




## MEMORANDUM

**TO:** Dr. Leonard K. Lock  
Director of Instruction and Special Projects  
Alabama Commission On Higher Education

**FROM:** Dr. John G. Thornell  
Vice President for Academic Affairs and Provost 

**Date:** April 21, 2017

**RE:** ACHE Proposal for Stand-alone B.S.Ed. in Early Childhood Education (ECE)

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Enclosed is a proposal from the University of North Alabama requesting ACHE's approval of a stand-alone B.S.Ed. in Early Childhood Education (CIP 13.1210). We will be pleased to respond to any questions or provide further clarification if needed.

JGT/cb

pc: Dr. Donna P. Lefort  
Dr. Katie C. Kinney

*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. John Thornell](#)  
Title: [Vice President of Academic Affairs/Provost](#)  
Telephone: [256.765.4258](#)  
E-mail: [jthornell@una.edu](mailto:jthornell@una.edu)
  
3. Program Identification--  
Field of Study/ Program Title: [Early Childhood Education](#)  
Degree: [B.S. Ed.](#)  
CIP Code: [13.1210](#)
  
4. Date of Proposal Submission: [April 21, 2017](#)
  
5. Proposed Program Implementation Date: [August 2017](#)
  
6. Program Administration:  
Name of College/School: [College of Education and Human Sciences](#)  
Name of Dean: [Dr. Donna Lefort](#)  
Name of Department: [Department of 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, MEd) from the UNA inventory on June 25, 2004. The ALSDE granted permission for UNA to remove the dual certification requirement on November 7, 2016 (see approved checklists in Appendix A). This proposal serves to re-establish a stand-alone degree under CIP 13.1210 for candidates seeking 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, offering bachelor's degree programs leading to recommendation for certification in 21 areas 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. This degree option will support those candidates who desire to focus their teaching field in the area of early childhood without the additional requirement of preparation in grades K-6.

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 B.S.Ed. in Early Childhood Education that leads to recommendation for the current 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 post-graduate 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.

- 1) **Learner Development**  
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2) **Learning Differences**  
The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3) **Learning Environments**  
The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- 4) **Content Knowledge**  
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5) **Application of Content**  
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6) **Assessment**  
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.
- 7) **Planning for Instruction**  
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **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**

Fiscal Year	State Appropriation OIA	Number of Pre-Kindergarten Classrooms	Number of Students	Number of Eligible Children	% of Eligible Children in Pre-Kindergarten Class
2005-2006	\$4,325,000	87	1026	60,000	1.7%
2006-2007	\$5,348,000	96	1092	60,500	1.8%
2007-2008	\$10,000,000	138	1664	62,304	1.7%
2008-2009	\$18,480,000	186	2230	69,800	2.8%
2009-2010	\$18,378,000	218	2670	61,000	4%
2010-2011	\$18,576,000	217	2608	62,104	4%
2011-2012	\$18,087,000	217	2600	62,104	4%
2012-2013	\$18,087,000	217	2600	69,807	6.5%
2013-2014	\$28,824,348	311	3386	69,800	9%
2014-2015	\$38,462,000	410	4942	96,216	13%
2015-2016	\$48,462,000	512	6176	96,740	20%
2016-2017	\$64,462,000	611	7430	96,736	28%

- 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

B.S.Ed. in Early Childhood Education that leads to recommendation for the current 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 post-graduate 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 Educator Preparation Program at UNA were consulted about the potential of focusing their teaching field in early childhood education (currently leading to ALSDE professional educator certification in P-3) rather than an elementary education program leading to dual certification (P-3/K-6). Of those candidates surveyed, 30 expressed interest and changed their certification option from the dual P-3/K-6 option to the P-3 certification option under UNA's single degree option in elementary education.

#### **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 B.S.Ed. in Early Childhood Education is aligned with Alabama Core Teaching Standards and the National Association for the Education of Young Children 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 Kilby Laboratory School, the only laboratory school in the state of Alabama. Kilby 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. In addition to Kilby, UNA enjoys rich partnerships with local childcare providers such

**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. Auburn University
4. University of Alabama
5. University of Alabama at Birmingham
6. University of South Alabama
7. Athens State University (CIP 13.1209)

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.

Duplication of programs should not cause concern given that UNA has been recommending candidates for a dual certification option (K-6/P-3) under the approved Bachelor of Science in Education (BSEd) in Elementary Education since 2006. However, due to increased federal and state funding for early childhood programs that escalates the need for highly qualified candidates to teach in those programs, UNA desires to provide a single degree option in early childhood education for candidates desiring to focus studies in that teaching field.



**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)

Credit hours required in major courses	<u>73</u>
Credit hours required in minor	<u>0</u>
Credit hours in institutional general education or core curriculum	<u>54</u>
Credit hours required in support courses	<u>0</u>
Credit hours in required or free electives	<u>0</u>
Credit hours for thesis or dissertation	<u>0</u>
<b>Total credit hours required for completion</b>	<u><b>127</b></u>

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

Yes

If so, which ones and how?

Bachelor of Science in Education (BSEd) in Elementary Education, providing a dual certification option (K-6/P-3)

Bachelor of Science in Education (BSEd) in Elementary Education, providing a single certification option (K-6)

Bachelor of Science in Education (BSEd) in Elementary Education, providing a single certification option (P-3).

All three certification options share the same general education component, professional studies, and an internship; 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.

Bachelor of Science in Education (BSEd) in Elementary Education, providing a dual certification option (K-6/P-3).

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.

N/A

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.)

Course Number and Title	Number of Credit Hours	* If New Course
ED 292 Preprofessional Seminar and Laboratory Experience	1	
ECE 309 An Introduction to Early Childhood Education	3	
ECE 312 Creative Arts for Children	3	
EED 301 Children's Literature in the Digital Age	3	
EED 305 Social Studies for the Elementary School Teacher	3	
ES 308 Science for the Elementary School Teacher	3	
HES 462 Child Development	3	
MA 306 Mathematics for the Elementary School Teacher	3	
ED 333W Learning Theories and Student Development	3	
EED 401 Evaluation of Teaching and Learning	3	
EED 405 Evaluation and Remediation of Reading Problems	3	
EEX 340 Introduction to Students with Disabilities	3	
EEX 341 Accommodating Student Diversity in K-6 Classrooms	3	
ECE 406 Mathematics for Early Childhood Education	3	
ECE 410W Reading and Language Arts in Early Childhood Education	6	
ECE 474 Early Childhood Programs	3	
EED 324 Instructional Technology	3	
EED 350 Classroom Management	3	
HPE 342 School Health Education for the Elementary Grades	3	
ECE 472 Early Childhood Internship	12	

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.

Admission to UNA's Educator Preparation Program includes: submission of formal application, completion of required general education courses, required grade point average (2.75 on all coursework completed at UNA with a minimum of a 3.0 on all coursework attempted in the teaching field and professional

studies), successful completion of an interview, passing score on the admissions exam for the Alabama Prospective Teacher Testing Program, and successful ASBI/FBI background clearance.

Program completion includes: satisfactory completion of all required coursework, field experiences, and internship; passing score on all required Praxis II examinations; satisfactory completion of exit assessments covering professional education; required grade point average (2.75 on all coursework completed at UNA with a minimum of a 3.0 on all coursework attempted in the teaching field and professional studies)

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".

Admission to UNA's Educator Preparation Program includes: submission of formal application, completion of required general education courses, required grade point average (2.75 on all coursework completed at UNA with a minimum of a 3.0 on all coursework attempted in the teaching field and professional studies), successful completion of an interview, passing score on the admissions exam for the Alabama Prospective Teacher Testing Program, and successful ASBI/FBI background clearance.

#### **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 and in the culminating internship experience. Those measures include: observations by supervisor and cooperating teacher, a candidate work sample, grade point average, Praxis II data, and edTPA (a performance-based assessment) data.

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 graduate 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 program will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship in an early childhood education environment.

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 0 %

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

The faculty share a philosophical belief that programs that prepare teachers for initial professional certification should be conducted in a face-to-face, field-experience immersed teaching and learning environment.

**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	3	4
Current-Part Time	0	1
Additional-Full Time (to be hired)	0	
Additional-Part Time (to be hired)	0	

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.

<b>Table 1 –Books Held in Collier Library</b>				
<b>Classification</b>	<b>Call Number</b>	<b>Books</b>	<b>EBooks</b>	<b>A/V</b>
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
<b>Totals</b>		<b>6846</b>	<b>4214</b>	<b>51</b>



<b>Table 2 – Items held in the Learning Resources Center</b>				
<b>Classification</b>	<b>Dewey Call Number</b>	<b>Books</b>	<b>EBooks</b>	<b>A/V</b>
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
<b>Totals</b>		<b>2621</b>	<b>0</b>	<b>597</b>

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.

<b>Table 3</b>					
<b>Historical Allocations/Expenditure Numbers for Elementary Education</b>					
	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
<b>Total Expenditures</b>	<b>\$1,127</b>	<b>\$642</b>	<b>\$2,858</b>	<b>\$866</b>	<b>\$3,108</b>

### Books acquired in education:

Totals Below reflect totals of both elementary and secondary education.

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

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 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.).

N/A

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 B.S.Ed. Early Childhood

<b>ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM</b>						
	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

<b>SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS						0
EXTRAMURAL						0
TUITION	\$44,616	\$58,344	\$72,072	\$89,232	\$102,960	0
TOTAL	\$44,616	\$58,344	\$72,072	\$89,232	\$102,960	0

<b>ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS</b>						
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	13	17	21	26	30	21
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	13	17	21	26	30	21
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	4	6	8	10	12	AVERAGE 8

## **APPENDIX A**

1. **Class B Education Program Checklist in Early Childhood P-3, Approved 5/14/2014; Last Revised on 11/7/2016.**
2. **Class B Education Program Checklist in Elementary K-6 and Early Childhood P-3, Approved 5/14/2014; Last Revised on 7/20/2015.**





Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

**EDUCATION COMPONENT**

Shall include Professional Studies, Teaching Field, and Internship

Professional Studies (34 hrs)	HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>			
ED 292 PRE SEM & LAB (1)			
ECE 309 INTRO ELEM (3)			
HES 470 INFT AND TDLRS (3)			
<i>Requires Admission to TEP:</i>			
ED 333W LEARN THEOF (3)			
EED 401 EVAL TCH LRN (3)			
EED 405 EVAL REM RD (3)			
EEX 340 INTRO STU DIS (3)			
EEX 341 ACCM STU DIV (3)			
<i>Internship</i>			
ECE 472 INTERN P or K (6)			
ECE 472 INTERN P or K (6)			
<b>TOTALS</b>	<b>0</b>		<b>0</b>

Professional Studies GPA

#DIV/0!

Teaching Field (39 hrs)	HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>			
ECE 312 CREAT ART CH (3)			
EED 301 CHLD LIT DG (3)			
EED 305 SS ELE TCH (3)			
ES 308 SCI ELE TCH (3)			
HES 362 CHD DEVEL (3)			
MA 306 MATH ELE TCH (3)			
<i>Requires Admission to TEP:</i>			
ECE 306 ARITH EARLY (3)			
ECE 410W RDG LNG (6)			
ECE 474 EARLY CHILD (3)			
EED 324 INSTR TECH (3)			
EEX 350 CLASS MGMT (3)			
HPE 342 SCH HEALTH (3)			
<b>TOTALS</b>	<b>0</b>		<b>0</b>

Teaching Field GPA

#DIV/0!

Total GPA Hours

0

#DIV/0!

Education Component GPA



Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

**EDUCATION COMPONENT**

Shall include Professional Studies, Teaching Field, and Internship

Professional Studies (34 hrs)		HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>				
ED 292 PRE SEM & LAB	(1)			
ECE 309 INTRO ELEM	(3)			
<i>Requires Admission to TEP:</i>				
ED 333W LEARN THEOR	(3)			
EED 401 EVAL TCH LRN	(3)			
EED 405 EVAL REM RD	(3)			
EED 415 TCH RD MID	(3)			
EEX 340 INTRO STU DIS	(3)			
EEX 341 ACCM STU DIV	(3)			
<i>Internship</i>				
ECE 472 INTERN P or K	(6)			
EED 472 INTERN K-6	(6)			
TOTALS		0		0

Professional Studies GPA

#DIV/0!

Teaching Field (42 hrs)		HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>				
ECE 312 CREAT ART CH	(3)			
EED 301 CHLD LIT DG	(3)			
EED 305 SS ELE TCH	(3)			
ES 308 SCI ELE TCH	(3)			
HES 362 CHD DEVEL	(3)			
MA 306 MATH ELE TCH	(3)			
<i>Requires Admission to TEP:</i>				
ECE 306 ARITH EARLY	(3)			
ECE 410W RDG LNG	(6)			
ECE 474 EARLY CHILD	(3)			
EED 324 INSTR TECH	(3)			
EED 373W TCH LANG	(3)			
EEX 350 CLASS MGMT	(3)			
HPE 342 SCH HEALTH	(3)			
TOTALS		0		0

Teaching Field GPA

#DIV/0!

Total GPA Hours

0

Education Component GPA #DIV/0!