

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: Baccalaureate Program Graduate Program

A. General Information

1. Institution: [The University of North Alabama](#)

2. Institutional Contact Person: [Dr. Joy Borah](#)
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3. Program Identification--
Field of Study/ Program Title: [Early Childhood Education](#)
Degree: [M.A.Ed.](#)
CIP Code: [13.1210](#)

4. Date of Proposal Submission: [May 19, 2017](#)

5. Proposed Program Implementation Date: [January 2018](#)

6. Program Administration:
Name of College/School: [College of Education and Human Sciences](#)
Name of Dean: [Dr. Donna Lefort](#)
Name of Department: [Elementary Education](#)
Name of Chair: [Dr. Katie Kinney](#)

Note: Please expand all response fields as necessary.

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

The University of North Alabama (UNA) is currently authorized by the Alabama State Department of Education (ALSDE) to offer the B.S.Ed. in Elementary Education with a dual certification track in Early Childhood Education (ECE). The addition of a P-3 certification track to the existing B.S.Ed. in Elementary Education under CIP 13.1202 was presented to ACHE at the June 16, 2006 meeting. Historically, UNA was authorized to offer a stand-alone degree in ECE, but based on trends and needs at the time, opted to delete CIP 13.1204 (Pre-Elementary/Early Childhood/Kindergarten Teacher Ed, BSEd, MSEd) from the UNA inventory on June 25, 2004. Until 2004 when UNA shifted its focus to the ALSDE expanded K-6 Elementary Education certification option, UNA was authorized to provide the M.A.Ed. in Early Childhood Education. Increased federal and state funding in early childhood education has escalated the need for teachers in this teaching field; therefore, UNA desires to provide a master's degree option for candidates desiring to focus studies in that teaching field. This proposal serves to re-establish a stand-alone M.A.Ed. degree under CIP 13.1210 for candidates seeking Class A professional educator certification exclusively in the area of ECE. UNA was established in 1872 as the first state-supported normal school south of the Ohio River with the original mission of preparing teachers for area schools. UNA continues to place an emphasis on preparing teachers, currently approved to offer traditional and alternative master's degree options in the M.A.Ed. leading to recommendation for Class A certification in 20 different teaching fields approved by the ALSDE. Increased federal and state emphasis and funding for early childhood programs has also increased the need for highly qualified candidates to teach in grades P-3.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

Candidates with a M.A.Ed. in Early Childhood Education that leads to recommendation for the ALSDE professional educator certification in P-3 will be highly qualified to seek employment in preschools, daycares, and other childcare environments that teach students ranging in age from infancy through eight years (grade three). In particular, candidates with this degree will be qualified to serve as a lead teacher in an Alabama First Class pre-kindergarten program and will support the state's goal of providing effective, high quality early childhood experiences that prepare Alabama's children for school success and lifelong learning. Additionally, candidates completing this degree would be able to seek doctoral programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent ***student learning outcomes*** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.

UNA established student learning outcomes around the framework, expectations and standards of NAEYC accreditation.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. GROWING AS A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth–age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

C. Need for the Program

1. **State need.** Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

Alabama's First Class Pre-K program has grown from serving 1,026 students in 2005-2006 (1.7% of eligible children in Alabama) to 14,598 students in 2016-2017 (25% of eligible children in Alabama). With the goal of fully funding the program by the 2022-2023 school year, the need for highly qualified teachers to teach in these environments is critical.

2. **Employment Opportunities.** Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Career and College Readiness/Preparation -- Projected Job Openings

	2014	2024
Local	188	318
State	2830	3020
Nation	441,000	470,600

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

**ALABAMA DEPARTMENT OF EARLY CHILDHOOD
EDUCATION
FIRST CLASS PRE-K GROWTH**

Budget Year	State Appropriation OSR	Number of First Class Pre-K Classrooms	Number of Students	Number of Eligible Children	% of Eligible Children in First Class Pre-K
2005-2006	\$4,326,050	57	1026	60,002	1.7%
2006-2007	\$5,369,898	59	2062	60,565	1.8%
2007-2008	\$10,000,000	128	2304	62,354	3.7%
2008-2009	\$15,490,831	185	3330	59,803	5.5%
2009-2010	\$18,376,806	215	3870	61,093	6%
2010-2011	\$18,376,806	217	3906	62,104	6%
2011-2012	\$19,087,050	217	3906	62,104	6%
2012-2013	\$19,087,050	217	3906	59,987	6.5%
2013-2014	\$28,624,146	311	5598	60,665	9%
2014-2015	\$38,462,050	419	7542	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,598	58,736	25%

- Each \$10 million increase results in approximately 100 new classrooms.
- The Preschool Development Grant (PDG) allows start-up funds in addition to operating funds for first year of classroom operation. To sustain the 100 new classrooms established through PDG, the cost is approximately \$8.6 million.
- A minimum of 100 new classrooms will be awarded in year two (FY17) from the Federal PDG.
- Both State and Federal funds will be used to enhance existing classes serving 4 year olds to the quality standard of First Class.

According to the U.S. Bureau of Labor Statistics, employment opportunities in early childhood education are growing by 7% annually. Candidates with a M.A.Ed. in Early Childhood Education that leads to recommendation for the ALSDE professional educator certification in P-3 will be highly qualified to seek employment in preschools, daycares, and other childcare environments that teach students ranging in age from infancy through eight years (grade three). In

particular, candidates with this degree will be qualified to serve as lead teacher in an Alabama First Class pre-kindergarten program and will support the state's goal of providing effective, high quality early childhood experiences that prepare Alabama's children for school success and lifelong learning. Additionally, candidates completing this degree would be able to seek doctoral programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

3. *Student Demand - Enrollment projection.* Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, *please briefly describe the survey instrument, number and percentage of respondents, and summary of results.*

(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

Approximately 150 candidates admitted to the undergraduate Teacher Preparation Program at UNA were consulted about the potential of focusing their teaching field in early childhood education at the graduate level (currently leading to ALSDE professional educator certification in P-3). Of those candidates surveyed, 15 expressed interest in exploring early childhood education at the graduate level.

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. UNA's M.A.Ed. in Early Childhood Education is aligned with Alabama Core Teaching Standards and the National Association for the Education of Young Children (NAEYC) standards, both of which ensure a strong framework for the planning, instruction, and assessment of the program.
2. UNA currently employs two faculty members in the Department of Elementary Education who possess National Board for Professional Teaching Standards (NBPTS) certification, a rigorous certification process for which only 1 % of educators are recognized, in the area of Early Childhood Generalist. These two faculty members teach coursework primarily in the early childhood education teaching field.
3. UNA currently houses the only NAEYC accredited child development center within a 50 mile radius of the Shoals area. The Child Development Center includes a First-Class Pre-K and a 3 year old class which provide rich opportunities for field experiences and mentoring from master teachers in early childhood education.

4. UNA currently houses Kilby Laboratory School, the only remaining legislatively established laboratory school in the state of Alabama. In addition to Kilby, UNA enjoys rich partnerships with local childcare providers.

Please note that letters of support may be included with the proposal.

E. Similar Programs

Using the ACHE Academic Program inventory found at <http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx> List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1. Alabama A&M University
2. Alabama State University
3. Jacksonville State University
4. University of South Alabama
5. University of West Alabama
6. University of Alabama
7. University of Alabama at Birmingham

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication. Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

UNA serves a different geographic region than the other institutions approved to offer similar programs, consisting primarily northwest Alabama, southern Tennessee and northeast Mississippi. UNA historically has been preparing

candidates in early childhood education at the bachelor's level, and this proposed program would provide an advanced degree option for our graduates. Additionally, until 2004 when UNA shifted its focus to the ALSDE expanded K-6 Elementary Education certification option, UNA was authorized to provide the M.A.Ed. in Early Childhood Education. Increased federal and state funding in early childhood education has escalated the need for teachers in this teaching field, which further supports our desire to provide a graduate degree option in Early Childhood Education.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

Yes No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

While collaboration on program delivery has not yet been explored due to logistical concerns, UNA is open to collaboration with other institutions for delivery of the program in the future.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Traditional Pathway (leading to Class A professional educator certification)	
Credit hours required in major courses	<u>21</u>
Credit hours required in minor	_____
Credit hours in institutional general education or core curriculum	<u>12</u>
Credit hours required in support courses	_____
Credit hours in required or free electives	_____
Credit hours for thesis or dissertation	_____
Total credit hours required for completion	<u>33</u>
Nontraditional Pathway (leading to Class A professional educator certification)	
Credit hours required in major courses	<u>21</u>
Credit hours required in minor	_____
Credit hours in institutional general education or core curriculum	<u>12</u>
Credit hours required in support courses	<u>13</u>
Credit hours in required or free electives	_____
Credit hours for thesis or dissertation	_____
Total credit hours required for completion	<u>46</u>

2. Will this program be related to other programs at your institution?

Yes

If so, which ones and how?

M.A.Ed. in Elementary Education; Both the Elementary and Early Childhood options share a common professional studies core; however, the options differ with alignment of field-specific professional standards, specific teaching field coursework, as well as ALSDE-regulated field experiences, internship placements, and assessments.

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

N/A

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.

No

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

Bachelor of Science in Education (BSEd) in Elementary Education, providing a certification option in P-3 or K-6; Bachelor of Science in Human Environmental Science, with a concentration in Child Development.

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Both pathways require a common core curriculum of 12 hours and major courses consisting of 21 hours. Of the 21 hours of major courses, traditional pathway candidates may select any teaching field coursework, while alternative pathway candidates must complete coursework designated by the double asterisk (**). In addition, candidates in the alternative pathway must complete an additional 13 hours of required support courses, as outlined below.

Course Number and Title	Number of Credit Hours	* If New Course
CORE CURRICULUM (BOTH PATHWAYS)	12	
EED 601 Methods of Action Research	3	
EED 605 Instructional Technology Early Childhood & Elementary Education	3	
EED 625 Advanced Assessment of Early Childhood & Elementary Education Learners	3	
ALSDE-Approved Diversity Course	3	
MAJOR COURSES (BOTH PATHWAYS)	21	
Select 21 Advisor-Approved Hours from:		

ECE 506 Math for Early Childhood**	3	*
ECE 550 Inquiry and Investigation**	3	*
ECE 570 Infants and Toddlers**	3	*
ECE 603 Behavior of the Young Child	3	
ECE 604 Family Involvement in the Education of Young Children	3	
ECE 609 Early Childhood Programs**	3	
ECE 610 Reading and Language Arts**	3	
EED 505 Evaluation & Remediation Reading Problems**	3	*
EED 602 Applied Action Research	3	
EED 610 The Master Teacher	3	
EED 611 Issues in Early Childhood & Elementary Education	3	
EED 612 Advanced Studies in Social Studies	3	
EED 613 Advanced Studies in Language Arts	3	
EED 615 Advanced Studies and Research in Developmental Reading	3	
REQUIRED SUPPLEMENTAL COURSES (ALT. PATHWAY ONLY)	13	
ECE 500 Seminar for Early Childhood Education	1	*
ECE 673 Methods Materials for Early Childhood Education	3	
ECE 572 Early Childhood Internship	9	*

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

Graduation from an accredited institution with a bachelor's degree with a minimum of 2.75 overall grade point average or graduation from an accredited institution with a master's degree or higher with a minimum of a 3.0 grade point average is required for unconditional admission to a program leading to a recommendation for Alabama Professional Educator certification. In addition, both pathways include satisfactory completion of a comprehensive assessment, as well as all ALSDE requirements for certification purposes. All program completers must have a graduating overall GPA of 3.25 for graduation and for recommendation for Alabama Class A Professional Educator certification.

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

No

9. State and list if the program has any special admission requirements. If none, state: "The program has no special admission requirements".

The program has no special admission requirements other than those identified in #7.

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes;

Student learning outcomes will be assessed by multiple measures through key assessments throughout the program. Those measures include: work samples, research projects, grade point average, and performance-based assessments including a comprehensive assessment.

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

The department will work closely with the campus alumni office to monitor accomplishments of graduates related to obtaining relevant employment or admission to doctoral programs.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

Although not currently seeking National Association for the Education of Young Children (NAEYC) accreditation, the faculty is interested in pursuing that national recognition in the future.

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

The common core required in both pathways is available online.

The 21 hours of major coursework required of the traditional pathway program to an M.A.Ed. will be available 100% online, 100% face-to-face, or a combination thereof.

The 21 hours of major coursework required of the alternative certification pathway program to an M.A.Ed. will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship in an early childhood education environment to accommodate candidates who are being prepared in initial certification of early childhood education.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education 45-100 %

3. If distance education is not being utilized, please explain why not.

A portion of the coursework for alternative pathway candidates, including the required support courses and teaching field coursework will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship, to best meet the needs of candidates seeking initial teaching certification in early childhood.

K. Resource Requirements

1. Faculty. Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	4	4
Current-Part Time		
Additional-Full Time (to be hired)		
Additional-Part Time (to be hired)		

UNA currently employs four full-time faculty who provide primary instruction for the undergraduate early childhood program and would provide the primary instruction for the proposed graduate program. In addition, UNA employs four additional faculty who provide key support and instruction in areas of specialization (i.e. science, instructional technology, social studies, special education, etc.). The chart below provides specific credentials, qualifications, and teaching assignments in the proposed program.

Current UNA Full-Time Primary and Full-Time Support Faculty in ECE

4 FT Primary Faculty	Highest Degree Held	ALSDE Faculty Status	Other Credentials/Assignments
Full Professor	PhD in Early Childhood Education	ECE Curriculum Specialist since 2010	ECE and Child Development Program Coordinator, Lead Teacher
Full Professor	PhD in Elementary Education	ECE Curriculum Specialist since 2015 (30+ graduate hours in ECE)	Teaches Literacy, literature, and professional core courses in ECE and EED
Full Professor	EdD in Educational Leadership		NBPTS Certified ECE Generalist, AMSTI Trainer, edTPA national scorer
Assistant Professor	PhD in Reading Specialist	ECE Curriculum Specialist and Reading Specialist since 2015	Teaches literacy and assessment courses in ECE and EED
4 FT Support Faculty	Highest Degree Held	ALSDE Faculty Status	Other Credentials
Full Professor	EdD in Elementary Education	General Science Faculty Specialist	UNA Chair, Department of Physics and Earth Science; teaches science methods for ECE, EED and Secondary Science Education
Full Professor	PhD in Instructional Leadership (Instructional Technology)		UNA Chair, EED; teaches ECE, EED and SED instructional technology courses
Associate Professor	PhD in Special Education	Special Education Faculty Specialist	Teaches coursework related to special education, accommodations, etc. for ECE, EED and SED
Assistant Professor	PhD in Social Studies Education		Teaches social studies, literacy and inquiry-based coursework in ECE and EED

b) Briefly describe the qualifications of new faculty to be hired.
No new faculty will need to be hired.

2. Equipment. Will any special equipment be needed specifically for this program?

Yes No

If “Yes”, please list:

The cost of the new equipment should be included in the table following (Section K.).

3. Facilities. Will any new facilities be required specifically for the program?

Yes No

If “Yes”, please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Library collections were assessed via examination of cataloged monographic holdings within appropriate Library of Congress (LC) and Dewey Decimal classifications, pertinent print and electronic serials holdings, and acquisitions data including recent departmental allocations and expenditures.

Monographs

To assess the monograph collection available to students engaging in research, a selection of relevant Library of Congress and Dewey Decimal classification numbers was identified. The number of titles held for each classification is included in Tables 1 and 2.

Classification	Call Number	Books	EBooks	A/V
Child Development	BF 378-432	137	94	3
	BF 698-724	535	255	4

	BF 1099-1100	4	6	0
Child Development Family life	HQ 759-785	577	334	7
Mental Health Services	HV 675-1597	716	436	5
Child Development/ Social/Public Welfare, Criminology	HV 5132-6232	734	423	11
	HV 8885-8886	10	6	0
Theory and Practice of education	LB 41-875	195	59	1
	LB 1027-1141	1232	759	6
	LB 1501-1776	793	609	1
	LB 2372	1	2	0
	LB 2806-2846	414	283	1
	LB 3051-3061	131	86	0
Special Education	LC 68-215	379	308	1
	LC 3745-5148	563	263	1
Education and Pediatrics	RJ 125-231	79	31	0
	RJ 499-508	346	260	10
Totals		6846	4214	51

Classification	Dewey Call Number	Books	EBooks	A/V
Education	370	215	0	101
Special Education	371	966	0	298
Elementary Education	372	1286	0	178
Secondary Education	373	55	0	9
Adult Education	374	4	0	1
Curriculum	375	35	0	4
Policies in Education	379	60	0	6
Totals		2621	0	597

Monographs held by the libraries can be identified in the libraries' online catalog located at <http://sierra-app.una.edu/search>. Materials held by other libraries can be located using WorldCat. A link to this resource is provided on the libraries' database page.

Periodicals and Databases

To supplement the monograph collection, the University Libraries currently subscribe to a number of serial titles available both in print and electronically. To evaluate periodical coverage in Early Childhood Education, a sample of titles indexed in ERIC (Education Resource Information Center) was checked for local availability. Of the random 109 titles checked, the libraries provide access to the current issues as well as three or more years of backfiles for 87 (82.5%) of the titles. Periodicals holdings in Early Childhood Education disciplines are deemed adequate based on the variety of relevant online full-text databases.

The UNA libraries currently provide access to a number of research databases and online journal packages that include relevant materials. These include *Education in Video*, *ERIC*, *Professional Development Collection*, *ProQuest Education Journals*, and *Wiley Online Library*. Other databases include [Academic Search Complete](#), *History Reference Center*, *Kids InfoBits*, *Primary Search*, *Middle Search Plus*, and *Student Edition*.

These resources are accessible both on-campus and off-campus, thus adding a level of convenience to the student.

Acquisitions

In recent years, the changing information landscape has been reflected in decreased departmental allocations and expenditures, as research activities rely more heavily on electronic resources purchased using the general materials fund. Beginning with the 2016/17 fiscal year, departmental allocations were discontinued. Departments are encouraged to continue to submit requests for needed materials. The library will purchase these resources as funds permit. Tables 3 and 4 reflect allocations and expenditures for the past five fiscal years for Elementary Education.

	2011/12	2012/13	2013/14	2014/15	2015/16
Gross Allocation	\$5,234	\$5,275	\$5,547	\$5,174	\$2,933
Expected STO	\$258	\$578	\$505	\$463	\$657
Net Allocation	\$4,976	\$4,697	\$5,042	\$4,711	\$2,276
Expenditures (excluding standing orders)*	\$549	\$137	\$2,395	\$241	\$2,919
Standing Orders Expenditures	\$578	\$505	\$463	\$625	\$189
Total Expenditures	\$1,127	\$642	\$2,858	\$866	\$3,108

Books acquired in education:

Totals Below reflect totals of both elementary and secondary education.

Table 4					
Books Acquired	2011/12	2012/13	2013/14	2014/15	2015/16
Charged to Department	52	31	208	54	191
Charged to General	n/a	102	90	29	14
Gifts	n/a	12	2	6	6
Total	n/a	145	300	89	211

It should be noted that many interdisciplinary works (including most periodicals and electronic resource packages, which tend to be interdisciplinary) are charged to the general materials fund rather than to departmental allocations. Additionally, as many electronic books are bought as part of collections, the number of electronic books added each year in support of individual programs and/or departments cannot be easily isolated.

Summary and Conclusions

Considering knowledge of the local collection and all of the data reviewed and outlined above, UNA's collection supports a Bachelor's degree and a Master's degree in Early Childhood Education.

As research in Education focuses heavily on scholarly journal content, care will need to be taken to ensure that adequate periodical coverage is available. The periodical coverage for most areas in Education is strong because of access to the journal packages mentioned above.

Funding should be maintained at least at current levels in order to continue to support the needs of the department, though increasing costs of resources must be considered. The departmental faculty and library faculty should continue to identify and request current scholarship resources in areas. The library is committed to supplying the information resources required to support the needs of all academic departments.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

Yes No

If “Yes”, how many assistantships will be offered? Be sure to include the amount in the table following.

Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of \$ in estimated new funds will be required to support the proposed program.

A projected total of \$ will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

- In the following “NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY” table, please provide a realistic estimate of the costs of the program.
- This should only include the additional costs that will be incurred, not current costs.
- Indicate the sources and amounts of funds available for the program’s support.
- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER “\$0” IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.
- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.
- **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**
- **If tuition is used to support the program, what start-up revenue source will be used to initiate the program. Also, include enrollment and completer projections.**
- New enrollment headcounts are defined as **unduplicated** counts across years. For example, if “Student A” would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; “Student A” is only counted in the new enrollment headcount in year 2.
- Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is a **duplicated** count).

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of North Alabama

PROGRAM M.A.Ed. in Early Childhood Education

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	_____	_____	_____	_____	_____	0
LIBRARY	_____	_____	_____	_____	_____	0
FACILITIES	_____	_____	_____	_____	_____	0
EQUIPMENT	_____	_____	_____	_____	_____	0
STAFF	_____	_____	_____	_____	_____	0
ASSISTANTSHIPS	_____	_____	_____	_____	_____	0
OTHER	_____	_____	_____	_____	_____	0
TOTAL	_____	_____	_____	_____	_____	0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	_____	_____	_____	_____	_____	0
EXTRAMURAL	_____	_____	_____	_____	_____	0
TUITION	\$13,062	\$16,794	\$23,325	\$29,856	\$33,588	\$116,625
TOTAL	\$13,062	\$16,794	\$23,325	\$29,856	\$33,588	\$116,625

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	2	2	3	4	4	3
PART TIME HEADCOUNT	4	6	8	10	12	8
TOTAL HEADCOUNT	6	8	11	14	16	11
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5
DEGREE COMPLETION PROJECTIONS	0	3	5	6	6	4