

DRAFT
STATEWIDE PROPOSAL
TO SUBMIT TO UNIVERSITY SYSTEMS &
BOARD OF REGENTS

STATEWIDE CURRICULUM FOR BIRTH TO
KINDERGARTEN DEGREES

Developed by
Birth to Kindergarten
Statewide Curriculum Development
Committee

October 1, 2015

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LOUISIANA BOARD OF REGENTS

REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

Name of Institution Submitting Proposal &
Specific Degree to be Awarded Upon Completion

*(Names of Institutions and Specific
Degree to be Awarded Upon
Completion Listed on Institutional
Information for Birth to Kindergarten
Degree Form in Appendix A)*

Recommended 2010 CIP Taxonomy

13.1210

Date to be Initiated

July 1, 2016

Name of Department or Academic Subdivision
Responsible for the Program

*(Names of Departments Listed on
Institutional Information for Birth to
Kindergarten Degree Form in
Appendix A)*

Name, Rank, and Title of Individual Primarily
Responsible for Administering the Program

*(Names of Administrators Listed on
Institutional Information for Birth to
Kindergarten Degree Form in
Appendix A)*

Date Approved by Governing Board

Date Received by Louisiana Board of Regents

BoR & BESE Teacher Preparation Review

BoR Academic Affairs Committee Review

BoR Board Action (Nature of Action)*

BoR Date of Board Action

BOARD OF REGENTS PROPOSAL

1. Description

The birth to kindergarten statewide initiative is a unique effort involving two-year colleges, four-year colleges, and child care experts to create a statewide birth to kindergarten postsecondary curriculum to be implemented by participating institutions across the state. The curriculum provides clear paths for child care teachers to expand their knowledge, skills, and credentials as they work with young children in early learning and development settings. The birth to kindergarten structure is now needed due to new policies that have been passed by the Board of Elementary and Secondary Education for early child care workers.

The two objectives for the birth to kindergarten initiative are the following:

- To establish career paths for early child care teachers (birth to kindergarten) that are clearly aligned with state and national early childhood education standards for children and teachers.
- To establish a statewide curriculum for birth to kindergarten that utilizes experts from across the state and allows early child care teachers/teacher candidates to stack credentials and easily transfer college credits while deepening their knowledge/skills and advancing their careers.

A core set of ten birth to kindergarten courses will be integrated into a statewide curriculum at two-year and four-year colleges. As candidates complete the ten birth to kindergarten courses, basic general education courses, and upper level birth to kindergarten courses, they will earn the following credentials and degrees.

Birth to Kindergarten Stackable Credentials

BoR Degree Designations	Degree Subject Areas (Major)	Early Childhood Credit Hours	General Education Credit Hours	Other Courses Credit Hours	Total Hours
Technical Competency Area (TCA)	Child Development Credential	9 (Courses 1-3)	0	0	9
Certificate of Technical Studies (CTS)	Birth to Kindergarten Assistant	30 (Courses 1-10)	0	0	30
Associate of Science (AS)	Birth to Kindergarten Associate	30 (Courses 1-10)	30	0	60
Bachelor of Science Degree (BS)	Birth to Kindergarten Education <i>Concentration: Birth to Kindergarten Teacher</i>	75 (Courses 1-10 plus additional courses)	39	6	120

The courses that will be required each semester for an Associate of Science degree include the following:

**DEGREE DESIGNATION: ASSOCIATE OF SCIENCE (AS)
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN ASSOCIATE
BESE/LDOE LICENSURE: EARLY CHILDHOOD ANCILLARY CERTIFICATE**

FRESHMAN

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
First Semester		
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
Second Semester		
GBIO 1013/1033	General Biology I	3
CECE 1043	*Infant/Toddler Development, Methods, and Environment	3
CECE 1053	*Preschool & Kindergarten Development, Methods, and Environment	3
CENL 1023	English Composition II	3
CART, CTHE, CMUS	Fine Arts (Art, Music, Theater)	3

SOPHOMORE:

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
First Semester		
CHIST	History (American, Western Civilization, World Civilization, etc.)	3
CECE 2013	*Language and Literacy Development	3
CECE 2023	*Teaching Diverse Learners	3
CECE 2033	*Socio-Emotional Methodology & Child Guidance	3
GBIO 1023/1043	General Biology II	3
Second Semester		
CGEG	Geography (Human, World, Physical, etc.)	3
CENL	English Literature (American, British, World, etc.)	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)	3
CECE 2043	*Birth to Kindergarten Practicum and Seminar (Note: Seminar will focus on Families and Family Systems)	6
TOTAL	ASSOCIATE OF SCIENCE DEGREE CREDIT HOURS	60

* *New courses.*

As candidates pursue an Associate of Science degree and complete the first three birth to kindergarten courses (e.g., CECE 1013 Strengthening the Care and Development of Young Children I; CECE 1023 Strengthening the Care and Development of Young Children II; CECE 1033 Strengthening the Care and Development of Young Children III), they can obtain a

Technical Competency Area credential from the community/technical college. As part of the credential, they will generate the knowledge, skills, 120 clock hours of formal early childhood education, and CDA artifacts to pursue a CDA credential from the Council for Professional Recognition. Those who do decide to pursue the CDA credential from the Council for Professional Recognition will also need to pass a national CDA exam, have a total of 480 clock hours in a licensed child-care center or home day care for children, and undergo a site visitation. Once they obtain the CDA credential and meet other state expectations, the candidates will be issued an Early Childhood Ancillary Certificate by the Louisiana Department of Education.

Candidates who continue to take coursework and complete the first ten birth to kindergarten courses within the curriculum will be awarded a Certificate of Technical Studies (CTS) in the Subject Area of Birth to Kindergarten Assistant by the community/technical colleges.

Candidates who also complete all General Education coursework will be awarded an Associate of Science degree in the Subject Area of Birth to Kindergarten Associate upon provision of evidence that all statewide curriculum expectations were met when submitting artifacts for an electronic portfolio at major decision points within the program. Associate degree graduates must do the following for all 60 credit hours of courses to be transferred into a program for a Bachelor of Science degree in Birth to Kindergarten Education with a Concentration in Birth to Kindergarten Teacher: 1) pass the Praxis Core Academic Skills for Educators assessments or have a Composite ACT score of 22 or higher or have an SAT score of 1030 or higher, 2) pass the required Praxis content assessment, and 3) meet other university and program entrance requirements. Knowledge of statistics is needed to pass the Praxis Core Academic Skills for Educators assessment in mathematics; thus, Associate Degree 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.

Candidates who initially enroll in a Bachelor of Science in Birth to Kindergarten Education will also be required to complete the same courses during their freshman and sophomore years as candidates completing the Associate of Science degree for birth to kindergarten. They must also 1) pass the Praxis Core Academic Skills for Educators assessments or have a Composite ACT 22 or higher or have an SAT of 1030 or higher, 2) pass the required Praxis content assessment, and 3) meet other university and program entrance requirements for all 60 credit hours to be used for the Bachelor of Science degree in Birth to Kindergarten Education with a Concentration in Birth to Kindergarten Teacher.

The courses for the Bachelor of Science degree can be found on the next page.

DEGREE DESIGNATION: BACHELOR OF SCIENCE (BS)
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN EDUCATION
BESE/LDOE LICENSURE: BIRTH TO KINDERGARTEN TEACHER LICENSE

CONCENTRATION: BIRTH TO KINDERGARTEN TEACHER

FRESHMAN

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
First Semester		
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
Second Semester		
GBIO 1013/1033	General Biology I	3
CECE 1043	*Infant/Toddler Development, Methods, and Environment	3
CECE 1053	*Preschool & Kindergarten Development, Methods, and Environment	3
CENL 1023	English Composition II	3
CART, CTHE, CMUS	Fine Arts (Art, Music, Theater)	3

SOPHOMORE:

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
First Semester		
CHIST	History (American, Western Civilization, World Civilization, etc.)	3
CECE 2013	*Language and Literacy Development	3
CECE 2023	*Birth to Kindergarten Teaching Diverse Learners	3
CECE 2033	*Socio-Emotional Methodology & Child Guidance	3
GBIO 1023/1043	General Biology II	3
Second Semester		
CGEG	Geography (Human, World, Physical, etc.)	3
CENL	English Literature (American, British, World, etc.)	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)	3
CECE 2043	*Birth to Kindergarten Practicum and Seminar (Note: Seminars will focus on Families and Family Systems)	6

JUNIOR:

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
First Semester		
CPOL	Political Science (e.g., American Government, etc.)	3
XXXX	Children's Literature	3
CECE 3013	*Birth to Kindergarten Advanced Language/Literacy Development & Methodology	3
XXXX	Educational Psychology	3
CECE 3023	*Birth to Kindergarten Classroom Management	3
CECE 3033	*Birth to Kindergarten Art, Music & Movement, and Physical Education	3

JUNIOR (CONT'D.)

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
Second Semester		
CENL	English Literature (American, British, World, etc.)	3
CCEM/CGEO/CPHY	Natural Science (e.g., Physical - Chemistry, Geology, Physics, Astronomy, etc.)	3
CECE 3043	*Birth to Kindergarten Math Methodology	3
CECE 3053	*Birth to Kindergarten Science/Social Studies Methodology	3
CECE 3063	*Birth to Kindergarten Diverse, Exceptional, and ELP Learners	3
CECE 3073	*Birth to Kindergarten Assessment	3

SENIOR

<i>State Common Numbers</i>	<i>Course Names</i>	<i>Credit Hours</i>
First Semester		
CECE 40112	*Birth to Kindergarten Professional Teaching Clinical and Seminar I	12
Second Semester		
CECE 40212	*Birth to Kindergarten Professional Teaching Clinical and Seminar II	12

TOTAL BACCALAUREATE DEGREE CREDIT HOURS	120
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* *New courses.*

All faculty who teach the two-year and four-year college courses will be required to meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expectations. Technology will be embedded into all of the courses.

The program will be delivered using a combination of traditional, online, and hybrid delivery approaches. Within the future a totally online version of the course and programs will be developed which will involve cross enrollment.

The development of this curriculum did not occur overnight. It occurred over three and a half years. The need for a Birth to Kindergarten statewide curriculum that contained stackable courses was initially identified in 2012 when a *BrightStart Early Childhood Professional Learning and Matriculation Task Force* was created by the BrightStart/Early Childhood Advisory Council. The Advisory Council was created by Executive Order by Governor Bobby Jindal to organize a coordinated network of broad services involving the Department of Children and Family Services, the Department of Health and Hospitals, and the Department of Education to ensure school readiness, health, and safety of Louisiana's children.

The *BrightStart Task Force* 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 (LDOE) and BESE during September 2012 and incorporated into State plans to address *Act 3: Louisiana Early Childhood Education*.

In spring 2013, a 52 member *BrightStart Birth to Kindergarten Pathway Workgroup* was formed that included representatives of two-year and four-year colleges, districts, independent trainers, resources/referral agencies, Head Start/Early Head Start, state agencies (e.g., LDOE, Louisiana Board of Regents, Louisiana Department of Children and Family Services, etc.), and other early childhood educators/advocates. The workgroup was charged to address the following outcomes:

- *Progression of Course Credit Hours for Early Childhood Certificates and Degrees Chart:* Create 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:* Create course titles and descriptions for ten early childhood courses with specific state/national standards to be addressed in each course

The workgroup met during 2013 and provided strategies to address the following recommendations:

- Incorporate ten birth to kindergarten courses into the Birth to Kindergarten Pathway.
- Provide birth to kindergarten educators with opportunities to obtain stackable credentials.
- Provide birth to kindergarten courses that are aligned with state and national standards.

During spring 2014, a *Birth to Kindergarten Syllabus Workgroup* and a *Birth to Kindergarten Online Degree Workgroup* were formed to further develop recommendations for a statewide birth to kindergarten curriculum, develop syllabi for the first three birth to kindergarten courses, and create a structure for the courses and degrees to be offered online. The work was suspended in summer 2014 due to the need for BESE to approve policies to create credentials and certifications for birth to kindergarten teachers.

During February 2015, a *Birth to Kindergarten Statewide Curriculum Development Committee* was established to develop a statewide curriculum and degrees. The committee was composed of faculty from two-year colleges and four-year colleges. In addition, professionals from state agencies and early childhood advocates and educators worked with the faculty to develop the statewide curriculum. Appendix A identifies the colleges, faculty, staff, and professionals who served on the statewide committee. The committee met through August 2015 to develop the final program structure and the draft birth to kindergarten course syllabi. The final stage of development is the identification of specific campuses that plan to offer the degrees and the engagement of their faculty in the final development of the curriculum.

The following chart identifies how the courses will address the BESE certification requirements for licensure as a birth to kindergarten teacher.

**OFFICIAL PLAN
BACCALAUREATE DEGREE PROGRAM
BIRTH TO KINDERGARTEN**

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
GENERAL EDUCATION	English <i>(12 semester hours)</i>	3	CENL 1013	English Composition I
		3	CENL 1023	English Composition II
		3	CENL	English Literature (American, British, World, etc.)
		3	CENL	English Literature (American, British, World, etc.)
	Mathematics <i>(6 semester hours)</i>	3	CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)
		3	CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)
	Science <i>(9 semester hours)</i>	3	GBIO 1013/1033	General Biology I
		3	CBIO 1023/1043	General Biology II
		3	CCEM/CGEO/CPHY	Natural Science (e.g., Physical – Chemistry, Geology, Physics, Astronomy, etc.)
	Social Studies <i>(9 semester hours)</i>	3	CHIST	History (American, Western Civilization, World Civilization, etc.)
		3	CGEG	Geography (Human, World, Physical, etc.)
		3	CPOL	Political Science (e.g., American Government, etc.)
	Arts <i>(3 semester hours)</i>	3	CART, CTHE, CMUS	Fine Arts (Art, Music, Theater)
	KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT <i>(9 semester hours)</i>	3	<i>To be identified by campus</i>	Educational Psychology
3		CECE 3023	Birth to Kindergarten Classroom Management	
3		CECE 3063	Birth to Kindergarten Diverse, Exceptional, and ELP Learners	
3		CECE 3073	Birth to Kindergarten Assessment	

**OFFICIAL PLAN
BACCALAUREATE DEGREE PROGRAM
BIRTH TO KINDERGARTEN (CONT'D.)**

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
FOCUS AREAS	<i>Birth to Kindergarten (30 semester hours)</i>	3	CECE 1013	Strengthening the Care and Development of Young Children I
	<i>Instruction for Early Childhood Ancillary Certificate (9 semester hours)</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
	<i>Infant/Toddler & Preschool/Kindergarten Development (6 semester hours)</i>	3	CECE 1043	Infant/Toddler development, Methods, and Environment
		3	CECE 1053	Preschool & Kindergarten Development, Methods, and Environment
		3	CECE 2023	Teaching Diverse Learners
		3	CECE 2033	Socio-Emotional Methodology & Child Guidance
	<i>Language & Literacy Development (3 semester hours)</i>	3	CECE 2013	Language and Literacy Development
<i>Family Systems and Practicum (6 semester hours)</i>	6	CECE 2034	Birth to Kindergarten Practicum and Seminar	
METHODOLOGY AND TEACHING	Teaching Methodology & Strategies <i>(6 semester hours)</i>	3	CECE 3033	Birth to Kindergarten Art, Music & Movement, and Physical Education
		3	CECE 3043	Birth to Kindergarten Math Methodology
		3	CECE 3053	Birth to Kindergarten Science/Social Studies Methodology
	Advanced Language Development and Literacy <i>(6 semester hours)</i>	3	<i>To be identified by campus</i>	Children's Literature
		3	CECE 3013	Birth to Kindergarten Advanced Language/Literacy Development & Methodology

**OFFICIAL PLAN
BACCALAUREATE DEGREE PROGRAM
BIRTH TO KINDERGARTEN (CONT'D.)**

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
	Professional Teaching Residency & Seminar I & Professional Teaching Residency & Seminar II <i>(24 semester hours)</i>	12	CECE 40112	Birth to Kindergarten Professional Teaching Clinical and Seminar I
		12	CECE 40212	Birth to Kindergarten Professional Teaching Clinical and Seminar II
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE <i>(6 or more semester hours)</i>		0		
TOTAL HOURS <i>(120 or more semester hours)</i>		120		

A nontraditional approval process will be used by the Governing Boards, Board of Regents, and Board of Elementary and Secondary Education to approve the proposed degrees at two-year colleges and four-year colleges for institutions who plan to offer the statewide curriculum. The Governing Boards and Board of Regents will allow all institutions who agree to use the statewide curriculum to submit one statewide proposal with an Appendix B for each institutions that contains supplemental information that is campus specific. The Louisiana Department of Education will require campuses to submit separate individual documents using a format developed by the LDOE. The specific steps being followed are the following:

- Two- and four-year colleges who plan to offer the statewide curriculum will identify a contact person to participate on a statewide committee to: 1) finalize the development of a statewide proposal that addresses BoR requirements; 2) fully develop course syllabi; and 3) develop a quality assurance system for the program.
- Two- and four-year colleges who want to deliver the final birth to kindergarten statewide curriculum will individually complete Appendix B of the proposal and obtain campus approval.
- Once a LDOE proposal format is identified by the LDOE for BESE to approve programs for candidates to receive ancillary certificates and birth to kindergarten licenses, the statewide committee will work together to prepare common language about the curriculum and assessments for the LDOE proposal. Individual campuses will prepare other information for the LDOE proposal that is campus specific to be submitted at the same time as the statewide proposal and Appendix B to the Governing Boards.
- Governing Boards will review the statewide proposal and Appendix B for participating campuses within their systems, review information in the LDOE proposals, identify institutions that meet the expectations of the respective Governing Boards, and provide signatures to recommend that the Board of Regents approve the offering of the respective degrees by identified institutions.
- Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, and national experts will review the statewide proposal, Appendix B for

institutions recommended by their Governing Boards, and documents required by the LDOE to determine if the campuses have met state and national expectations.

- If all expectations are met, the Board of Regents will *approve* the programs for campuses to offer degrees.
- If all expectations are met, Board of Elementary and Secondary Education will *approve* the programs for:
 - Institutions to become BESE-approved providers to offer a Child Development Associate (CDA) credential program for lead child care workers to obtain an Early Childhood Ancillary certificate from the Louisiana Department of Education.
 - Completers of CECE 1013, CECE 1023, and CECE 1033 who obtain CDA certificates and meet other BESE requirements to receive an Early Childhood Ancillary Certificate from the LDOE/BESE.
 - Completers who obtain an Associate of Science in Birth to Kindergarten Associate degree and meet other BESE requirements to receive an Early Childhood Ancillary Certificate from the LDOE/BESE.
 - Completers who obtain a Bachelor of Science in Birth to Kindergarten Education degree with a Concentration in Birth to Kindergarten Teacher Education and meet other BESE requirements to receive an Early Childhood Ancillary Certificate and a teaching license in Birth to Kindergarten Education.

2. Need

This proposal supports the State and campus goal to increase the educational attainment of the state's adult population and to create a skilled workforce to support an expanding economy. It also addresses four additional needs identified by BESE and the legislature.

Legislation. First, Act 3: Louisiana Early Childhood Education became law during the 2012 Regular Legislative Session in Louisiana to create an early childhood care and education network, provide for an accountability system for early childhood education programs, provide a quality rating system for certain day care center, etc. To address Act 3, the LDOE created an Early Childhood Policy Blueprint that outlined next steps for fully unifying Louisiana's early childhood system. One step was to "Support All Teachers to be Excellent" and ensure that early child care teachers: 1) Are Prepared; 2) Are Professional Educators; 3) Are Continually Improving; and 4) Are Rewarded for Quality Teaching. Three actions identified by the LDOE to address that need included the following: 1) Maintain BA Degree and teaching certificate requirement for teachers in public and nonpublic PreK for four-year-olds; 2) Establish new Ancillary Teaching Certificate as a minimum expectation; 2) Create new Birth to Kindergarten BA field of study and teaching certificate; and 4) Support teachers to pursue credentials and reward performance.

Licensure. Second, during 2015, BESE approved a new Early Childhood Ancillary Teaching Certificate which required lead child care teachers to obtain a Child Development Associate (CDA) credential if they work in licensed, publicly-funded child care programs starting in 2019. In addition, BESE approved a new Birth to Kindergarten BA field of study and teaching certificate. Thus, there will be a new demand for courses and degrees in Louisiana that will

result in early child care teachers obtaining Childhood Ancillary Teaching Certificates and Birth to Kindergarten teaching licenses.

Transferrable Courses for Degrees. Third, the Louisiana Legislature has supported the creation of courses that can be transferred from associate to baccalaureate degrees. The proposed birth to kindergarten curriculum will result in 100% of the courses being transferred across all participating two-year and four-year colleges since the same curriculum will be used at the two- and four-year colleges. In addition, individuals who complete a birth to kindergarten associate degree will be admitted to a concentration for a baccalaureate birth to kindergarten degree to be a teacher if they have passed the Praxis Core Academic Skills for Educators assessments or have a Composite ACT score of 22 higher or have a SAT score of 1030 or higher, Praxis content assessment, and meet other university and official program entrance requirements to be formally admitted to the program. For students who do not want to be a teacher, four-year colleges can create other concentrations that do not require passage of state licensure assessments, and students can use all 60 credit hours completed during their initial two years of the birth to kindergarten curriculum for the non-teacher concentration.

Tax Credits and Scholarships. Fourth, support exists for early child care teachers to acquire coursework for the certificates and degrees. The State currently provides School Readiness Tax Credits to early child care centers based upon ratings to support child care teachers who need or want to obtain early child care degrees and credentials. In addition, the LDOE is working to increase scholarship programs for early child care teachers to acquire early child care credentials and degrees.

A Birth to Kindergarten certification structure did not exist in Louisiana prior to January 2015. Thus, no two-year or four-year college previously offered birth to kindergarten courses that met new Board of Elementary and Secondary approval requirements.

Community and technical colleges in Louisiana have offered Associate of Applied Science or Associate of Science degrees in Care and Development of Young Children that have often required 10 or more early childhood courses. However, these courses never had to undergo an approval process by the LDOE as will now be required in Louisiana. In addition, a need for a transferable early childhood curriculum first surfaced in 2003 when a new Grade PK-3 Early Childhood certification structure was adopted by the Board of Elementary and Secondary Education to take the place of preschool/kindergarten certification. The Grades PK-3 degree requirements were not aligned to courses being taught by the two-year colleges for degrees in Care and Development of Young Children. Due to the depth of content knowledge in math, English, science, and social studies that teacher candidates were required to possess to pass the teacher licensure assessment for Grades PK-3 certification, more content courses were required for the baccalaureate degree than the associate degree. In addition, the Grades PK-3 early courses primarily addressed ages four through eight while the associate degree addressed birth through age five. Thus, few courses have been transferrable from an associate to a baccalaureate degree.

The new statewide curriculum for the Associate of Science degree for Birth to Kindergarten offered at two-year colleges will require the same courses as candidates completing a Bachelor of Science degree during their freshman and sophomore years at four-year colleges and address

previous concerns. The artifacts that candidates will be preparing for electronic portfolios at the two-year colleges will be the same artifacts that candidates will be preparing at a four-year college. The knowledge and skills demonstrated by completers of Associate degrees will be the same as the knowledge and skills of candidates at four-year institutions as they complete their first two years of post-secondary education.

For those offering the statewide curriculum, the new Birth to Kindergarten Associate degree will replace the Care and Development of Young Children degree currently being offered at two-year colleges. The new Birth to Kindergarten Education degree for teachers will replace the Early Childhood (Grades PK-3) degree being offered at four-year colleges. It is anticipated that two-year colleges and four-year colleges in the same region may create collaborative programs with the same faculty members teaching specific courses to freshman and sophomore candidates together who are enrolled in both two- and four-year colleges. In addition, it is anticipated that two- and four-year colleges will require candidates to take courses from early childhood experts in Louisiana who are offering the birth to kindergarten courses online.

Two-year colleges that do not want to participate in the statewide curriculum can continue to offer Care and Development of Young Children degrees; however, their programs will need to be approved by the LDOE in order for candidates to receive Early Childhood Ancillary Certificates from the LDOE after completing initial coursework for a CDA credential. In addition, the courses will not automatically transfer into a birth to kindergarten baccalaureate degree.

Some four-year colleges will choose to continue offering the Early Childhood (PK-3) degree and not offer the birth to kindergarten degree. The focus of their degrees will be upon the education of children from age four to age eight (e.g., third grade). Students who complete any baccalaureate degree can be awarded an Early Childhood Ancillary Certificate.

3. Students

The birth to kindergarten courses and degrees will be targeting a new population of students. There are currently 1,700 licensed child care centers in Louisiana. Of these, approximately 1,000 receive public funding and/or participate in the quality rating system for child care centers. As part of their licensing requirements, these 1,000 programs will be required to ensure that all their lead teachers have a Louisiana Early Childhood Ancillary Teaching Certificate by 2019. The LDOE estimates that there will be 6,000 teachers that will need to complete the new Ancillary Certification over a three year period between 2016 and 2019, when the new BESE policy becomes effective. Due to the high turnover rate of teachers in child care centers, it is anticipated that the need for birth to kindergarten courses will remain steady after 2019 since new teachers will be required to have an Early Childhood Ancillary Certificate or higher. In terms of children impacted, there are roughly 65,000 at risk children under age 5 each year who benefit from public programs. The creation of the new Early Childhood Ancillary Certificate could benefit up to 325,000 young children over 5 years and more than 650,000 young children over 10 years.

Two sources of students that might not otherwise take courses at the institutions are the following. Older child care workers who have not previously had to possess a credential for

their job will be seeking programs where they can acquire the knowledge and skills for the Early Childhood Ancillary Certificate that will be awarded by the LDOE. The birth to kindergarten degree and credentials will also be of interest to high school students who are attempting to obtain a credential prior to completing high school. If they successfully complete CECE 1013, CECE 1023, and CECE 1033 and obtain a CDA credential, they will be able to acquire the Early Childhood Ancillary Certificate as they graduate from high school and become immediately employed in a child care facility.

To help support recruitment of candidates, a Birth to Kindergarten web page will be created by the statewide committee and placed on the Board of Regents web site to provide information about the birth to kindergarten statewide curriculum and provide links to two- and four-year colleges that are offering birth to kindergarten courses and degrees. In addition, a brochure will be developed by the statewide committee members with support from the Board of Regents that can be downloaded and used by two- and four-year colleges to recruit candidates to the programs. Candidates who apply for the programs must meet admission requirements for the two- and four-year college. In addition, they must pass a Criminal Background Check to ensure that they meet BESE policy requirements for placement in schools.

For additional information about the recruitment, screening, and selection of students at the campus level, please see the LDOE proposal completed by the individual campuses.

4. Faculty

Faculty responsible for teaching birth to kindergarten education courses will be required to possess a minimum of a Master's degree with 18 credit hours in the discipline in which they are teaching and a minimum of three years of experience working with children from birth to kindergarten.

All faculty must meet the requirements identified by the Southern Association of Colleges and Schools Commission on Colleges as noted below.

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.

Institutions that will be offering the programs already have faculty with expertise in early childhood education who have been teaching courses for Care and Development of Young Children degrees or Early Childhood (PK-3) degrees. For additional information about *Faculty*, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

5. Library and Other Special Resources

Institutions that will be offering the degrees already have resources in early childhood education due to the courses that have been taught for the Care and Development of Young Children degrees or Early Childhood (PK-3) degrees. For additional information about *Library and Other Special Resources*, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

6. Facilities and Equipment

Institutions that will be offering the degrees already have the facilities and equipment due to the courses that have been taught for the Care and Development of Young Children degrees or Early Childhood (PK-3) degrees. For additional information about *Facilities and Equipment*, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

7. Administration

At the State level, the Louisiana Board of Regents will convene a statewide curriculum review committee that will be composed of representatives of the institutions offering the statewide curriculum, community/district partners, and other child care stakeholders. The committee will regularly and systematically review evidence pertaining to the implementation of the statewide curriculum gathered from candidates, faculty, clinical educators, district/community partners, and child care stakeholders. Based upon the evidence, modifications will be made to the curriculum, rubrics, assessments, and procedures to better address the needs of young children. Changes to the programs will be monitored and additional evidence will be examined by the committee to determine if the modifications have resulted in improvements. For additional information about *Administration* at the campus level, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

8. Accreditation

All four-year public institutions in Louisiana are currently nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for the Accreditation of Educator Preparation (CAEP). As part of that process, they have had to address the National Association for the Education of Young Children (NAEYC) Standards. The statewide curriculum will be reviewed by NAEYC experts and determined to meet NAEYC expectations before the BoR proposal is approved. All four-year public universities will be required to meet NAEYC and national accreditation expectations to continue to be approved. The Birth to Kindergarten Statewide Curriculum Committee will also work together to create rubrics and assessments for use in courses that meet expectations for national CAEP accreditation.

9. Related Fields

For information about *Related Fields* at the campus level, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

10. Costs

The new birth to kindergarten courses for the certificates and associate degrees will replace the existing Care and Development of Young Children courses and associate degrees at two-year colleges. In addition, it is anticipated that the new birth to kindergarten courses and baccalaureate degrees will replace the Grades PK-3 baccalaureate degrees at universities. This should not create a need for new faculty since the existing early childhood faculty should possess the necessary expertise to teach the birth to kindergarten courses. For campuses that do not have the staff to offer all ten birth to kindergarten courses, online courses will be developed and candidates should be able to meet their degree requirements by taking the online courses. There will also be an initial cost savings as campuses work together to develop *one* BoR proposal that supports the implementation of the birth to kindergarten statewide curriculum. All campuses who choose to offer the statewide curriculum will use the same BoR proposal and their campus specific supplemental information to obtain approval from their campuses and university systems to offer the degrees. Individual campuses will need to submit separate LDOE proposals to the LDOE; however, the sections of the LDOE proposal that address the statewide curriculum will be jointly developed by the statewide committee and participating campuses will be able to use the same consistent information in their individual proposals to the LDOE. Each campus offering the statewide curriculum will then add their own campus specific information to the LDOE Proposal for items that do not pertain to the curriculum. For additional information about *Costs* at the campus level, please see Appendix B - Institutional Information for Birth to Kindergarten Degree for each institution.

11. Quality Assurance System

The statewide curriculum committee will work together with faculty to develop a quality assurance system that will be used across all of the two-year and four-year institutions offering the statewide curriculum. The committee members and faculty will identify multiple measures to monitor the progress and achievement of candidates and the operational effectiveness of the institutions offering the statewide curriculum. The committee members and faculty will identify specific transition points within the program and establish expectations that must be met for individual candidates to progress through each transition point. They will also work together to develop rubrics/assessment for birth to kindergarten courses and establish criteria that must be met for candidates to meet minimum expectations. The CAEP Assessment Rubric will be used to ensure that the rubrics/assessments are meeting national accreditation expectations. They will also work together to develop a system that allows them to address CAEP's eight annual reporting measures that include: Impact on P-12 learning & development; results of completer surveys; graduation rates; ability to meet licensure/certification; indicators of teaching effectiveness; results of employer surveys, retention & employment milestones; hiring of completers; and student loan default rates.

12. Additional Competencies, Community Partnerships, Clinical Experiences, and Clinical Educators

For information about *Additional Competencies, Community Partnerships, Clinical Experiences, Clinical Educators, and Other Information* at the campus level required by the LDOE, please see the LDOE proposal completed by the individual campuses.

APPENDIX A

BIRTH TO KINDERGARTEN STATEWIDE CURRICULUM DEVELOPMENT COMMITTEE

Institutions/Agencies/Organizations	Committee Members
UNIVERSITIES	
Grambling State University	Mary Ghongkedze (ghongkedzem@gram.edu)
	Glenda Island (island@gram.edu)
	Kathryn Newman (newman@gram.edu)
Louisiana State Univ. and A&M College	Cyndi Dicarlo (cdicar2@lsu.edu)
Louisiana State University at Alexandria	Susan Myrick (smyrick@lsua.edu)
Louisiana State University at Shreveport	Pat Doerr (pat.doerr@lsus.edu)
	Debbie Fowler (debra.fowler@lsus.edu)
Louisiana Tech University	Pam Morgan (pmorgan@latech.edu)
McNeese State University	Faye White (vfwhite@mcneese.edu)
Nicholls State University	Mary Breaud (mary.breaud@nicholls.edu)
	Elizabeth Block (elizabeth.block@nicholls.edu)
Northwestern State University	Michelle Fazio Brunson (faziom@nsula.edu)
Southern University and A&M College	Diana Kelly (diana_kelly@subr.edu)
	Cheria Lane-Mackey (cheria_lane@subr.edu)
	Tonya Rose (tonya_rose_00@subr.edu)
Southern University at New Orleans	Raquel Ezell (resell@suno.edu)
	Jenita Hegwood (jhegwood@suno.edu)
	Willie Jones (wijones@suno.edu)
University of Louisiana at Lafayette	Mary Sciaraffa (mas7873@louisiana.edu)
	Peter Sheppard (pas3457@louisiana.edu)
	Donna Wadsworth (dew4067@louisiana.edu)
University of Louisiana at Monroe	Emily Williamson (ewilliamson@ulm.edu)
COMMUNITY COLLEGES	
Bossier Parish Community College	Dee Dee Mitchell (dmitchell@dpcc.edu)
Delgado Community College	Lisa Melson (lmelson@dcc.edu)
Louisiana Delta Community College	Donna Guice (dguice@ladelta.edu)
Louisiana State University at Eunice	Randall Esters (resters@lsue.edu)
	Angela Greaud (abuchana@lsue.edu)
Northwest Louisiana Technical College	Deanna Bynog (deannabynog@nwltc.edu)
	Carl Young (carlyoung@nwltc.edu)
Nunez Community College	Katherine Lemoine (klemoine@nunez.edu)
Southern University – Shreveport	Rosalyn Holt (rholt@susla.edu)
	Sheila Reed (sheilareed@gmail.com)
STATE AGENCIES & EARLY CHILDHOOD ADVOCATES/EDUCATORS	
Early Childhood Advocates and Educators	Gerry Binkley (Children’s Coalition) (GBinkley@childrenscoalition.org)
	Melanie Bronson (Policy Institute for Children) mbronfin@gmail.com)
	Gina Carter (Volunteers of America) (garter@boagb.org)
	Kathy Crowley (Success by Five Resource and Referral Agency) (klcrowley@lpssonline.com)

APPENDIX A (CONT'D.)

BIRTH TO KINDERGARTEN STATEWIDE CURRICULUM DEVELOPMENT COMMITTEE

Institutions/Agencies/Organizations	Committee Members
STATE AGENCIES & EARLY CHILDHOOD ADVOCATES/EDUCATORS	
Early Childhood Advocates and Educators	Amy Clancy (Children’s Coalition) (AClancy@childrenscoalition.org) Julie Emory (jemory@childrenscoalition.org) Karen Powell (Volunteers of America) (kpowell@vogagbr.org) Valerie Reed (Policy Institute for Children) (valerieread@gmail.com)
Louisiana Department of Education	Blanche Adams (blanchea.adams@la.gov) Barbara Burke (barbara.burke@la.gov) Jenna Conway (jenna.conway@la.gov) Erin Carroll (erin.carroll@la.gov) Frances Davis (frances.davis@la.gov) Hannah Dietsch (hannah.dietsch@la.gov) Gina Easterly (gina.easterly@la.gov) Ivy Starns (ivy.starns@la.gov) Julie Stephenson (julie.stephenson@la.gov)
Board of Regents	Jeanne Burns (Chair) (jeanne.burns@la.gov) Linda Marino (linda.marino@la.gov)

APPENDIX B

INSTITUTIONAL INFORMATION FOR BIRTH TO KINDERGARTEN DEGREE

Name of Institution Submitting Proposal:	
Specific Degree to be Awarded Upon Completion:	
Recommended 2010 CIP Taxonomy:	
Date to be Initiated:	
Name of Department or Academic Subdivision Responsible for the Program:	
Name of Department or Academic Subdivision Responsible for the Program:	
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program:	

Directions: Please respond to the following items.

1. Faculty

- a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.
- b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.
- c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.
- d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?
- e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

2. Library and Other Special Resources

- a. Are present library holdings in related fields adequate to initiate the proposed program?
- b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

- c. Do other institutions have library resources being used or available to faculty and students for the proposed program?
- d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.
- e. Project library expenditures needed for the first five years of the proposed program.
- f. What additional special resources, other than library holdings, will be needed?

3. Facilities and Equipment

- a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.
- b. Describe present utilization of these facilities where facilities are assigned to the department.
- c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

4. Administration

- a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.
- b. Indicate if the proposed program will affect the present administrative structure of the institution.
- c. Describe any special departmental strengths and/or weaknesses and how the proposed program will affect them.

5. Related Fields

- a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.
- b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

6. Costs

- a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any).
- b. Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?
- c. Indicate departmental costs:
 - i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.
 - ii. How will the proposed program affect the allocation of these funds?
- d. Indicate if additional funds for research will be needed to support the proposed program.
- e. Provide estimates of additional cost on the attached form.

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: _____

Date: _____

Program/Unit: _____

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition.)

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$		\$		\$		\$	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$		\$		\$		\$	
EXPENDITURES								
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities	\$	\$	\$	\$				
Equipment								
Travel								
Supplies								
SUB-TOTAL	\$	\$	\$	\$				
GRAND TOTAL EXPENSES	\$	\$	\$	\$				
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
TOTAL	\$		\$		\$		\$	