

VSBPE

Date: May 8, 2019

Item: Castleton New Program Review Application

ITEM: Shall the VSBPE approve Castleton's application for a review of two new programs: Early Childhood Education and Early Childhood Special Education?

AGENCY RECOMMENDED ACTION:

That the VSBPE approves Castleton's application contingent on answers to the questions below that were sent to Castleton on April 16 being answered satisfactorily prior to the review being scheduled.

BACKGROUND:

None.

RATIONALE:

Questions on application:

First, could you be more specific in answering the question about data you'll be collecting? Also, can you say more about how the two endorsements you're planning work together? It sounds like people can choose between the two- could someone go for both endorsements? Generally, each program being requested gets its own new program application and review, but if you'd like to make a case for those two to be reviewed together you may. Please clarify which of the courses you listed would be taken for each endorsement. I would also recommend looking at the endorsement requirements for each one and doing a crosswalk to the courses- you'll need to do this for the review anyway, and it would help to determine if the programs follow the same path closely enough to be reviewed together. (per the application: Attach a curriculum map detailing the program's alignment with the *Core Teaching and Leadership Standards* and endorsement knowledge and performance standards and additional documentation, as needed.)

Application for New Program Review

Directions: Applicants seeking a new program review must submit the following to the AOE at least 6 months before the program review is conducted:

- A completed Design Document: you may use the template provided below or create your own Design Document detailing the proposed program.
- A formal letter requesting a review visit from the president or head of the institution
- Application fee of \$2000

Program Name	Castleton University
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Endorsement Area Sought	Early Childhood Education (5440-40) Early Childhood Special Education (5440-44)
Rationale	The interest of Castleton University’s faculty in developing a degree in Early Childhood and Special Education evolved from the work of the New Programs Task Force charged by our President, Dr. Karen Scolforo, to research viable new programs for the university. The task force found that Early Childhood Education would be a viable new program. Accessibility to daycare and preschool has been featured in the local news as a critical shortage area. In addition, we have had an affiliation with many early childhood practitioners and agencies through our Early Childhood Educators Institute for the past three years and have heard from the majority of them how critical the need is now for early childhood and early childhood special education programming here in Vermont.

	<p>Castleton University is the oldest institution of higher education in Vermont, whose roots reside in teacher education. Our K-12 Licensure Programs are currently robust with students both at the graduate and undergraduate levels who are studying to become elementary and secondary teachers. Importantly, most of our contemporary graduates who earn Vermont State licensure remain in Vermont and the surrounding northeastern states to teach in our local schools and to live in our local communities. This program intends to continue Castleton’s tradition of meeting the need for licensed educators, specifically at the early childhood level, while contributing to our local community through our early learning lab.</p> <p>We aim to prepare teachers who are able to, as Paulo Freire states, “Read the word and the world” (1987) in order to recognize every child’s diverse abilities both in the classroom and in the community. Our work in Early Childhood will expand collaboration with colleagues across campus and community. On campus, the most notable collaboration, of course, is with our colleagues in Psychology as coursework in Psychology is an integral component in the program. There are also opportunities for collaborative work with Social Work, Health Human Movement & Sport, as well as the arts.</p> <p>Castleton’s current undergraduate licensure programs are embedded as Civic Engagement (CE) programs. CU’s Civic Engagement program has earned our campus the Carnegie Designation for our work to provide our students with the preparation to actively participate in the communal life of their communities. Students can earn a CE Certificate through their work in four CE-designated courses and a culminating CE project that serves the public good, while also providing leadership experience. Our introductory and capstone education courses are designated as CE, and students from our program make up the majority of Castleton’s CE certificate earners. With the addition of Early Childhood and Special Education, our students can begin to address the many opportunities for Civic Engagement work pertaining to issues faced by young children and their families.</p>
<p>Program Delivery Model</p>	<p>Those graduating with a BA in Early Childhood and Early Childhood Special Education from Castleton University will be prepared to facilitate high-quality learning experiences for all children from infancy to grade 3 and will be licensed as Early Childhood Educators (5440-40) and endorsed as Early Childhood Special Educators (5440-44). Students studying Early Childhood and Special Education (ECSE) will learn to address the needs of the whole child based on best practices in early childhood education as informed by the National Association for the Education of Young Children (NAEYC); Special Education as informed by the Division for Early Childhood of the Council for Exceptional Children (DEC of the CEC); and the State of Vermont’s Early Learning Standards for PreK to grade 3. Graduates will also be familiar with global perspectives on early learning. Our goal is for teacher candidates in the degree to work in the university’s Early Learning Lab at our proposed Early Childhood Center where we will focus our practices on (1) developmentally appropriate best practices for early childhood and special education; (2) current research on the physical, cognitive, and language development of all infants, toddlers, and young children; and (3) families and communities in local, regional, national, and global settings.</p> <p>Note that we will soon house an Assistive Technologies Lending Lab within Castleton’s Education Department, another example of a critical service our University Childcare Center can provide to our region.</p> <p>We plan to build our delivery model as we work through each phase of our implementation plan. Our undergraduate Early Childhood and Special Education degree will be built upon residency-based, face-to-face coursework and linked field experiences for the first phases of</p>

	our implementation plan. When Castleton’s proposed Early Learning Center is phased in, it will combine the best of what we can offer our students and community: high-quality coursework tied to clinical practice in the Early Learning Lab with experienced early childhood and special educators, as well as partner teachers in regional PK-3 classrooms who are interested in earning professional development credits through their studies in the lab. For our region, the Early Learning Lab will provide professional development and serve as a service hub for our area.
Timeline	Fall, 2019

Please provide a 3-5 sentence summary of your existing programs and concerns from your last ROPA review, if applicable. Attach additional supporting documentation as needed.

Existing Approved Programs and Delivery Models	<p>At this point all of our undergraduate programs are fully approved and we are scheduled to have our full review of these programs in the fall of this year. Our recently approved principal endorsement program and one-year teacher licensure program are in the conditional approval stages and yearly reports and updates are being provided to the AOE. We have also recently had our graduate special education licensure program approved through the alignment process and will likely roll that alignment into the next ROPA review that occurs with our other graduate programs in the future.</p> <p>The undergrad programs are all face-to-face while the graduate licensure programs vary. The principal leadership program is offered in a blended format while special education and grad licensure are more face-to-face. Special education classes are offered 1 course per semester for our part-time grad students and the graduate licensure program, a one-year program, offers 10 credits in the summer, 11 credits in the fall (evenings) and 15 credits of student teaching and seminar in the spring.</p>
Programs under Conditional Approval	Principal Leadership and Graduate licensure
Progress toward Addressing Identified Program Concerns	<p>The principal licensure program is in VERY good shape at this point- we had 23 in the first cohort and there are 21 in the current one. One issue we had to resolve was with the candidates that only wanted to complete coursework that leads to the principal endorsement (they already have the required Master’s degree). The Program Approval Committee requested that we develop more structured support to oversee the 300-hour internship that is a requirement for licensure. We developed a 1-credit course that involves a number of reflections framed by the Vermont Core Leadership Standards and our candidates must take that 1-credit course 3 times while they are with us. It is offered every spring and fall semester so there is consistent access to it. Their reflections and other assignments are graded and feedback is provided and the activities that make up their 300 hours are monitored and documented.</p> <p>Our 1-year program, we have taken a close look at the intake process to assure that students have sufficient content knowledge and pedagogy in their endorsement areas. Dr. Deb Waggett has been identified as the Director of the Castleton Educator Preparation Program: she has quite a bit of expertise in both the analysis of incoming transcripts and in assisting students through the 1-year</p>

	<p>program. An assessment plan has been developed (and shared with the AOE) that delineates continuous measures of candidate progress towards licensure; includes timeline of assessments linked to relevant standards. Finally, the handbook for the program now includes candidate, cooperating teacher/mentor and supervisor guidelines for all field work and clear evaluation methods for candidates' performance in the field. In addition, each course syllabus more clearly articulates the fieldwork requirements in the fall semester courses (practicum) and for the student teaching semester.</p> <p>One concern noted at a prior review of our undergrad program was in the AOE's difficulty in determining how much reading instruction, special education practice, educational technology, and overall pedagogy was being taught in a course structure where students were taking a 10-credit course embracing all of those topics in their freshman year and a 14-credit course they would take at the end of their time with us just prior to student teaching, where the same concepts were reviewed and embellished. That prompted the department to survey the students and the results of the AOE recommendations and student feedback led to a change in the course structure of the program, where new courses were developed in mostly 3-credit courses that are now specific to literacy instruction and special education practice. We have definitely seen a shift in overall understanding of our prospective teachers with this new shift and it has made it much easier for us as a department to assess and evaluate our work in these domains.</p>
<p>Potential Impact of Proposed Program on Existing Programs</p>	<p>The only impacts we see on other programs are positive in that the early childhood option will complete the continuum of offerings now from Birth through grade 12. We have been given permission by our president, Dr. Scolforo, to hire a new special education professor for the department and to hire a new early childhood/early childhood special education professor to support the coursework being offered in the new program. The infrastructure to support the program already exists, with an office coordinator to support the personnel and students, a chair to oversee the day-to-day workings of the department, and a Director of Education (who is also the licensure officer) to manage the bigger picture challenges and to deal with all related licensure issues. The Director of Education will also be the direct supervisor of the Director of the Childcare Center at Castleton</p>

Please provide a brief overview of the proposed program. Attach a curriculum map detailing the program's alignment with the *Core Teaching and Leadership Standards* and endorsement knowledge and performance standards and additional documentation, as needed.

<p>Program and/or Endorsement Overview</p>	<p>Castleton's Early Childhood and Early Childhood Special Education BA is framed by both national and state Early Childhood and Special Education Standards. At the national level, it is informed by the Core values in professional preparation from the National Association for the Education of Young Children's (NAEYC) standards for professional preparation. In addition to the common research base and emphasis on the centrality of field experiences, these NAEYC standards affirm the value of; play in children's lives; reciprocal relationships with families; child development knowledge as a foundation for professional practice; practices and curricula that are culturally respectful and responsive; ethical behavior and professional advocacy; and in-depth field experiences in high-quality professional preparation. Also, at the national level of the Division for Early Childhood of the Council for Exceptional Children, there are eight recommended practices. The DEC Recommended Practices were</p>
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	<p>developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The DEC Recommended Practices support children’s access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices. At the local level, our initial curriculum is being built around Vermont Early Learning Standards (VELS).</p>																																							
<p>Criteria for admission</p>	<p>Criteria for admission will be consistent with other programs in the Castleton Education Department, including application, GPA, references, and, for some, an interview.</p>																																							
<p>Curriculum Overview (course titles; descriptions)</p>	<p>1. Course Titles</p> <table border="1" data-bbox="315 718 1471 1864"> <thead> <tr> <th>Course Number and Title</th> <th>Credit</th> <th>New/Existing</th> </tr> </thead> <tbody> <tr> <td>EDU 1XXX Approaches to Learning</td> <td>3</td> <td>New</td> </tr> <tr> <td>PSY 2110 Educational Psychology</td> <td>3</td> <td>Existing</td> </tr> <tr> <td>PSY 3265 Child & Adolescent Development</td> <td>3</td> <td>Existing</td> </tr> <tr> <td>EDU 2XXX Teaching the Exceptional Learner</td> <td>3</td> <td>New</td> </tr> <tr> <td>EDU 2XXX Learning about the World: Math, Science, and Social Studies</td> <td>3</td> <td>New</td> </tr> <tr> <td>SWK 2050 Interventions with Families and Children</td> <td>3</td> <td>Existing</td> </tr> <tr> <td>PSY 3060 Child Psychopathology</td> <td>3</td> <td>Existing</td> </tr> <tr> <td>EDU 3XXX Creative Arts and Expression/Growing Moving Be Healthy- Music/Art</td> <td>3</td> <td>New</td> </tr> <tr> <td>PSY 3240 Social Development</td> <td>3</td> <td>Existing</td> </tr> <tr> <td>EDU 3XXX Sp.Ed. Language Development and the Exceptional Child</td> <td>3</td> <td>New</td> </tr> <tr> <td>EDU 4XXX Literacy Development</td> <td>3</td> <td>New</td> </tr> <tr> <td>SLP 4XXX Speech and Language Development</td> <td>3</td> <td>New/Recently approved</td> </tr> </tbody> </table>	Course Number and Title	Credit	New/Existing	EDU 1XXX Approaches to Learning	3	New	PSY 2110 Educational Psychology	3	Existing	PSY 3265 Child & Adolescent Development	3	Existing	EDU 2XXX Teaching the Exceptional Learner	3	New	EDU 2XXX Learning about the World: Math, Science, and Social Studies	3	New	SWK 2050 Interventions with Families and Children	3	Existing	PSY 3060 Child Psychopathology	3	Existing	EDU 3XXX Creative Arts and Expression/Growing Moving Be Healthy- Music/Art	3	New	PSY 3240 Social Development	3	Existing	EDU 3XXX Sp.Ed. Language Development and the Exceptional Child	3	New	EDU 4XXX Literacy Development	3	New	SLP 4XXX Speech and Language Development	3	New/Recently approved
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EDU 3XXX Assessment/Special Education	3	New
PSY 3150 Cognitive Development	3	Existing
EDU 4XXX Case Management and Intervention: Special Education	3	New
PSY XXXX Applied Behavior Analysis for School Professionals	3	In process
PSY 3XXX Ethics & Diversity	3	New/Recently approved
EDU 2XXX Sp. Ed Collaboration and Law	3	New
Junior Yr. Fall Early Childhood Language Practicum (infant to age 5)	4	New
Junior Yr. Cognitive/Assessment Practicum (birth through age 2:11 Special Education)	4	New
Senior Yr. Fall Literacy & Transition Practicum (ages 3-8)	4	New
Senior Yr. Sp. Intervention Practicum (ages 3-6:11 Special Education)	4	New
Portfolio Seminar	2	New

2. Course Descriptions

EDU 1XXX Approaches to Learning - This course is an introduction to multiple models of early childhood education, practical methods of implementation, and research into best practices. Emphasis is on children's individual play, intellectual curiosity, and problem solving and how to scaffold these in various settings and models of early childhood education.

PSY 2110 Educational Psychology - An examination of the principles and theories of learning as they apply to the developmental changes of the child. Special emphasis is placed on how the child learns and ways of producing optimal conditions for childhood learning.

PSY 2XXX Child & Adolescent Development - This course surveys the major areas of the psychology of child and adolescent development, emphasizing an understanding of the important methods, terms, theories, and findings in the field of child development. *This course fulfills the Social and Behavioral Understanding Frame of Reference.*

EDU 2XXX Special Education Law and Collaboration - This course provides an overview of state and federal laws that govern special education and of the consultation and collaboration skills needed in today's diverse schools. This course emphasizes the major components of

laws and regulations that guide the education of students with disabilities ages birth to 21. The Individuals with Disabilities Education Act (2004), VT State Regulations, the Family Education Rights and Privacy Act (FERPA), and Section 504 of the Rehabilitation Act (1973), among others, will be explored. Additionally, students will learn to enhance student academic growth through collaborative and consultation strategies that promote success in early intervention, early childhood education, and in inclusive settings.

EDU 2XXX Teaching the Exceptional Learner - This course reviews the history, laws, and current best practices in educating infants and young children with disabilities. A specific emphasis will be placed on the access, support, and participation of exceptional children and their families. The course provides strategies to inform educators of the needs of families as it relates to family configuration, geographic location, ability, race, ethnicity, culture, language, religion, education or other variation of unique characteristics of children and their families.

EDU 2XXX Learning about the World: Math, Science, and Social Studies - This course has a threefold curricular focus. In mathematics, the emphasis is developing a sense of numeracy, quantity, and counting as well as number relationships and operations in young children. Children are taught to explore the world using measurement and geometric reasoning skills. Science topics include physical sciences, life sciences, earth and space science, and engineering design. A third focus is developing children's skills through inquiry in social studies, geography, history, and economics

SWK 2050 Interventions with Families and Children - An introduction to basic strategies and interventions used to help families and children cope with psychosocial/environmental needs, difficulties and problems. Problem areas include child abandonment, sexual and physical abuse, learning difficulties, marital discord, dysfunctional communication, and gang membership. Emphasis is placed upon research and practice outcomes in child welfare settings.

Prerequisite: SWK 1010, or SOC 1010, or PSY 1012, or consent of instructor. *Fall*

PSY 3060 Child Psychopathology - An analysis of theory, research, and therapy of psychological disorders of children, including early infantile autism, neurophysiological developmental problems, learning difficulties, developmental retardation, juvenile delinquency, and psycho-physiological disorders. *Spring Only*

EDU 3XXX: Creative Arts and Expression/Growing Moving Be Healthy- Music/Art - This course provides strategies for promoting motor coordination and healthy habits in infants to young children emphasizing the ways in which children can creatively express themselves through art, music, and dance.

PSY 3240 Social Development - Examines systematic research and theory relating to issues in social and personality development, in particular: the development of conceptions of the self, achievement, aggression, altruism and moral development, sex differences and differential effects of familial and extra familial influences. *Spring Even Years.*

PSY 3XXX Ethics & Diversity - This course introduces students to ethics and issues of diversity in psychology. Students will train to identify ethical issues and sociocultural factors

that may influence them, and learn the importance of ethical conduct in the practice of psychology.

SLP 4XXX Speech and Language Development - This course explores the nature and sequence of language development from birth through adolescence. Both typical and atypical language development will be discussed. Conditions that place infants and children at risk for speech and language disorders are explored. Students are strongly advised to take SLP 2XXX (Phonetics) or its equivalent prior to enrolling.

EDU 3XX Language Development - This course is grounded in foundational reading and writing skills by understanding how by engaging young children with print, reading and writing supports their early literacy development. Course participants will learn how to work with both literature and informational texts to develop children's understandings about how print works, how stories work, and how writing works to express ideas and to exchange information. Participants will also learn about how to work with English Language learners.

EDU 3XXX Language Development and the Exceptional Child - A frequent area of need in children with developmental delays is language development. These may be delays in receptive and/or expressive speech or language and may be in the phonological, morphological, syntactic, semantic, or pragmatic areas of language. The course emphasizes collaborative assessment and intervention for children with these delays, causal factors, and multiple points of intervention.

EDU 3XXX Assessment/Special Education - Recognizing the collaborative nature of assessment in early childhood, this course guides educators in conducting multimodal assessment within an ecological framework. Of particular importance will be assessment tools and progress monitoring that is individually appropriate considering the child's abilities, culture, preferences and visual, auditory, and physical needs. To guide curriculum development and create a holistic portrayal of the child, both informal and formal criterion-referenced measures; behavior and verbal behavior assessment, and individually norm-referenced assessments will be discussed.

PSY 3150 Cognitive Development - Examines systematic research and theory relating to issues in children's thinking, providing critical appraisals of Piagetian and information processing approaches to perception, language, memory, intelligence, and individual differences in thought due to cognitive style, experience and gender. *Spring Odd Years.*

EDU 4XXX Case Management and Intervention - Students learn best practices in case management using their knowledge of general and specialized curricula to develop individualized learning plans (IEP) for youngsters with exceptionalities. Students plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community Based on assessment and observational data, students learn to collaboratively plan, implement, and manage interventions for children from ages three through six. This course is taken concurrently with EDU 4XXX Intervention Practicum. *Spring semester, Senior year.*

PSY XXXX Applied Behavior Analysis for School Professionals - Students will develop applied knowledge of basic concepts in Applied Behavioral Analysis through research, in-class and online activities, online discussion, and completion of a basic FBA and Behavior Support Plan. As part of this work, students will explore the factors that may affect the application of behavior analysis principles in school settings. Contexts of consideration in this course will include family patterns, trauma histories, developmental diagnoses, school culture, and culture diversity

EDU 3XXX Early Childhood Language Practicum (infant to age 5) - This is a sixty-hour, field-based application of knowledge and understanding of young children's characteristics and needs, and variation within and across developmental domains in children birth to age five. The emphasis is on supporting language development and communication, including expressive and receptive language, social communication, and non-verbal communication. This practicum is concurrent with SLP 4XXX Speech and Language Development and EDU 3XXX.

EDU 3XXX Cognitive/Assessment Practicum (birth through age 2:11 Special Education) - This is a sixty-hour Special Education course in which students apply their knowledge of specific disabilities, including etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. With supervision, students administer assessment with—and application of—assessment results to intervention for infants and toddlers from birth through age 2 years, 11 months. This practicum is taken concurrently with EDU 4XXX Assessment/Special Education and PSY 3150. *Spring Semester, Junior year.*

EDU 4XXX Literacy & Transition Practicum (ages 3-6:11 Special Education) - This practicum in Early Childhood is a sixty-hour, field-based application of curriculum design, implement, and evaluation of experiences that promote positive development and learning for young children from three to eight years of age. The focus is on individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs. Taken concurrently with EDU 4XXX Literacy Development and PSY 4XXX ABA for School Professionals. *Fall Semester, Senior Year*

EDU 4XXX Intervention Practicum (ages 3-6:11 Special Education) - The final practicum is in Early Childhood Special Education for children from three years to six years, 11 months of age. Students plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children and his/her family. They select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Taken concurrently with EDU 4XXX Case Management and Intervention in Special Education and EDU 4XXX Portfolio Preparation. *Sp., Senior Year*

EDU 4XXX - A portfolio is required by the Vermont Agency of Education so teacher candidates in Early Childhood and Early Childhood Special Education can demonstrate competence of learning progressions and state competency requirements. This course will assist students in completing their Vermont Licensure portfolio through thoughtful written

	<p>reflection on their course work, field experiences, and practica.</p> <p>3. TOTAL CREDITS in proposed program: <u>72</u></p> <p>4. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 28 credits for General Education Requirements and 20 more credits in the liberal arts and sciences to total 48 credits</p> <p>5. TOTAL CREDITS for the degree: <u>120</u></p>
Desired impact of program	In addition, growing numbers of students are specifically interested in becoming pre-school teachers, and this program will prepare them for this, as well as give them the credential necessary for certain early childhood teaching positions. On a larger scale, Castleton University desires to enhance the quality of early childhood programs in Vermont and beyond, and adding more knowledgeable and skilled teachers to the current pool will do this. Our ultimate goal is to support the healthy development of children.

Please provide a brief overview of the proposed program(s) assessment system including how the program anticipates using assessments as part of its overall evaluation system. Attach additional documentation, as needed.

Assessment System Overview	
Key Assessments	Key assessments connected with this program will include a review of observations conducted in a variety of early years settings (including at our Childcare Facility that will open on the campus), a reflective log based on readings that have been assigned, research papers that examine critical aspects of early childhood, and various presentations on different areas of the early childhood curriculum. In addition, we will utilize our disposition forms to assess developmental readiness throughout the program and collect data from our field mentors to assess the overall proficiency-rates of our candidates
Essential Data to be collected	Student progress will be monitored through an assessment of their course work along the way and their performance in their early childhood field placements (in conjunction with their on-site supervisor). Students will also be required to achieve and maintain a GPA of 3.0, complete a successful period of student teaching and practicum hours and pass endorsement-specific Praxis tests.

Proposed Evaluation System	The program will be evaluated through a student review process and through feedback provided by the Teacher Education Advisory Committee (TEAC), both within the early childhood/early childhood special education courses and through the college-wide evaluation system (Blue evaluation process). Since this is a new program, it will also be reviewed by faculty within the education department, psychology department, and by ROPA. Finally, we plan to partner at great length with many of the local child care facilities and early childhood support agencies and we will utilize their expertise in various areas to assist us in evaluating our new program.
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Resources and Practices Overview	The proposed program has the support of the VSC administrative oversight committees and the entire Castleton education community. It was approved by the VSC Council of Presidents, the ICOR committee, and the full Board of Trustees. In addition, the curriculum and program model for the Early Childhood/Early Childhood Special Education program was approved by the Castleton Curriculum Committee and approved on the floor of the Castleton Faculty Assembly on April 2, 2019. The courses that focus more on K-3 are well supported by our current elementary education program and we believe the new courses developed will support We have offered the Early Childhood Educators Institute for the past three years and we have developed a number of symbiotic relationships with leaders in the field of early childhood as well as leaders at agencies designed to support early childhood like Let’s Grow Kids and Building Bright Futures. In addition, our Director of Education is the co-chair for the Vermont Early Childhood Higher Education Consortium, a group of practitioners and experts in the field of early childhood education that meets regularly to share best practice and provide support for one another as they strive to offer the best programming possible at each of their IHE.
Key Policies and Resources in place to support the new program	All of the new courses that make up this program were recently approved by both the Curriculum Committee and the Faculty Assembly at the April 2, 2019 meeting here on campus. In addition, we have the full support of the education department and this submitted application will be accompanied by a letter from our President, Dr. Karen Scolforo, that emphasizes her full support of the program moving forward.