

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE Academic Affairs

NO. AAC 21-03

COMMITTEE DATE: March 16, 2021

BOARD DATE: March 23, 2021

**APPROVAL OF LETTER OF INTENT OF BRIDGEWATER STATE UNIVERSITY TO
AWARD THE BACHELOR OF SCIENCE IN CHILDHOOD STUDIES AND
AUTHORIZATION FOR FAST TRACK REVIEW**

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of **Bridgewater State University** to award **the Bachelor of Science in Childhood Studies** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree granting authority pursuant to the Fast Track review protocol.

VOTED: Motion adopted by AAC 3/16/2021; adopted by BHE 3/23/2021.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b); AAC 18-40

Contact: Winifred M. Hagan, Ed.D., Senior Associate Commissioner for Strategic Planning and Public Program Approval

BOARD OF HIGHER EDUCATION
March 2021
Bridgewater State University
Letter of Intent
Bachelor of Science in Childhood Studies

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

The intent and mission of the Bridgewater State University (BSU) Childhood Studies major aims to prepare students to enhance the lives of children using interdisciplinary theory, research, and practices that address the diverse and complex nature of children's needs. It is intended that students can prepare for careers in many areas including public policy, social services, youth programming, academics, health care settings, the arts, and education. The mission of the proposed program is to provide an interdisciplinary environment that enables students to understand the child in context and to situate the study of children and childhoods within contemporary cultural and global contexts using an interdisciplinary approach; to develop and disseminate information about childhood; and to improve leadership skills to promote the optimal wellbeing of children.

BSU notes that the undergraduate major in Childhood Studies is intended for students who want to develop knowledge and skills necessary for careers working with children and families in a wide variety of settings. It is planned that the program will be unique in its focus on children and childhood from a variety of disciplinary perspectives.

Childhood Studies brings together knowledge about children and youth from infancy through the age of legal majority as seen from the perspectives of the arts, humanities, social and natural sciences, medicine, education, and the law. The interdisciplinarity of the major is expected to enhance students' understanding of children by providing them with a broad-based examination of childhood grounded in the liberal arts. This

liberal arts component distinguishes the proposed program from others in the region. The proposed Bachelor of Science in Childhood Studies was approved by the Bridgewater State University Board of Trustees on December 9, 2020. The LOI was circulated on December 23, 2020. No comments were received.

A. ALIGNMENT WITH MASSACHUSETT'S GOALS FOR HIGHER EDUCATION

Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals

Current BSU campus goals include focusing resources and decisions on the overarching priority of student success; and on providing a teaching and learning environment with exceptional educational opportunities for intellectual, creative, and professional growth. BSU goals also include providing opportunities for personal and professional growth for faculty, librarians, and staff to support of organizational progress. In addition, BSU aims to serve as a regional catalyst for economic, cultural, and intellectual engagement, and to advance diversity and social justice with impact in the region and beyond. The proposed Childhood Studies program is planned to align with the campus goals and serve as one more means to operationalize their attainment.

Program or Department Supports to Ensure Student Retention and Completion

The Clement C. Maxwell Library supports the teaching, learning, and research needs of students and faculty members and this will extend to students in the proposed program. The library provides a variety of information resources and electronic tools for students and faculty and maintains a wealth of books, newspapers, periodicals, sound recordings, and movie titles. Library materials are accessible virtually and provides resources in all subject disciplines taught by the university's faculty. The Academic Achievement Center, located in Maxwell Library, offers programs and services to support the continued academic success of BSU students. Learning assistance programs and services are many

and varied including second-language services. The Academic Achievement Center is home to the University Honors Program, Second Language Services, the Office of Disability Resources, Tutoring Services, as well as the Writing Studio, Mathematics Services, Study and Research Services, and the Communications Laboratory. The Writing Studio at BSU offers peer consultants to provide help and feedback to student writers working at all levels of the writing process. The studio provides support regardless of the writing genre or course discipline. In addition, student peers brainstorm ideas to help interpret assignments. Tutoring Central supports beginning level courses within a major. Services include one-on-one and small groups, content tutoring, academic coaching, and language coaching. The Academic Achievement Center (AAC) and the services within it, including the Writing Studio and Tutoring Central, have adapted to the virtual teaching and learning environment by operating all services online. Students are offered virtual drop-in tutoring and appointments for virtual Tutoring or Academic Coaching through the BSU platform, *Accudemia*. During the pandemic staff have been monitoring phones and emails Mon - Fri 8:00am - 4:00pm. It is expected that this will continue as needed.

Alliances and Partnerships with PK-12, Other IHE's, Community Employers

BSU has working articulation agreements with all regional community colleges, as well as a Community College to Bridgewater (CC2BSU) program with local partners, and BSU fully participates in MassTransfer. BSU reports that most of the coursework required in the first two years of the degree program is taught at community colleges, including courses in humanities and general education requirements, and course-level articulation has been well established for courses in the proposed program. The proposed Childhood Studies major is planned to be housed within the School of Social Work, and it is expected that connections to social service agencies will be easy to establish. Faculty members from Social Work, Early Education and Care, Counselor Education, and

Music have existing relationships with community partners in Southeastern Massachusetts, which provide regular learning opportunities for students through field placements and service-learning courses.

BSU also reports that there is a team of actively engaged faculty members on the current Childhood Studies advisory group and it is planned that number of campus departments will continue to be represented on this advisory to maintain an interdisciplinary perspective. The advisory group assists with new course proposals and program development. There is representation from Anthropology, Counselor Education, Elementary and Early Childhood Education, English, Music, Social Work, and Teaching English to Speakers of Other Languages (TESOL).

In addition, BSU’s School of Social Work has active collaboration with 94 agencies (as of February 2021), all which host student interns. These agencies are potential partners to the proposed Childhood Studies major, and could provide internships, guest lecturers, recruit students for employment, and refer current employees to the university. Current partners are listed below:

Advocates, Inc. Framingham	House of Hope-Harrington Hall, Cranston, RI
Advocates, Inc. Marlborough	Interfaith Counseling Center, Providence, RI
Angelo Elementary School, Brockton	Jewish Big Brothers Big Sisters of Greater-Boston, Newton
Ashfield Middle School, Brockton	Jewish Family Services-Waltham
BAMSI - Brockton	JRI Granite Academy, Braintree
Baycove Crisis Team/Fall River	Juanita Sanchez High School, Providence, RI
BEST TEAM/Bay Cove, Boston	Justice Resource Center, Yarmouth Port
Beth Israel Deaconess Medical Center-Boston	Justice Resource Institute-Attleboro
Boston Public Health Commission, Boston	Manet Community Health Center-Taunton
Boston Public Schools, Dorchester	May Center School, Brockton
Boys and Girls Club-Fall River	McLean Southeast in Middleboro
Bridgewater Senior Center, Bridgewater	Met School, Providence, RI
Bridgewater State Hospital, Bridgewater	Milford High School, Milford
Bridgewater State Univ. Counseling Center, Bridgewater	New Bedford Child & Family Services, New Bedford
Brockton Neighborhood Health Center, Brockton	New Bedford Child and Family, New Bedford
Charlton Hospital, Fall River	New Bedford Child and Family Services-Hyannis

Child and Family Services-New Bedford	New Bedford Public Schools, New Bedford
Community Counseling of Bristol County-Taunton	New Hope, Inc., Attleboro
Department of Children and Families (DCF) Adult Development Licensing Unit, Dorchester	North River Collaborative, Rockland
DCF -Braintree	Northstar Learning Centers, New Bedford
DCF-Brockton	Office of Mayor Robert Sullivan, Brockton
DCF-Coastal, Braintree	Old Colony Elder Services, Brockton
DCF-Dorchester	Old Colony Hospice, West Bridgewater
DCF-Fall River	Oliver Ames High School, Easton
DCF-Hyannis	Public Defenders Office, Fall River
DCF-New Bedford	Quincy District Court, Quincy
DCF-Plymouth	Quincy High School, Quincy
DCF-Taunton/Attleboro	Randolph High School, Randolph
DCF-Whitinsville	Rhode Island, Hasbro, Bradley Hospital, Providence, RI
Dept. of Mental Health-Brockton	Rochester Memorial School, Rochester
Duffy Health Center, Hyannis	Signature Health Center, Brockton
Emergency Services-Fall River	South Shore Behavioral Health Clinic, Norwell
Enable, Inc., Attleboro	Square Medical Group, Weymouth
Family Aid Boston	STARR-Brockton
Family and Community Resources, Inc, Brockton	Taunton Public Schools, Taunton
Family Continuity Program - Hyannis	The Women's Center, New Bedford
Family Counseling Center, Brockton	Thrive Communities, Lowell
Family Service Association-Fall River	TJocelyne Counseling, Brockton
George Elementary School, Brockton	Trinity Day Academy, New Bedford
Gilmore Elementary School, Brockton	VA Boston Healthcare System-Brockton
Gosnold - Falmouth	Walpole Council on Aging, Walpole
Gosnold Cataumet, Bourne	Wheaton College, Norton
Hamilton Primary School, Weymouth	Wingate at Silver Lake, Kingston
High Point-Middleboro	Worcester Recovery Center and Hospital, Worcester
Home for Little Wanderers Plymouth	Y.O.U. Inc.-Milford
Home for Little Wanderers-Dorchester	Year Up, Boston
Hope Health-Providence	Youth Villages, Raynham

A faculty member also serves the local Community and Family Coordinated Family & Community Engagement (CFCE) Network, interacting with community partners, which serve as field placements, observation hours, and as guest speakers. The CFCE Network encompasses locally based programs that provide child development services and resources to families with young children. The CFCE helps to promote and support

parent education and family engagement, early literacy and child development, collaboration between local early education and care partners, transitions between early education and care settings, home and school, and high-quality programs and service delivery

Some of the partners include:

Women, Infants, & Children (WIC) Nutrition Program

Community Coordinator
Taunton/ Attleboro WIC Program

Leddy School

Assistant Principal
Taunton, MA

Justice Resource Institute (JRI)

Program Director for Early Childhood Training and Consultation
Taunton, MA

Triumph, Inc.

Parent and Community Outreach Coordinator
Taunton, MA

South Shore Stars

Faculty member serves on the South Shore Stars Board of Directors
Weymouth, MA

Teach for America

Faculty member serves on the Alumni Board for Teach for America

Finally, students and faculty will be supported by the staff and resources of the Bridgewater State University Internship Program Office. The Internship Program Office identifies and publicizes available internship positions and prepares students for internships. Currently all programs and services have been made available virtually.

Relationship to MassHire Regional Blueprints

BSU anticipates that students in the proposed program will develop valuable skills to work with children and families in settings such as private and state-funded programs, departments of social services, family resource centers, children’s museums, or recreation centers. The major is expected to also serve as pre-professional preparation for students interested in graduate school in Psychology, Education, Family Law, Advocacy or health related areas such as Child Life.

The human services sector in Massachusetts anticipates some 25,000 positions in the coming decade to meet a growing demand for services, according to recent Providers’ Council reports (2017, 2019)¹. The Providers Council is the largest human services trade association in Massachusetts. The sector includes state agencies, private organizations and nonprofits that include services to children. The proposed program is expected to prepare students to fill the positions needed to serve children.

The *Cape & Islands Regional Workforce Blueprint* (2017)² indicates that the region’s fastest growing industry sectors include health care and social assistance (16.9%) and education services (4.2%). The anticipated highest growing occupations include Personal Care Aides (31.40% growth by 2024), Preschool Teachers (23.9%), Child Caregivers (19.3%), and Social and Human Service Assistants (18.5%)

The Eduventures market analysis report commissioned by BSU (2016)³ provides evidence that bachelor’s degree conferrals in interdisciplinary studies have seen strong growth nationally and within New England over the last few years, indicating that

¹ Massachusetts Council of Human Service Providers. (2017, February 28). “Who Will Care? The Workforce Crisis in Human Services.” In *Providers’ Council*. Retrieved from <http://publicpolicycenter.org/wp/wp-content/uploads/2017/03/Who-Will-Care-The-Workforce-Crisis-in-Human-Services.pdf>

² Cape and Islands Regional Planning Team. (2017). *The Cape & Islands Regional Workforce Blueprint*. Retrieved from <https://masshire-capeandislandswb.com/wp-content/uploads/2018/10/CIWB-Regional-Blueprint-2018.pdf>

³ Eduventures Bachelor’s in Child Studies Market Snapshot Report (January 2016)

students increasingly prefer majors with a broad focus. As well, the analysis also showed that bachelor's degree conferrals in child development grew by 32% during this time. Positions for child, family, and school social workers and preschool and kindergarten teachers are expected to grow by 4% within New England and by 12% within Massachusetts by 2025. More recent 2019 Eduventures data⁴ projects regional increases in demand for child caregivers (5%), education administrators, preschool and childcare center/program staff (7%), and preschool teachers (7%).

Duplication

Framingham State University offers a Child and Family Studies major in the Department of Education in which students prepare to work as early childhood educators (ages birth - 8) in the mixed delivery system, including in early intervention, private and public preschool settings, family childcare centers, Head Start, and out-of-school childcare settings. Fitchburg State University offers a Human Services degree in the Behavioral Sciences Department in which students focus on social sciences, human services, and the skills and interventions that support optimal growth for individuals and families. Tufts University offers a bachelor's degree in Child Study and Human Development, affiliated with the Eliot-Pearson Children's School. BSU offers an Early Education and Care major with similar requirements.

The proposed Childhood Studies major is distinguished by defining childhood as the period between birth and 18 years and it is built on an interdisciplinary model of inquiry. Rutgers University in New Jersey has a similar program.

⁴ Eduventures Bachelor's in Child Studies 2019 Data Update (October 2020)

Innovative Approaches to Teaching and Learning

The Childhood Studies major is expected to provide an innovative teaching and learning environment with proven educational opportunities designed for intellectual, creative, and professional growth by incorporating the use of high-impact practices that support persistence and completion of degrees. These practices include first-year seminars where students will explore the common topic of childhood through the lenses of different disciplines. BSU deliberately links liberal arts, professional courses and features service learning with a writing-intensive and a service-learning course in the major. It is planned that eportfolios will provide an opportunity for students to make connections among multiple assignments. As well, the proposed major is designed with a two-semester Capstone Course where students create a project that integrates and applies what they have learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. All syllabi for the major will underscore the network of support available to students at Bridgewater State University, as well as the opportunities for undergraduate research.

The Childhood Studies major is planned to provide flexibility and options for students in an organized pathway to completion. The major enables students to integrate ideas from humanities courses, the Core Curriculum, and career preparation-focused coursework, using an interdisciplinary approach. Students will be prepared to support families and children with a multidisciplinary perspective. Students can select the major as preparation for employment after completion at BSU.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Priority Rationale and Support of Strategic Plan and Overall Mission of Institution

BSU's institutional mission as a comprehensive, regional, public higher education university is to serve students and the region. BSU aims to provide a high-quality

educational experience leading to life-changing skills and employment. Bridgewater's accessible environment of teaching and learning stimulates critical thinking, demands the rigorous pursuit of new knowledge and deeper understanding, cultivates meaningful and diverse interpersonal relationships, fosters global citizenship, and strives to transform lives and improve the human condition. The Childhood Studies major is planned to provide a holistic, integrated approach to understanding the life experiences, cultural representations, and social constructions of children. The discipline seeks to help students better understand the challenges facing children both globally and locally, including the role of research, advocacy, and social justice in improving children's lives. Childhood Studies is valuable for students, whether in education, social services, law, healthcare, marketing, or other fields. The major supports the institution's mission. The major supports the strategic plan, specifically Goal 2A: Build high-quality, innovative curricular offerings and programs at the undergraduate and graduate levels, focusing on high-impact practices. This includes expanding new academic programs that respond to student and regional economic needs. Students express the need for the proposed major. Since the minor was introduced in the Fall of 2015, the enrollment and interest of students is reportedly very strong. Currently, there are about 70 BSU students enrolled in the minor from a variety of majors. Most of the minors are Psychology majors. Other majors with a significant number of students in the existing minor include: Elementary and Early Childhood Education, Social Work, Sociology, and Communication Sciences and Disorders. The Childhood Studies minor was offered initially during the 2015-16 academic year. In the first year, the minor enrolled 26 students. By the second year, there was interest on campus to investigate the viability of a Childhood Studies major. In January 2016, the Eduventures report was commissioned to investigate the viability of creating a major. Due to administrative changes the initiative was stalled. By the Fall of 2017, there were 60 students in the minor, a number

that has remained consistent (there are currently 69 students in the minor). In February 2018, the Provost enthusiastically supported a group of faculty to complete the paperwork for governance. The Provost's support demonstrates how this initiative is a priority.

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

BSU expects that there will be minimal expenses needed to launch the program because all faculty and courses are already in place. BSU plans that the proposed program will provide opportunities for students and will complement existing majors on campus. Because the major is 33 credits, students can also double major. The lower number of credits allows for students to build a disciplinary base which may be needed for graduate school and some job opportunities (Education and Social Work). The option to double major will likely appeal to students with majors in Elementary and Early Childhood Education, Social Work, Psychology, Sociology, and Communication Sciences and Disorders.

Enrollment Projections (Form C, Appendices)

BSU reports that it presented conservative enrollment projections based on strong interest in the Childhood Studies minor and student interest in childhood studies within the existing education majors, social work, English, and other humanities and social sciences. Because the Childhood Studies major only requires 33 credits, BSU anticipates strong enrollment from students especially those in elementary or early childhood education, psychology, criminal justice, and social work. On February 22, 2021, there were 77 Childhood Studies minors. Many have notified the coordinator and instructors that they would be interested in declaring the major. BSU plans to reach out to students

in the College of Business to explore Childhood Studies as a second major. By years 3-5, it is anticipated that marketing and admissions will have time to recruit new students into the program.

*Resources and Financial Statement of Estimated Net Impact on Institution
(Form D Appendices)*

The Dean of the College of Humanities and Social Science is working with faculty to create a budget, that will expand for the next year in anticipation of the implementation date, dependent on governance, trustee, and BHE approval. The Provost strongly supports the proposal and will assign the needed fiscal and scheduling resources. A budget summary has been provided based on enrollment projections. Full-time faculty hiring (annual salary, 40% benefits, 2% annual increase) of one tenure track line in year one, adding a second in year three and a third in year four have been accounted for, plus an operating budget and funding for the coordinator's release time is budgeted. A modest marketing budget has been included. Revenues are conservatively projected based only on full time student enrollment holding tuition and fees constant at our FY21 level. Program start-up are not expected to require an increase in financial resources. The required courses are already available, and faculty are in place.

Faculty

BSU reports that the College of Humanities and Social Sciences has a long history of supporting interdisciplinary work. The proposed Childhood Studies program will be housed in the School of Social Work, using the precedent set by BSU's TESOL program. Additionally, there are departments on campus with multiple majors. The School of Social Work has supports, such as an extra half-time administrative assistant and an Associate Dean, to support the proposed program. It is planned that the Childhood Studies Coordinator will provide primary leadership for all Childhood Studies activities.

Scheduling

It is anticipated that the Coordinator will synchronize with the Social Work department to schedule prefix courses. It is also anticipated that the allocation of classrooms for course scheduling will require BSU to be creative in offering courses that meet the needs of faculty and students' schedules. Currently three sections of the Introductory course are offered every semester. One section is scheduled face-to-face or 100% online with synchronous meetings and two sections are fully online, 100% asynchronous learning. The existing Capstone course is offered in a blended model with 2 face-to-face or synchronous meetings and the rest of the learning is virtual. This allows BSU to offer the number of sections required to assure that students can progress through the major while managing space constraints. The new courses in the major are expected to be either a blended delivery model or fully online.

Budget development

The Provost will support the Dean of the College of Humanities and Social Science in working with the Coordinator to create a budget. The proposed Childhood Studies major will not require an increase in financial resources. The required courses are currently available, and faculty are in place.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Science in Childhood Studies** submitted by **Bridgewater State University**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast-Track review protocol.

Form A: Curriculum: BS Childhood Studies

Required (Core) Courses in the Major (Total # courses required =11)		
Course Number	Course Title	Credit Hours
CHST 203	Introduction to Childhood Studies	3
CHST 380*	Research Methods in Childhood Studies	3
CHST 398*	Service Learning in Childhood Studies	3
CHST 496*	Childhood Studies Senior Seminar 1 (Writing designated in the Major) (CWRM)	3
CHST 497*	Childhood Studies Senior Seminar 2	3
	Sub-total Required Credits	15
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
VARIES	Humanities Elective	3
VARIES	Humanities Elective	3
VARIES	Social, behavioral and/or natural science elective	3
VARIES	Social, behavioral and/or natural science elective	3
VARIES	Education elective	3
VARIES	Education elective	3
	Sub-total Elective Credits	18
Distribution of General Education Requirements		43 credits or more
Core Skills Requirements		15
ENGL 101/101E - Writing Rhetorically (CWR1) 3 credits		
ENGL 102 - Writing Rhetorically with Sources (CWR2) 3 credits		
Foundations of Logical Reasoning (CLOR) 3 credits		
Complete one course, selected from the following:		
<ul style="list-style-type: none"> • COMP 111 - Logic and Computers • MATH 180 - Transition to Advanced Mathematics • PHIL 111 - Foundations of Logical Reasoning 		
Foundations of Mathematical Reasoning (CMAR) 3 credits		
Complete one course, selected from the following:		
<ul style="list-style-type: none"> • MATH 105 - Mathematical Thought and Practice • MATH 110/MATH 110E - Elementary Statistics I • MATH 112 - Mathematics for Elementary Teachers I • MATH 113 - Mathematics for Elementary Teachers II • MATH 114 - Mathematics for Elementary Teachers III 		

<ul style="list-style-type: none"> • MATH 120 - Introduction to Linear Algebra • MATH 130 - Discrete Mathematics I • MATH 140/MATH 140E - Elements of Precalculus • MATH 141 - Elements of Calculus I • MATH 142 - Elements of Calculus II • MATH 144 - Applied Calculus for Business • MATH 150 - Precalculus with Trigonometry • MATH 161/161E - Single Variable Calculus I • MATH 162 - Single Variable Calculus II <p>Spoken Communication (CSPK) 3 credits Complete one course, selected from the following:</p> <ul style="list-style-type: none"> • COMM 102 - Introduction to Public Speaking • THEA 210 - Oral Interpretation 	
Seminars First- and Second-Year Seminars (CFYS, CSYS)	6
Fine and Performing Arts (see attached) (CFPA)	6
Humanities (see attached) (CHUM)	9
Natural Sciences (see attached) (CNSL, CNSN)	7 or 8
Social and Behavioral Sciences (see attached) (CSOC)	6
BSU's Core Curriculum requires that students take courses to fulfill requirements in, Writing/Speaking Intensive, Global Culture, Multiculturalism, Quantitative Skills, and US and Massachusetts Constitutions. Total number of credits will vary, depending on the student's choice of courses. Courses can meet multiple requirements.	Varies
Sub Total General Education Credits	43 (+)
Curriculum Summary	
Total number of courses required for the degree	11
Total credit hours required for degree	33
Prerequisite, Concentration or Other Requirements:	

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
Develop standing recruitment procedures and meet enrollment targets	Meet enrollment targets (see Program Enrollment Projection Table below). Use timelines and Benchmarks set by Office of Marketing and Communications for Recruitment.	Assigned to Department Chair and Office of Marketing and Communications, Office of Admissions.	On-going, with continuous review.
Maintain excellent faculty teaching	Review of syllabi and course materials by program faculty. Continued support by the department in which the faculty is teaching.	Assigned to Department Chair and Coordinator of the major. Use resources provided by the Teaching and Technology Center and the Office for Teaching and Learning.	On-going, with continuous review.
Develop, offer and assess effectiveness of all courses	All courses in major have been offered, artifacts from each class collected and evaluated by the effectiveness in student achievement of the program learning outcomes.	Assigned to Department Chair and Coordinator of the major review samples for continuous program improvement.	On-going, with all new classes taught once before Spring 2025.
Develop relationships with 25 or more community partners serving children and families in 5 years	Identify sites that might be used as shadowing/internship sites for students in the major	Assigned to Coordinator of the major and the CHST Advisory Board.	Five years from program implementation.

<p>Graduates find relevant job or admission to graduate program</p>	<p>Review of job placement rates with the goal of 60% of students placed in relevant jobs and/or admitted to graduate school within 1 year of graduation.</p>	<p>Career Services data reviewed by Department Faculty and Staff Department Chair and CHST Coordinator tracks graduates for job and graduate school placement.</p>	<p>After first graduate, roughly 2025.</p>
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Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	11	11	22	25	27
Continuing Full-Time	0	10	20	30	40
New Part-Time	3	3	6	10	11
Continuing Part-Time	0	6	12	22	33
Totals	14	30	60	87	111

Form D: LOI Program Budget

One Time/ Start Up Costs			Annual Enrollment				
	Cost Categories	Year 1	Year 2	Year 3	Year 4	Year 5	
	Full Time Faculty <i>(Salary & Fringe)</i>	\$98,000	\$99,960	\$203,918	\$311,995	\$318,235	
	Part Time/Adjunct Faculty <i>(Salary & Fringe)</i>						
	Staff	\$11,724	\$11,959	\$12,199	\$12,443	\$12,692	
	General Administrative Costs	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
	Instructional Materials, Library Acquisitions						
	Facilities/Space/Equipment						
	Field & Clinical Resources						
	Marketing	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	
	Other (Specify)						
One Time/Start- Up Support			Annual Income				
	Revenue Sources	Year 1	Year 2	Year 3	Year 4	Year 5	
	Grants						
	Tuition	\$10,010	\$19,110	\$38,220	\$50,050	\$60,970	
	Fees	\$108,042	\$206,262	\$412,524	\$540,210	\$658,074	
	Departmental						
	Reallocated Funds						
	Other (specify)						
	TOTALS	\$118,052	\$225,372	\$450,744	\$590,260	\$719,044	

Addendum: Potential Employment Paths for Childhood Studies Majors
Summary Table – bold items require education beyond a bachelor's degree

Health	Early Education and Care (Birth to K)	Education (K-12)	Social Services	Youth Development	Communications	Business	Government/Public Policy
Child life specialist	Teaching and childcare	Teacher	Case management	Support coach (residential)	Research	Market research	Domestic and International Advocacy
Clinical Child Psychologist	Home Visitor/ Parent Education	Special Education Teacher	Counseling	Youth Program Specialist	Curriculum/ Resource Development	Product Testing	Policy Development
Public Health and Health Education	Administration	Paraprofessional	Program Development	Community Engagement/ Outreach Program Specialist	Journalism	Product Development	Program Administration
Pediatrics	Curriculum Coordinator	School Counseling	Social/ Human Service Assistant	Out of School time care	Writing	Sales	Grant writing
Nursing	Licensing Specialist	Grant writing	Applied Behavior Analyst	Children's Museum staff	Editing		Law
Occupational Therapist	Early Intervention	School Psychology	Therapeutic Staff Support	Children's theater or music programs	Public Service Radio TV Programming		Juvenile Justice Family Court

Speech-language Pathology					Blogging and Social Media		

General Information

- A Bachelor's degree is sufficient for entry-level positions.
- **Advanced degrees** are essential for clinical and therapeutic counseling positions.
- The Childhood Studies major serves as preparation for students pursuing advanced training in other areas such as healthcare, i.e., pediatric nursing, family medicine, law, i.e., family law, child advocacy, and ministry, i.e., youth ministry, pastoral counseling.
- A Master's degree or Ph.D. is often needed for administrative and supervisory positions.
- Additional or specialized training qualifies students for higher paying opportunities and positions of greater responsibility.

Specific Information about career paths of interest to current students

Child Life Specialist:

- Bachelor's degree; specialized coursework; prior related volunteer work; 600-hour clinical internship under the direct supervision of a certified Child Life Specialist (often available through a Masters' degree program).

Occupational Therapist:

- Masters' degree (requiring specific coursework and volunteer or paid work) and state license.

Child and Family Social Worker:

- BASW/MSW degree.

Applied Behavior Analyst (ABA):

- Registered Behavior Technician (RBT) – high school diploma; 40 hours of training; pass competency exam
- Board-certified Assistant Behavior Analyst (BCaBA) – Bachelor’s degree, certification, supervised experience
- Board-certified Behavior Analyst (BCBA) – graduate degree, certification, and related experience