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APR 17 2018

NJCU
College of Education

[Form Approved by Senate on 04/12/10]
New Jersey City University

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REQUEST FOR ACADEMIC PROGRAM APPROVAL

FEB 23 2018

Program Title: Early Childhood Education-Infant Toddler Option

UNIVERSITY SENATE

Type of Program: Graduate: _____ Undergraduate major: _____
Certificate: _____ Undergraduate minor: _____
Interdisciplinary: _____

Total Credit/Semester Hours: 36

Requirements for Admission: 2.5 GPA

Department(s)/Academic Unit(s) of Origin: Early Childhood Education

1. Proposer (Faculty Member(s)/
Officer Initiating Program): Regina Adesanya

APPROVAL RECOMMENDED: SIGN IN SEQUENCE (Collaborating Departments/Units Use Right-Hand Column)

Carla P. ... 9-30-2016

2. Chair, Department Curriculum Committee Date _____ Chair, Department Curriculum Committee Date _____

Regina Adesanya 9-30-2016
3. Chair, Department/Academic Unit Date _____ Chair, Department/Academic Unit Date _____

Ran Leven 10-20-2016
4. Chair, College Curriculum & Instruction Cmte. Date _____ Chair, College Curriculum & Instruction Cmte. Date _____

My ... 4/16/2018
5. Chair, Senate Plan. Dev. & Budget Cmte. Date _____

Wahneema Lubiano 4/17/18
6. Dean, host College Date _____

David ... 4/18/18
7. Vice President for Academic Affairs Date _____

Carly ... (SENATE PRESIDENT) 4/18/18
8. Chair, Senate Curriculum & Instruction Cmte. Date _____
or Chair, Senate Graduate Studies Committee

9. President, NJCU Senate Date _____

10. Vice President for Academic Affairs Date _____
(Upon sending to Presidents, Consultant & Trustees)

11. Vice President for Academic Affairs Date _____
(Upon sending PA to AIC & Council of Presidents)

12. Vice President for Academic Affairs Date _____
(Upon return of PA from AIC & Council of Presidents)

FOR NOTIFICATION PURPOSES:	
Proposer _____	Date _____
Chair _____	Date _____
Chair _____	Date _____
Dean _____	Date _____
Dean _____	Date _____
Dean _____	Date _____
Dean Grad. Studies _____	Date _____
Registrar _____	Date _____

Earliest start date for program* (VPAA)

*Note: First-year and required courses must be fully approved by this date.

See "Procedures for the Creation of Undergraduate Major and Graduate Programs"

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APR 2 1971

UNIVERSITY OF
EDUCATION

Program Approval for New Program Option: BA Early Childhood Education with a specialization in Infant Toddler Services

Need:

The Early Childhood Education Department proposes to improve the quality of services provided to infants and toddlers in New Jersey by creating a specialization within the current Early Childhood Major that includes studies focused on infant/toddler education and development. Our proposal is in response to workforce needs identified by the New Jersey Department of Human Services.

The New Jersey First Steps Infant Toddler Initiative, which has been recently funded by the New Jersey Department of Human Services has as its goal to improve the quality of infant/toddler care across the state. In New Jersey, at least 50 percent of mothers with children under the age of three are employed outside of the home, and an estimated 12 percent of infants and toddlers attend a regulated child care program. Recently this has led to a concern with the qualifications of the infant toddler workforce. Our state's infant and toddler child care providers are not prepared to provide high-quality experiences for very young children, our most vulnerable and impressionable population in care. Infant/toddler providers have lower qualifications than their peers working with older children. Forty percent of family child care providers and 50 percent of center staff caring for these children have no formal education beyond high school. (NJ First Steps Infant Toddler Initiative: <http://www.njaccrra.org/firstSteps.shtml>)

The State of New Jersey has developed the New Jersey Infant Toddler Credential in order to improve the early childhood workforce. In partnership with the Coalition for Infant/Toddler Educators (CITE) of New Jersey, Professional Impact NJ has been charged with the operational responsibility for implementation of the Infant/Toddler Credential. This credential educates infant/toddler practitioners in center-based care and family child care programs.

The Credential Can Be Earned in the Following Ways:

- 9 college credits related to Key Indicators
- 120 approved non-credit training hours related to Key Indicators
- Infant/Toddler CDA (Child Development Associate – a non-credit certificate)
- Other CDA which includes 30 hours of infant/toddler specific training
- BA/BS in child development, human development or related field

In addition to one of the prerequisites above a candidate must also complete 6 college credits from an accredited institution. These credits include courses in Social and Emotional Development: Infant Mental Health for Practitioners AND Supervised Field Work in Infant and Toddler Settings. Additional requirements include a portfolio, letters of recommendation, a personal essay and statement of commitment, and advisor feedback on observation and field experience. Creating this option in the BA in Early Childhood Education would serve to professionalize the infant-toddler educator by creating the first bachelors level program in New Jersey.

Overview:

The Early Childhood Education major with Infant and Toddler Services at NJCU will include the coursework and supervised field experiences needed to meet the above criteria for the Infant Toddler Credential. It will go beyond those basic requirements by also providing the further steps to a bachelor's degree with a major in early childhood education. We believe that

encouraging prospective infant toddler teachers to go beyond the Infant Toddler Credential by embedding it in a bachelor's degree will substantially increase the quality of the workforce, and the outcomes for young children.

The Infant Toddler Services program option will include five core ECE courses or a total of 13 credits from the current Early Childhood Major and 23 credits of specialized courses in infant-toddler services. Students pursuing this option will also be required to take two of the four courses that are pre-requisites to any of the Early Childhood options or a total of 6 credits. It will be a major without certification, such as Psychology or Sociology. *The New Jersey Birth to Three Early Learning Standards*, adopted in 2012 by the New Jersey Council for Young Children, were used to develop the program sequence and coursework (<http://www.nj.gov/education/ece/guide/standards/birth/standards.pdf>)

We have crafted the program so that students can begin the Early Childhood Education major and take 6 credits before making the decision which option to continue. At that point, they can decide to complete the program option for:

- P-3 Certification
- Dual certification early childhood-elementary education P3-K6
- P-3 and Special Education Certification, or
- Infant-Toddler Services.

Candidates will be able to complete the Early Childhood Education Major with a specialization in Infant-Toddler Services as their only major. Students must have a 2.5 cumulative GPA for admission and to continue in the program. They will need to achieve a B- or better in all ECE courses and have an overall 3.0 grade point average for graduation. This grade point average reflects the minimum grade point average a potential candidate for NJ teacher certification would need to be eligible for certification. This would ensure that graduates of this program could pursue initial teacher certification at a later date if they so choose.

Candidates who complete the BA in Early Childhood Education with the Infant Toddler services will be eligible to apply for the New Jersey Infant Toddler Credential which is administered by the New Jersey Coalition for Infant Toddler Education and Professional Impact New Jersey. The ECE- Infant-Toddler Services option will not lead to any New Jersey Department of Education teacher certification.

The program will not fall under the auspices of CAEP Accreditation since that covers only P-12 certification programs.

Career Opportunities:

While other institutions such as Kean University, Hudson County Community College and Passaic County Community College offer the 6 credits of coursework for the Infant Toddler Credential, the proposed addition of this program option to the ECE major at NJCU will be the first bachelor degree program with a specialization in Infant-Toddler Services in New Jersey. Graduates of this program will be able to work in child care centers serving infants and toddlers, Early Head Start, early intervention programs, in-home service provision, and social work. This program will provide a foundation for advanced study in Social Work, Psychology, Child Development, and Educational Leadership. We have received a letter of support for our program proposal from Professional Impact New Jersey, the organization that administers the Infant Toddler Credential.

Rutgers University currently offers a graduate-level program in Infant/Early Childhood Specialist Interdisciplinary Studies. This is a very different program from the one proposed at NJCU since it is designed to prepare individuals for service delivery or research careers involving infants and young children, including those with disabilities. Admission to their program is for Masters and Doctoral degree students. Rutgers also has an Infancy Studies Laboratory for research. They do not offer any programs that include the coursework for the Infant Toddler Credential or any coursework at the undergraduate level.

Likewise, Montclair offers a Masters-level program with a certificate in Infant and Early Childhood Mental Health. This program is focused primarily in psychology and mental health and does not include the coursework for the Infant Toddler Credential. It is not designed for entry level child care providers.

Budget Impact & Prospective Students: There will be no impact on the budget; however, we expect increased enrollment as a result of this program. The current faculty teaching in the ECE department have expertise in the various areas of courses that will be required for this program. This will enable current faculty to teach the courses. In the start-up years, the expectation is to offer two courses in the Infant-Toddler services option per semester which would not impact current class or fieldwork assignments. This will not impact current faculty assignments as the number of students in ECE has declined over the past 4 semesters leading ECE faculty to use their expertise to support other COE departments in teaching. The addition of these two courses per semester will then require either one or two of the ECE faculty to add one course to their load as opposed to teaching a course for a different COE department.

Infant-Toddler Budget/Enrollment Projections

Essex and Hudson are our two target counties for enrollment. In Essex alone, there are 61 licensed child care facilities that serve infants and toddlers and preschool children between the ages of 0-6 of a total of 600 licensed child care facilities in Essex county. Hudson County centers number over 50 that serve the infant-toddler population. The estimate is that there are more than 100 staff members employed by these centers who are potential students for the BA Early Childhood Education with Infant Toddler Services. We plan to recruit students for this program by working with the child care resource and referral agencies in both Hudson and Essex county and the Coalition of Infant Toddler Educators. These agencies currently offer professional development workshops to infant-toddler staff members. Additionally, this will be posted on our website so we can encourage current NJCU students who are interested in early childhood education but find all of the testing required daunting to see this as an additional path to working in the field of early care and education.

We are requesting a minimal budget of \$1000 for each of the first two years after program approval to support the printing and duplicating of print materials, attendance at conferences as presenters and vendors to promote this program.

Additional enrollment and budget projections may be found in Appendix A.

Library: There are currently enough support through the online databases and holdings of the library.

Impact on Other Departments: None

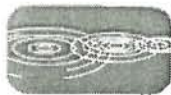
Infant-Toddler Program Outcomes (Based on national and state standards):

By the completion of the program, teacher candidates will be able to:

	Introduction to ECE	Learning, Behavior, Dev	Dispositions	Social Emotion. Dev.	Infant Toddler Programs	Field Work	Early Intervention	Health, Safety, Nutrition	Language Development	Working with Families	Practicum	Guiding Behavior	Design & Operation
Infant Mental Health: Social/Emotional Well-Being													
Build trusting, reciprocal and responsive relationships with children						X					X	X	
Build trusting, reciprocal and responsive relationships with families							X			X	X	X	
Support the parent-child relationship								X	X	X	X	X	X
Promote children's abilities to recognize, express, and manage their feelings				X		X					X	X	
Build on knowledge of and relationships with individual children to promote exploration, discovery and learning	X	X	X								X	X	
Child Development													
Analyze how children change and learn over time	X	X		X					X		X		
Explain the impact of sensory experiences on development		X					X				X		
Analyze how all areas of development depend and shape each other		X		X							X		
Analyze the impact of a child's temperament on development.				X			X				X		
Recognize indicators of atypical development		X				X	X		X		X		
Describe the impact of a disability on typical development of infants and toddlers.											X		
Curriculum													
Evaluate and explain program philosophy, goals and objectives.	X				X						X		X
Create plans and individualize		X		X							X		
Provide appropriate experiences, opportunities and encouragement.		X	X	X	X		X		X		X	X	

	Introduction to ECE	Learning, Behavior, Dev	Dispositions	Social Emotion. Dev.	Infant Toddler Programs	Field Work	Early Intervention	Health, Safety, Nutrition	Language Development	Working with Families	Practicum	Guiding Behavior	Design & Operation
Promote children's emerging sense of self.		X		X							X		
Promote learning to get along with others.		X		X					X		X		
Promote learning to move and do.		X							X		X		
Support emerging thinking, math, and science skills		X			X				X		X		
Support emerging language and literacy skills.		X			X					X	X		
Promote children's imagination and creativity.		X		X	X				X	X	X		X
Environment													
Design the key components of a safe and healthy indoor infant/toddler space.	X				X	X			X		X		X
Create a welcoming home-like environment for infants and toddlers and their families	X		X		X	X					X		X
Choose toys, materials and equipment to promote children's play, exploration and development.	X				X	X			X		X	X	X
Design a safe and healthy outdoor infant/toddler space.	X				X	X					X		X
Family & Community													
Work appropriately with families.			X							X			
Respect family's diverse styles and strengths.	X	X	X	X		X	X	X	X	X	X	X	
Communicate regularly with families.	X		X	X		X	X	X	X	X	X	X	
Health and Safety													
Demonstrate knowledge of and adherence to licensing and regulatory requirements						X		X			X		X
Protect children's health.			X	X		X	X	X		X	X	X	
Assure children's safety.			X	X		X	X	X		X	X	X	
Prepare for emergencies.						X	X	X			X		

	Introduction to ECE	Learning, Behavior, Dev	Dispositions	Social Emotion. Dev.	Infant Toddler Programs	Field Work	Early Intervention	Health, Safety, Nutrition	Language Development	Working with Families	Practicum	Guiding Behavior	Design & Operation
Show awareness of child maltreatment and steps for intervention.	X	X	X	X		X	X	X		X	X		
Nutrition													
Educate families about nutrition.								X		X	X		
Plan social, nutritious, and safe meal times.	X							X		X	X		
Implement strategies to promote oral health.								X		X	X		
Identify community resources to supplement nutrition.								X		X	X		
Professionalism													
Demonstrate professional work habits.	X		X			X					X		X
Demonstrate a commitment to a code of ethics and uphold these ethics	X		X			X					X		X
Create authentic partnerships and collaborate with families, colleagues, other professionals, and the community.						X				X	X		X
Demonstrate a commitment to ongoing program quality improvement.			X		X						X		X
Demonstrate a commitment to ongoing professional development	X		X			X					X		X



professional
IMPACT NJ
advocating growth for
early childhood educators

December 15, 2015

Dr. Regina Adesanya, Chairperson
New Jersey City University
2039 Kenney Boulevard
Jersey City, NJ 07305-1597

Dear Dr. Adesanya:

As Executive Director of Professional Impact NJ, and co-chair of the NJ Council for Young Children's Workforce Committee, I am pleased to support and endorse your newly developed BA degree with infant/toddler services in the Early Childhood Education degree program at New Jersey City University. Based on national trends and state needs for a quality workforce, we are faced with the demand to provide for more formal education to adequately prepare the infant/toddler workforce. The state's focus on infant/toddler care, appropriate care environments and a high quality workforce, reveals the need for higher education programs of study to prepare such practitioners.

The Coalition of Infant/Toddler Educators (CITE) recognized the importance of preparation and developed the NJ Infant/Toddler Credential (2009), a workforce credential which is based on CDA competency areas, an infant mental health focus, and a supervised field experience, I am pleased to see that you have included articulation of the NJ Infant/Toddler Credential as a logical progression within your degree program if a candidate already has earned the credential. This will give NJCU the opportunity to articulate with neighboring community college programs who now offer the credential. Finally, Head Start continues to drive the professional development momentum toward more formal education (AA and BA degrees) for their Early Head Start workforce and NJCU will be in the forefront of delivering the first BA degree in Infant/Toddler Services.

Your Department of Early Childhood Education has developed a sound and integrated approach to furthering the development of the infant/toddler workforce. I applaud your innovation and believe that you will guide the way for other state institutions to follow your leadership.

Sincerely,

Dr. Arlene Martin, Executive Director
Professional Impact NJ
Kean University



Kean University Willis Hall – Room 300 Union, NJ 07083
o 908.737.4240 www.professionalimpactnj.org



Appendix A: Projected Enrollment and Budget

	Academic Year				
	1	2	3	4	5
New Students	20	20	20	20	20
Continuing students (note 1)		18	34	49	62
Total enrollment	20	38	54	69	82

Credits per student per year (note 2)

First cohort	3	13	12	11	
Second cohort		3	13	12	11
Third cohort			3	13	12
Fourth cohort				3	13
Fifth cohort					3
Total all cohorts	3	16	28	39	39

Total student credit hours

First cohort	60	234	192	154	
Second cohort		60	234	192	154
Third cohort			60	234	192
Fourth cohort				60	234
Fifth cohort					60
Total all cohorts	60	294	486	640	640

Tuition/fee rate (note 3)	\$ 398	\$ 406	\$ 414	\$ 422	\$ 431
Total revenues	\$ 23,868	\$ 119,292	\$ 201,141	\$ 270,175	\$ 275,579

FTE Faculty load required	0.125	0.625	1	1.25	1.25
Faculty cost (note 4)	\$ 15,000	\$ 75,000	\$ 120,000	\$ 150,000	\$ 150,000
Net revenues	\$ 8,868	\$ 44,292	\$ 81,141	\$ 120,175	\$ 125,579

OR:

Adjunct faculty credit hrs	3	16	28	39	39
Cost @\$1400 per credit hr	\$ 4,200	\$ 22,400	\$ 39,200	\$ 54,600	\$ 54,600
Net revenues	\$ 19,668	\$ 96,892	\$ 161,941	\$ 215,575	\$ 220,979

Notes:

1/ Assumes attrition of approximately 10% per year

2/ Based on 36 credits, distributed per curriculum map over 4 academic years.

3/ Based on in-state rate \$389.45 per credit in AY 2017-18, and assuming 2% inflation per year

4/ Based on salary + fringe approximately \$120,000

Appendix B

Program Comparison BA Early Childhood Education: Infant Toddler Services and P3 Certification

<i>Course #</i>	<i>Title</i>	<i>Cr</i>	<i>Infant Toddler Services</i>	<i>P-3 Certification</i>
<i>Gen-ed Prerequisite</i>				
ECE 212	Human Development	3	X	X
WGST 110	Diversity and Difference	3	X	X
<i>Common Requirements</i>				
ECE 200	Introduction to Early Childhood Education	3	X	X
ECE 210	Young Child: Development Behavior & Learning	3	X	X
LTED 270	Emerging Literacy	3	X	X
ECE 225	Professional Dispositions	1	X	X
ECE 460	Working with Families of Young Children	3	X	X
	Phase I -- total	13		
<i>Specialization</i>				
ECE 310	Social/Emotional Development *	3	X	
ECE 325	Supervised Field Work *	3	X	
ECE XXX	Infant Toddler Programs	3	X	
ECE XXX	Early Intervention	3	X	
ECE XXX	Health, Safety, Nutrition	3	X	
ECE XXX	Design & Operation of Infant/Toddler Programs	3	X	
ECE XXX	Guiding Infant & Toddler Behavior	3	X	
ECE 331	ECE Practicum	2	X	X
	Specialization – total	23		
	Program total	36		

*Required for New Jersey Infant Toddler Credential

Appendix C: Curriculum Maps

PROPOSED BA EARLY CHILDHOOD EDUCATION WITH INFANT TODDLER SERVICES CURRICULUM

Semester	Course	Credits
SEMESTER 1		
Tier 1 English or ESL		4-6 cr.
Tier 1 Math		3 cr.
Tier 1 Seminar 1/1	WGST 110	3 cr.
Tier 2 Seminar 1/9		3 cr.
	Total	13-15 cr.
SEMESTER 2		
Tier 2 English or ESL		4-6 cr.
Tier 2 Seminar 2/9		3 cr.
Tier 2 Seminar 3/9		3 cr.
Tier 2 Seminar 4/9	ECE 212 Human Development	3 cr.
	Total	13-15 cr.
SEMESTER 3		
Tier 2 Seminar 5/9		3 cr.
Tier 2 Seminar 6/9		3 cr.
Tier 2 Seminar 7/9		3 cr.
Education	ECE 200 Introduction to Early Childhood Education	3 cr.
Education	ECE 210 Young Child: Development, Learning, & Behavior,	3 cr.
	Total	15 cr.
SEMESTER 4		
Tier 2 Seminar 8/9		3 cr.
Tier 3 Seminar 9/9		3 cr.
Education	ECE 310 Social/Emotional Development*	3 cr.
Education	LTED 270 Emerging Literacy	3 cr.
Education	ECE 225 Professional Dispositions	1 cr.
Electives or Minor		3 cr.
	Total	16 cr.
SEMESTER 5		
Tier 3 Seminar Capstone		3 cr.
Education	ECE XXX Infant/Toddler Programs	3 cr.
Education	ECE XXX Early Intervention	3 cr.
Electives or Minor		6 cr.
	Total	15 cr.
SEMESTER 6		
Education	ECE XXX Health, Safety, Nutrition	3 cr.
Education	ECE 325 Supervised Field Work*	3 cr.
Electives or Minor		9 cr.
	Total	15 cr.
SEMESTER 7		
Education	ECE 460 Working with Families	3 cr.
Education	ECE XXX Design & Operation of Infant/Toddler Programs	3 cr.
Electives or Minor		9 cr.
	Total	15 cr.
SEMESTER 8		
Education	ECE 331 Practicum	2 cr.
Education	ECE XXX Guiding Infant & Toddler Behavior	3 cr.
Electives or Minor		9-11 cr.
	Total	15-18 cr.
	Grand Total	120

*Required for New Jersey Infant Toddler Credential

CURRENT EARLY CHILDHOOD EDUCATION WITH P-3 CERTIFICATION CURRICULUM

Semester	Course	Credits
SEMESTER 1		
Tier 1 English or ESL		4-6 cr.
Tier 1 Math		3 cr.
Tier 1 Seminar 1/1	WGST 110	3 cr.
Tier 2 Seminar 1/9	BIO 103 or 104	3 cr.
	Total	13-15 cr.
SEMESTER 2		
Tier 2 English or ESL		4-6 cr.
Tier 2 Seminar 2/9	MATH 215	3 cr.
Tier 2 Seminar 3/9		3 cr.
Tier 2 Seminar 4/9	ECE XXX Human Development	3 cr.
	Total	13-15 cr.
SEMESTER 3		
Tier 2 Seminar 5/9		3 cr.
Tier 2 Seminar 6/9		3 cr.
Tier 2 Seminar 7/9		3 cr.
Education	ECE 200 Introduction to Early Childhood Education	3 cr.
Education	ECE 210 Young Child: Development Behavior & Learning	3 cr.
Co-Major		3 cr.
	Total	15 cr.
SEMESTER 4		
Tier 2 Seminar 8/9		3 cr.
Tier 3 Seminar 9/9		3 cr.
Education	SPEC 250 Intro. to Education and Psyc. of Exceptional Children	3 cr.
Education	LTED 270 Emerging Literacy at Home and School	3 cr.
Education	ECE 225 Professional Dispositions	1 cr.
Co-Major		3 cr.
	Total	16 cr.
SEMESTER 5		
Tier 3 Seminar Capstone		3 cr.
Education	ECE 331 Practicum	3 cr.
Education	ECE 300 Primary Curriculum	3 cr.
Education	ECE 350 Early Childhood Integrated Curriculum	3 cr.
Co-Major		3 cr.
	Total	15 cr.
SEMESTER 6		
Education	LTED 350 Early Childhood Reading, Language, and Literacy	2 cr.
Education	ECE 305 Early Childhood Math/Science/Technology Workshop	2 cr.
Co-Major		12 cr.
	Total	16 cr.
SEMESTER 7		
Education	ECE 460 Working with Families	3 cr.
Co-Major		12 cr.
	Total	15 cr.
SEMESTER 8		
Education	ECE1480 Early Childhood Internship	6 cr.
Education	ECE 475 Reflection on Knowledge and Practice	2 cr.
Education	ECE 400 Classroom Management and Positive Behavior Sup.	3 cr.
Co-Major		3 cr.
	Total	14 cr.
	Grand Total	121-125