

# Request to Approve Bachelor of Applied Science, Early Childhood Education Degree

## **Recommendation:**

The Instructional Council (IC) recommends approval of the Bachelor of Applied Science, Early Childhood Education Degree.

## **Summary:**

Beginning July 1, 2022, NPC created a new organizational structure to support students pursuing education professions. Early Childhood Development, Child and Family Studies, Elementary Education and Secondary Education programs and activities have been combined into a new division – Educator Preparation Programs.

One of the primary purposes of this reorganization was to set the stage for education program expansion with the development of baccalaureate degrees. We are ready to propose the first Bachelor of Applied Science, Early Childhood Education degree.

## **Summary of Proposal**

- Implement a BAS in Early Childhood Education degree to be implemented during the 23-24 academic year pending HLC approval.
- Offer new courses with upper division courses to support the program of study (completed by IC and VPLSS).
- Upon DGB approval, apply to the Arizona Department of Education (ADE) for approval as an Educator Preparation Program through the state of Arizona.
- The BAS meets all HLC assumed practices for bachelor's degrees including:
  - o 120 credits total
  - o 30 credits of general studies
  - o 32 credits of upper division coursework
  - o 30 residency credits



# Bachelor's Degree

*\* To be offered pending Higher Learning Commission approval.*

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## Bachelor of Applied Science, Early Childhood Education

The Bachelor of Applied Science (BAS), Early Childhood Education (ECE) degree provides candidates with specialized, professional preparation to teach young children birth through 3rd grade. The BAS builds on both the AAEC and the AAS in Early Childhood Studies to deepen teaching knowledge and prepares individuals as highly qualified early childhood educators.

Admission to the college does not guarantee admission to the BAS program. The BAS program requires demonstration of prior college success and the ability to work in the field of teaching and family services. Lower division (100 and 200 level) courses may be taken prior to program admission. Enrollment in upper division courses (300 and 400 level) requires program admission.

### Requirements:

To be admitted, students must meet the following criteria:

- An earned Associate Degree or higher from an accredited institution.
- An overall GPA of 2.0 or above on a 4.0 scale.
- A current Level I Fingerprint clearance card.
- Evidence of meeting course prerequisites if the earned Associate degree is from a college other than NPC or is not in Early Childhood Education. (example: a passing score on the Arizona Professional Knowledge - Early Childhood exam)

### Selection Criteria

Priority admission will be given in the following order:

1. NPC graduates with an earned AA or AAS in Early Childhood.
2. Graduates with an Associate degree in Early Childhood from an institution with which NPC has an articulation agreement.
3. Graduates with Associate degrees or Bachelor's degrees in any field.

### The BAS in ECE includes two student teaching options:

1. **Birth to PreK option:** for those wanting to specialize in the birth to five age group and does not lead to teacher certification,
2. **K-3rd grade option:** for those seeking early childhood teacher certification.

The BAS in ECE with certification option is an Arizona Department of Education approved teacher preparation program (pending ADE approval). Students who choose the teacher certification option and complete all requirements are eligible to receive "Institutional Recommendation" (IR) from the college. Graduates then take their IR from the college, along with other required documentation, to the Arizona Department of Education (ADE) to apply for teacher certification. Using an IR to apply for teacher certification streamlines the process by eliminating the need for ADE to conduct course by course transcript reviews. The IR provides the graduate with the benefits of faster processing and reduced fees for the teacher certification application.

# Bachelor of Applied Science in Early Childhood Education (BAS-ECE) • 120 credits

Complete the AAEC or AAS in Early Childhood Studies (64 course credits) and the following courses not taken as part of your Associate Degree:

## Core Requirements.....21-35 credits

ECD 232 Play and Learning Environments .....	2 credits
ECD 332 Arts and Aesthetics in Early Education .....	3 credits
ECD 387 STEM Instruction in the Early Childhood Classroom .....	3 credits
ECD 400 Navigating Early Childhood Policies and Systems .....	3 credits
EDP 301 Foundations in Reading .....	3 credits
EDP 322 Instructional Effectiveness for Children with Exceptionalities .....	3 credits
EDP 401 Essentials of Reading Instruction and Intervention.....	3 credits
EDP 408 Evaluating Learning Across the Curriculum.....	3 credits
EDU 220 Diversity in Education .....	3 credits
EDU 276 Managing the Learning Environment.....	3 credits
EDU 280 Introduction to Structured English Immersion Augmented.....	3 credits
EDU 286 Educational Technology .....	3 credits

## Discipline Studies .....4-30 credits

EDP 400 Early Learning Research and Statistics .....	3 credits
HIS 105 U.S. History to 1877	
<b>OR</b> POS 110 American Government .....	3 credits
MTE 101 Mathematics Literacy for Early Childhood Educators .....	3 credits
Can be met by taking MAT 161 within AA or AAS pathway	
POS 221 Arizona Constitution and Government .....	1 credit

### Electives

Choose from the following courses to complete a minimum of 120 credits total and that include a minimum of 30 credits of general education. Depending on your specialization and/or interests, courses may include:

BUS 105 Techniques of Supervision.....	3 credits
ECD 223 Positive Behavior Supports.....	2 credits
EDU/ENL 291 Children’s Literature.....	3 credits
PSY 240 Developmental Psychology .....	3 credits
PSY 250 Social Psychology .....	3 credits
SOC 225 Sociology of the Family.....	3 credits
SPT 120 Public Speaking .....	3 credits

## Field-Based Teaching Requirements.....11 credits

### PRACTICUM

ECD 390 Early Childhood Practicum-II .....	1 credit
Take concurrently with EDP 301	
ECD 391 Early Childhood Practicum-III .....	1 credit
Take concurrently with EDP 408	

### STUDENT TEACHING

Choose one of the following specialization areas:

#### **FOR EARLY CHILDHOOD, BIRTH TO PRE-K SPECIALIZATION:**

ECD 490 Early Childhood Capstone, Experiential B-PreK .....	9 credits
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#### **FOR EARLY CHILDHOOD CERTIFICATION SPECIALIZATION:**

ECD 491 Early Childhood Capstone, Experiential K-3 .....	9 credits
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Must choose this specialization if pursuing Arizona Department of Education Early Childhood Teacher Certification.

**DISTRICT GOVERNING BOARD LEGISLATIVE SUMMARY REPORT FOR BACCALAUREATE DEGREE APPROVAL  
PURSUANT TO SECTION 15-1444, SUBSECTION B, PARAGRAPH 16**

To approve a bachelor's degree at the community college, legislation requires the district governing board to take into account specific considerations. These items are outlined below and **addressed in detail in the program feasibility study** which follows.

**NAME OF DEGREE PROGRAM:** Bachelors of Applied Science, Early Childhood Education

**ACADEMIC DEPARTMENT HOUSING DEGREE:** Educator Preparation Programs

**INSTRUCTIONAL MODALITIES:** Course instruction will be provided to students through multiple instructional modalities.

1. About 33% of the instruction will be conducted in campus-based, connected classrooms,
2. About 18% of the program will be provided via synchronous, web-based instruction,
3. Approximately 38% of the program will be provided in asynchronous, online delivery, and
4. About 11% of the program consists of direct supervision and coaching via practicum placement activities.

**TOTAL CREDIT HOURS:** 120

**TERM OF INCEPTION:** Fall 2023, Dependent on HLC Approval

**LEARNING OUTCOMES AND ASSESSMENT:**

1. Concepts & Competencies
  - A. Apply knowledge of typical and diverse academic, social-emotional, and behavioral child development to implement appropriate expectations, design effective environments, and differentiate instruction based on student needs.
  - B. Use a wide array of developmentally effective teaching strategies to support learning across academic content areas.
  - C. Recognize one's professional role while engaging in collaborative, respectful, and reciprocal relationships with families, peers, service providers, and the community.
  - D. Analyze student data collected through a variety of formative and summative assessment strategies to determine instructional needs, learning strengths, and student interests.
  - E. Apply knowledge of academic content in mathematics, language, literacy, the arts, social studies, science, physical health, and safety to design curriculum effectively aligned with state standards and learning expectations.
  - F. View oneself as a professional, leader, and advocate who upholds ethical standards and professional guidelines and who practices continuous, critical self-reflection.
2. Assessment & Measures
  - A. Program will participate in the college wide Assessment of Student Knowledge (ASK) process annually.
  - B. Program reviews will be conducted on a five-year cycle in accordance with college program review procedures.

**PROJECTED ENROLLMENT:** will run two cohorts concurrently with maximum enrollment of 20-25 students per cohort. Each cohort will remain in the program two years, so maximum enrollment per semester would be 50 students (20-25 in cohort one and 20-25 in cohort two). Projections also account for 10-20% attrition from year to year.

1. YEAR ONE: 10
2. YEAR TWO: 23-25
3. YEAR THREE: 30-35

**EVIDENCE OF MARKET DEMAND:**

1. 100% of local principals and superintendents who responded to need survey affirmed that there is a need for early childhood certificated teachers, including a preference for K-3 teachers to be early childhood certified.

2. Statewide, superintendents surveyed indicated increasing vacancies for certificated teachers in January 2021 and January 2022
3. 82% of current and recently graduated student respondents stated they were “very interested” in obtaining a bachelor’s degree at NPC.

**SIMILAR DEGREE PROGRAMS AT OTHER INSTITUTIONS OF HIGHER EDUCATION:**

1. No other state institution offers a bachelor of applied science degree that leads to teacher certification, this program is unique.
2. NAU no longer offers a bs ed in early childhood, only a dual certification in early childhood special education.
3. Similar programs are offered online only at NAU and ASU, or in-person over 150 miles away.

**RESOURCES NEEDED AND FACULTY RECRUITMENT:**

1. The bas workgroup has been in conversations with multiple departments discussing master planning and strategic direction.
  - A. TAS has been involved in identifying classroom space and technology capacity to create additional connected classrooms.
  - B. Enrollment management has been involved in ensuring the new ERP platform can address bas transcript, audit, and registration capabilities.
  - C. Marketing has been involved in incorporating strategies and web site development to be prepared for BAS recruitment.
2. Faculty Recruitment and Cost:
  - A. All current full-time faculty meet the minimum requirements to teach upper division coursework in a baccalaureate program, which is a master’s degree in the discipline. Recruiting more doctoral faculty is not necessary, though we will continue the practice of preference for an earned doctorate degree.
  - B. Current budgets account for doctoral degree preferences, so no additional burden with program expansion is anticipated.
  - C. Program is projected to be financially self-sufficient by year five.

**For additional detailed explanations of each consideration, please refer to the attached feasibility study.**

Respectfully submitted,  
Allison landy, EdD  
1/17/2023



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**Northland Pioneer College**  
EXPANDING MINDS • TRANSFORMING LIVES<sup>SM</sup>

**FEASIBILITY STUDY**

**Early Childhood  
Education  
Bachelor of Applied  
Science Degree**

**Northland Pioneer College:  
Educator Preparation  
Programs Division Proposal**

**10/14/2022**

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## **1. EXECUTIVE SUMMARY**

This feasibility study addresses the considerations for implementing a Bachelor of Applied Science degree in Early Childhood Education. The intended program would support students in either becoming state certified teachers for Pre-K through 3<sup>rd</sup> grade or lead teachers, directors, or quality coaches in Head Start programs across the district. Both student and employer demand from NPC conducted surveys indicated a strong interest in the college offering and awarding bachelor's degrees that lead to teacher certification. Market demand exists both locally and statewide. Based on the data, interest, and community need, it is recommended that a BAS in ECE is established and implemented.

## **2. DESCRIPTION OF PRODUCTS AND SERVICES**

The Early Childhood Department is proposing to design a Bachelor of Applied Science (BAS) in Early Childhood Education with both a teacher certification and non-certification pathway. Teacher certification in early childhood allows those with the designated certification to teach in grades Pre-K-3rd grade at Arizona public schools (district and charter). The program will also be submitted to the Arizona Department of Education to apply as an "approved educator preparation program."

The BAS in Early Childhood Education will require students to complete 120 total credits and will fully incorporate both the AAEC and the AAS in Early Childhood Studies. Graduation requirements will include a minimum of 30 credits of upper division coursework and 30 credits of general studies to meet HLC minimum standards of practice.

## **3. TECHNOLOGY CONSIDERATIONS**

Most courses in early childhood are conducted in hybrid models using a web-conferencing platform and NPC's Connected Classrooms (technology enabled classrooms that connect students across multiple campuses). Expanded course options and potential increased enrollment may require a review or addition of more technology enabled and connected classrooms. The Associate Dean of Educator Preparation is working with the interim CIO to determine how expansion of BAS programs can be integrated into the technology master plan.

Expanding technology enabled classrooms will expand the options for offering more evening classes, which is a current challenge. Additionally, increasing the availability of connected classrooms will allow for not only the BAS program to offer more campus-based instruction, but also provide more options for general education courses to non-traditional and working students who need evening classes due to either lack of childcare in the area or day-time work schedules.

## **4. PRODUCT/SERVICE MARKETPLACE**

### Target Area

NPC serves both Navajo and Apache Counties. While some courses will be provided as online options, the intention is to more prominently serve the local service area with a hybrid/face to face model. This is of particular importance in relation to the supervised practicum and capstone experiences. The goal of the program is to support the development of teachers for Navajo and Apache County school districts and Bureau of Indian Education schools, as well as the various Head Start grantees in the region

(Northern Arizona Council of Governments , White Mountain Apache Tribe , Navajo Nation, and Hopi Head Start). The Educator Preparation Programs Division will partner with these entities to provide intern sites and locations for student teaching and capstone experiences.

#### Competitor Products and Services (\*SB1453 Requirement– REVIEW OF POTENTIAL DUPLICATION OF OTHER INSTITUTIONS)

Current teacher preparation programs for early childhood education at Arizona’s three state universities (Northern Arizona University, Arizona State University, University of Arizona) are only available online or in person more than 150 miles away, limiting physical access for local students to complete their teaching degrees. Cost of university tuition, moving expenses, and housing in areas outside of Navajo and Apache Counties in relation to median income further exacerbate access challenges to college degrees.

Furthermore, online only teacher preparation programs hold many limitations for effective teacher development. Students in online teacher preparation programs have expressed concerns regarding their experiences and indicated an interest in more face to face opportunities in their programs of study (Shin & Lee, 2009). The lack of accessible teacher preparation programs exacerbates the already challenging teacher shortage facing local schools and the state.

**\*Due to the lack of access to locally provided teacher preparation programs, no duplication of current degree offerings with the state university programs is anticipated or perceived.**

#### Workforce Need and Market Demand (SB1453 Requirement Evidence of Market Demand)

The early childhood teacher preparation program will support education systems by providing highly qualified, appropriately certified teachers prepared to serve schools in Pre-K through 3<sup>rd</sup> grade classrooms. According to a 2021 NPC conducted Employer Demand Survey, local schools prefer to hire highly qualified and certified educators to best support their school and communities. 100% of survey respondents indicated that they would provide preference to individuals with an appropriate certification for the grade. In addition to local schools, Head Start is one of the largest employers of early childhood educators in the country, state, and local communities. Federal Head Start Performance Standards require that lead teachers have at minimum a bachelor’s degree in early childhood or a related field with 18 credits in early childhood. Both local schools and the local Head Start agencies have struggled to locate and retain highly qualified instructors. Instead, they have been using a combination of long-term substitute teachers with lesser qualifications and federal waivers for staffing classrooms with underqualified personnel. Navajo Nation Head Start has closed multiple classroom locations due to not having enough appropriately qualified personnel.

According to the most recent survey by the Arizona School Personnel Administrators Association (ASPAA), there were more than 2,700 teacher vacancies in June 2022, and respondents indicated a deeper concern that there were fewer incoming applicants and candidates than in the past. The current available programs cannot graduate enough

teachers to meet relative demands and rates of attrition. More programs across the state, and especially locally, are needed to meet the demands of the current workforce crisis.

Labor Market data indicates the following (Arizona Commerce Authority, n.d.):

- Navajo County – 37 annual education openings, a slightly upward trend over the next decade.
- Apache County – 25 annual education openings, a slightly downward trend over the next decade.

It is important to note that it is unclear how current pandemic and social climate data was or was not considered in this labor market information. In general, teacher employment data is difficult to track due to a lack of long-term data collection. However, many indicators nationally are pointing to a crisis in the market of qualified teachers, especially in nine states, including neighboring New Mexico. Researchers Nguyen, Lam, and Bruno conclude the following:

As defined by the U.S. Department of Education (2017), a teacher shortage area can be operationalized in three ways: (1) teaching positions that are unfilled; (2) teaching positions that are filled by teachers who are certified by irregular, provisional, temporary, or emergency certification; and (3) teaching positions that are filled by teachers who are certified, but who are teaching in academic subject areas other than their area of preparation (Nguyen et al., 2022).

Nationally, Nguyen et al. (2022) reported that 163,000 positions have been filled with uncertified or unqualified teachers—a rate of about 5% of all positions.

In Arizona, and particularly in rural communities, finding qualified candidates remains a challenge. In January 2021, an Arizona superintendents survey indicated that they had 24% of teacher positions vacant (ASPAA, 2021). That number grew to 31% in January 2022 (ASPAA, 2022). Locally, we have anecdotal data of schools hiring a large number of uncertified teachers on “emergency substitute certificates.” These certificates require no degree whatsoever. Enrollment in our substitute workshop, a course designed in response to a local school district’s immediate need for substitutes and teachers remains steady.

Current data supports the need for NPC to implement a degree that leads to teacher certification. In summer of 2021, we submitted a survey to all districts and tribal schools throughout Navajo and Apache Counties. That survey asked if NPC should do education bachelor’s degrees and 100% of respondents marked “yes”. We also asked if districts would be willing to partner with NPC and hire/enlist student interns using a special Student Teaching Intern Certificate called a “STIC” so that students could get paid during their capstone experiences, and 100% of respondents again marked “yes”.

In the spring of 2022, the Early Childhood Department brought together a community advisory group. This group included tribal Head Start representatives, two district principals, experienced kindergarten and first grade teachers, and our NAVIT coordinator. All agreed that a BAS in Early Childhood was a viable program and were excited to participate in its development. Superintendent of NAVIT, Matt Weber has provided NPC a letter of support further describing the needs of our communities for high quality teacher preparation degree programs (see Attachment).

### Student Demand (SB1453 Requirement – Student Demand data)

A student survey was sent out in spring of 2022 to current and past early childhood students using the following parameters: Current students with an AAS in EC studies, AAEC, or AAEE;

Completers from the last five years (associate degrees and certificates); and students who have been enrolled any time within the last 5 years with an EDU or ECD intent.

The survey asked participants if they would be interested in completing a bachelor's degree at NPC.

- There was a total of 67 respondents for a 13% response rate
- 53 respondents, about 79%, resided in Navajo County
- About 50% currently enrolled and 50% not currently enrolled
- 55 respondents, about 82%, stated they would be “very interested” in earning a BAS at NPC. Of those who were not interested, the most often stated reason was that they already had earned their bachelor's degree since completing their AA or AAS at NPC.

## **5. MARKETING STRATEGY**

The BAS marketing strategy will be implemented after HLC approval. HLC prohibits NPC from recruiting for a new degree level program prior to approval.

The target market for the BAS-ECD program includes current and potential Head Start personnel, current school-based (K-12) paraprofessionals and underqualified classroom staff, dual enrollment students currently working on their certificates of proficiency, and non-traditional students considering entering the teaching profession. Pending HLC approval of the new program, marketing will consist of the following strategies:

1. Provide up to date program information on the Education Area website pages.
2. Develop program information cards to share with college recruiters, advisors, and local area high school counselors.
3. Social media advertisements as determined effective through current pilot ads running through Google.
4. Include program in catalog with “pending approval” listed.
5. Attend local meetings of school boards, CTE directors, school counselors, school principals, and county superintendents.
6. Potentially create streaming and radio ads.
7. Do direct outreach and invitations to seek information to graduates from past five years.

NPC will distinguish the BAS program from others in the area in several ways. We will emphasize our stackable degrees in which 100% of associate degree credits earned can apply directly to bachelor's degree completion. The program also maintains a heavy focus on field-based experiences with individualized coaching and instruction. Finally, a key difference of our program will be the hybrid model that allows for significant, real-time instruction and feedback.

**6. ORGANIZATION AND STAFFING (\*SB1453 Requirement – Ability to support the Program: Administration; Library Services)**

Administrative\*

In preparation for expansion of programming within the educational degrees, the college moved forward with establishing an Educator Preparation Programs Division. This organizational change combined the departments of Education (Elementary and Secondary), Early Childhood Studies (birth-3<sup>rd</sup> grade), and Child and Family Studies (infant/toddler and family education). An Associate Dean position was created to lead the new division, and a four-year plan was designated to indicate what new faculty positions may be needed in the future. The new organization provided the necessary infrastructural supports to allow for effective development, management, and oversight of new programs planned over the next five years. The division was already supported by a full-time administrative assistant whose full-time employment was split between the division and two grants. That position will now shift responsibilities from grant projects that are ending to full time and attention to division. The Educator Preparation Programs Division remains housed within the Arts and Sciences Division.

Other administrative areas that may be affected by the new program are student services, the registrar's office, financial aid, and human resources. However, impacts should be minimal and no more difficult than any new program or program modification. Current staffing within the department holds the capacity to fully meet the needs of a new program in the first year of implementation. There are enough faculty on contract and as adjuncts to meet anticipated demand in the first year. We will not need to expand faculty until the second year of implementation, so Human Resources will be given ample time to support any new faculty hires and payroll adjustments. Financial Aid services will be needed to support additional awards related to bachelor's degrees, and the office will be responsible for applying to the department of education for financial aid eligibility of the new program of study. The latter, however, is a one-time activity rather than an ongoing workload addition. Student services has undergone an organizational change to assign specialty advisors by area and is already anticipating addressing the support of bachelor's degrees as part of the reorganization. The assigned advisor for Educator Preparation has begun to meet with the department and will be included in ongoing development and advisement.

The registrar's office has also been working closely with the BAS development team to ensure audits and transcripts will be appropriately processed. Each administrative area has demonstrated the capacity to support implementation of a new program with minimal disruption to services.

Faculty (SB1453 Requirement – faculty recruitment)

In the first year of the BAS, no new full-time faculty will be needed to implement the program. The Early Childhood Studies Department maintains a strong group of well-qualified full-time and adjunct faculty who have the necessary educational qualifications to support delivery of instruction at both the Associate and Baccalaureate degree levels. Currently, none of the adjunct faculty are at full capacity. This will allow for a gradual growth with minimal additional strains on division budgets. The goal is to implement with no new faculty in AY23-24 and possibly add a full-time Early Childhood faculty member in AY24-25 as we expand to elementary and secondary education possibilities. The intent is for a new faculty member to be able to cover content across both the new early childhood

degree and a future elementary education degree. The new faculty will have an emphasis area on K-3 instruction. That will give the department a birth to Pre-K expert, a K-3<sup>rd</sup> grade expert, and a 3<sup>rd</sup>-8<sup>th</sup> grade expert.

Recruitment of faculty will be conducted nationally. We will reach out to specific colleges known to develop strong early childhood leaders such as Erikson Institute, Bank Street College, and Pacific Oaks College. We will use our membership with the National Association of Community College Teacher Preparation Programs to also conduct outreach and recruit faculty. We will prioritize for those candidates with doctoral degrees and accept those with master's degrees in the field. Prioritizing for faculty with doctorate degrees is current practice in the college, and does not drastically impact the department's planned budget structure.

#### Library and other Student Services\*

Library services are available on all campuses and meet the various needs of students across the college. The Associate Dean of Educator Preparation has been in communication with the library director to discuss the potential need for expanded access to research databases that house specific education related journals and up to date research information. Currently, we are reviewing whether there are discounts for multiple memberships within a specific database or parent journal (e.g., Sage Publishing). The Associate Dean for Educator Preparation and the Library Director have also had conversations regarding using the "reserve" system with the libraries to maintain an available set of textbooks for each of the program of study courses. Impact on general library services are not anticipated with the enrollment expected, and the added services will not unduly impact library personnel or workload.

#### Testing Services

NPC currently serves as a Pearson Vue testing center. The college is an approved location for various testing services, including the administrative entities for required teacher certification testing. A campus advisor is designated as the testing coordinator and works to apply for location approval at each of the campuses. To better serve students across all campus locations, additional applications may need to be submitted so that testing can occur at any campus. This may require temporary support for the advisor coordinating these activities.

### **7. INSTRUCTIONAL MODALITY (SB1453 Requirement)**

Course instruction will be provided to students through multiple instructional modalities:

- Connected Classroom, distance learning instruction – about 33% of the program (40 credits) will be provided in real-time, campus-based distance education.
- Synchronous Web-based instruction – about 18% of the program (22 credits) will be conducted using real-time instruction over a web-conferencing system such as Zoom or WebEx.
- Asynchronous Online Instruction – about 38% of the program (45 credits) will be conducted in asynchronous online courses.
- Practicum Supervision and Coaching – about 11% of the program (13 credits) consists of practicum supervision during which a skilled coach and mentor provides individualized goal setting, evaluation, and support.

To assist with scheduling challenges and encourage on-time completion, several courses will be offered in 8-week sessions. Doing so allows students to complete more courses

and work in cohorts as they move through the program of study.

## **8. ASSESSMENT PLANNING (SB1453 Requirement)**

Assessment of program viability and student outcomes will be integrated into both the Program Review and Assessment of Student Knowledge processes. Some of the proposed outcomes include:

- Completion with an Institutional Recommendation for Teacher Certification
  - Measured by the number and percent of candidates per cohort that receive Institutional Recommendation (IR) upon completion.
- Teacher candidates demonstrating application of theory and research-based instructional strategies that are supportive of student's individual developmental needs.
  - Measured by the number and percent of candidates per cohort that rate at the meets or exceeds proficiency on field experience evaluations.
- Increased enrollment in Associate Degree pathways in Early Childhood Studies and Elementary Education
  - Measured by replacement ratios and unduplicated head counts with an AAEC or AAS in EC Studies degree intent.
- Employers reporting high rates of readiness of teacher candidates and preservice interns
  - Measured by student teaching site supervisor evaluations of teacher candidates and first year employer surveys.

The first two years of implementation will focus on completion. We will begin collecting completion rates after a minimum of five semesters (summer included). We will access certification data from the Arizona Department of Education, so that we can track whether student completers are taking the necessary steps to become certified.

Subsequently, we will work with school district personnel to survey candidates' success rates in classroom placements in the workforce. Since schools will be important partners in the intern process, garnering input on candidate development should come more readily than is typical.

## **9. SCHEDULE**

### **Fall 2022**

- a.** Complete New Course Forms, Course Modifications and Program Forms
- b.** Submit Program Review materials to ADE by 11/30/2022 (deadline April 1<sup>st</sup>, 2023)
- c.** Revise/adjust based on ADE feedback/approval
- d.** IC Approval
- e.** Develop Marketing Plan

### **Spring 2023**

- a.** Submit HLC application
- b.** Receive ADE approval
- c.** Work on 2-year schedule for courses by cohorts

### **Summer 2023**

- a. Begin informing stakeholders of program, pending approval
- b. Work on next 2-year schedule for cohorts
- c. Recruit highly qualified adjuncts as needed.
- d. Prepare for HLC visit

**Fall 2023-**

- a. **HLC Site Visit and Approval**
- b. Recruit students for Spring 2024 cohort

**Spring 2024**

- a. Implement new program

**10. PRELIMINARY COST BENEFIT ANALYSIS**

Preliminary Cost Benefit Analysis: The proposed budget projections are made with the following assumptions:

- Cohorts will complete programs in five semesters (two academic years, including one summer). Enrollment data includes only one cohort in Year 1, but two cohorts in Years 2 and beyond.
- Projections are based on “in-district” tuition for Navajo County residents for all lower division course credits and 150% of “in-state” tuition for all upper division course credits.
- In Year 1, no new faculty are anticipated. In Year 2, a part-time faculty may be needed, and in Year 3 a full-time faculty is expected.
- The budget includes a 10% indirect cost rate to cover expenses that are administratively shared such as payroll, human resources, and TAS support.
- The projection also includes an assumption that additional bachelor’s degrees will be approved, and in that event more staffing support in areas such as financial aid may be needed. A full-time position is included beginning in Year 3 and shared among three potential new programs.
- Cohorts of between 10 and 20 are anticipated, but enrollment estimates for Year 2 of each cohort is reduced to account for likely student attrition.

**Northland Pioneer College**  
**Bachelors Degree - Early Childhood**  
**Estimated Revenues & Expenses - Allison & Maderia**

Obj	Description	Year 1	Year 2	Year 3	Year 4	Year 5
4300/4362	Tuition Fall/Spring	\$ 33,575	\$ 75,212	\$ 102,617	\$ 121,394	\$ 130,386
4362	Media Fee	\$ 940	\$ 2,300	\$ 3,100	\$ 3,600	\$ 4,028
	Tuition & Fees	\$ 34,515	\$ 77,512	\$ 105,717	\$ 124,994	\$ 134,414
	Teach					
	Other					
	Grants	\$ -	\$ -	\$ -	\$ -	\$ -
4100	State Aid Reg Academic			\$ 14,608	\$ 30,057	\$ 39,530
	<b>Revenues</b>	<b>\$ 34,515</b>	<b>\$ 77,512</b>	<b>\$ 120,325</b>	<b>\$ 155,051</b>	<b>\$ 173,944</b>
	5002 Instructional Salaries		\$ 25,163	\$ 50,326	\$ 52,842	\$ 55,484
	5052 Health Insurance (Med)		\$ 4,722	\$ 9,636	\$ 9,924	\$ 10,224
	5054 Industrial Insurance (WC)		\$ 114	\$ 229	\$ 240	\$ 252
	5055 State Retirement (ASRS)		\$ 3,062	\$ 6,125	\$ 6,431	\$ 6,752
	5056 Social Security		\$ 1,925	\$ 3,850	\$ 4,042	\$ 4,245
	New Positions			\$ 55,000	\$ 57,200	\$ 59,488
	Salaries & Benefits	\$ -	\$ 34,987	\$ 125,165	\$ 130,680	\$ 136,445
	Data Base (estimate)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Other Direct Expenses	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
	Indirect - 10%	\$ 250	\$ 3,749	\$ 12,767	\$ 13,318	\$ 13,895
	Indirect Expenses	\$ 250	\$ 3,749	\$ 12,767	\$ 13,318	\$ 13,895
	<b>Total expenses</b>	<b>\$ 2,750</b>	<b>\$ 41,235</b>	<b>\$ 140,432</b>	<b>\$ 146,498</b>	<b>\$ 152,840</b>
	<b>Net</b>	<b>\$ 31,765</b>	<b>\$ 36,276</b>	<b>\$ (20,107)</b>	<b>\$ 8,553</b>	<b>\$ 21,104</b>

**Projected Enrollment by Cohort (\*SB1453 Requirement – projected enrollment in first three years)**

Tuition & Fees based on Cohorts								
Upper Division Classes								
Tuition per credit - In State Rate FY23	\$	85.00						
Tuition for 4 Year Degree @ 150%	\$	127.50	increases \$2 each year after					
Media Fee per student per semester - FY23	\$	47.00	increases \$3 every third year after					
2 half of Cohort 5 not included; would be included in year 6								
State Aid per FTSE FY23	\$	664.00						
		Students	Credits/Sem	Tuition/Credit	Tuition Revenue	FTSE	Media fee	Total Media Fee
Year 1	Cohort 1	10	13	\$ 127.50	\$ 16,575.00	9	\$ 47.00	\$ 940.00
Year 2	Cohort 1	8	22	\$ 130.50	\$ 22,968.00	12	\$ 50.00	\$ 800.00
Year 2	Cohort 2	15	13	\$ 130.50	\$ 25,447.50	13	\$ 50.00	\$ 1,500.00
Year 3	Cohort 2	13	22	\$ 133.50	\$ 38,181.00	19	\$ 50.00	\$ 1,300.00
Year 3	Cohort 3	18	13	\$ 133.50	\$ 31,239.00	16	\$ 50.00	\$ 1,800.00
Year 4	Cohort 3	16	22	\$ 136.50	\$ 48,048.00	23	\$ 50.00	\$ 1,600.00
Year 4	Cohort 4	20	13	\$ 136.50	\$ 35,490.00	17	\$ 50.00	\$ 2,000.00
Year 5	Cohort 4	18	22	\$ 139.50	\$ 55,242.00	26	\$ 53.00	\$ 1,908.00
Year 5	Cohort 5	20	13	\$ 139.50	\$ 36,270.00	17	\$ 53.00	\$ 2,120.00

### **Projected Enrollment Assumptions**

- Enrollment projections are based on current numbers of enrolled students with an early childhood degree intent, increases in graduation rates, and student survey data indicating how many students would be interested in completing a degree.
- Projections also take into account growth over time with the anticipation that the Associate Degree programs will increase as feeder programs. Plans to partner with school districts will support growth by recruiting current paraprofessionals into the degree pathway.
- Projections are also based on current efforts to establish articulation agreements for transfer of Central Arizona College students into our degree programs with hope of expanding to also include Coconino Community College students.
- Target enrollment will be 20 students per cohort, with the goal of meeting that target by Year 4.

### **Course Fees (if applicable)**

- Not included in the current projections are course fees. Currently, course fees within the Associate Degrees are \$20.00 per credit for practicum-based courses. At this time, course fees have not been established, but will likely be added to the revenue projections for practicum and student teaching (capstone) courses. As practicum supervision is intensive, course fees will likely reflect that need and run between \$40.00 (practicum) and \$100 (capstone).

### **Grants**

- Not included in the current projections are the possibilities of grant funding supports and State educator preparation funding supports. Current statute provides funding for students interested in teacher certification programs. Although current statute language does not apply to community college bachelor's degrees, this is likely to change in the near future, thereby adding an indirect expense revenue opportunity.
- The division is currently attending to a variety of teacher development grants, and once an established program is in place, will apply for these funds to better support the projects.

## **PROGRAM EXPENSES**

### **Class Size**

- Classes run with between 15-20 students for practicum courses and 20-30 students for 3 credit courses in the degree

### **Load Hours**

- Full-time faculty require 30 load per academic year.
- Current adjunct faculty carry between 2 and 5 load per semester, thereby, providing the department expansion capacity for at least one academic

year.

### **Staffing Expenses**

- One full time faculty and one full time practicum supervisor are needed to initiate the program. Current staffing covers this need in the first year of implementation
- Adjunct faculty will be used to cover additional load until the growth of the program shows the need for another faculty member.
- By year 3 of implementation, at least one additional full-time faculty member should be needed. This personnel may take on both instruction and student teaching supervision. Or, we may need to consider an additional student teacher supervisor to ensure capstone experiences are implemented effectively.

## **11. FINDINGS AND RECOMMENDATIONS**

Based on this study, the Educator Preparation Program Division recommends moving forward with implementing the BAS in Early Childhood Education. There are community and employer interest in the program and partners ready to work with program candidates. Students have indicated an interest in completing their degrees locally and staying at NPC. The community benefit of providing highly qualified, appropriately certificated teachers will be long-lasting. This degree will benefit both the adult students as well as all our future students being taught by graduates of our educator preparation program. Using a cohort model of scheduling will allow candidates to move through the program at a more efficient pace and support the schools in which they work or complete their field experience.

## References

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August 9, 2022

Arizona Department of Education  
1535 W Jefferson St  
Phoenix, AZ 85007

To Whom It May Concern:

My name is Matt Weber, Superintendent of the NAVIT School District, which is a Career and Technical Education District (CTED) in Northeastern Arizona. For the past 33 years I have had the opportunity to witness the quality and integrity of Northland Pioneer College's (NPC's) academic and Career and Technical Education (CTE) Programs both as an associate faculty member for 14 years and 22 years of contracting with NPC for educational services for CTE Programs. The purpose of this letter is to communicate our support of NPC's pursuit to create a BAS in Early Childhood Education.

NAVIT assists with funding CTE Programs in ten area school districts, which are part of NPC's service area. Currently, we have Holbrook High School, Show Low High School, and Alchey High School who offer Early Childhood CTE Programs. If NPC were successful in creating the BAS, students from these area high schools could leave high school with not only dual enrollment early childhood college credit, but they would transition perfectly into a bachelor's degree plan in Early Childhood and would not have to relocate to do so.

It is becoming harder and harder to recruit teachers to rural school districts here in northeastern Arizona and I, along with area superintendents, feel strongly that we need to grow our own teachers; however, if NPC were to create a BAS in Early Childhood, this career pathway would absolutely facilitate this goal.

With this information in mind, please know that NAVIT is truly excited at the potential success of this NPC creating BAS in Early Childhood. Should you have any questions, feel free to contact me at (928) 587-7689 or [mweber@navit.k12.az.us](mailto:mweber@navit.k12.az.us).

Sincerely,

A handwritten signature in blue ink, appearing to read "Matt Weber", with a stylized flourish extending to the right.

Matthew G. Weber  
NAVIT CTED Superintendent