education Sciences degree permits students to explore critical issues and prepare for careers in education related fields in business and government. Graduate programs and specialties are available in 26 areas, including K-12 Curriculum and Instruction, Counseling and Counselor Education, Early Childhood Education, Elementary Education, Educational Leadership, Educational Technology, English Education, Higher Education Administration, Mathematics Education, Research and Evaluation Methods, School Psychology, Science Education, Social Studies Education, Special Education, and Student Personnel in Higher Education. The college's educator preparation programs have been continuously accredited by the Council for the Accreditation of Teacher Preparation – CAEP since 1954. Enrollment in the college's nationally ranked online programs tops 1,750 students from around the world.

To sustain the college's innovative edge deep into the 21st century, heightened emphasis on emerging technologies, education innovations, and interdisciplinary research will effectively prepare tomorrow's leaders in all disciplines that support learning, development, and teaching. The college embraces over 30,000 "EduGator" alumni located throughout the world.

X. **Non-Faculty Resources**

A. **Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Rachael Elrod, Director of the UF Education Library, and Brittany Kester, Early Education Librarian, were consulted in this preparation of this proposal. She reports holdings include more than 71,3000 books in the Education Library and approximately 600 print and electronic journal subscriptions related to Education. In addition, there are over 52,700 books on the subject of Education in the University's off-campus storage facility that are available to students. The Education Library currently has more than 3,000 books specifically on the subject of Early Childhood Education.

Major journals available to students include:
American Educational Research Journal
Australasian Journal of Early Childhood
Child Development
Contemporary Issues in Early Childhood
Developmental Psychology
Early Childhood Education Journal
Early Childhood Research and Practice
Early Childhood Research Quarterly
International Journal of Early Childhood Learning
Journal of Early Childhood Literacy
Journal of Early Childhood Research
Journal of Early Intervention
Topics in Early Childhood Special Education

B. **Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.**

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Library resources are currently adequate to implement and sustain the program through Year 5. No additional library resources are expected to be needed other than typical annual acquisitions and subscription renewals.

C. **Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Norman Hall provides office, classroom, and laboratory space for the College of Education. The building and all instructional space was recently renovated with updated technology options and flexible learning environments to offer students. The proposed program will share classrooms and teaching laboratory space in the building. Those spaces include computer labs, instructional design studio, research consulting, and private tutoring and collaboration spaces. The student advising office is also included in Norman Hall as a resource to students.

D. **Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

The rehabilitation and improvement of Norman Hall was established as a top priority for the University of Florida. Most spaces were completed by Spring 2020, but additional renovation continues in some common and office areas. The Early Childhood program has a dedicated classroom and storage space in order to keep materials and supplies for instruction.

E. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

While new construction is not required for the proposed program, the response to D above indicates significant new funds have been used for renovations that will improve and modernize the instructional and advising facilities required by the proposed program.

F. **Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

While no specialized equipment is necessary for the degree program, there are resources that will support implementation of the proposed program. Instructional requirements will be supported through availability of a computer lab, instructional design suite, newly renovated classroom spaces and access to SMART equipment in each classroom. Additionally, any research requirements or interests will be supported by opportunities to volunteer and learn from faculty involved in a wide array of research projects related to ECE field.

G. **Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Original file: BAE Early Childhood BOG Degree Proposal UCC1.pdf

The Early Childhood program has a dedicated classroom and storage space in order to keep materials and supplies for instruction.

H. **Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional special resources are needed.

I. **Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

College of Education scholarships available to students currently exceeds $400,000 annually. Students in the proposed major will be eligible to apply. In addition, professional organizations related to the field often support undergraduate activities. For example, students in the proposed major would be eligible to apply for the T.E.A.C.H. Early Childhood® Scholarship Program, which links training, compensation, and commitment to improving the quality of early care and education. The program provides scholarships for early childhood teachers to work toward earning an Associate, Bachelor's, or Master's degree in early childhood education, a Florida Staff Credential, a Director Credential, a National CDA Assessment, or credential renewals. Additionally, students would also be able to apply for the AERA Undergraduate Student Education Research Training Workshop held in conjunction with the annual meeting of the American Educational Research Association. The workshop, led by junior and senior scholars, gives awardees an overview of how education research is designed across field and how research is applied to education policy and practice. Senior researchers and faculty from both academic institutions and applied research organizations (i.e., The American Institutes for Research, Educational Testing Service, the College Board, and the Urban Institute) will introduce education research as a field and share their area of expertise and knowledge with the fellows. The award typically covers conference and workshop registration and two nights of lodging.

J. **Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Available sites for internship and practicum experiences will include public school settings in and around Alachua County, Florida. For example, partnerships have been established with a diverse variety of schools in grade levels from PreK through Third Grade. The schools are also representative of diverse geographic locations and socio-economic demographics. Examples of the school partnerships for clinical field experience sites, include CW Norton Elementary, Duval Early Learning Academy, Glen Springs Elementary, Hidden Oak Elementary, Meadowbrook Elementary, Idylwild Elementary, and Newberry Elementary, Irby Elementary, and P.K. Yonge School.

APPENDIX A

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	5	3.75	10	7.50	8	6.00	4	3.00	2	1.50
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	20	15.00	40	30.00	40	30.00	42	31.50	44	33.00
Florida College System transfers to the upper level***	5	3.75	15	11.25	20	15.00	23	17.25	25	18.75
Transfers to the upper level from other Florida colleges and universities***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Transfers from out of state colleges and universities***	2	1.50	4	3.00	4	3.00	4	3.00	4	3.00
Other (Explain)***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Totals	**32**	**24.00**	**69**	**51.75**	**72**	**54**	**73**	**54.75**	**75**	**56.25**

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

Worksheet Table 1-A UG Enrollment

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*   List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

**   If numbers appear in this category, they should go DOWN in later years.

***   Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1								Year 5						
	Funding Source						Subtotal coulumns 1+...+7	Funding Source						Subtotal coulumns 9+...+14
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Faculty Salaries and Benefits	285,000	0	0	0	0	0	0	$285,000	420,000	0	0	0	0	0	$420,000
A & P Salaries and Benefits	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
USPS Salaries and Benefits	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Other Personal Services	0	0	0	0	0	0	0	$0	12,000	0	0	0	0	0	$12,000
Assistantships & Fellowships	0	0	0	0	0	24,875	0	$24,875	32,000	0	0	0	50,000	0	$82,000
Library	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Expenses	5,000	0	0	0	0	0	0	$5,000	5,000	0	0	0	2,500	0	$7,500
Operating Capital Outlay	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Total Costs	**$290,000**	**$0**	**$0**	**$0**	**$0**	**$24,875**	**$0**	**$314,875**	**$469,000**	**$0**	**$0**	**$0**	**$52,500**	**$0**	**$521,500**

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.76	2.90
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$290,000	$469,000
Annual Student FTE	24.00	2250
E&G Cost per FTE	$12,083	$208

Worksheet Table 2 Budget

APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
18010000-101	8,158,669	100,000	$8,058,669
18050000-101	4,860,883	65,000	$4,795,883
18070000-101	3,940,433	125,000	$3,815,433
Totals	$16,959,985	$290,000	$16,669,985

* If not reallocating funds, please submit a zeroed Table 3

Worksheet Table 3 Reallocation

APPENDIX A
TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Kristen Kemple, Ph.D. Early Childhood Studies	Professor	TT	Spring 2022	9	1.00	0.25	0.25	9	1.00	0.50	0.50
A	Tara Mathien, Ed.D. Early Childhood Studies	Assistant Professor	NTT	Fall 2021	12	1.00	1.00	1.00	12	1.00	1.00	1.00
A	Tina Smith-Bonahue, Ph.D. School Psychology	Assoc Professor	TT	Fall 2021	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Mary McLean, Ph.D. Early Childhood Studies	Professor	TT	Fall 2021	9	1.00	0.13	0.13	9	1.00	0.25	0.25
A	Holly Lane Special Education	Assoc Professor	TT	Spring 2022	9	1.00	0.13	0.13	9	1.00	0.25	0.25
A	Patricia Snyder Early Childhood Studies	Professor	TT	Fall 2021	9	1.00	0.00	0.00	9	1.00	0.13	0.13
A	Caitie Gallingane Reading/ Early Childhood	Asst. Prof.	NTT	Fall 2022	9	1.00	0.00	0.00	9	1.00	0.13	0.13
A	Ester DeJong ESOL	Professor	TT	Spring 2022	9	1.00	0.00	0.00	9	1.00	0.13	0.13
A	Maureen Conroy Early Childhood Studies	Professor	TT	Fall 2022	9	1.00	0.00	0.00	9	1.00	0.13	0.13
A	Brian Reichow Early Childhood Studies	Assoc Professor	TT	Spring 2022	9	1.00	0.00	0.00	9	1.00	0.13	0.13
	Total Person-Years (PY)							**1.76**				**2.90**

Faculty Code		Source of Funding	PY Workload by Budget Classsification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.76		2.90
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00		0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00		0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00		0.00
		Overall Totals for	**Year 1** 1.76		**Year 5** 2.90

Worksheet Table 4 Faculty

Board of Governors, State University System of Florida
Limited Access Program Request
Reference: BOG Regulations 6.001, Admissions and 8.013, Limited Access

University:		Degree(s) offered:	
Program:		Six digit CIP code:	

1. Will the entire program be limited access or only a specific track?
    _____

2. If only a track is limited access, please specify the name of the track
    _____

3. How many students will the program plan to accommodate?
    Fall_____   Spring_____   Academic Year Total _____

4. When do you propose to initiate limited access? (please specify the effective term and year)
    _____

5. What is the justification for limiting access?

6. By what means will access be limited? Please provide a description of the program's
    admissions requirements and procedures, and indicate how these requirements and
    procedures ensure equal access for Florida community college Associate of Arts degree
    graduates in the competition for available space in the program.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Request Initiated by:	
EEO Officer's Signature:	
Provost's Signature:	
University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form)	

Send the completed form to:

Dr. Jan M. Ignash
Vice Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

School of Special Education, School Psychology, and Early Childhood
1403 Norman Hall, PO Box 117050

352-273-4275
Gainesville, FL 32611-7050

352-392-2655 Fax

September, 2020

TO: University Curriculum Committee

FROM: Nancy Waldron, Associate Dean, College of Education
         Tara Mathien, Program Coordinator, Early Childhood Education

RE: New degree proposal – Bachelor of Arts in Education, Early Childhood Education major

The College of Education is proposing a new undergraduate degree/major in the College of Education, the Bachelor of Arts in Education, Early Childhood Education major. The proposed degree will prepare students for the Florida Department of Education's PreK/Primary Educator professional certification, also known as the "age three to grade three" certification. The new degree/major will be 120 credit hours, and is designed as a cohort program to be completed in four years. In addition to teaching children age three to grade three, graduates of this program may also pursue careers as teaching coaches for early childhood programs or as child care program administrators. The proposed program also provides foundational preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

The College of Education presently has an early childhood teacher preparation program called the Unified Early Childhood (UEC) ProTeach program, which is a 5-year cohort program through which students earn a BA degree in Special Education and an M.Ed. in Early Childhood Education. The current UEC ProTeach program prepares students for two Florida Department of Education teacher certifications: PreK/Primary and Birth to 5. Enrollment in the UEC ProTeach program has experienced a steady decline in applicants in recent years, with fewer students staying to complete the 5
th
year and graduate from the program. This decline in students interested in the teaching profession, is occurring across the nation but is particularly being noted in programs that require completion of a graduate degree. In order to respond to the current teacher shortage and need for highly qualified teachers entering the field sooner, the proposed Bachelors program in Early Childhood Education will replace the UEC ProTeach program.

In addition to preparation for PreK/Primary certification, the proposed program is designed to provide students Florida's English for Speakers of Other Languages (ESOL) Endorsement and Florida's Reading Endorsement, both of which are required by the State within a teacher's first few years of teaching.   With a basis in universal design and instructional practices for all learners, the program is designed to prepare students with the necessary content and skills to teach diverse children, with and without disabilities, within an inclusive environment. The program integrates knowledge and skills for working with children and families from culturally, linguistically, ability, and economically diverse backgrounds.

After completing General Education requirements in semesters 1 to 4, students are admitted to the program as Juniors and progress through the program in semesters 5 to 8. The program begins with foundational courses that build knowledge and skills related to core concepts for the field, including family relationships; typical and atypical child development; multicultural considerations; differentiating instruction to meet diverse needs; and

historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of instruction, assessment, and guiding children's learning and development. Field experiences occur in every semester of the junior and senior years, beginning with focused practicum in a variety of early childhood settings/classrooms and culminating in a 1 year internship placement. The new degree/major is intended to begin in Fall 2021 and will be offered on campus.