

BRIGHTSTART WORKGROUP RECOMMENDATIONS FOR BIRTH TO KINDERGARTEN PATHWAYS OVERVIEW

April 30, 2014

BACKGROUND INFORMATION

A 14-member BrightStart Early Childhood Professional Learning and Matriculation Task Force was created by the BrightStart Professional Development Committee and met from June 2012 to September 2012 to develop a document entitled *Overview of Path Chart of Early Childhood Education Professionals (Birth Through Kindergarten)* that identified clear paths for early childhood professionals to expand their knowledge, skills, and credentials as they worked with young children in early learning and development settings. In addition, the task force developed a document entitled *Overview of Program Alignment Process for Early Childhood (Birth Through Kindergarten) Professional Development, Certificates, & Degrees* that identified a process for private trainers, two-year colleges, universities, and private providers to create educational opportunities for early childhood educators to build upon knowledge and skills as they pursued higher level certificates and degrees in early childhood education. The two documents were submitted to the Louisiana Department of Education and Louisiana Board of Elementary and Secondary Education during September 2012 and incorporated into State plans to address Act 3.

BIRTH TO KINDERGARTEN WORKGROUP

In direct response to the recommendations in the two documents, a 52 member BrightStart Birth to Kindergarten Pathway Workgroup was formed that included representatives of 2-year colleges, 4-year colleges, districts, independent trainers, resources/referral agencies, Head Start/Early Head Start, state agencies (e.g., Louisiana Department of Education, Louisiana Board of Regents, Louisiana Department of Children and Family Services, etc.), and other early childhood educators/advocates. The primary objective of the workgroup was to establish career paths for early childhood professionals (Birth to Kindergarten) that would be clearly aligned with state and national early childhood education standards for children and educators. The workgroup was charged to address the following outcomes:

Progression of Course Credit Hours for Early Childhood Certificates and Degrees Chart: A final version of a chart that identifies the progression of early childhood courses, General Education courses, and credit hours required for certificates and degrees in Birth to Kindergarten early childhood education

Course Titles, Course Descriptions, and Aligned Standards for Early Childhood Courses: Course titles and descriptions for ten early childhood courses with specific state/national standards to be addressed in each course

The workgroup met on April 22, May 20, and June 24, 2013. A list of workgroup members has been provided in Appendix A. All meetings were interactive with workgroup members and other state educators providing direct input into the following recommendations.

WORKGROUP RECOMMENDATIONS

The following recommendations were developed by the workgroup.

Recommendation #1: Incorporate ten birth to kindergarten courses into the Birth to Kindergarten Pathway.

The following ten courses should be offered for the Birth to Kindergarten Pathways.

1. Strengthening the Care and Development of Young Children I
2. Strengthening the Care and Development of Young Children II
3. Strengthening the Care and Development of Young Children III
4. Infant/Toddler Development
5. Preschool & Kindergarten Development
6. Language and Literacy Development
7. Infant to Toddler methods and Environment
8. Preschool to Kindergarten Methods and Environment
9. Families and Family Systems
10. Birth to Kindergarten Practicum

Recommendation #2: Provide birth to kindergarten educators with opportunities to obtain stackable credentials.

A system should be created that will allow candidates to stack credentials while advancing their careers. The following chart provides an overview of the system and Appendix B provides a listing of the early childhood courses and general education courses and credit hours required for certificates and degrees in birth to kindergarten education

Birth to Kindergarten Stackable Credentials

BoR Degree Designations	Degree Subject Areas (Major)	Early Childhood Credit Hours	General Education Credit Hours	Other Courses Credit Hours
Technical Competency Area (TCA)	Child Development Credential	9 (Courses 1-3)	0	0
Certificate of Technical Studies (CTS)	Birth to Kindergarten Assistant I	30 (Courses 1-10)	0	0
Technical Diploma (TD)	Birth to Kindergarten Assistant II	30 (Courses 1-10)	15 (5 courses)	0
Associate of Science (AS)	Birth to Kindergarten Associate	30 (Courses 1-10)	30 (5 additional courses beyond TD)	0
Bachelor of Science Degree (BS)	Birth to Kindergarten Education <i>Concentration: Birth to Kindergarten Teacher</i>	66 (Courses 1-10 plus additional courses)	39 (3 additional courses beyond AS)	15 (5 courses)

Five benefits were identified for this system.

First, the system will allow early childhood candidates to obtain a Technical Competency Area (TCA) Certificate after completing the first three birth to kindergarten courses (i.e., Strengthening

the Care and Development of Young Children I, Strengthening the Care and Development of Young Children II, and Strengthening the Care and Development of Young Children III) and earning nine credit hours. These three courses will provide the candidates with the necessary content knowledge and experiences to address the eight subject areas and 120 clock hours to obtain a Child Development Associate Credential (CDA) from the National Council for Professional Recognition once assessments requirements are met. The certificate Subject Area for the Board of Regents would be: *Child Development Credential*.

Second, the system will allow early childhood candidates to build upon the first three courses and complete seven additional birth to kindergarten courses to obtain a Certificate of Technical Studies. The certificate Subject Area for the Board of Regents would be: *Birth to Kindergarten Assistant I*.

Third, after completing the first ten birth to kindergarten courses and obtaining the Certificate of Technical Studies, the early childhood candidates can complete five general education courses (e.g., English Composition, math, geography, history, and biology) to obtain a Technical Diploma. The certificate Subject Area for the Board of Regents would be: *Birth to Kindergarten Assistant II*.

Fourth, after completing the Technical Diploma, the early childhood educator can complete 5 additional general education courses (e.g., English Composition, English Literature, math, biology, and fine arts) to obtain an Associate of Science degree. The Degree Subject Area for the Board of Regents would be: *Birth to Kindergarten Associate*. If the general education coursework for the Associate of Science degree is too rigorous for the candidate to pursue, the candidate can use the courses from their Technical Diploma and complete 5 less rigorous general education requirements to obtain an Associate degree in General Studies.

Fifth, after completing the Associate of Science degree for Birth to Kindergarten Associate, the early childhood candidate will need to pass Praxis I (Reading, Math, and Writing) and other university and concentration requirements to be admitted to pursue a Bachelor of Science degree with a Degree Subject Area of *Birth to Kindergarten Education* and Concentration of *Birth to Kindergarten Teacher*. The candidate will be required to complete 9 credit hours of additional general education courses (e.g., English literature, political science, and physical science), 27 credit hours of more advanced coursework addressing needs of birth to kindergarten children, and 24 credit hours of a full academic year residency which will result in birth to kindergarten candidates engaged in full time clinical experiences and seminars. Implementation of this degree will result in candidates being certified in an area that has not previously existed.

Recommendation 3: Provide birth to kindergarten courses that are aligned with state and national standards.

It is recommended that all birth to kindergarten courses be aligned with state and national standards for children and educators (e.g., *Louisiana Workforce Knowledge and Competencies*, *Louisiana Early Learning and Development Standards*, *Louisiana Compass Evaluation Standards*, *Kindergarten Common Core State Standards*, *Child Development Associate Credential Standards*, *Praxis assessment standards*, *National Association for the Education of Young Children Standards*, etc.). The BrightStart Birth to Kindergarten Workgroup has drafted numbers, names, descriptions, and prerequisites for the ten birth to kindergarten courses. In addition, standards that need to be addressed in each course have been identified. The draft

documents will be of value to workgroups that meet to fully develop the ten birth to kindergarten courses.

Recommendations 4: Follow a series of next steps to fully implement the Birth to Kindergarten Pathway recommendations.

The following recommended next steps have been identified to fully implement the birth to kindergarten pathway recommendations.

NEXT STEPS

Steps	Persons Responsible	Timelines
COMMUNICATIONS		
1. Communicate with agency heads to inform them of the Birth to Kindergarten structure and process to convert programs	Jeanne Burns & Jenna Conway	March – April 2014
2. Share Birth to Kindergarten structure and process to convert programs with system chief academic officers, college of education deans, early childhood agencies, and early childhood organizations	Jeanne Burns	March - April 2014
3. Disseminate Birth to Kindergarten guidelines to campuses	Jeanne Burns	June 2014
DEVELOPMENT		
4. Identify a team and meet with the team to develop common syllabi for the first three Birth to Kindergarten courses that lead to a CDA.	Jeanne Burns & Derek Little	April – June 2014
5. Identify a team and meet with the team to convert the Birth to Kindergarten programs into a collaborative online program	Jeanne Burns & Derek Little	April – June 2014
6. Have state agency leaders meet to identify qualifications for non-university staff who teach classes for a CDA certificate that will be converted to university credits	Jeanne Burns, Derek Little, & Jenna Conway	April – June 2014
7. Develop guidelines for campuses to submit a proposal for a Birth to Kindergarten program	Jeanne Burns, Barbara Burke, Julie Stephenson, & Blanche Adams	May – June 2014
8. Identify a team of faculty who are interested in developing common syllabi for the remaining seven Birth to Kindergarten courses that can be used across campuses in Louisiana	Jeanne Burns & Derek Little	May – July 2014
9. Identify a team and meet with the team to identify the General Education courses for the online degree.	Jeanne Burns & Derek Little	To be Determined

10.	Identify a team and meet with the team to create common syllabi for the junior and senior level courses for the online degree	Jeanne Burns & Derek Little	To be Determined
11.	Identify a team to create an Integrated to Merged program that allow individuals to obtain dual certification in Birth to Kindergarten and Early Intervention	Jeanne Burns, Derek Little, and Blanche Adams	May – July 2014
12.	Identify a team to create a concentration for a Birth to Kindergarten baccalaureate degree for individuals who want to manage birth to kindergarten programs	Jeanne Burns, Derek Little, and Blanche Adams	To be Determined
POLICY AND LEGISLATION			
13.	Develop policy for Birth to Kindergarten teacher certification	Barbara Burke & Blanche Adams	December 2013 – February 2014
14.	Submit new Birth to Kindergarten policy to BESE for approval	LDOE	To be Determined
15.	Notify the public of the Birth to Kindergarten policy through a Notice of Intent	BESE	To be Determined
16.	Obtain final BESE approval for the Birth to Kindergarten policy	LDOE/BESE	To be Determined
17.	Amend SRTC legislation with new B2K	LDOE	To be Determined
PROGRAM APPROVAL AND IMPLEMENTATION			
18.	Have campuses seek and obtain approval to offer the first three Birth to Kindergarten courses to obtain a CDA	Campuses	May – August 2014
19.	Begin implementing the first three Birth to Kindergarten courses to obtain a CDA	Campuses	August 2014
20.	Have campuses develop proposals for Birth to Kindergarten program proposals	Campuses	June 2014 – September 2014
21.	Obtain system approval to submit proposal for Birth to Kindergarten program	Campuses	August 2014 – September 2014
22.	Submit proposals	Campuses	October 2014
23.	Have state team review proposals to determine if they meet state expectations	State Team	October – November 2014
24.	Have the state team provide campuses with feedback about proposals	State Team	December 2014
25.	Have campuses address any concerns about the proposals	Campuses	December 2014 – June 2015
26.	Request BoR approval to offer the programs that meet state expectations	Jeanne Burns	January 2015 – June 2015
27.	Begin implementing the new programs	Campuses	August 2015

All appendices and steps within this document are considered to be drafts and will undergo further changes as feedback is collected from a larger number of stakeholders and early childhood state/university/organization leaders. However, the document provides a sound foundation on which to start implementing the next steps.

The Board of Regents will work with the four college and university systems to create an expedited process for campuses to convert their existing programs for Care and Development of Young Children into birth to kindergarten pathways, convert Early Childhood (Grades PK-3) degree designations to Birth to Kindergarten Education with a Concentration of Birth to Kindergarten Teacher, or create new Birth to Kindergarten Education degree designations for Bachelor of Science degrees. The process will allow campuses to use a set of guidelines developed by the State to submit one proposal to their system and the State that will address Board of Regents requirements for approval of new programs and BESE requirements for approval of programs to certify teachers.

The submitted proposals will be reviewed by in-state early childhood experts who will recommend approval, approved with stipulations, or nonapproval. The approved programs will go before the Board of Regents and Board of Elementary and Secondary Education for formal approval. The Board of Regents will be informed that the new birth to kindergarten programs will be replacing existing early childhood programs. All Care and Development of Young Children courses and programs will be terminated on July 1, 2015. Candidates will only be allowed to enter State approved birth to kindergarten programs from that date forward. Candidates pursuing degrees in Care and Development of Young Children will be allowed to complete their programs within a time period identified by the two-year colleges.

The existing Early Childhood (Grades PK-3) programs will still continue to exist and campuses may choose to continue offering these programs or convert to the Birth to Kindergarten Education pathway. It is anticipated that few universities will have the capacity to do both.

In addition, a major effort will be implemented for campuses to create online courses and an online degree that will be jointly implemented by multiple campuses. This will allow campuses to enroll candidates into the courses and award certificates/degrees even if they can offer only some of the birth to kindergarten courses on their campuses. Candidates will be able to complete the online courses and be taught by a range of faculty from across the state that possess a deep understanding of the concepts being taught.

During the next year, a workgroup will be formed to create a Concentration for individuals who want dual certification in Early Intervention and Birth to Kindergarten Teacher. That concentration will require passage of Praxis I and result in a teaching license from the Louisiana Department of Education once certification requirements are met.

Another Concentration for a Birth to Kindergarten Education Degree Subject Area will be created for individuals who complete an Associate Degree that includes all 10 of the early childhood courses and less rigorous general education requirements. The Concentration will also be available for individuals who complete all course requirements for an Associate of Science degree but do not pass the Praxis I assessment. The new Concentration will be created for individuals who plan to manage early childhood centers and do not plan to be a birth to kindergarten teacher. This concentration will not require passage of the Praxis I assessment and will not lead to any type of certification from the Louisiana Department of Education. It will provide graduates with essential skills to own and/or operate early childhood centers. A workgroup will be formed during 2013-14 to develop a curriculum for this Concentration.

Additional Information

Please contact Jeanne Burns (Jeanne.burns@la.gov) with the Louisiana Board of Regents or Derek Little (derek.little@la.gov) with the Louisiana Department of Education if you have any questions about information in this document.

APPENDIX A

BIRTH TO KINDERGARTEN PATHWAY WORKGROUP MEMBERS

First Names	Last Names	Institutions
Blanche	Adams	Louisiana Department of Education
Idell	Adams	Baton Rouge Community College
Renee	Akbar	Xavier University of Louisiana
Glenda	Allen-Jones	Southern University - New Orleans
Angela	Barnes	YWCA Early Head Start
Jennifer	Baumgartner	Louisiana State University and A&M College
Luciane	Berg	Louisiana State University – Eunice
Betty	Blaize	1st Years - Resource & Referral: Lafayette & Lake Charles
Jeanne	Burns	Louisiana Board of Regents
Tara	Chaumont	McNeese State University
Dianna	Constant	Agenda for Children - Houma/Thibadaux
Jenna	Conway	Louisiana Department of Education
Ellen	Costict	Southern University – Shreveport
Jenny	Cowan	Louisiana Pathways
Lisa	Darby-Melson	Delgado Community College
Patricia	Doerr	Louisiana State University – Shreveport
Gina	Easterly	EarlySteps, DHH, OCDD
Laura	Fontenot	McNeese State University
Debra	Fowler	Louisiana State University – Shreveport
Maureen	Gallagher	BrightStart
Paula	Granger	1st Years - Resource & Referral: Lafayette & Lake Charles
Angela	Greaud	Louisiana State University – Eunice
Donna	Guice	Louisiana Delta Community College
Penny	Haire	Louisiana Pathways
Kelli	Hollins	Southern University
Glenda	Island	Grambling State University
Wendy	Jacocks	Southeastern Louisiana University
Diana	Kelly	Southern University and A&M College
Gail	Kelso	Department of Child and Family Services
Karri	Kerns	Agenda for Children
Lisa	Lauer	Nicholls State University
Toni	Ledet	Arc of Baton Rouge
Katherine	Lemoine	Nunez Community College
Cynthia	Moon	South Louisiana Community College
Susan	Myrick	Louisiana State University – Alexandria

APPENDIX A

BIRTH TO KINDERGARTEN PATHWAY WORKGROUP MEMBERS (CONT'D.)

First Names	Last Names	Institutions
Taminika	Odinga	St. Charles Parish Public School - Early Head Start
Alexandra	O'Dowd	University of New Orleans
Jerry	Pinsel	BrightStart Professional Development Committee
Valerie	Read	BrightStart
Mary	Sciaraffa	University of Louisiana – Lafayette
Jacinta	Settoon	Department of Child and Family Services
Leslie	Sinclair	Northwest Louisiana Technical College
Marion	Skiles	Louisiana College
Rebecca	Smith	Louisiana Tech University
Stephanie	Smith	Sowela Technical Community College
Martha	South	BrightStart
Susan	Spring	Regina Coeli Child Development Center
Ivy	Starns	Louisiana Department of Education
Sarintha	Stricklin	Department of Child and Family Services
Jamie	Vicknair	Regina Coeli Child Development Center
Donna	Wadsworth	University of Louisiana – Lafayette
Martha	Weatherford	
Emily	Williamson	University of Louisiana – Monroe

APPENDIX B

COORDINATED PATHWAYS FOR BIRTH TO KINDERGARTEN CREDENTIALS

DEGREE DESIGNATION: TECHNICAL COMPETENCY AREA (TCA)

DEGREE SUBJECT AREA: CHILD DEVELOPMENT CREDENTIAL

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CECE 1033	Strengthening the Care and Development of Young Children III	3
TOTAL TCA CREDIT HOURS		9

DEGREE DESIGNATION: CERTIFICATE OF TECHNICAL STUDIES (CTS)

DEGREE SUBJECT AREA: BIRTH TO KINDERGARTEN ASSISTANT I

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CECE 1033	Strengthening the Care and Development of Young Children III	3
CECE 1043	Infant/Toddler Development	3
CECE 1053	Preschool & Kindergarten Development	3
CECE 2013	Language and Literacy Development	3
CECE 2023	Infant to Toddler Methods and Environment	3
CECE 2033	Preschool to Kindergarten Methods and Environment	3
CECE 2043	Families and Family Systems	3
CECE 2053	Birth to Kindergarten Practicum	3
TOTAL CTS CREDIT HOURS		30

DEGREE DESIGNATION: TECHNICAL DIPLOMA (TD)

DEGREE SUBJECT AREA: BIRTH TO KINDERGARTEN ASSISTANT II

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CECE 1033	Strengthening the Care and Development of Young Children III	3
CECE 1043	Infant/Toddler Development	3
CECE 1053	Preschool & Kindergarten Development	3
CECE 2013	Language and Literacy Development	3
CECE 2023	Infant to Toddler Methods and Environment	3
CECE 2033	Preschool to Kindergarten Methods & Environment	3
CECE 2043	Families and Family Systems	3
CECE 2053	Birth to Kindergarten Practicum	3
CENL 1013	English Composition I	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, etc.)	3
CBIO	General Biology I	3
CHIS	History (American, Western Civilization, World Civilization, etc.)	3
CGEG	Geography (Human, World, Physical, etc.)	3
TOTAL TD CREDIT HOURS		45

DEGREE DESIGNATION: ASSOCIATE OF SCIENCE (AS)
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN ASSOCIATE

FRESHMAN: First Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CENL 1013	English Composition I	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, etc.)	3
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CECE 1033	Strengthening the Care and Development of Young Children III	3

FRESHMAN: Second Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
GBIO	General Biology I	3
CECE 1043	Infant/Toddler Development	3
CECE 1053	Preschool & Kindergarten Development	3
CENL 1023	English Composition II	3
CART, CTHE, CMUS, CDNC	Fine Arts (Art/Dance, Music/Theater)	3

SOPHOMORE: First Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CHIST	History (American, Western Civilization, World Civilization, etc.)	3
CECE 2013	Language and Literacy Development	3
CECE 2023	Infant to Toddler Methods and Environment	3
CECE 2033	Preschool to Kindergarten Methods and Environment	3
GBIO	General Biology II	3

SOPHOMORE: Second Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CGEG	Geography (Human, World, Physical, etc.)	3
CECE 2043	Families and Family Systems	3
CECE 2053	Birth to Kindergarten Practicum	3
CENL	English Literature (American, British, World, etc.)	3
CMAT 1303	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)	3

TOTAL AS DEGREE CREDIT HOURS	60
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Note: Graduates must pass the Praxis I assessments in Reading, Writing, and Mathematics and meet other university and program entrance requirements for all 60 credit hours of courses to be transferred into a program for a baccalaureate degree in Birth to Kindergarten Education with a Concentration in Birth to Kindergarten Teacher. Knowledge of statistics is needed to pass the Praxis I assessment. Thus, candidates need to either develop basic knowledge about statistics in a general math course (i.e., Contemporary Math) or take Introductory Statistics which may require College Algebra as a prerequisite.

DEGREE DESIGNATION: BACHELOR OF SCIENCE (BS)
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN EDUCATION

CONCENTRATIONS: BIRTH TO KINDERGARTEN TEACHER

FRESHMAN: First Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CENL 1013	English Composition I	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, etc.)	3
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CECE 1033	Strengthening the Care and Development of Young Children III	3

FRESHMAN: Second Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
GBIO	General Biology I	3
CECE 1043	Infant/Toddler Development	3
CECE 1053	Preschool & Kindergarten Development	3
CENL 1013	English Composition II	3
CART, CTHE, CMUS, CDNC	Fine Arts (Art, Dance, Music, Theater)	3

SOPHOMORE: First Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CHIST	History (American, Western Civilization, World Civilization, etc.)	3
CECE 2013	Language and Literacy Development	3*
CECE 2023	Infant to Toddler Methods and Environment	3
CECE 2033	Preschool to Kindergarten Methods and Environment	3
GBIO	Biological Science II	3

SOPHOMORE: Second Semester

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CGEG	Geography (Human, World, Physical, etc.)	3
CECE 2043	Families and Family Systems	3
CECE 2053	Birth to Kindergarten Practicum	3
CENL	English Literature (American, British, World, etc.)	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)	3

FRESHMAN & SOPHOMORE CREDIT HOURS	60
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Note: Graduates must pass the Praxis I assessments in Reading, Writing, and Mathematics and meet other university and program entrance requirements for candidates to officially be admitted to a program for a baccalaureate degree in Birth to Kindergarten Education with a Concentration in Birth to Kindergarten Teacher. Knowledge of statistics is needed to pass the Praxis I assessment. Thus, candidates need to either develop knowledge about statistics in a general math course (i.e., Contemporary Math) or take Introductory Statistics which may require College Algebra as a prerequisite.

DEGREE DESIGNATION: BACHELOR OF SCIENCE (BS)
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN EDUCATION

CONCENTRATION: BIRTH TO KINDERGARTEN TEACHER
Passage of Praxis I assessments and other university requirements (e.g., GPA) needed for admittance to the concentration

<i>Areas</i>	<i>Courses</i>	<i>Credit Hours</i>
General Education	(1) English Literature (American, British, World, etc.)	3
	(2) Political Science	3
	(3) Natural Science (Physical: Chemistry, Geology, Physics, Astronomy/Meteorology)	3
Knowledge of the Learner and Learning Environment	Educational Psychology, Behavior Management, Diverse Learners, & Assessment of Young Children	9
Language/Literacy	Advanced Language/Literacy Development & Children's Literature	6*
Methodology	Math, Science, Social Studies, Art, Music, & Physical Education	6
Academic Residency and Seminars	Full Academic Year Residency and Seminars for Birth to Kindergarten teaching:	24
	(1) Professional Teaching Clinical & Seminar I (Birth to Kindergarten)	
	(2) Professional Teaching Clinical & Seminar II (Birth to Kindergarten)	
Flexible Hours	Elective or course hours to be determined by the university	6

TOTAL JUNIOR & SENIOR CREDIT HOURS FOR BIRTH TO KINDERGARTEN TEACHER	60
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TOTAL BS DEGREE CREDIT HOURS	120
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*Addresses Board of Elementary and Secondary's requirement for 9 credit hours of reading courses.

OTHER CONCENTRATIONS:

A Concentration will be developed for candidates who want to be dual certified as an Early Intervention Teacher and a Birth to Kindergarten Teacher. This Concentration **will** require passage of Praxis assessments for both areas of certification and **will** result in a teaching license in two areas from the Louisiana Department of Education.

A Concentration will be developed for candidates who do not plan to teach but want to manage a birth to kindergarten center. This Concentration **will not** require passage of Praxis I for admittance to the program and **will not** result in a teaching license from the Louisiana Department of Education.