

Program/Component Title:
B. S. Early Childhood Development and Education

Jointly offered by the College of Education and the College of Agricultural and Life Sciences, School of Family and Consumer Sciences

Program/Component Duration:
Permanent

Program/Component Description (be brief):

The proposed program of courses is designed to meet the standards as outlined in the Early Childhood/Early Childhood Special Education Blended Certification (Birth through Grade Three). Students enrolled in this degree will complete 131 credits. Students will take courses from the general education core, courses in education methods, child development and family relations, and special education. They will complete practica in settings for infants and toddlers, preschoolers, and primary grade children. A Memorandum of Understanding will be drafted to clarify this collaborative effort between the College of Education and the College of Agricultural and Life Sciences, and how they will share in RCM majors based on where the majors are taught. Student credit hours generated by courses offered in each college will be attributed to the home department of the faculty member teaching the course. One new temporary FTE will teach, administer the program, and assist with arranging practica. This FTE may be shared between the colleges. This FTE would be supported through the Early Childhood/Special Education grant agreement with the J.A. & Kathryn Albertson Foundation and the Provost's office. The Provost has agreed to assist in funding a temporary faculty position over a three-year period at \$30,000 per year.

Succinct statement of need for program or program modification. Include student need, demand and employment potential. (Use additional sheets if necessary.):

Teachers of young children must be aware of the characteristics of development and learning of young children that are different from those of older children and adults. Specialized teacher education is needed to prepare such teachers. Beginning July 1, 2002, the Idaho State Board of Education will offer the Early Childhood/Early Childhood Special Education Blended Certificate for teachers of children birth through grade three. In response to the State Board's issuance of this certificate, the University of Idaho proposes a four-year program of study resulting in a Bachelor's degree to prepare students to meet the required standards for eligibility for the certificate.

A consortium of people from agencies and programs that serve young children (Early Childhood Professional Development Consortium) initiated and supported development of the certificate with the State Board. The Consortium includes people from Head Start, preschools, public school, Health and Welfare, and child care programs. Members of the consortia are eager to hire certified people, because the standards in the certificate represent quality preparation. Currently, employers in child care, Head Start, and programs for infants and toddlers are forced to hire people who may not fully trained for teaching young children. This proposed degree would provide a well-educated work force for teaching young children.

As the literature on the nature of young children's development continues to illuminate the critical care and education needs of young children, it is anticipated that the need for additional teachers will increase, and the number of students seeking the degree will increase. Current University of Idaho students in Child, Family, and Consumer Studies, and students in the College of Education do not have access to a plan of study that will prepare them to meet the standards of the certificate. It is expected that an average of 40 to 50 students per year would seek the degree, though our current resources will limit the number to 30 per year.

Similar Programs (in-state, regional, etc.):

The three major universities in Idaho (University of Idaho, Idaho State University, and Boise State University), and BYU-Idaho are preparing to address the new Blended Certificate. Washington State University offers an early childhood major, although it is a Preschool-Grade Three program.

Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

As enrollment increases, it is anticipated that a request for a tenure-track faculty position will be made. During the first year or two, the program will be implemented using existing courses and new courses developed and delivered as resources are available. Practica will need to be developed or modified to meet certificate requirements. Eventually courses will be developed for distance delivery as off-campus graduates will seek certification to enhance their employment.

Estimated Fiscal Impact:	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>
<u>A. Source of Funds</u>			
1. Appropriated-reallocation	\$ _____	\$ _____	\$ _____
2. Appropriated-new	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$30,000</u>
3. Federal	_____	_____	_____
4. Other: Grants from foundations	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
<u>B. Nature of Funds</u>			
1. Recurring*	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
2. Non-recurring**	_____	_____	_____

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
 ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.