Print Options

Early Childhood Education, BS
2020-2021 Program Form: Undergraduate New

General Catalog Information

** Read before you begin**

1. TURN ON help text before starting this proposal by clicking ℹ️ **in the top right corner of the heading.**

2. DO NOT type any changes before launching the proposal. Required fields are marked with an *. The form cannot be launched without filling those in.

3. If changes will occur in a required field, launch the proposal with existing attributes -- in other words, proposed changes should not be made prior to launching the proposal. If the required field will be empty, type a period in the field prior to launch.

4. LAUNCH proposal by clicking ▶️ **in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.**

5. GO TO discussion 💬 **in the right panel, and change "Show current" to "Show current with markup" to track changes.**

6. MAKE CHANGES to the proposal so they can be tracked. Attach any needed documents and approve the proposal to go to the next step.

For a new degree program, in addition to EPC program and course forms you must complete all procedures and forms found in the "SCHEV Proposal Guidelines."

Catalog Year of Implementation *	2020-2021
	2020-2021

Hierarchy Owner*	Department of Education and Counseling
	Department of Education and Counseling

PROPOSED PROGRAM INFORMATION

Degree Type*	Bachelor of Science

Bachelor of Science

Type of Program*	⦿ Major .
	◯ Minor
	◯ Endorsement
	◯ Certificate .
	◯ Concentration.

Title*	Early Childhood Education, BS

Is this an Interdisciplinary program?*	◯ Yes ⦿ No

List the Total Credits for the program. If this is a major, list Total Credits for the entire degree, not just the total for the major.

Total Credits*	120

PROPOSED CATALOG DESCRIPTION OF PROGRAM

Program Catalog Description*	The BS in Early Childhood Education is designed to prepare students to serve as early childhood general and special education teachers in schools and community-based settings. The program will focus on providing students with knowledge and skills in teaching young children and the education necessary to address and impact change within the early childhood system.

The BS in Early Childhood Education will offer two concentrations. Both concentrations will prepare students to apply the knowledge and skills acquired in the program to school and community job settings. Students who pursue the program's teaching concentration will possess the knowledge and skills to serve as licensed early childhood teachers in both public and private settings working with general education students (PreK-3rd grade) and special education students (birth through age five). Students will be exposed to multiple and varied teaching situations in which they will work with children in a variety of settings. Students will be trained to assess student progress and plan for the needs of diverse learners. Students who pursue the non-licensure concentration will also be prepared to work with young children birth to age eight with diverse needs as well as serve in leadership capacities, especially in the private sector.

Additional Criteria for Admission to the BS in Early Childhood Education:

- Complete 60 hours of college work and have obtained an Associate of Applied Science (AAS) in Early Childhood Development.
- Have a minimum overall college Grade Point Average (GPA) of 2.5 when completing the AAS in Early Childhood Development.
- Prepare a portfolio with a selection of coursework from the AAS in Early Childhood Development

- Submit transcripts of all college coursework.

Students seeking admission to the ECSE and PreK-3 Licensure concentration must:

- Meet standardized test requirements on the Praxis Core Academic Skills for Educators for Mathematics (passing score is 150) and the Virginia Communication and Literary Assessment (passing score is 470 composite in writing and reading) tests.
- Complete at least two semesters at Longwood.
- Satisfy an academic GPA requirement either by having an overall GPA of at least 3.0 (for immediate eligibility for admission to Teacher Preparation) or, if the prospective teacher candidate has an overall GPA ranging from 2.5 to 2.99, s/he will be put on a waitlist by the Office of Professional Services (OPS) and admitted in descending GPA order such that the cohort average GPA remains at 3.0 for that semester. Longwood University requires that the cohort average GPA of students being admitted to Teacher Preparation in any given semester be at least 3.0 (overall); the OPS will admit as many other students as mathematically possible while maintaining the cohort's average GPA at 3.0.
- Obtain two recommendations from program faculty and complete a background check.

Follow these steps to propose (changes to) the program curriculum:

Step 1 Add all courses to be used in program.

Start in ☰ "View Curriculum Courses." There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2 Set up program requirements.

Click on ☰ "View Curriculum Schema." and select the core header of the program where you would like to add/remove courses to expand the section. Click on "Add Courses" to bring up the list of courses available from Step 1. Select the courses you wish to add. If you mistakenly added a course and need to remove it, click on the ✗ and proceed.

Step 3 Review full program structure.

Click on 🗐 to view the full program.

Step 4 Track changes made

Go to discussion 💬 in the right panel and select "Show current with markup". Click the core header of the program to expand the section and track changes.

Program Curriculum*	

Course(s) to be added [including new courses]:*	CHEM 301: Applying Chemistry to Society (3 cr)
	SOCL 320: Sociology of Education (3 cr)
	MUSC 325: Music as an Agent of Change (3 cr)
	CTZN 410: Symposium on the Common Good (3 cr)
	MATH 309: Numeration Systems (3 cr)
	HIST 126: World History II (3 cr)
	ENGL 483: Writing: Theory and Practice for the Elementary Classroom (3 cr)
	ECED 310: Documentation and Assessment in Inclusive Early Childhood Settings with Practicum (3 cr)
	ECED 320: Foundations of Early Childhood Special Education (3 cr)
	ECED 330: Language and Literacy Development for Young Children with Practicum (3 cr)
	ECED 340: STREAM I: Integrated Curriculum and Methods in Early Childhood Education (3 cr)
	ECED 350: Medical & Technological Aspects of Early Childhood Special Education (3 cr)
	ECED 410: Collaborating in the School, Home, and Community (3 cr)
	ECED 420: Proactive Management and Positive Behavior Supports (3 cr)
	ECED 430: Integrated Teaching and Learning Practicum (3 cr)
	ECED 440: STREAM II: Integrated Curriculum and Methods in Early Childhood Education (3 cr)
	ECED 482: Directed Teaching in Early Childhood Education and Final Portfolio (12 cr)
	ECED 492: Early Childhood Internship and Final Portfolio (12 cr)

RATIONALE FOR PROGRAM

Enter the rationale for the program, including a statement about how the program aligns with Longwood's mission.*	There are a number of state initiatives in early childhood education that are propelling this proposal. First, Virginia's participation in the National Academy of Medicine's Innovation to Incubation B-8 Initiative in 2015-2016 played a pivotal role in elevating the importance of promoting the early educator workforce. This initiative grew out of the urgency to translate the findings in the *Transforming the Workforce* report into actionable steps at the state level. This degree proposal aligns with the Virginia Core Team's Implementation Plan.

In connection with the work of the National Academy State Team, Virginia's General Assembly established the School Readiness Committee in 2016 with the explicit goal of addressing the development and alignment of a credentialing system for the early childhood education workforce in the Commonwealth, including articulation agreements between associate and baccalaureate degree programs and the development of teacher licensure and education programs to address competencies specific to early childhood development.

Additionally, the Office of the Governor established an Executive Leadership Team on School Readiness in July 2019. The main function of this team is to develop a plan to expand access to publically subsidized care for all at-risk three- and four-year-olds throughout the state by 2025. These classrooms will need qualified staff prepared to support the learning needs of these children. This BA in Early Childhood Education is clearly in line with the focus of these legislative directives.

The state's initiatives also align with the University's mission in two key areas. First, the degree program will contribute to the common good by providing well-trained early childhood educators in the region. Many areas in Southside and Southwest Virginia are considered "childcare deserts" because families have limited to no high-quality options. Increasing the training and expertise of this workforce is a vital component of improving communities and the educational success of its children.

Secondly, this program will assist in providing a catalyst for regional prosperity and advancement. The research on the impact of quality early childhood education on educational attainment and future workforce development is clear. Communities cannot prosper and be prepared for 21st century jobs, if there isn't an effective early childhood infrastructure in place.

Enter the anticipated enrollment in the program after five years.*

25 students

AFFECTED DEPARTMENTS OR PROGRAMS

IF the proposal could have an impact on other departments or programs, the appropriate affected department chairs or program coordinators should be notified. Where teaching licensure may be affected, the proposal will go through the Professional Education Council.

To notify the appropriate department chairs or program coordinators, request a custom route. To do so: navigate to the Proposal Toolbox and select Custom Route under the Decisions icon (

). Once you make your decision the system will allow you to set up the requested ad-hoc step. The name of the route should be: Chair/Coordinator Notification. The participants should be the relevant affected chairs or coordinators. You can also select rules, decisions, and deadlines/reminders.

A System Administrator will need to review and approve your request before it can proceed.

List other departments / programs that might be affected. *	Department/Office---Person---Date of Contact:
	Education and Counseling- Kevin Doyle (regularly)
	Teacher Preparation/Liberal Studies- Gena Southall (regularly)
	OPS- Connie Ballard (7/30/19)
	Civitae- Melissa Rhoten (6/25/19)
	Mathematics and Computer Science- Phillip Poplin (6/27/19; 8/27/19)
	Music- Lisa Kinzer (5/22/19)
	Sociology- Jake Milne (6/12/19
	Chemistry and Physics- Tim Holmstrom (5/29/19)
	History, Political Science, and Philosophy- David Coles (7/5/19)
	English and Modern Language- David Magill (6/5/19)

List individuals contacted and date of custom route submission.	

Does this program lead to teaching licensure, or will it affect an existing program's licensure?*	⦿ Yes ◯ No

RESOURCE ASSESSMENT

Describe

anticipated changes in staffing for this program.*	One addtional faculty member will be hired to support this program.

Estimate and itemize the cost of new equipment, library resources, technology, and/or other resources required to carry out this program proposal.*	None

ATTACHMENT LIST

Please attach any required files by navigating to the Proposal Toolbox and clicking **in the top right corner.**

Attach (for Majors, Certificates, Substantively Different Concentrations)	☑ Academic Initiative Planning Checklist

Attach	☐ Fee Recommendation Worksheet

All curriculum proposals/changes are processed in the date order received.

Course changes intended to go into effect for the following summer or fall must reach EPC by November 1. All other curriculum proposals to be implemented in the following summer or fall (including program changes and new courses) must reach EPC by December 15.

Curriculum proposals intended to go into effect the following intersession or spring, and proposals related to academic policy must reach EPC by March 1.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook, see http://blogs.longwood.edu/curriculum/.

REGISTRAR ONLY

Program OID	
Program Type	
Degree Type	
Status	◯ Active-Visible ◯ Inactive-Hidden