

TO: Bernd Buldt, Chair, Senate Executive Committee
FROM: Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee
DATE: October 21, 2020
SUBJECT: Early Childhood Education Minor

The Curriculum Review Subcommittee supports the proposal from the School of Education for a minor in Early Childhood Education. We find that the proposal requires no Senate review.

Approving

Not Approving

Absent

Jaiyanth Daniel
Behin Elahi
Seth Green
Teresa Hogg
Shannon Johnson
Carol Lawton
Sarah LeBlanc
Haowen Luo

Terri Swim, exofficio (non-voting member)

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

PFW
Request for a New Minor

Proposed Title of Minor: _____ Early Childhood Minor _____

Department Offering the Minor: _____ School of Education _____

Projected Date of Implementation: _____ Fall 2021 _____

I. Why is this minor needed? (Rationale)

Early childhood education is a growing profession because in 2015 the state of Indiana prioritized investing in the futures of our youngest citizens. The On My Way Pre-k program began as a pilot program in five counties, including Allen. This initiative provides additional funding for services to childcare programs in the state. Since then, over 3,900 preschool students, many whose families would not have been able to afford high-quality programs, were served statewide. While funding issues have restrained the growth of programs that can serve these children and families, so has the lack of qualified teachers. Early childhood programs can be eligible for the funding if they are evaluated at level 3 or 4 on the Paths to Quality rating scale. One of the primary distinguishing characteristics for level 3 and 4 is having a specific percentages of teachers who hold degrees and/or specialized knowledge in early childhood education.

According to the U.S. Department of Labor (O*NET), preschool teachers have a “bright outlook” with a projected growth of 7-10% from 2018-2028, nationally. The state of Indiana reported an expected growth of 9% from 2016-2026. This results in 590 annual job opening (i.e., growth in jobs, not replacements). At PFW we have a robust early childhood education program leading to licensure. We have a 4-year program as well as a degree-completion program. Nearly 90% of the students in the degree-completion option are already employed in the field, preventing us from assisting local early learning centers by filling their employment needs. Adding this minor would help local employers have a larger pool of qualified candidates with strong knowledge and teaching skills in child development, early learning, and family collaboration, preparing them to work as teachers in early childhood education.

Preschool and early learning center directors (administrators) also have a “bright outlook” in their career path, with growth projected to be 7-10% nationally. Indiana estimated growth at 9% or 80 new openings annually from 2016-2026. While graduates of this minor would not be immediately prepared for administrative roles, they would be primed to seek positions as early learning directors after gaining several years of experience in a classroom setting.

II. List the major topics and curriculum of the minor.

Students in the Early Childhood minor will develop knowledge and skills related to child development, curriculum design, child guidance, professional ethics, and collaboration

with families. This minor will focus on working with children ages birth through 6 in early childhood settings that do not require an Indiana teaching license.

In addition, these courses provide information that addresses the Indiana Core Knowledge and Competencies for Early Childhood Professionals (https://www.in.gov/fssa/files/2016_INCKC.pdf) in the content knowledge areas of: a) Child Growth and Development, b) Observation and Assessment, c) Learning Environment and Curriculum, d) Family and Community Engagement and e) Leadership and Professionalism. This framework is the foundation for each preschool teacher's Annual Individual Professional Development Plan and how center directors (of preschool and early learning centers) create professional development experiences for their staff.

More specifically, the students will be required to complete the following courses:

EDU 22200 Early Childhood Multilingual Learners (3)
EDU 34900 Teaching and Learning Ages B-3 (3)/M301 Field Experience (0)
EDU 35200 Teaching and Learning Ages 3-6 (3)/M401 Field Experience (0)
EDU 35500 Issues in Infancy and EC Mental Health (3)
EDU 34600 Discipline/Parenting Young Child (3)
EDU 41000 Trends and Issues in Special Ed: Early Intervention Strategies (3)
EDU 45000 Child Development Seminar (3)
EDU 47000 Practicum: Preschool (3)

Total Credits = 24

III. What are the admission requirements?

Students must be in good standing at the university, having an overall GPA of 2.0 or higher. Students can declare the Early Childhood minor within the School of Education or through their major department. Students cannot declare a major and minor in the same program.

In addition, the following Program Requirements will be followed for the Early Childhood minor:

- At least 15 credits must be earned as resident credit at the 300+ level or above.
- Students must earn a grade of C- or higher for all courses required in the minor, with a 2.00 GPA for all courses in the minor.
- The minor is not awarded if requirements are not completed by the time the major degree is certified for graduation.

IV. Describe student population to be served.

The Early Childhood minor is designed to serve students who are seeking to deepen their knowledge, skills, and experiences with children birth to age 6 and their families. Thus, students could come from any number of majors on campus. We would expect, however, that students enrolled in programs such as Psychology, Sociology, Communications, Spanish, and General Studies would be interested in this minor. In addition, students

who desire to own and/or direct an early learning program might be Business or Organizational Leadership majors.

V. How does this minor complement the campus or departmental mission?

This minor complements PFW Strategic Plan 1.1 regarding strengthening our reputation for the quality of programs, student experience, career preparedness.

The Early Childhood minor is designed to build on the existing quality of the early childhood education program. Our current B.S.Ed. programs in early childhood education have been recognized by the National Association for the Education of Young Children as high-quality programs. This minor utilizes courses in those high-quality programs to open opportunities for additional students to become a part of the growing early childhood education profession.

VI. Describe any relationship to existing programs within the university.

As stated above, the Early Childhood minor is built from some of the courses required in the early childhood education B.S.Ed. programs. Unlike the Early Childhood Education P-3 program, the minor does not lead to a teaching license in the state of Indiana. It does, however, result in a depth of knowledge about young children, families, and curriculum that would be of great benefit for an early childhood teacher.

Eventually, our goal is to work with the Executive Director of the Bachelor of Applied Science program to create a concentration for that degree. Conversations have already begun, and there is excitement by faculty and staff in both areas. Reconfiguring the Early Childhood minor into an Early Childhood Concentration for the BAS program would benefit significantly students coming with AAS degrees in early childhood education from partner institutions in Indiana, Michigan, and Ohio (where we currently have articulation agreements).

VII. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.). *

At this point, no additional resources are necessary to support this minor. However, enrollment in the in the BS in Early Childhood Education programs is growing, as demonstrated on the table below.

Table 1. Early Childhood Education Enrollment Data

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
27	37	70	84	80*

* This figure is based on preliminary enrollment data as of July 20, 2020.

Thus, if enrollment in the Early Childhood minor grows in conjunction with the enrollment with the major, our need for additional, long-term faculty will require a response.

VIII. A Liaison Library Memo

As we already have a B.S. in Early Childhood Education, no additional library resources are needed for the minor.

IX. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The Early Childhood minor requires the successful completion of two field experiences (one in an infant/toddler classroom and one in preschool classroom) as well as a practicum experience in a preschool classroom. These experiences must be completed in high-quality programs, so the Early Childhood Program Coordinator and the faculty spend a great deal of time building relationships with educational leaders (i.e., preschool and early learning directors, public school principals) and teachers in Head Start, public preschools, private early learning centers, and ministries. Without these partnerships, we would not enjoy the recognition of the National Association for the Education of Young Children as a high-quality program.

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

Denise Buhr

Liaison Librarian Signature

Date