



Birth to Kindergarten Statewide Program Development Committee

Thursday, February 19, 2015

Minutes

The first meeting of the Birth to Kindergarten Statewide Program Development Committee took place on Thursday, February 19, 2015 from 1:00 PM to 2:30 PM via a conference call.

Committee members from two- and four-year colleges participating in the meeting were the following: Grambling State University (Mary Ghongkedze; Glenda Island); Louisiana State University and A&M College (Cyndi Dicarlo); Louisiana State University at Shreveport (Pat Doerr & Debbie Fowler); Louisiana Tech University (Elizabeth Block); Nicholls State University (Elizabeth Black); Northwestern State University (Michelle Fazio Brunson); Southern University and A&M College (Diana Kelly); Southern University at New Orleans (Raquel Ezell, Jenita Hegwood, & Willie Jones); University of Louisiana at Lafayette (Mary Sciaraffa, Peter Sheppard, & Donna Wadsworth); University of Louisiana at Monroe (Emily Williamson); Bossier Parish Community College (Kathy Porter); Louisiana State University at Eunice (Randall Esters & Angela Greaud); and Southern University at Shreveport (Roselyn Holt). Representatives from Louisiana Delta Community College (Donna Guice), Northwest Louisiana Technical College (Deanna Bynog, & Carl Young), and Delgado Community College (Lisa Melson) could not attend the first meeting but will participate in future meetings. Committee members who attended the meeting representing state agencies were the following: Louisiana Board of Regents (Jeanne Burns & Linda Marino); Louisiana Department of Education (Barbara Burke, Jenna Conway, Erin Carroll, Hannah Dietsch, Ivy Starns, Julie Stephenson, & Frances Davis - representing Blanche Adams). Jeanne Burns chaired the meeting.

Members were provided an overview of the work that has occurred during the last three years as early childhood experts have worked together through BrightStart workgroups and task forces to develop a birth to kindergarten curriculum and degree plus three initial courses. Information pertaining to the recommendations of the workgroups and task forces were discussed and can be found at the following URL: <http://regents.louisiana.gov/academic-affairs/teacher-education-initiatives/birth-to-kindergarten-pathway/>. Jenna Conway and Hannah Dietsch provided a brief summary of new actions that have occurred as the Louisiana Department of Education and Board of Elementary and Secondary Education have responded to expectations of *Act 3: Louisiana Early Childhood Education* which became law during the 2012 Regular Legislative Session. It was noted that on January 14, 2015, the Board of Elementary and Secondary Education (BESE) approved a new Early Childhood Ancillary Teaching Certificate for Notice of Intent based on the Child Development Associate (CDA) credential which will be required of all lead child care teachers in licensed, publicly-funded program starting in 2019. Funds will be available for scholarships to child care workers pursuing the ancillary certificates. In addition, BESE approved for Notice of Intent a new Birth to Kindergarten BA field of study and teaching

certificate. Both are aligned with the recommendations of the BrightStart task force and work groups that met during the previous three years. Representatives of the Louisiana Department of Education indicated that they would be providing committee members with information in the near future about birth to kindergarten standards and expectations that would need to be addressed in the birth to kindergarten curriculum and courses.

The committee was told that the purpose of the Birth to Kindergarten Statewide Program Development Committee was to finalize the development of a statewide birth to kindergarten curriculum that could be used by interested colleges across the state. The Letter of Intent for a statewide curriculum will be developed by the committee based upon the work of the task forces and workgroups that have met during the last three years. Once the Letter of Intent is fully developed, BoR staff will request that the Board of Regents approve a request for the committee to develop a proposal for a statewide curriculum and degree to be offered by interested two- and four-year colleges. The statewide curriculum will contain courses that are stackable for varying certificates and can be transferred to colleges across the state offering the statewide curriculum. One proposal will be developed for the statewide curriculum/degree and submitted to college leaders for approval. Once campuses and university systems have approved the offering of the statewide curriculum/degree, one proposal will be submitted to the Board of Regents to obtain approval for all interested campuses to offer the statewide degree/curriculum. In addition, the same proposal will be used by the Louisiana Department of Education to approve programs whose candidates will be awarded Early Childhood Ancillary Certificates and approve programs whose candidates will be awarded Birth to Kindergarten certification. It is anticipated that two-year colleges who are interested in offering the statewide curriculum/degree will replace their existing Care and Development of Young Children degrees with the new birth to kindergarten Associate of Science degrees and four-year colleges will replace their Grades PK-3 baccalaureate degrees with the birth to kindergarten degrees. Campuses who want to independently develop their own birth to kindergarten programs will still be able to do so. However, they must independently follow regular BoR procedures to submit a Letter of Intent for approval and submit a proposal for a new degree. In addition, they will need to undergo review by the Louisiana Department of Education if they want their programs to be approved for candidates to obtain ancillary certificates or birth to kindergarten certification from the Board of Elementary and Secondary Education.

The committee next discussed the following three agenda items.

First, the committee discussed the roles and responsibilities of the committee members and provided input regarding a list of tasks that will need to occur in order for two-year and four-year colleges to fully develop the Letter of Intent, course syllabi, and proposal plus undergo approval by their campuses, university systems, Board of Regents, and Board of Elementary and Secondary Education. In addition, timelines for implementation were discussed. The need for the creation of an integrated birth to kindergarten and early intervention certification was discussed by the committee and added to the list of tasks. A listing of the revised tasks and timelines developed with input from the committee members has been enclosed in Document A.

Second, the committee examined a draft Letter of Intent that was developed based upon the work that had previously occurred with the BrightStart task forces and workgroups. As part of the

Letter of Intent, the committee examined the curriculum that was recommended by the task forces and workgroups. Committee members discussed the need to reexamine the General Education content courses that were originally recommended to ensure that early child care workers would have the depth of background knowledge to successfully complete the courses. Jeanne Burns indicated that when the original courses were identified, it was anticipated that the candidates would have to take a Praxis content assessment that assessed knowledge to teach from birth to grade 3. The Praxis assessments now being considered by the Board of Elementary and Secondary Education require content knowledge for birth to kindergarten education and will not require candidates to demonstrate knowledge in math, English, science, and social studies to teach grade 3. A decision was made to have a subgroup of committee members reexamine the General Education content courses and recommend changes to the committee. A copy of the revised draft Letter of Intent that contains the committee input will be sent to committee members during the first week of March 2015.

Third, the committee examined the birth to kindergarten and other education courses recommended by the previous task force and workgroups. It was discussed that the first three courses for the CDA credential had been partially developed by a workgroup that met during spring 2014; however, the courses need further development. The partially developed syllabi can be found at the following URL: <http://regents.louisiana.gov/wp-content/uploads/2015/03/Draft-Birth-to-Kindergarten-Course-Syllabi-Development-5-29-14.pdf>. A decision was also made to have committee members volunteer to develop birth to kindergarten courses that were clustered in areas where progression in knowledge and skills would need to occur as candidates progressed from the first three courses for a CDA credential to an associate degree to a baccalaureate degree. Since the courses will be transferrable, all faculty who teach the courses will be required to meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expectations. It was also noted that future discussions will occur about offering the courses online in the event that some campuses may not have the capacity to offer all ten of the birth to kindergarten courses. A list of the clusters of courses that committee members will volunteer to develop has been enclosed in Document B.

Last, the committee discussed future meetings that will be held via conference calls on Tuesday, March 17 (1:00-2:20); Monday, April 27 (1:00 – 2:20); Wednesday, May 20 (1:00 – 2:20). It was discussed that next steps involved the following: 1) Jeanne Burns collecting information from committee members regarding clusters of courses they would like to develop; 2) Jeanne Burns providing committee members with names and contact information of individuals who have volunteered for cluster subgroups to develop the courses; 3) Jeanne Burns providing a template to develop the course syllabi based upon the template developed by the workgroups that partially developed the first three syllabi; 4) Subgroup clusters communicating with each other to determine how they want to subdivide the work to develop the courses; 5) Subgroup clusters communicating their progress at the next committee meeting on March 17; 6) Louisiana Department of Education providing more information about potential candidates for the Letter of Intent; and 7) Jeanne Burns obtaining committee and campus feedback about the Letter of Intent before requesting approval to develop a proposal from the Louisiana Board of Regents.

The next committee meeting will occur via a conference call on Tuesday, March 17, 2015 from 1:00 PM – 2:20 PM.

DOCUMENT A

POTENTIAL TIMELINES FOR BIRTH TO KINDERGARTEN APPROVAL OF NEW DEGREES (3.2.15)

Tasks	Persons Responsible	Dates
ORGANIZATIONAL STRUCTURE		
1. BESE approve Birth to Kindergarten certification and Early Childhood Ancillary Certificates for Notice of Intent.	BESE	1.13.15 – 1.14.15
2. BoR staff identifies members for Statewide Program Development Committee to develop Birth to Kindergarten Letter of Intent and Proposals	BoR Staff	1.15.15 – 2.18.15
3. BoR staff develops draft Letter of Intent based upon Birth to Kindergarten input during the last three years.	BoR Staff	2.11.15 – 2.18.15
4. Birth to Kindergarten Statewide Program Development Committee meets for the first time to provide input into draft Letter of Intent and develop timelines for tasks.	Statewide Committee	2.19.15
5. Birth to Kindergarten Statewide Program Development Committee meets for the second time.	Statewide Committee	3.15
6. Birth to Kindergarten Statewide Program Development Committee meets for the third time.	Statewide Committee	4.15
7. Birth to Kindergarten Statewide Program Development Committee meets for the fourth time.	Statewide Committee	5.15
LETTER OF INTENT		
8. BoR staff revises draft Letter of Intent based upon Statewide Committee input and sends to two-year colleges, four-year colleges, university systems, and LDOE for input.	BoR Staff	2.23.15 – 2.27.15
9. BoR staff revises Letter of Intent based upon input and sends revised draft to Statewide Committee, two-year colleges, four-year colleges, university systems, and LDOE for input	BoR Staff	2.28.15 – 3.4.15
10. BoR staff revises Letter of Intent based upon final input from and places Letter of Intent on agenda for BoR approval.	BoR Staff	3.12.15 – 3.13.15
11. BoR reviews Letter of Intent for approval.	BoR	3.25.15
DEVELOPMENT OF PROPOSALS		
12. Statewide committee finalizes the development of the first 3 courses.	Statewide Committee	2.20.15 – 3.31.15
13. Statewide committee develops specific sections of proposals based upon recommendations of previous Birth to Kindergarten work groups.	Statewide Committee	2.20.15 – 2.27.15
14. Statewide committee members develop narrative descriptions of the remaining birth to kindergarten courses.	Statewide Committee	2.20.15 – 6.1.15
15. Statewide committee develops sections of the proposals that have not been previously discussed by work groups.	Statewide Committee	2.20.15 – 6.1.15
16. Campuses develop sections of the proposal that are campus specific.	Campuses	2.20.15 – 6.1.15
CAMPUS AND SYSTEM APPROVAL		
17. Campuses obtain campus approval to offer the <i>first three courses</i> during fall 2015 and spring 2016.	Campuses	4.1.15 – 5.30.15
18. Campuses approve submission of proposal to university systems to use the statewide curriculum to offer certificates/degrees.	Campuses	6.1.15 – 7.31.15
19. University systems approve submission of proposal to BoR for	University Systems	8.1.15 – 8.31.15

campuses to use the statewide curriculum to offer certificates/degrees.		
REVIEW OF PROPOSALS		
20. BOR and LDOE review the statewide proposal to ensure that it meets all state and national requirements.	BoR & LDOE	9.1.15 – 9.4.15.
21. Statewide Committee addresses any concerns identified by the BoR and LDOE and proposed programs submitted to BESE & BoR for approval.	Statewide Committee	9.7.15 – 9.11.15
FINAL APPROVAL		
22. BESE determines approval of the programs to certify teachers.	BESE	10.13.14 – 10.14.15
23. BOR determines approval of the programs to offer degrees.	BoR	10.21.15 – 10.22.15
IMPLEMENTATION		
24. Campuses offer first three courses.	Campuses	Fall 2015/Spring 2016
25. Campuses offer new certificates and degrees.	Campuses	Spring/Fall 2016
INTEGRATED BIRTH TO KINDERGARTEN AND EARLY INTERVENTION PROGRAM		
26. Form a workgroup to develop an areas of certification that will allow candidates to complete a program that will allow them to be certified in both Birth to Kindergarten and Early Intervention.	Statewide Committee	Fall 2016

**DOCUMENT B:
CLUSTER GROUPS TO DEVELOP THE BIRTH TO KINDERGARTEN COURSES**

Areas	CDA	Associate & First and Second Years of Baccalaureate	Third and Fourth Years of Baccalaureate	Committee Members To Develop the Courses
Complete Development of Partially Developed CDA Courses				CLUSTER GROUP 1:
Reexamine General Education Courses				CLUSTER GROUP 2:
Principles of Child Development and Learning Relationships with Families Social and Emotional Development	<i>CECE 1013: Strengthening the Care and Development of Young Children I (3 CR HRS)</i> <i>CECE 1033: Strengthening the Care and Development of Young Children III (3 CR HRS)</i> <i>CECE 1023: Strengthening the Care and Development of Young Children II (3 CR HRS)</i>	CECE 2043: Families and Family Systems (3 CR HRS)	<i>Birth to Kindergarten Knowledge of the Learner and Learning Environment (9 CR HRS):</i> <ul style="list-style-type: none"> • Educational Psychology, • Behavior Management • Diverse Learners • Assessment of Young Children 	CLUSTER GROUP 3:
Physical and Intellectual Development Healthy Learning Environment Managing Effective Program Operation	<i>CECE 1023: Strengthening the Care and Development of Young Children II (3 CR HRS)</i> <i>CECE 1023: Strengthening the Care and Development of Young Children II (3 CR HRS)</i> <i>CECE 1033: Strengthening the Care and Development of Young Children III (3 CR HRS)</i>	CECE 1043: Infant and Toddler Development (3 CR HRS) CECE 2023: Infant to Toddler Methods and Environment CECE 1053: Preschool & Kindergarten Development CECE 1053: Preschool & Kindergarten Development (3 CR HRS)	<i>Birth to Kindergarten Methodology: Math, Science, Social Studies, Art, Music, & Physical Education (6 CR HRS)</i>	CLUSTER GROUP 4:
		CECE 2013: Language and Literacy Development (3 CR HRS)	<i>Advanced Language/Literacy Development & Children's Literature (6 CR HRS)</i>	CLUSTER GROUP 5:
Learn, Observe and Record Children's Behaviors Commitment to Professionalism Clinical Experiences	<i>CECE 1023: Strengthening the Care and Development of Young Children II (3 CR HRS)</i> <i>CECE 1033: Strengthening the Care and Development of Young Children III (3 CR HRS)</i>	CECE 2053: Birth to Kindergarten Practicum (3 CR HRS)	<i>Professional Teaching Clinical & Seminar I (Birth to Kindergarten) (12 CR HRS)</i> <i>Professional Teaching Clinical & Seminar II (Birth to Kindergarten) (12 CR HRS)</i>	CLUSTER GROUP 6:

**DOCUMENT C:
BIRTH TO KINDERGARTEN COURSE SYLLABUS TEMPLATE**

THE FOLLOWING SYLLABUS TEMPLATE WAS DEVELOPED BY A WORKGROUP THAT MET DURING SPRING 2013 TO DEVELOP THE FIRST THREE BIRTH TO KINDERGARTEN COURSES. THE FOLLOWING FORMAT CAN BE CHANGED BASED UPON FEEDBACK FROM THE B2K STATEWIDE COMMITTEE

- 1. State Course Number**
- 2. Course Title**
- 3. Course Description**
- 4. Prerequisites**
- 5. Credit Hours**
- 6. Course Objectives**
 - 6.1**
 - 6.2**
 - Etc.**
- 7. Standards and Competencies**
 - 7.1 Standards**
 - 7.2 Knowledge and Competencies**
- 8. Knowledge Base for Faculty**
 - 8.1 Empirical Knowledge Base:**
 - 8.2 Other Knowledge Base:**
- 9. Course Outcomes, Evidence, and Criteria for Mastery**
 - 9.1 Outcome, Evidence, and Criteria for Mastery #1**

Outcome #1:

Types of Artifacts:

Criteria for Mastery:
 - 9.2 Outcome, Evidence, and Criteria for Mastery #2**

Outcome #2:

Types of Artifacts:

Criteria for Mastery:

Etc.

10. Textbooks, Materials, & Resources for Students

11. Description of Clinical Experiences

12. Qualifications of Faculty Teaching the Course

The college will meet SACSCOC expectations when hiring faculty to teach the course.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard

3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty.

13. Core Course Content, Readings, Assignments, and Clinical Experiences

Topics	Required Readings	Required Artifacts	Clinical Experiences

14. Background Check

15. Grading System

The following grading system will be used to assign grades in the course:

A	=	93 to 100
B	=	85 to 92
C	=	77 to 84
D	=	70 to 76
F	=	Below 70

16. College/University and Classroom Policies

a. Accommodations for Students with Disabilities

The institution is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in all activities, programs, and services to the university. If in need of special accommodations due to a disability, Students should contact the office of disability services at the institution.

b. Academic Integrity

High standards of academic integrity are crucial for the institution to fulfill its educational mission. To uphold these standards, procedures have been established by the institution to address academic misconduct. The institution expects students to accept responsibility for their actions and hold themselves and others to the highest standards of performance in an academic environment. Students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any faculty is a “group” effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructor’s expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the student’s responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth by the institution.

c. Availability of Academic Support

Faculty will provide designated times when they will be directly available to interact with students electronically or through face-to-face interaction if academic support is needed. Teacher candidates may request other times if their schedules do not allow them to interact during the identified times.

d. Other Policies (e.g., Attendance, Tobacco-Free Policy, etc.)

To be identified by instructor.