Memo

TO: Kim Kidwell, Associate Dean, Academic Programs
FROM: Tom Power, Chair, Human Development
DATE: August 24, 2009

Attached is the proposal for a new graduate certificate proposed by the Department of Human Development. The proposal addresses all of the requirements you requested for a new program proposal. A summary of how we addressed these requirements follows.

Requirements for New Course/Major Program Adjustment Requests. Please include the following in your request packet:

1. Syllabus for the proposed course (or the courses in the degree program) in the Catalog Sub-Committee approved format (see attached template). This syllabus should be approved by faculty in the department in which the course will be housed prior to submitting it to Academic Programs for approval. Course requirements of programs of study for degree programs should have faculty approval before being submitted to this committee for review.

The syllabi for each course that makes up the certificate are included in the proposal. All of the courses are already approved and offered on campus. These syllabi represent slight modifications to better address the needs of the population to whom the certificate is directed. The syllabi have been reviewed and approved by the Early Childhood committee members. Attached is a grid showing how each of the four course syllabi include the Catalog Sub-Committee approved components.

2. Justification of how the proposed course or degree program aligns with the intentions of the academic program for the department in which it is housed, and how it aligns with the strategic plan for CAHNRS.

Supporting the professional development of early childhood caregivers across the state is an important goal for the Department of Human Development. How this certificate addresses this goal, along with the CAHNRS strategic plan, is explained on the first page of the attached proposal.

3. A management plan, including name of the program manager, must be provided for degree programs.

Dr. Brenda Boyd will be the lead manager of this certificate. She will work with the members of department’s Early Childhood Care and Education Committee in admitting and advising students and addressing program issues. The management plan is addressed on page 4 of the proposal.
4. Course delivery schedule: Identify who will teach the course, how often the course be offered and what delivery cycle (semester, odd year/even year) the course will be offered in.

The graduate courses will be developed and taught by three tenure-track, HD faculty members: Drs. Brenda Boyd, Jared Lisonbee, and Patricia Pendry. The person who develops each course will teach it. The schedule for developing and offering courses is presented on page 3 of the proposal.

5. A marketing plan for the course/program, including target audience, programs of study it will support, expected student numbers, and methods of advertising the course must be provided.

The target audience for the certificate will be directors and teachers of child care programs who already hold bachelor’s degrees. The marketing plan on page 4 of the proposal describes the range of strategies we will use to market the program. It is anticipated that by the third year of the program, approximately 15 students will be enrolled.

6. Will the new course/program require redeployment of existing resources? If so, what will be the impact on existing courses and/or programs, teaching loads, research productivity, and service and outreach?

As a result of the AAPP course reduction process, I have reworked the teaching rotation so that all Pullman-based, tenure-track faculty members can teach one graduate course a year as part of their regular teaching load (2 courses a semester). However, we currently do offer enough graduate courses to make this possible. By offering three on-line graduate courses as part of the proposed certificate program, we will offer enough graduate courses to achieve this important departmental goal. Because these courses will be taught on load, no new resources will be required to implement this program.

Human Development faculty outreach and research in early childhood should increase as a function of involvement in this program, given the numerous connections that faculty members will make with early childhood professionals across the state.

7. Describe the funding model for the course if an instructor on permanent budget is not assigned to the course.

With the exception of Shannon Rusca—an instructor who is paid with tuition-generated DDP funds—all other courses will be taught on-load as part of their teaching assignments.
Introduction

Certificate Description

The Early Childhood Leadership and Administration (ECLA) Graduate Certificate is designed to meet the needs of bachelors' degree holding professionals working in the field of early childhood care and education (ECCE). In the past 10 years there has been an increasing focus on professionalization of the ECCE workforce, both nationally and in the state of Washington. The main thrust of these efforts has been to increase the number of teaching staff that have bachelors' degrees. These efforts have met with success and continue to be expanded and supported. In the department of Human Development (HD) we have developed an on-line option for achieving a BA with a focus on ECCE and have seen increasing numbers of students seeking to pursue this degree. Interaction with this workforce has revealed a parallel need in the field of ECCE, that of educated and qualified supervisors of teaching staff. In order for newly degree teachers to stay in the field and continue their professional growth, mentorship is critical. Few educational opportunities exist to meet the needs of this population. The ECLA graduate certificate is designed to meet this need by providing 12 credits of critical content in an on-line format.

Alignment with departmental intentions and college strategic plan

The development of a graduate certificate in early childhood leadership and administration is a clear example of the instructional values of faculty and administration in the HD department. HD has a long history of high quality education with a focus on professional preparation for a variety of human service industries. In particular, ECCE has consistently been at the forefront of our undergraduate course offerings, our faculty’s research programs, and faculty engagement in public policy and state-wide workforce development efforts. The decision to develop a graduate certificate for ECCE professionals is evidence of continued commitment in this arena and illustrates the department’s desire to proactively seek to meet the needs of the state’s professionals. Finally, it is important to note that providing additional professional development opportunities for the ECCE work force will have the ultimate effect of improving the well-being of young children in Washington, our future citizens and higher education customers WSU will continue to serve.

The proposed certificate aligns in several ways with the CAHRNS strategic plan. Specifically, by becoming a regional (and possibly national) leader in instruction in early childhood leadership and administration, we will address the following goals of the CAHNRS plan, i.e., to become:

- The most recognized provider of high-quality graduates in food, agriculture, and human sciences within the Northwest.
- A nationally and internationally recognized leader in graduate student education in targeted areas of excellence.

Moreover, Early Childhood and Youth Development is recognized in the CAHNRS plan as an emerging area of preeminence.

Other parts of the plan that will be addressed include:
• Significantly enhance and expand recruiting efforts at both the college and program level to attract high achieving students to CAHNRS graduate programs. (By creating an online certificate, our potential graduate enrollments should increase significantly.)

• Develop new and augment existing revenue streams to support significant growth of graduate programs, including greater utilization of extramural funds for graduate assistantships and procurement of private gifts for graduate fellowships. (In this case, self-sustaining funds generated by DDP enrollments.)

• Increase the percentage of faculty involved in graduate student supervision. (The certificate program will result in a greater proportion of the HD faculty to be involved in graduate education.)

Rationale and Need

The field of early learning continues to move toward a more professional and educated workforce. For example, Head Start, as well as some state preschool programs, is requiring teachers to have a baccalaureate degree. In related efforts to improve quality, rating of program quality is being proposed in many states, including Washington. These initiatives propose the use of observational measures to assess program quality. Together, these two movements illustrate the increasing need for early learning professionals that have education beyond the baccalaureate level that will facilitate their supervision and mentoring of teachers.

First, as more teachers enter the field with a BA and limited experience, mentorship will be critical to keeping these young professionals in the field. Because of the current variability of quality of care in early learning programs, teachers that have been educated in “best practice” will need the support of supervisor/mentors to put their training to work. It can be difficult to be a newly educated teacher and attempt to make changes in the practice that has occurred for many years. This support will increase retention of educated teachers and insure the chances of their training in best practice to improve quality.

Secondly, the quality rating systems proposed in the state of Washington and around the country are going to require program administrators that understand program evaluation. Understanding the process will allow administrators to facilitate a program’s efforts to achieve the levels of quality measured by such instruments as the ECERS and the CLASS. Moreover, states will be looking for individuals with training and experience to administer these observational instruments. Individuals that complete our certificate will be prepared to administer the instruments, as well as mentor teachers in the meaning and importance of these quality indicators.

Investigation of similar offerings at www.gradschools.com reveals several online masters degree programs in early childhood, but only one certificate with a focus on leadership and administration in early childhood, at Kansas State University. However, while gradschools.com lists this program, it is not found at the Kansas State web pages. This brief search would suggest that the certificate program we are proposing is not replicated elsewhere. No competitors are currently to be easily found. Regarding perceived need within the state of Washington, a recent survey conducted by the Center for Distance and Professional Education at WSU revealed
significant interest in graduate work related to early childhood care and education. The survey, conducted in November 2008, was completed by 2155 graduates of WSU. Over nine percent (173) of these respondents indicated an interest in a graduate degree in Human Development with a specific focus in early childhood.

Certificate Admission and Completion Requirements

Admission requirements

- BA in child development and family studies, early childhood education and related degrees from an approved university
- 1 year of experience in early childhood education programs (public or private child care, Head Start, state funded preschools, private preschools)
- Undergraduate GPA of at least 3.00 on a 4.00 scale
- A three-semester-credit undergraduate course in child development (early childhood)

Course requirements

The Early Childhood Leadership and Administration graduate certificate will be comprised of 12 credits of existing coursework including:

- Seminar in Child Development HD 560 (existing course)
- Advanced Assessment and Evaluation in Early Childhood Programs HD 561 (existing course, title change approval pending)
- Administration and Leadership in Human Services HD 562 (existing course, title change approval pending)
- Administration of Early Childhood Programs HD 464 (existing on-line course; the Graduate School allows up to 6 upper division undergraduate courses as part of a graduate degree)

Departmental Administration of ECLA Certificate

Course Rotation

<table>
<thead>
<tr>
<th>Course</th>
<th>On-line development status*</th>
<th>Semester Offering (initial offerings)**</th>
<th>Instructor (assignments are “on load”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 560</td>
<td>Pendry assigned to develop Spring 2010</td>
<td>Fall 2010</td>
<td>Pendry</td>
</tr>
<tr>
<td>HD 561</td>
<td>Lisonbee assigned to develop Summer 2010</td>
<td>Spring 2011</td>
<td>Lisonbee</td>
</tr>
<tr>
<td>HD 464</td>
<td>Already developed—needs updating</td>
<td>Spring 2010 (annually offered in Spring semester)</td>
<td>Rusca</td>
</tr>
<tr>
<td>HD 562</td>
<td>Boyd assigned to develop in Spring 2010</td>
<td>Summer 2011</td>
<td>Boyd</td>
</tr>
</tbody>
</table>
*Course development assignments are departmental; development priority with CDPE still to be agreed upon.
**Ongoing course rotations will be dependent upon enrollment, but at this time it is assumed that these courses would be offered annually.
Each course is planned to accommodate 8-10 graduate students per semester.

Management Plan

The HD faculty with interest in early childhood care and education (Boyd, Lawrence, Lisonbee, Pendry, Pittman, Porter, Rusca, Wandschneider) meet monthly. This group has been responsible for the development of this proposal. The management of this certificate would continue as a responsibility for this group. The lead manager of this certificate is Brenda Boyd. Management of the certificate will be counted as committee assignment and will be considered in subsequent committee assignment for these faculty members.

Marketing Plan, Enrollment Goals, and Timeline

The target audience is directors and teachers of child care programs who already hold bachelor’s degrees. We plan to attract experienced professionals who want more knowledge about the concept of program quality improvement through education in program evaluation, child assessment and supervision of staff.

Given the department’s connection with the ECCE workforce in the state, marketing can be targeted to currently employed professionals. Marketing materials will be developed with assistance from CDPE marketing personnel. A number of strategies have been identified for dispersal of these materials.

1. Direct advertising to Head Start Programs with increasing numbers of BA level teachers.
2. Direct advertising to Washington state community and technical college early childhood education instructors.
3. Advertising at the annual conference of the Washington Association for the Education of Young Children in October. This conference hosts a vendor fair that has previously been a successful venue for marketing our on-line undergraduate programs.
4. If funding becomes available, advertising in Exchange, a Washington based publication with a national subscribership of 26,000 (http://www.childcareexchange.com/advertising/index.php).

In addition, recruitment of our own current BA level distance students already employed in ECCE and for whom administration and leadership is a career goal has already shown potential for marketing this certificate. Our enrollment goals for the first three years of the certificate are as follows. At the end of three years we will develop enrollment goals for the next three years based on our experience with the certificate program. We would like to begin enrolling students in the Spring of 2010 when students can enroll in HD464—an existing DDP course.

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>