




**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

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COVER PAGE FOR SUBSTANTIVE CHANGE REQUESTS

Name of Institution	Lyndon State College
Type of proposed change (See http://cihe.neasc.org/downloads/POLICIES/Pp72_Substantive_Change.pdf)	10. Establishing electronically offered degree programs
Effective date of implementation	August 2016
Date of institutional governing board approval	BOT: December 3, 2015 State of Vermont Agency of Education: March 31, 2016
Is state approval required?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, approved (date) March 31, 2016 (Attach verification.)
Contact Person:	Name: Nolan Atkins Title: Interim Academic Dean Phone: 802-626-6406 Fax: 802-626-9770 e-mail: nolan.atkins@lyndonstate.edu
Please summarize the proposed change	Lyndon State has had an accredited BS in Education with early Childhood Licensure for many years. In December 2014, LSC was approached by several stakeholder groups in the state of Vermont to develop a 2 + 2 BS degree for students who already had substantial experience in early childhood teaching, but are interested in completing a baccalaureate level degree with Vermont licensure. Since this student demographic is non traditional, spread throughout the entire state of Vermont, and has a high level of online course experience through the AA degree program at the Community College of Vermont, the decision was made to develop this program to be offered 90% online.
Signature of CEO:	
Date:	March 31, 2016

Descriptive Information

Areas of Responsibility

The person with institutional responsibility for the academic quality of the Early Childhood Education degree program is Nolan Atkins, Chief Academic Officer. He can be reached at (802)-626-6400 or by email at Nolan.Atkins@lyndonstate.edu.

Relevant URLs

Lyndon State College does not presently have a complete degree program online. The Early Childhood Education (ECE) program will be the first. We do, however, offer some courses online. Online course resources for students and faculty can be found at the following web pages:

All of the resources are found on the Lyndon State College web site (<http://lyndonstate.edu>) and are available to prospective and current students. Information on applying to Lyndon State College, including non-traditional and transfer students, can be found at: <http://lyndonstate.edu/admissions-aid/how-to-apply/>. Information on the online ECE program will be found at: <http://lyndonstate.edu/degree-programs/education/>. Once published, information on the online ECE program will also be found in the undergraduate catalog. A listing of all online, hybrid, or courses offered on evenings and weekends for the current semester can be found at: <http://lyndonstate.edu/academics/lyndonflex/>. Moodle orientation for students is available at: <http://oit.lyndonstate.edu/moodle>. Additional Moodle support for students and faculty can be found at: <https://moodledocs.vsc.edu/>. Information about our library services can be found at: <http://library.lyndonstate.edu/>.

Technical Infrastructure

Lyndon, as part of the Vermont State Colleges (VSC) system, utilizes a web portal environment developed by Ellucian, the publisher of the VSC's student information system, Colleague. The VSC also utilizes the Ellucian Moodle Learning Management System (LMS), currently version 2.8.1. Adobe Connect is used at Lyndon as a web conferencing system. Web Services, an interface with the Colleague student information system, appears within the portal, providing secure access for students to register for classes, run degree audits, access payment and college-related tax information, and view grades and unofficial transcripts. Faculty use Web Services to post course materials, to record grades, and to view student rosters. The VSC system shares responsibility for staffing a web-based helpdesk request system and the "Moodle Medic," a live, web-based help desk service with forty hours per week of daytime and evening services. Among Moodle Medic staff are two members of Lyndon's Information Technology Services department who also provide in-

person and phone support to faculty and students with Moodle and Adobe Connect. Within the LMS, Lyndon utilizes a custom-built theme to provide ease of access to additional resources and documentation.

The VSC system infrastructure includes a main and redundant data center and wide area network (WAN). The Chancellor's Office IT staff handles the security, maintenance, and backups of these systems. The Lyndon local area network (LAN) is managed and maintained by Lyndon IT Services. The local network consists of a fiber optic backbone serving all buildings on campus, with wired and wireless network connectivity in every building. Lyndon has a 1gb connection to the VSC data center, with a 200mb backup pipe. Service from the data center to the Internet is 10 gb, with a smaller backup connection in place. Lyndon's Department of IT Services has five full-time staff members who provide support to faculty and students with all login access and connectivity issues.

Verification Procedures

Students within the VSC utilize a secure login to access the student portal and Learning Management System (LMS) where Moodle courses and other online resources are located. Lyndon students are subject to a VSC policy, the Computing and Telecommunications Technology Conditions of Use that defines and prohibits inappropriate and illegal use of College information technology resources including user accounts and passwords. Part of this policy explains that students are prohibited in sharing their account information and student ID with others. The student ID number is used to identify a student enrolled in an online course.

While online courses add needed flexibility for the non-traditional learners who we anticipate to enroll in this program, Lyndon faculty and staff value the face-to-face time with students. As a result, there will be a face-to-face meeting with the ECE students, once at the beginning of the semester. This meeting will allow the students and faculty to develop a meaningful relationship that is important for academic success. Further, student assessments will be such that verifying student work will be similar to face-to-face classes (e.g., papers, projects, etc.). Furthermore, class sizes are anticipated to be about 20, so online video verification of student participation via web conferencing software will be possible when needed.

Consortial Partners

We presently have no consortial partners or contractual relationships to support Lyndon's small distance education activities.

Narrative

Institutional Mission

Lyndon State College Mission & Values

Lyndon State College prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies.

Lyndon State College (LSC) is a public undergraduate institution of approximately 1200 students, 55 full-time faculty, 75 part-time faculty, and 150 full-time staff and administrators. The student body consists of about 55% from Vermont, and 35% from New England, with 5% from other U.S. states and 5% from other countries. About 90% of students receive financial aid and about 50% are the first in their family to attend college. The college enjoys success rates of about 65% for first-year retention, 35% for six-year graduation, and 90% for six-month placement of its graduates in employment and graduate schools. Lyndon is one of five institutions in the Vermont State Colleges (VSC) system that was created in 1961. The VSC system includes three 4-year colleges, one technical college, and one state-wide community college. LSC has an annual budget of about \$28M, is the fifth largest employer in the local area (the Northeast Kingdom of Vermont), and contributes about \$20M annually to the local economy.

LSC celebrated its 100th anniversary in 2011. Over the past 104 years LSC has evolved from a normal school (1911, 10 students), to Lyndon Teachers College (1940, 400 students), to Lyndon State College (1961, 800 students). During this time, degree offerings grew from a single major, to a few liberal arts majors, to its current 44 liberal arts and professional majors at AA/AS, BA/BS, and MA/MS levels in 15 academic departments. Today, Lyndon State has grown to become a quality, four-year, comprehensive college known for having a very student-centered approach to the education of its students.

The disciplines taught at Lyndon include BA/BS level programs in the traditional liberal arts (e.g., sciences, humanities, and social sciences) and focused professional programs (e.g., business, education, and human services). The professional disciplines also include newer BA/BS areas (e.g., exercise science, music business and industry, and graphic design/visual communications). Professional programs enroll about 80% of our students and several of them (e.g., atmospheric sciences, mountain recreation management, and electronic journalism arts) have long-standing regional and national reputations. The College also offers two programs at the MA/MS level in the areas of Education and Liberal Arts.

The College is located in Lyndonville, Vermont (pop. 6,000) in the northeastern corner of VT. The surrounding three-county area has the lowest population density and socio-economic indices in VT. The setting is picturesque: rural, mountainous, and forested; with small towns, farms, and light industry. Town and campus relationships are very good.

Together the College and local community conduct joint civic and cultural events for the enjoyment of citizens in the region.

The proposed Early Childhood Education program is reflective of the Lyndon State College (LSC) mission to educate students in an individual and experiential way, focused on professional growth and transferable skills. Students in this degree program will have multiple opportunities for rich, course-content related field experiences. Students will be applying what they are learning in their LSC courses directly to working early childhood classrooms.

This program extends the excellence of the LSC current teacher education program to an underserved and often neglected population of teachers throughout the state of Vermont. Students in this program will be graduates of the Community College of Vermont (CCV) Early Childhood Associates of Arts (AA) program and likely have multiple years of practical experience teaching children in childcare birth-age five. Teachers in birth-age five programs have not had an accessible pathway to a bachelor's degree and teacher licensure. With Act 166 guaranteeing tax-payer funded preschool to all Vermonters aged three to five, and the Preschool Expansion policy in Vermont, a bachelor's degree for this teaching population is now often required to continue their jobs.

This program is in line with LSC FLEX, an initiative created to better serve Lyndon State College's non-traditional student population by offering courses that are not entirely face-to-face from 9am-3pm during the workweek. The course work for this degree will be 90% online and will be offered in an adult-student friendly, fast-track method. Students will be able to continue their employment full-time, while also taking courses full-time. Additionally, this approach will allow LSC to market the program outside the local area, as students will not need to be physically present on the college campus daily to attend courses.

Specifically, the program requires 54 credits of early childhood education courses that will be taken over the span of five semesters, one being a summer term. One course will be taken at a time in five-week blocks. An additional nine credits of upper-level liberal studies courses are required and can be taken at the convenience of the student.

Additional information on the ECE program can be found in the appendices. A letter documenting state approval for the ECE program is found in appendix A. Appendix B contains a listing and description of the courses in the program. The qualifications of the program coordinator are found in appendix C. A discussion rubric for an online course and example course syllabi can be found in appendix D and E, respectively.

Planning and Evaluation

There is a shortage of early childhood licensed professionals in the state of Vermont needed to implement Act 166, entitling all Vermont three and four-year-olds to tax-payer funded preschool. Unfortunately, the Vermont Agency of Education does not have current

data on the number of ECE teachers currently teaching, or of those teachers who are licensed but not working in the field, however, the anecdotal evidence is convincing. With the implementation of Act 166, the public school supervisory unions are concerned that they will be unable to fill additional needed licensed positions in preschool, as the amount of three and four-year-olds who are newly eligible for preschool begins to grow. With the influx of children into the preschool system, it is easily inferred that the numbers of positions for teachers will be increased in the state though there is not a current pathway for early childhood professionals who are already working in the field and wish to meet the new degree requirements.

Additionally, the plight of the current preK teachers who are working full-time, have obtained the AA degree in Early Childhood Education, and will no longer be qualified for their current positions has been overlooked. These teachers are experienced professionals who want to continue teaching. To do this, each must obtain a bachelor's degree and state licensure. Currently, there is no easy pathway for these professionals. This degree program will fill the void.

The faculty involved in the program planning and evaluation is the entire LSC education faculty, with a project leader in Assistant Professor Dr. Eden Haywood-Bird. Dr. Haywood-Bird worked with the Community College of Vermont, and the Vermont Agency of Education to develop the online course sequence, as well as development of the content needed within the courses.

Organizational and Academic Oversight

The Chief Academic Officer (CAO), who reports to the College President, oversees and is responsible for all degree programs, including those offered through online instruction. The Associate Dean of Academic Programs, who reports to the CAO, works directly with academic departments to provide additional day-to-day oversight.

Every academic department is led by an elected full-time faculty member to serve as Department Chair. The Department Chair responsibilities are specified in the full-time faculty union contract. These responsibilities include ongoing assessment of the quality and currency of the department's major and general education programs and recommending revisions to the curricula and other approaches to improving education. As the online ECE program will reside in the Education Department, close academic oversight of this program will be the responsibility of the Education Department Chair, in collaboration with Education faculty colleagues. The CAO and Associate Dean of Academic Programs regularly meet with department chairs to discuss curriculum matters and improvement thereof.

Educational Programing

Course work will be delivered 90% online with 10% face-to-face interaction. Students will meet together with the instructors and program coordinator, each semester, likely the Saturday before the courses are to begin. Students and faculty will meet for an extended

period of seven to eight hours. This will give the students a chance to connect faces to names, talk with their peers in the program, and receive an introduction to their coursework for the coming semester. The program will utilize a proven adult education model of accelerated instruction. Courses will be offered one at a time every five weeks during the 15 week semester, for a total of three early childhood courses each term. An additional semester long, 3000-4000 level liberal studies course will be taken at any of the Vermont State Colleges to meet the Vermont Agency of Education's licensure requirements. This will enable students to take a full-time student course load without being overwhelmed by taking four courses at one time. While the new licensure program will be aligned to graduates of the CCV Early Childhood AA program, the outcome goals for the entire program will be threefold:

1. Provide students who already hold a bachelor's degree a chance to complete coursework leading to a Vermont Early Childhood teaching license.
2. Provide students who already have an associate's degree in Early Childhood to complete a bachelor's degree in early childhood leading to a Vermont Early Childhood teaching license.
3. Provide already working and licensed teachers in Vermont who hold an endorsement in another concentration area the opportunity to add an early childhood endorsement.

All students, regardless of educational background (degree status of AA/AS or BA/BS) will complete the same course sequence. Specific program objectives, including career and learning outcomes for students (all students will complete a BS, regardless of prior degree status) are:

- By the end of the program, students will obtain a BS in Early Childhood Education and be recommended for licensure as a birth-age 5 teacher in the State of Vermont.
- By the end of this program, students will demonstrate competency in developmentally appropriate teaching practices for children birth -age five.
- By the end of this program, students will complete and pass a Level 1 Licensure Portfolio.
- By the end of the program, students will demonstrate status as a very highly qualified teacher in Vermont for birth-age 5

This program has a large amount of field experience included as part of the coursework requirements. Students will be demonstrating their competency in both abstract concepts of teaching best practices as well as concrete day-to-day caregiving with children age 0-5. Students will be allowed to complete their fieldwork at their places of employment. Supervision will be by a licensed Vermont educator, accessed through the already established Vermont Peer Mentor group. While the vast majority of the coursework in this degree will be specific to best practices in teaching and childhood development, students will be required to access their liberal arts content knowledge in the early childhood classes. The Vermont Agency of Education requires all teacher candidates to have at least nine credits of upper level liberal arts coursework. This coursework is also built into the

program's degree plan. Students will not have to complete the Lyndon State general education requirements, as the LSC policy is that students who have completed an approved AS or baccalaureate degree are exempt. Students will be crafting and implementing content-based lesson plans for children in many courses, as well as during their semester of student teaching. As an additional requirement, students must also demonstrate Liberal Studies content knowledge through passing all content section of the Praxis Core test. This is a requirement for both this program as well as for Vermont state licensure. Information on PRAXIS Core can be found here: <https://www.ets.org/praxis/about/core/content/>

The overall evaluation of student performance will be four-fold. Students will demonstrate competency throughout their time in this program by progressing through the program, on-time, with at least a C grade in each course as well as a cumulative 3.0 GPA and a 3.0 GPA in the major, performing well in field experiences that are linked to graded assessments, pass all sections of the PRAXIS Core test, and pass all sections of the portfolio review. At that point the student will be qualified to apply for a Vermont State Early Childhood teaching license.

- First, a defined course sequence will exist so students must take their courses in order, over their five semesters at LSC. In doing this, prerequisites for each course are related to the previous semester's sequence of courses. If a student does not pass with at least a C, the student will have to wait until the course is offered again and retake it for a better grade.
- Second, students will be required to engage in field work throughout their coursework. Students' grades in the courses with a fieldwork component will be heavily dependent on the students' performance in the fieldwork placements. If a student does not perform well in the fieldwork placement, the student will have to retake the course.
- Third, students will need to have an overall GPA of 3.0, as well as a GPA in the major of at least 3.0, and have passed all sections of the PRAXIS Core test to begin student teaching.
- Finally, students must pass all sections of the portfolio assessment, demonstrating their proficiency in all Vermont Core Teaching Standards.

As this program will be delivered in a 90% online format, students will be required to interact with each other and the instructor on a regular basis in the online classroom. Using rubric-driven assessments, the instructor will grade these discussion interactions, looking for higher level thinking and correct content. There will also be a frequency requirement, with students needing to interact with their peers and the instructor on several days during the academic week. The instructor will also be required to add substantive discussion posts to the classroom each week. The instructor must assess the student in their field work placements, so digital video will be required of the students.

Additionally, the instructor will hold weekly office hours, using Adobe Connect to hold student conferences. This is in addition to the use of videos, self-correcting assessments, and readings that will be included within the online classroom.

Faculty

The primary faculty member in this program will be Dr. Eden Haywood-Bird. Dr. Haywood-Bird holds a PhD in Education- Early Childhood and is a licensed Early Childhood teacher. Before moving to Vermont, Dr. Haywood-Bird was chair of the Early Childhood online program for Colorado Community Colleges Online. Dr. Haywood-Bird oversaw the development of more than 10 undergraduate early childhood education courses using the Quality Matters rubric for design. Dr. Haywood-Bird is also a Quality Matters certified peer reviewer for online courses. Students will meet with Dr. Haywood-Bird, on campus, once per semester. This will happen as a group before the semester courses begin. Since this program is tracked, advising will be quite simple. Students will take the courses that are offered during the semester sequencing.

In addition to Dr. Haywood-Bird, additional full-time education faculty (Table 1) will teach in this online program. Training and support for faculty teaching in this program will be provided as follows. Dr. Haywood-Bird will lend her considerable expertise in teaching online early childhood education courses to faculty colleagues. The Lyndon Coordinator of Instructional Technology will provide additional training. Finally, for faculty who have not previously taught online courses, it will be required that they take the Community College of Vermont (CCV) course in how to teach and deliver online courses. Support for this program and the faculty teaching within it will come from the CAO office, the Lyndon Office of Information Technology (OIT), and the Vermont State Colleges (VSC) IT staff when the Lyndon OIT department is unable to resolve technical issues.

Table 1. Faculty who will teach in the online Early Childhood Education Program.

Faculty	Qualifications and Experience with Online Instruction
Eden Haywood-Bird	<ul style="list-style-type: none"> • Extensive experience teaching online early childhood education courses for Colorado Community Colleges • Quality Matters certified peer reviewer for online courses
Tara Fortner	<ul style="list-style-type: none"> • 85% of courses taught are hybrids • 8 years of experience with Moodle • Fluent with Camtasia and Vimeo • Frequent use of Moodle discussion forums and online journals for reflective learning experiences
Ai Kamei	<ul style="list-style-type: none"> • Experienced Moodle user • Experience with video conferencing (Adobe Connect, Voice Thread, and Google Hangouts)

	<ul style="list-style-type: none"> • Delivered five-week intensive online course (Understanding and Teaching Students with Disabilities in Inclusive Settings) at UNC, Greensboro
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Students

This new BS/licensure program will take the non-traditional students’ challenges into account throughout coursework, allowing for students to complete their BS and/or licensure swiftly, while being able to continue working full-time. Admission to Lyndon State College and acceptance to the major will be required. To be accepted into the major students must have completed at least 60 college credits with an overall GPA of at least 2.75, and have completed at least 2000 hours of profession experience in a licensed or public school early childhood program. An associate’s degree and/or bachelor’s degree in related field is highly desirable.

Lyndon does not have published retention and graduation rate goals for students enrolled in online programs, as we do not presently offer entire degree programs online. With respect to the online ECE program, it is our initial goal that student persistence is better than the current sophomore and junior education student persistence the last few years that is equal to or greater than 80%. We believe this is possible as the online early childhood education program is designed for non-traditional students or working professionals. This cohort of students should enjoy higher persistence and graduation rates relative to the traditional-aged students presently enrolled in our education degree program.

Students enrolled in the online ECE program will be able to receive technical support on campus through our OIT department. This support is available online, over the phone, or in person. Additional support is available through the VSC service desk: (<https://servicedesk.vsc.edu/>). Access to other student related services such as admissions, financial aid, billing, advising, registration, and course and final exam schedules is available on the Lyndon web site. In addition to online content, students will find phone numbers for the relevant staff who can assist with student service related questions. Our Academic Resources Center provides disability services, tutoring, career services, and academic advising for our students. While historically serving our on campus student population, online students will be able to access these services through email, phone calls, or video conferencing technology.

As discussed in the Planning and Evaluation section, licensure is now a requirement for all professionals working in taxpayer-funded pre-kindergarten programs. Furthermore, there is no flexible early childhood education program leading to a bachelor’s degree and licensure in the state of Vermont. Therefore, we expect the demand for this program to be strong. It is difficult to estimate student enrollment projections, as only anecdotal evidence exists concerning the number of working professionals in ECE who will seek

licensure. However, based existing evidence and ECE enrollments at CCV, we anticipate the first cohort to be about 20-25 students. Thereafter, cohort sizes will be limited to 30-35 students (year 3 and beyond).

Library and Technical Resources

The Samuel Read Hall Library at Lyndon provides a wide variety of resources and services for both instructors and students engaged in online education. Remote access to electronic resources is provided through the Library website (<http://library.lyndonstate.edu>). Resources for students and faculty include access to over ninety article databases. In addition to large multidisciplinary databases such as Academic Search Premier, ProQuest Central, JSTOR, and Academic OneFile, the Library provides access to over sixty subject specific article databases relevant to the College's curriculum. The Library currently provides access to over 7,000 e-books available for viewing or download from any location provided the user has the appropriate Lyndon State College credentials. In spring 2016, the Library will subscribe to an additional e-book database that contains over 140,000 items.

The Library website is the gateway to the Lyndon State College and Vermont State Colleges books database. Access to physical materials, such as books, some periodicals, and audio-visual materials found in the LSC and VSC database is provided through our interlibrary loan service. The Library provides access to materials from colleges, universities, and public libraries throughout the country through our interlibrary loan service. Resources and services specific to instructors include books and articles on best practices in the online classroom, instructional materials on how to link library resources to Moodle, and information literacy education consultation.

The Library offers research tutorials that include videos on how to use our discovery service to locate books and articles, as well as videos demonstrating general research strategies for those using electronic databases. Students and instructors will also find essential information about their career at Lyndon State College such as the VSC Graduation Standards and related forms. Furthermore, face-to-face, telephone, and email reference services are available seven days per week during the fall and spring semesters and five days per week during breaks. A collection of important information on resources and services, including a research guide designed specifically for instructors and students engaged in online education, can be found on the library website.

The LSC Library is creating an embedded librarian program that will be available for both online and campus-based courses beginning in the fall semester of 2016. The program will allow for a librarian to bring resources and information literacy education directly to students via incorporation of library resources on the Moodle course page, participation in a class related discussion board or blog, and participation in the development of course content and the evaluation of related coursework. A designated librarian will work with students throughout the semester using Moodle as the medium for communication and the starting point for access to resources and information. Students will interact with their assigned librarian through a library forum on the course page or through email throughout

the semester. This allows for a librarian to be part of the day-to-day interactions with students, and students will be able to ask questions about research and access library materials and resources without having to navigate away from the course page.

Data bases specific to education can be searched at: <http://library.lyndonstate.edu/find/journals/databases-education/>. Once a resource has been identified, it can be requested through the web site, or in person. Library staff are available through much of the week making them accessible to online students. During the semester, the Lyndon library is open M-TH 8am-11pm, F 8am-4pm, Saturday 10am-5pm, and Sunday 1pm-11pm.

Financial Resources

Resources to support the technological infrastructure for online courses are provided by both the VSC Central Office and the OIT department at Lyndon. Many of the VSC colleges have offered distance-learning curriculum over the years. Therefore, the capacity and expertise to offer distance-learning curriculum has been developed. Central Office Full-time staff are tasked with supporting Moodle, our Learning Management System (LMS). All online courses are built within Moodle. More that sufficient bandwidth exists from the VSC Central Office to the Lyndon campus. At Lyndon, we strategically hired an Instructional Technologist over one year ago to support faculty offering hybrid, online, and flipped courses. The Instructional Technologist resides within our OIT department.

The online ECE program will reside within our existing Education department. No additional personnel will be required within the Education or OIT departments to support this program with anticipated enrollments. Existing education full-time faculty have the capacity to offer the requisite courses. Additional part-time faculty support will be required to cover some of the Education courses normally taught by the full-time faculty who will be teaching in the ECE program. Over the years, the Education Department has built a roster of qualified part-time faculty. If enrollments grow larger than anticipated, the College will invest in full-time faculty to support the program. Given our current student head count, ample capacity exists within various departments across campus (e.g., registrar, library, financial aid, advising resources) to support students enrolling in this online program. This is based on the fact that in the fall of 2015, the student head count at LSC was 1362. Last fall, it was 1156. While the head count has decreased by just over 200 students, staffing in the critical departments across campus has not changed.

A cost/revenue analysis for the online Early Childhood Education program is given below.

	Year One	Year Two	Year Three
Faculty	\$89,340	\$96,240	\$104,096
Admin/Other Staff	\$2,846	\$2,931	\$3,019
Facilities/Equipment	\$0	\$0	\$0

Library/Other Materials	\$1,000	\$1,250	\$1,500
Marketing	\$3,000	\$3,250	\$3,500
Other Costs	\$0	\$9,000	\$9,000
TOTAL COSTS:	\$96,186	\$112,172	\$121,115

	Year One	Year Two	Year Three
Tuition	\$199,680	\$388,877	\$390,773
Fees	\$15,940	\$30,286	\$30,875
TOTAL REVENUES:	\$215,620	\$419,163	\$421,649

1. Projected enrollment for new program:

	Year One	Year Two	Year Three
Full-Time	20	38	38
Part-Time	0	0	0
In-State	20	38	38
Out-of-State	0	0	0

Comments on the Cost/Revenue analysis:

- Faculty: year 1 assumes one full-time faculty teaching full time in the program. It also includes summer courses. Year 2 includes faculty support to teach two additional three-credit courses as overloads and summer courses. Year 3 is a 3% increase over year 2.
- Admin: assumes 10% time and effort from a faculty Administrative Assistant.
- Other Costs: years 2 and 3 include supervising teacher support for each student.
- Tuition: assumes all students are Vermont residents and full time.
- Fees: are calculated to cover the cost of supervising teacher compensation while the students are in the field. The fee is spread out over the entirety of the program rather than assessed in one semester. Each supervising teacher is compensated at \$500. It also includes other fees charged to all LSC students, as indicated in the College catalog.
- Enrollment projections: we are assuming cohorts of 20 students based on CCV ECE enrollments and anecdotal evidence of licensure need within the state of Vermont. Students move through the curriculum as a cohort. Year 2 assumes a retention rate of 90% and the second cohort of 20 students.

Dealing with Students, Prospective Students, and the Public

Current and prospective students will be able to find information related to the proposed online Early Childhood Education program on the publically available portion of the Lyndon web site or in the undergraduate catalog available in print or online. For example, information on course and final exam schedules can be found on the Registrar page: <http://lyndonstate.edu/offices-services/student-services/registrars/>. Information on tuition and fees, program description, program goals, student learning outcomes, assessment practices, and curriculum and course descriptions, will all be available in the undergraduate catalog (<http://catalog.lyndonstate.edu/>). As the Education Department will provide oversight for this new program, detailed information will be found in the Education Department section of the online catalog: at http://catalog.lyndonstate.edu/preview_entity.php?catoid=24&ent_oid=309&returnto=435.

Contractual Arrangements

Lyndon State College does not plan to enter into a contractual relationship with a third party to provide services or instruction for the proposed online Early Childhood Education program.

Appendix A: Approval Letter from the State of Vermont



State of Vermont
219 North Main Street
Suite 402
Barre, VT 05641

Agency of Education

31 March 2016

Joe Bertolino, Ed.D
Vail 367
P.O. Box 919
1001 College Rd.
Lyndonville, VT 05851

Dr. Bertolino:

It is my pleasure to inform you that the proposed Bachelors of Science in Early Childhood Education with Birth-age 5 licensure has been approved by the Vermont Standards Board for Professional Educators. The VSBPE accepted the report of the ROPA review team and has granted conditional approval of your program.

The ROPA team was impressed with the proposed program; in particular we appreciated how the program addresses a confluence of needs: high quality early childhood education, educational opportunities for non-traditional students, and economic opportunity in regions where these can be limited.

The ROPA report identified several commendations, concerns, and suggestions. Actions taken to address the concerns need to be addressed in your two year report, due in March of 2018.

Again, on behalf of the Vermont Standards Board for Professional Educators, the Program Approval Team, and the Agency of Education, we congratulate you on your achievements and wish you continued success as you strive to create a high quality educator preparation program that serves the needs of Vermont students.

Congratulations on you very impressive program!

Sincerely,

Patrick Halladay
Coordinator of Pre-service Educator Quality

Nancy Reid
ROPA Program Liaison

Report:
Two Year Report
Full ROPA Review

Date Due:
March 2018
March 2023



Appendix B: Description of Courses

Course Name & Number	Credits	New or Existing?
<p>ECE 1030 Introduction to Early Childhood Education- (currently listed as EDU 1030) This course introduces students to the history, philosophy, and the application of child development to the best practices of teaching in the field of Early Childhood Education. Course content includes techniques for observing and recording children in the classroom, communicating with families, addressing learning environment concerns, implementing developmentally appropriate practices, and integrating students with special needs. The role of the teacher in early childhood settings will be examined as well as the importance of culturally responsive teaching in early childhood classrooms. This course requires fieldwork in an ECE classroom.</p>	<u>3</u>	<u>Existing</u>
<p>ECE 3830 Early Childhood Techniques-(currently listed as EDU 3830) This course provides students with an opportunity to develop teaching skills for working with young children. The course requires students to integrate theories of child development and pedagogical strategies into their teaching practice. Students assume increasing responsibility for curriculum development, classroom management, and instruction in a single setting. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>Existing</u>
<p>ECE 3*** Infant/Toddler Techniques This course provides students with an opportunity to develop teaching skills for working with children age 0-35 months. The course requires students to integrate theories of child development and pedagogical strategies into their teaching practice. Students assume increasing responsibility for curriculum development, classroom management, and instruction in a single setting. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Advanced Early Childhood Development - Birth-age 5- This course examines the development of young children with an emphasis on the physical, cognitive, language, social, and emotional domains and the concept of the whole child. This course requires students to apply child developmental theory to teaching and learning best practices for young children.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Managing an ECE classroom for ages 0-5- This course explores developmentally appropriate classroom management techniques for young children. Topics covered include pro-social child development, teaching social skills, managing challenging behaviors, and the social context of classroom management. The role of the classroom environment in managing behavior and promoting pro-social interactions will be explored. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Ethical Considerations for Early Childhood Educators- This course provides students with the training necessary to develop skills and knowledge in professional ethics for teachers. Topics explored include the NAEYC Code of Ethical Conduct, how to use professional ethics to guide interactions with families and students, applicable educational laws related to ethical behavior, and the ethics involved in creating a culturally responsive curriculum for students.</p>	<u>3</u>	<u>New</u>

<p>ECE 3*** Inclusive Teaching for Early Educators- This course explores the methods and best practices for including children with special needs in the typical early childhood classroom. Topics include best practices for inclusion, collaboration with families and other special education team members, and curriculum design that addresses all learners. Teaching children who are English language learners will also be addressed. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Educational Theory for Teachers of Children Aged 0-5- This course explores theories of education which relate directly to children age 0-5. Instruction focuses on learning theories, motivation of young children, effective teaching, and instructional planning from a developmental perspective..</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Developmentally Appropriate Programing for Infants and Toddlers- This course introduces developmentally appropriate curriculum planning for children birth to age 35 months. The instruction focuses on play-based planning using the Vermont Early Learning Standards, authentic approaches to child assessment, culturally-responsive planning, and planning activities across all domains. The role of the classroom environment is also explored.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Developmentally Appropriate Programing for Preschool- This course introduces developmentally appropriate curriculum planning for children age three to five years. The instruction focuses on planning play-based learning activities using the Vermont Early Learning Standards, authentic approaches to child assessment, culturally-responsive planning, and planning activities across all domains. The role of the classroom environment is also explored. There is a field work component. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECE 3***Authentic Assessment of Young Children- This course explores developmentally appropriate techniques of assessment for young children age birth-5 years. Topics include methods of observation, building a body of evidence that support assessment, using alternative assessments, and making learning visible for both children and families. Students will also explore culturally responsive methods of assessment.</p>	<u>3</u>	<u>New</u>
<p>ECE 3*** Using Inquiry for math and Science with Children Age 0-5- This course explores the best practices for teaching math and science to children age 0-5. Topics include effective methods and approaches for teaching math and science, content specific and cross curricular lesson planning, and using standards and assessments to inform teaching pedagogy in the classroom. There is a field work component for this course. There is a course fee.</p>	<u>3</u>	<u>New</u>
<p>ECE 4080: Language & Literacy in Early Childhood Classroom- (currently listed as EDU 4080) This course examines emergent literacy development through the lens of the young child's developmental domains. Instruction will focus on research-based developmentally appropriate strategies for promoting early language and literacy skills There is a field work component for this course. There is a course fee.</p>	<u>3</u>	<u>Existing</u>
<p>EDU 4***: Teaching Early Childhood Education- This course places students in an early childhood classroom for XX weeks. Students gradually increase their involvement, culminating in a period of full-time teaching under the direction of a qualified supervising teacher. The course involves practical application of teaching principles, knowledge, and understanding of young children and their development.</p>	<u>12</u>	<u>New</u>
<p>EDU 4250 E Portfolio Development-</p>	<u>1</u>	<u>Existing</u>

This course assists students in developing the e-Portfolio required for licensure. Students take this course concurrently with EDU 4811 and EDU 4730.		
EDU 4730 Student Teaching Seminar- This course explores research and presents issues in education as related to the student teaching experience. Students take this course concurrently with EDU 4811 and EDU 4250.	<u>2</u>	<u>Existing</u>

6. TOTAL CREDITS in proposed program: 60 (including 9 credits of upper division liberal studies coursework)

Appendix C: Program Coordinator Qualifications

EDEN E. HAYWOOD-BIRD, PH.D.

Phone: (603) 259-1313
Eden.Haywood-Bird@LyndonState.edu

156 Reidy Way
Littleton, NH 03561

Education

- PhD** **Colorado State University**, Educational Leadership, Teaching, Learning, and Culture-focus on Early Childhood
Dissertation: How is childhood ‘power’ and ‘powerlessness’ expressed in the outdoor preschool classroom? A narrative ethnographic exploration.
Advisor: William Timpson, PhD. December, 2013
- MA** **University of Colorado-Denver**, Educational Psychology-Early Childhood Focus
Advisor: William Goodwin, PhD. May, 2005
- GC** **Regis University**, Teaching Emergent Literacy May, 2006
- BA** **Regis University**, Liberal Arts December, 2000

Honors and Awards

- Winifred R. Reynolds Educational Scholarship** 2012
Scholarship awarded to students pursuing a graduate degree in Early Childhood Education, Child Development, or an equivalent field.

Credentials and Licenses

- Colorado Teaching License**
Early Childhood endorsement
Elementary endorsement
- Career and Technical Education Credential**
Early Childhood Education
- Colorado Early Childhood Professional Credential- Level VI**
Early Childhood Education

Publications

Haywood-Bird, E.E. (currently in peer review). How do preschool aged children use

risky play to wield their individual power? *Critical Perspectives on Early Childhood Education*.

Haywood-Bird, E. E. (2013) Teacher use of artifacts to scaffold the learning of social norms- an ethnographic study. *The International Journal of Early Childhood Learning*. 20 (1), pp.1-12.

Haywood-Bird, E.E. (2013). *How is childhood 'power' and 'powerlessness' expressed in the outdoor preschool classroom? A Narrative Ethnographic exploration (doctoral dissertation)*. Retrieved from ProQuest Digital Dissertations Database.

Haywood-Bird, E.E. (2011) Overtaxing the brain in the classroom: Moving away from rapid fire content to developmentally appropriate curriculum. In Timpson, W. (eds) *Case Studies for Curriculum Development and Sustainability*. Madison, WI: Atwood.

Associate Editor/ peer reviewer

The International Journal of Early Childhood Learning

The Diversity Collection

Funded Grants

The A.D. Henderson Foundation, Inc. \$20,372.00 awarded to allow development of a new degree program in Early Childhood.

Presentations and Invited Lectures

Guest Presenter, “Proficiency-Based Teaching and Learning as Related to Transferable Skills.” Essex-Caledonia Supervisory Union, August 2015

Invited Guest Speaker, Lyndon State College-Class of 2018 Convocation Ceremony, August 28, 2014.

Paper Presentation, “Teacher Use of Artifacts to Scaffold the Learning of Social Norms.” International Conference of Learning, July 2013

Guest Lecturer, “Controversial Case Studies: Capitalism and Childcare,” Educational Leadership, October 11, 2012.

Program and Degree Development

(in process) Development of a hybrid online (90%) B.S. degree in Early Childhood Education which also leads to Vermont teacher licensure. Included development of 11 new courses, development of course sequence and requirements, obtaining approval by NEASC, VSC, ROPA, internal curriculum committee, and whole faculty.

Leadership

Professional Preparation and Development Committee member, State of Vermont. 2014-current

Higher Ed-Early Childhood Work-Group member, State of Vermont, 2015- current

PreK Teacher Capacity Work-group member, State of Vermont, 2015- current

TEACH Advisory committee member, State of Colorado, 2012-2014

Early Childhood Challenge Grant Higher Education Advisory Committee member, State of Colorado, 2012-2014

Professional Affiliations

National Association for the Education of Young Children, 2010-Present

American Educational Research Association, 2014-Present

Research Interests

Critical pedagogy in early childhood

Capitalist theory as applied to education reform

Role of outdoor play and the natural environment in ECE

Agency development in early childhood

Increasing academic competency in ECE teachers

Emergent and inquiry-based teaching methods

Emancipatory qualitative and mixed methods research design

Social-emotional competency training

Teaching Experience: College

Lyndon State College

Assistant Professor of Education, Tenure-tracked

August 2014-present

EDU 1030 - Introduction to Early Childhood Education

This course familiarizes the student with early childhood education, and the way early childhood can provide experiences for young children that enhance the development of the whole child. The instruction offers a study of the pedagogy, history, and philosophy of early childhood education, and an exploration of the behavioral characteristics of young children which students then observe in early childhood settings. The course stresses developmentally appropriate models of program delivery to young children and their families. It also introduces curriculum design, as an integrative process that includes structuring learning environments and experiences responsive to children's interests and needs through play and exploration. The instruction includes strategies for adapting the learning environment and modifying instruction to make curriculum accessible to all children.

EDU 2110: Foundations of Education: Elementary, and Special Education

This course introduces the fields of education and special education with an emphasis on history, philosophy, legislation, and current trends in education. The course introduces careers in education and the concept of teaching and learning as processes.

EDU 2850: Practicum in Early Childhood Education

This field experience provides students an opportunity to expand their understanding of programs and curriculum for young children in a variety of early childhood settings. Students rotate through

a number of different types of early childhood programs. The field work focuses on how physical space, pedagogical strategies, materials, and adult interaction influence child development. An on-campus seminar provides students with an opportunity to reflect on their experiences.

EDU 3550: Technology in the Classroom

This course explores the use of computers as an instructional aid in the classroom. The course allows students to use software packages, and access the Internet to locate, review and apply information.

EDU 3560 - Science and Health Methods-Hybrid

The course introduces instructional procedures, curriculum methods, and resources used in teaching science and health in the elementary schools. The instruction offers a study of appropriate terminology, organizational methods, and assessment procedures.

EDU 3830: Practicum in Early Childhood II

This course provides students with an opportunity to develop teaching skills for working with young children. The course teaches students to integrate child development theories and pedagogical strategies into teaching practice. Students assume increasing responsibility for curriculum development, classroom management, and instruction in a single setting. An on-campus seminar provides students with an opportunity to reflect on their experiences.

EDU 4811: Student Teaching

This course places students in a public school classroom. Students gradually increase their involvement, culminating in a period of full-time teaching under the direction of a qualified supervising teacher. The course involves practical application of teaching principles, knowledge, and understanding of youth and their development.

EDU 4250 - e-Portfolio Development

This course will assist students in developing the e-Portfolio required for licensure. Students will demonstrate reflective practice through the artifacts that are included in the portfolio.

EDU 4730 - Student Teaching Seminar

Students take this course concurrently with student teaching and work on the requirements of professional competencies. Students research and present issues in education as they relate to the student teaching experience.

**Colorado Community Colleges System,
Part-time Faculty-CCOnline, Early Childhood Education**

Sept 2012 to Current

ECE 101-Intro to Early Childhood*

An undergraduate course covering the following topics: Introduction to Early Childhood Education. Includes the eight key areas of professional knowledge: Child Growth and Development, Health, Nutrition and Safety, Developmentally Appropriate Practices, Guidance, Family and Community Relationships, Diversity, Professionalism, Administration and Supervision.

Competencies: Define evidence-based practices in Early Childhood Education, Demonstrate knowledge and comprehension by applying theories to curriculum approaches, Identify developmental milestones for children from birth through age eight years in each developmental domain, Describe best practices for health, safety and nutrition for young children and apply state standards to the early childhood setting, Define developmentally and culturally appropriate practices for programs serving young children and the practical application to early childhood settings, List strategies for building relationships with families and the local community, Identify bias-free attitudes and practices supporting diversity and inclusion in early childhood programs, Demonstrate an understanding of professionalism in Early Childhood Education: use the NAEYC Code of Ethics; explore career options; demonstrate professional oral and written communication

skills; develop the foundation of a personal electronic portfolio; work collaboratively as a team; and advocate for early childhood education, Identify appropriate guidance techniques and classroom management strategies. Focused on children birth through age eight.

ECE 102-Intro to Early Childhood-Lab*

An undergraduate course covering the following topics: Developmentally appropriate practice as applied to an internship classroom, Lesson planning methods including instruction of Bloom's verbs and measurable objectives, Teach lesson plans approach aligned to the Common Core, Student assessment methods for young children, Application of best practices as related to all developmental stages from birth to age eight, Coordinated with early childhood program around Colorado for student lab placement. Observe and assess students in out-of-the-college-classroom internship sites.

Competencies: Apply knowledge of growth and development of young children birth through age eight, Use methods for observing, documenting and assessing all children's development and behavior, Plan and use developmentally and culturally appropriate educational activities for all children, Identify appropriate methods for interacting with and guiding all children, Demonstrate methods for establishing relationships with all families, Demonstrate ability to work collaboratively with other early childhood professionals, Apply ethical practices appropriate for early childhood professionals, Compare and contrast early childhood education models in an educational setting, Demonstrate compliance with Colorado Rules and Regulations in Early Care and Education, Utilize technology for documentation and communication, Focused on children birth through age eight.

ECE 103-Guidance Strategies for Children*

An undergraduate course covering the following topics: guidance theories, applications, goals, techniques and factors that influence expectations, classroom management issues, and pro-social skills.

Competencies: Explain guidance theories: developmental, behavioral, maturational and constructivist, Design social-emotional goals and objectives for individual children and groups in early childhood programs, Apply child development knowledge to guidance techniques, Explain the influence of culture and family system on the child's behavior, Identify components of evidence-based guidance techniques, Identify personal attitudes toward children's behavior that challenge Early Childhood professionals, Identify and apply techniques that facilitate pro-social skill development, Identify components of the supportive and inclusive classroom community, Identify teacher attributes that support effective guidance of young children, Use technology to locate evidence-based practices related to guidance. Focused on children birth through age eight.

ECE 111-Infant and Toddler Theory and Practice*

An undergraduate course covering the following topics: Overview of theories, Applications-including observations, Issues pertinent to infant and toddler development in group settings.

Competencies: Define the basic concepts of infant/toddler development, Identify child development theories that guide knowledge and practices, Identify appropriate observation techniques and assessment tools, Explain the significance of health, safety, and nutrition practices pertaining to infants and toddlers, Explain how the many components of the environment promote quality care for infants and toddlers, Identify developmentally and culturally appropriate learning experiences, Identify legal and ethical requirements for referral and inclusion, Analyze the importance of collaboration. Focused on children birth through age 35 months.

ECE 112-Intro to Infant-Toddler Lab Techniques

An undergraduate course covering the following topics: Includes a classroom seminar and placement in an infant and/or toddler setting. The supervised placement provides the student with the opportunity to observe, to practice appropriate interactions and to develop effective guidance and nurturing techniques with infants and/or toddlers.

Competencies: Document individual daily records of infants and toddlers, Plan and use developmentally appropriate educational activities for infants and toddlers, Recognize the growth and development of infants and toddlers, Practice appropriate methods for interacting with and guiding infants and toddlers, Partner with parents to provide optimal care for infants and

toddlers, Provide a healthy and safe environment for infants and toddlers. Focused on children birth through age 35 months.

ECE 220-Curriculum Development: Methods and Techniques

An undergraduate course covering the following topics: Provides an overview of early childhood curriculum development. Includes processes for planning and implementing developmentally appropriate environments, materials and experiences, and quality in early childhood programs.

Competencies: Describe the historical and philosophical foundations of curriculum and their impact on different approaches today, Compare and contrast different curricula/approaches to learning, Identify the characteristics of developmentally and culturally appropriate learning approaches, Identify the factors affecting the planning of early childhood curricula, Observe and assess individual children's learning and development to plan developmentally and culturally appropriate learning activities, Define and identify teachable moments and explain their importance in enriching and individualizing learning, Design, develop and evaluate activities/lessons in all learning areas, Research and develop a resource list, Develop artifacts for E-portfolio. Focused on children birth through age eight.

ECE 238-Child Growth and Development*

An undergraduate course covering the following topics: Growth and development of the child from conception through the elementary school years. Emphasizes physical, cognitive, language, social and emotional domains and the concept of the whole child as well as how adults can provide a supportive environment.

Competencies: Identify and critique evidence-based research as it relates to child development, Identify the biological and environmental factors associated with prenatal development, including heredity, environment and risk factors, Discover general knowledge about development in physical, cognitive, language, emotional and social domains from birth-12 years, Analyze the interrelatedness and interaction of developmental domains including biological, environmental, and sociocultural factors, Compare and analyze current and historical theories of development and their implications for working with children, including, but not limited to: Freud, Erikson, Piaget, Maslow, Bronfenbrenner, Vygotsky, Watson, Skinner, Bruner, and Gardner, Identify atypical development and individual special needs, Practice focused observation skills by developing a case study, Use a variety of ways to gather in-depth information in all domains of development. Focused on children birth through age 12.

ECE 260-Exceptional Child

An undergraduate course covering the following topics: An overview of critical elements related to educating young children with disabilities in the early childhood setting. Topics include the following: typical and atypical development, legal requirements, research-based practices related to inclusion, accommodations, and adaptations. Students learn how a disability will impact a young child's learning process.

Competencies: Demonstrate a basic understanding of typical and atypical child development of children birth, Demonstrate basic knowledge of the historical and philosophical aspects IDEA, Demonstrate a basic knowledge of the legal components under IDEA (Part C and Part B), Demonstrate a basic knowledge of evidence-based research and developmentally appropriate practices related to instructing children with special needs within natural environments/least restrictive environments, E. Identify the barriers to inclusion that parents, other children, and staff encounter. Focused on children birth through age 12.

*denotes course where I also acted as content developer

Front Range Community College, Larimer Campus
Part-Time Faculty, Early Childhood Education

Jan 2010 to May 2014

Teach ECE 102, Intro to Early Childhood-Lab, an undergraduate course averaging 12 students per semester, covering the following topics: Developmentally appropriate practice as applied to an internship classroom, Lesson planning methods including instruction of Bloom's verbs and measurable objectives, Student assessment methods for young children, Application of best practices as related to all

developmental stages from birth to age 8, Developed quizzes, exams, and homework, Revised the syllabus to meet NAEYC accreditation standards, Coordinated with early childhood program around Northern Colorado for student lab placement. Observe and assess students in out-of-the-college-classroom internship sites.

Competencies: Apply knowledge of growth and development of young children birth through age eight, Use methods for observing, documenting and assessing all children's development and behavior, Plan and use developmentally and culturally appropriate educational activities for all children, Identify appropriate methods for interacting with and guiding all children, Demonstrate methods for establishing relationships with all families, Demonstrate ability to work collaboratively with other early childhood professionals, Apply ethical practices appropriate for early childhood professionals, Compare and contrast early childhood education models in an educational setting, Demonstrate compliance with Colorado Rules and Regulations in Early Care and Education, Utilize technology for documentation and communication, Focused on children birth through age eight.

University Of Phoenix-Online,
Part-time Faculty, School of Education

Dec 2007 to 2013

Teach ECH 506, Introduction to Early Childhood Education, a graduate level course leading to licensure covering the following topics: Best practices in Early Childhood, Introduction to early learning theories, Development of a Personal Education Philosophy, and Ethics in Early Childhood Education.

Teaching Experience: Children

The Learning House Foundation,
Teacher

Aug 2005 to May 2012

Taught Prek (kindergarten readiness), preschool (three-year-olds), Fab 4's (already attended preschool but not yet ready for PK) and two-year-old and one-year-old playgroup facilitator. STEM focused, fully inclusive classrooms using thematic, inquiry-based curriculum. Assessment of learning comprised of both qualitative and quantitative methods for authentic representation of the child skills, Experience teaching children on the autism spectrum, Down's syndrome, profound speech delay, Apraxia, undefined cognitive delays, cerebral palsy, among other special needs.

The Boulder Journey School,
Intern/Mentern Teacher

Aug 2003 to Nov 2004

Taught infants, toddlers and preschoolers under direction of a mentor teacher using Reggio Emilia Approach. Fully trained in Reggio Emilia practice, documentation of learning approach, portfolios, making learning visible, and role of the environment/third teacher.

Administration Experience: College

Colorado Community College System-CCOnline,
Program Chair, Early Childhood Education and Education

Sept 2012 to August 2014

CCOnline is the online course provider for the 13 State-funded, State-run community colleges. Chair provide staffing for all course sections each semester, schedule courses each term based on enrollment, track instructor performance and course quality each semester, teach any offered ECE course within program as needed (two to three per term), serve as arbiter for student complaints with instructors, relay CCOnline and Colorado Community College System policy to instructors and ensure policy is being followed within each classroom, review and choose course materials, audit courses to ensure content and instructional approach meets State required competencies for learners and CCOnline standards for quality, supervise the development of new course content, develop instructional policy for program, hire

and fire instructors based on performance, developed instructor assessment for quality, ensure all courses in program meet State mandated competencies, liaison with all thirteen community colleges in the State system to assure CCCOnline alignment with the individual programs, operate program within a minimal budget, serve as an overall mentor to part-time instructors.

Computer Skills

Windows Office suite, SPSS, Endnote, Nvivo, Desire to Learn, Banner (administration and faculty sides), TeachPoint, Google Apps for Education, Jing, Online Learning System, WebCT, Blackboard, WebEx, Moodle.

Appendix D: Discussion Rubric for Online Distance Course

Criteria	Exceptional	Meets Expectations	Needs Improvement	Unacceptable
Spelling/Grammar	2 points No more than 2 errors	1 point No more than 3 errors	0 points More than 4 errors	0 points Student did not participate
Total Number of Responses Read	3 points Student read a minimum of 80% of all discussion responses.	2 points Student read 50-79% of all discussion responses	1 point Student read less than 50% but more than 25% of discussion responses	0 points Student did not participate
Content	12 points Demonstrates a strong understanding of underlying concepts and applies those concepts through discussions through either references to text/readings and/or connection to experiences. Posted more than two peer responses.	10 points Demonstrates a basic understanding of underlying concepts and applies those concepts through discussions with vague or non-descript examples from internship and/or readings. Posted at least two peer responses.	8 points Demonstrates little understanding of underlying concepts and applies those concepts with no examples. Posted a single peer response.	0 points Student did not participate
Timeline	3 points First response posted within 24 hours of discussion opening	2 points First response posted within 48 hours of discussion opening	1 point First response posted within 72 hours of discussion opening	0 points Student did not participate