UHWO AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM

Please complete all sections with an **emphasis** on items 7, 8, 9 and 10. The ATP is not to exceed 5 pages.

1. Division/Concentration  Education Division/ Early Childhood Education

2. Chair/Convener of Planning Committee  Susan Matoba Adler/ Jeanne Marie Iorio

3. Program Category:  _X_ New ___Modified ___ Interdisciplinary

4. Degree or Certificate Information:
   a. Degree or Certificate Proposed:  
      **Bachelors of Arts in Early Childhood Education**
   b. List similar degrees or certificates offered in UH System:
      
      Our degree is unique to the UH system as a stand-alone ECE Bachelors degree which is a 2X2 articulated program with the UH Community Colleges.

5. Planning
   a. Planning period (not to exceed one year or reapplication is necessary): May 2011 to December 2011.
   b. Activities to be undertaken during the planning phase:
      i. **May 2011 – December 2011**: Continue to develop cooperative arrangements with community colleges to transition present 2X2 articulated BA in Social Sciences with a Concentration in ECE into a BA in ECE program spanning birth-age 8, with course work in ECE Administration and Infant-Toddler care and education.
      ii. **May 2011 – August 2011**: Develop BA learning outcomes based on NAEYC requirements. Use learning outcomes to develop curriculum and map learning outcomes and curricula onto course content.
      iii. **September 2011- October 2011**: Develop course descriptions and outlines for submission to UHWO Division of Education and UHWO Curriculum committee. Provide information to community college (consultation will be ongoing though out the development process).
      iv. **October 2011- November 2011**: Obtain approval of UHWO Curriculum Committee and UHWO Faculty Senate.
      v. **December 2011**: Submit program to CCAO and Board of Regents.
6. Program Description (Objectives and relationship to campus mission and strategic plan)

NOTE: This ATP for a BA in ECE is being submitted in conjunction with a new B.Ed with Concentration in ECE since both are now in the Division of Education. They are being presented together because resources, such as faculty, support staff, and library resources are shared between the two programs even though they draw from different student populations.

The proposed Bachelors of Arts degree in Early Childhood Education is a teacher preparation program which meets the educational needs of Leeward O’ahu and the four neighbor islands. The broad goal of the degree program is to prepare qualified teachers for careers at the Early Childhood (Birth through Age 8).

In 2006, an articulated Bachelors Degree in Social Sciences with a Concentration in Early Childhood Education was instituted, creating a 2x2 collaboration with the ECE programs at UH Community Colleges (Hawaii, Kauai, Maui, and Honolulu). It was always intended that this unique collaborative degree (the only one nationally) would become a degree in education, and moved to the Division of Education. Therefore, this is a revision of the existing ECE degree

Program Objectives:

a. Meet the national trend for ECE teachers to have Bachelors degrees, making Hawai`i comparable and competitive nationwide
b. Fill the gap in the UH system for access to a quality ECE degree program, thus meeting workplace needs
c. Continue collaboration with the community colleges that have ECE Associates Degrees by including courses from the articulated program
d. Continue serving students on the neighboring islands (and those on O'ahu who wish the online format) with a distance learning option.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested student per year; need for such a program in relation to workforce development, graduate studies, etc.)

The UHWO Strategic Plan 2002-2010 identifies “functional integration across the UH system” as one its goals with the specific objective of “partner[ing] with other units in the UH system to improved educational effectiveness, institutional communications, and collaboration.” Toward this end, UHWO will continue to collaborate with community colleges with this BA in ECE. Such arrangements will ensure a smooth transition for students and programmatic efficiencies for both campuses.

Within the national research one gap has emerged, that of addressing infant and toddler childcare in ECE teacher education programs. Whitebook, Howes, & Phillips (1989, 1998) determined the lowest quality of care within early childhood lies within the infant-toddler arena, linking the deficit to the emphasis of early childhood teacher education programs on the upper-level of the early childhood years (4-8 years). Presently, no four year higher education institution in the state of Hawaii provides training in either Infant-Toddler care or in EC administration.
Currently, only 30.45% of Early Childhood practitioners in Hawai’i have an Associates Degree or higher in Early Childhood Education (The Registry – PATCH, GBA, DHS). As part of the Hawai’i P-20 initiative, the P-3 initiative calls for an expansion of the teacher training and leadership programs statewide. The goal of the state aligns with the national research and state of Early Childhood Education nationwide.

With over 40 states already implementing a variety of state-funded early childhood programs, Hawaii has positioned itself to recognize the importance of quality early childhood educators in all communities state-wide. The Hawaii Early Learning Council recommends that by year 10 of their plan, all lead teachers will be required to have a Bachelors degree including 30 semester credits in ECE/CD, plus supervised field experience or the equivalent. The revision of the present UHWO Bachelors in Social Science with a concentration in ECE to a Bachelors in ECE will assure the continued creation of a quality early childhood workforce to best meet the needs of the young Keiki of Hawaii.

8. Description of resources required
   a. Faculty (existing and new FTEs)
      Presently there are two fulltime Tenure Track faculty members teaching in the Social Sciences BA with a Concentration in ECE program. One additional fulltime tenure track ECE faculty member with expertise in infant-toddler and/or ECE program administration would be needed in 2013.
   b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required):
      Access to electronic journals and websites for student work online may require fees.
   c. Physical resources (space, equipment, etc.): office space for faculty, no other needs as we are primarily an online program.
   d. Other resources required (staff, graduate assistantships, etc.):
      One FTE for clerical work and student teaching placement would be required.

9. Six-Year Business Plan. Provide a six-year projected budget for the program that includes:
   a. Annual costs to implement the program
      The annual cost to implement the program is ------, which includes three fulltime tenure track faculty members, one clerical/placement specialist, and library/online access resources.
   b. Projected enrollment and estimated tuition revenue
      Starting with a projected enrollment of 80 students, the first year total revenue would be $336,960 from tuition. This will increase in six years to $781,560, which far exceeds the projected revenues.

      NOTE: It is important to note that our students are taking required prerequisites at the community colleges as part of the articulated ECE program. In addition, to add the necessary courses for a well rounded program a required set of courses must be available each semester.

   c. How will be program be funded? Tuition and General Funds

   d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.
The Division of Education has requested funding for one additional ECE faculty for the B.Ed with Concentration in ECE program and three middle/secondary faculty members (one FT and 2 PT) for their programs

e. Given a “flat budget” situation, how will the proposed program be funded?
   
The new ECE faculty position would be funded by student tuition.

f. Mini Cost Revenue Template: See Appendix A

10. Impact on current courses or programs.

This degree will include all current ECED coursework from the articulated 2X2 program plus additional coursework in infant-toddler and EC administration.

11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate. N/A

Reviewed by:  (The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)

Campus Chief Academic Officer:
Comments and Recommendations:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
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</table>

Council of Chief Academic Officers (Systemwide Consultation):
Comments/Recommendations:

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<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
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Chancellor: ___ Approved  ___ Disapproved

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<th>Print Name</th>
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# UHWO BA in ECE

## PROGRAM PREREQUISITE REQUIREMENTS: 32 credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Alpha/Number/Title</th>
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<tbody>
<tr>
<td>3</td>
<td>ED 105 Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>3</td>
<td>ED 110 Developmentally Appropriate Practices</td>
</tr>
<tr>
<td>3</td>
<td>ED 131 Early Childhood Development: Theory into Practice</td>
</tr>
<tr>
<td>3</td>
<td>ED 140 Guiding Young Children in Group Settings</td>
</tr>
<tr>
<td>3</td>
<td>ED 115 or ED 215 Healthy Young Children</td>
</tr>
<tr>
<td>3</td>
<td>ED 245/FAMR 235 Child, Family, Community</td>
</tr>
<tr>
<td>3</td>
<td>ED 263 Language and Creative Expression Curriculum</td>
</tr>
<tr>
<td>3</td>
<td>ED 264 Inquiry and Physical Education</td>
</tr>
<tr>
<td>8</td>
<td>Eight credits of supervised practicum field experience at the preschool level</td>
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</table>

## CORE REQUIREMENTS: 18 credits (18 UD)

<table>
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<tr>
<th>Credits</th>
<th>Course Alpha/Number/Title</th>
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<tbody>
<tr>
<td>3</td>
<td>ECED --- Action Research in ECE</td>
</tr>
<tr>
<td>3</td>
<td>ECED 320 Issues, Trends, &amp; Leadership in ECE</td>
</tr>
<tr>
<td>3</td>
<td>ECED 340 Special Needs and Diverse Populations in ECE</td>
</tr>
<tr>
<td>3</td>
<td>ECED 401 Curricular Models and Negotiated Curriculum in ECE</td>
</tr>
<tr>
<td>3</td>
<td>ECED 402 Emergent Language and Literacy in ECE</td>
</tr>
<tr>
<td>3</td>
<td>ECED 440 Observation, Documentation &amp; Assessment in ECE</td>
</tr>
</tbody>
</table>

## CONCENTRATION REQUIREMENTS: 18 credits (18 UD)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Alpha/Number/Title</th>
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<tbody>
<tr>
<td>6</td>
<td>ECED --- Infant-Toddler Development and Education</td>
</tr>
<tr>
<td>3</td>
<td>ECED --- Infant-Toddler Practicum</td>
</tr>
<tr>
<td>6</td>
<td>ECED --- Administration of EC Programs</td>
</tr>
<tr>
<td>3</td>
<td>ECED 420 Collaboration and Supervision in EC Programs</td>
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## CAPSTONE REQUIREMENT: 9 credits (9 UD)

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<th>Credits</th>
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<tbody>
<tr>
<td>9</td>
<td>ECED 490 Practicum, Research and Seminar in Early Childhood</td>
</tr>
</tbody>
</table>

## PROGRAM REQUIREMENTS:

- **Required Courses**
  - ED 105 Introduction to Early Childhood Education
  - ED 110 Developmentally Appropriate Practices
  - ED 131 Early Childhood Development: Theory into Practice
  - ED 140 Guiding Young Children in Group Settings
  - ED 115 or ED 215 Healthy Young Children
  - ED 245/FAMR 235 Child, Family, Community
  - ED 263 Language and Creative Expression Curriculum
  - ED 264 Inquiry and Physical Education
  - Eight credits of supervised practicum field experience at the preschool level

- **Concentration Requirements**
  - ECED --- Infant-Toddler Development and Education
  - ECED --- Infant-Toddler Practicum
  - ECED --- Administration of EC Programs
  - ECED 420 Collaboration and Supervision in EC Programs

- **Capstone Requirement**
  - ECED 490 Practicum, Research and Seminar in Early Childhood

- **Core Requirements**
  - ECED --- Action Research in ECE
  - ECED 320 Issues, Trends, & Leadership in ECE
  - ECED 340 Special Needs and Diverse Populations in ECE
  - ECED 401 Curricular Models and Negotiated Curriculum in ECE
  - ECED 402 Emergent Language and Literacy in ECE
  - ECED 440 Observation, Documentation & Assessment in ECE
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Program Cost/SSH</th>
<th>Comparable Program/Division Instructional Cost/SSH</th>
<th>Total Revenue</th>
<th>Net Cost (Revenue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>$140</td>
<td>$214</td>
<td>$346</td>
<td>$104</td>
</tr>
<tr>
<td>2014-15</td>
<td>$139</td>
<td>$214</td>
<td>$359</td>
<td>$104</td>
</tr>
<tr>
<td>2015-16</td>
<td>$140</td>
<td>$214</td>
<td>$359</td>
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<td>2016-17</td>
<td>$144</td>
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<tr>
<td>2017-18</td>
<td>$144</td>
<td>$215</td>
<td>$359</td>
<td>$104</td>
</tr>
</tbody>
</table>

**Notes:**
- **Academic Costs and Revenue Template** - New Program (adjust template for appropriate number of years)

**Entrance Values in Yellow Cells Only**

<table>
<thead>
<tr>
<th>C. Annual SSH</th>
<th>M. Total Program Cost/SSH</th>
<th>O. Comparable Cost/SSH</th>
<th>N. Total Campus Expenditure/SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>$112.00</td>
<td>$140</td>
<td>$104</td>
<td>$80</td>
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<td>$111.00</td>
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<td>$104</td>
<td>$80</td>
</tr>
</tbody>
</table>

**Enter Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 4 yrs for Bachelor's degree, 5 yrs for Masters degree, 3 yrs for Masters degree, 5 yrs for Doctorate) in each Year**

**Appendix A**

**Academic Costs and Revenue Template - UHWO BA in Early Childhood Education**

**Instructions**

- Enter Academic Year (i.e., 2004-05)
- Enter values in yellow cells only
- Reviewed by Campus VC for Administrative Affairs (date)

**Field Definitions**

- **Total Program Cost/SSH:** The total dollar cost for the program, including to non-majors.
- **Comparable Program/Division Instructional Cost/SSH:** Taken from UH Expenditures Report (http://www.hawaii.edu/budget/expend.html) or campus data, as available.
- **Support Cost/SSH:** The non-instructional expenditure per SSH.
- **System-wide Support:** The distribution of supplemental funds from UH central administration to the campuses.
- **Headcount Enrollment:** Headcount enrollment for each fall semester. Located at http://www.hawaii.edu/maps/ml_titles.asp

**Formulas**

- \( \text{Net Cost} = \text{Total Revenue} - \text{Net Income} \)
- \( \text{Net Income} = \text{Total Program Cost} - \text{Comparable Cost} \)
- \( \text{Headcount Enrollment} = \text{Fall} + \text{Spring} \)
- \( \text{Annual SSH} = \text{Course Registration Report located at http://www.iro.hawaii.edu/maps/ml_titles.asp} \)
- \( \text{Fringer} = \text{Annual SSH} \times \text{resident tuition rate} / \text{credit} \)
- \( \text{D} = \text{IF} (\text{D10}>0, \text{D10} \times \text{D22}, "") \)
- \( \text{E} = \text{IF} (\text{E10}<>\"",\text{E10} \times \text{E22}, "") \)

**Academic Costs**

- **Tuition:** Tuition without fringe benefits for full time faculty and lecturers teaching in the program.
- **Unique Program Cost:** Costs specific to the program for equipment, supplies, insurance, etc. Provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation.
- **Direct and Incremental Program Costs Without Fringe:** Direct and incremental program costs without fringe benefits for full time faculty and part time lecturers who are > 0.5 FTE.
- **Unique Program Costs:** Unique program costs without fringe benefits for full time faculty and part time lecturers who are > 0.5 FTE.
- **Salaries:** Salaries provided for all faculty and lecturers teaching in the program.

**System-wide Support**

- **System-wide Support/SSH:** Taken from UH Expenditures Report (http://www.hawaii.edu/budget/expend.html) as provided by UH Expenditure Report.

**Notes:**

- **Cost Including Fringe of Full Time Faculty and Lecturers who are > 0.5 FTE:** Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column K: (K2 + K4) / B *Formula for column D: IF(OR(D32<>""),D32+D34,""")
- **Number of FT faculty and lecturers who are > 0.5 FTE:**
- **Comparable Program/Division Instructional Cost/SSH:** Taken from UH Expenditure Report (http://www.hawaii.edu/budget/expend.html) or campus data as available.

**Formulas**

- \( \text{Fringer} = \text{Annual SSH} \times \text{resident tuition rate} / \text{credit} \)
- \( \text{D} = \text{IF} (\text{D10}>0, \text{D10} \times \text{D22}, "") \)
- \( \text{E} = \text{IF} (\text{E10}<>\"",\text{E10} \times \text{E22}, "") \)
- \( \text{Fringer} = \text{Annual SSH} \times \text{resident tuition rate} / \text{credit} \)
- \( \text{D} = \text{IF} (\text{D10}>0, \text{D10} \times \text{D22}, "") \)
- **Other Personnel Cost:** Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.). This includes personnel providing necessary support for the program who may not be directly employed by the program and non-instructional personnel.
- **Unique Program Cost:** Costs specific to the program for equipment, supplies, insurance, etc. Provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation.
- **Fringer:** Fringer (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column K: (K2 + K4) / B *Formula for column D: IF(OR(D32<>""),D32+D34,""")
- **Net Cost:** Net cost is the net incremental cost of the program. A negative number indicates negative revenue (i.e., revenue in excess of costs). If there is a net cost, please explain how this cost will be funded. *Formula for column K4: IF(D10<>"",SUM(D33+D35)/D10,""")**