APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College Education **Department:** Division of Education

Contact Person: Jeffrey Leffler **Mail Stop:** 9300 **E-mail:** jl221@msstate.edu

Nature of Change: Addition **Date Initiated:** 3/4/2024

Current Degree Program Name: N/A

Current Major: N/A

Current Concentration(s): N/A

Current Campus(es): Starkville

New Degree Program Name: Early Childhood Teaching **Effective Date:** 08/01/24

Semester	Year
Fall	2024

Proposed Major: Bachelor of Applied Science

Proposed Concentration(s): None **Proposed Campus(es):** Meridian

Summary of Proposed Changes:

This proposal requests approval for a new Bachelor of Applied Science program. This program will be offered at Mississippi State University - Meridian (Campus 2) and Online (Campus 5). The BAS-ECT is a licensure program of study that consists of 120 hours of undergraduate-level coursework. It is designed for those students who have completed an Early Childhood Education Technical program at the community college and wish to prepare for a career as an elementary teacher in grades Prek-3rd grade.

Approved:	Date:
Kimberly R. Hall	Digitally signed by Kimberly R. Hall Date: 2024.03.20 11:04:27 -05'00'
Department Head	
Dana Pomykal Franz	03/13/2024
Director of Academic Quality	
Danielle K Molina	4/9/2024
Chair, College or School Curriculum Committee	
Kim Hall	
Dean of College or School	
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

NEW DEGREE OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. Expand rows as needed.

PROPOSED New Degree

Degree: Bachelor of Applied Science
Major: Early Childhood Teaching (ECHT)
Concentrations: N/A

The Bachelor of Applied Science in Early Childhood Teaching (BAS-ECHT) is a comprehensive undergraduate program designed to equip students with an Associate's of Applied Science degree with the practical skills and theoretical knowledge necessary to effectively teach students in grades Pre-K through 3rd grade. This program is a partnership between the College of Education, the School of Human Sciences, and the College of Professional and Continuing Studies and integrates fundamental pedagogical theory with applied strategies and tools to prepare students to provide sound and innovative instruction to Pre-K-3 students in the state of Mississippi. Completion of this program plus the following requirements will result in a Five-Year, Renewable License:

1. Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis CORE Academic Skills for Educators examination or 3.0 overall GPA during AAS
2. Achieve a passing score on the Praxis Principles of Learning and Teaching: Grades K-6 exam
3. Achieve a passing score on the Praxis Elementary Education: Curriculum, Instruction and Assessment exam
4. Achieve a Passing Score on the Foundations of Reading assessment.
5. Work as a teaching assistant in a local school district for two years and take EDE 4886 and EDE 4896 OR complete a traditional internship while enrolled in EDE 4886 and EDE 4896

Proposed Curriculum Outline	Required Hours
English (General Education): EN 1103 English Composition I or EN 1104 Expanded English Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	**6**
Fine Arts (General Education): Any General Education Course	**3**
Natural Sciences: (2 labs required from Gen Ed): Any approved science w/ lab	**6-8**
Math (General Education): MA 1413 Structure of Real Numbers or MA 1213 Math in Your World	**3**
Humanities (General Education): EDE 2443 Creative Arts for Elementary/Middle Level Any General Education Course	**6**
Social/Behavioral Sciences (General Education): HDFS 1813- Individual and Family Development through the Lifespan Any Other General Education Course	**6**
Subtotal	**30**

PROPOSED New Degree	
Degree: Bachelor of Applied Science **Major:** Early Childhood Teaching (ECHT) **Concentrations: N/A**	
Major Core Courses:	
PCS 2111 Introduction to Bachelor of Applied Science	**1**
RDG 3113 Early Literacy I	**3**
RDG 3123 Early Literacy II	**3**
EDE 3523 Foundations of Elementary/Middle Level Math Education	**3**
RDG 3223 Diagnosing and Assessing Reading	**3**
RDG 4113 Integrated Literacy Instruction** OR HDFS 3853 Language & Literacy	**3**
EDE/HDFS 4303 Instructional Design and Assessment in Early Childhood	**3**
EDE 4623 Elementary/Middle Level STEM Pedagogy	**3**
EDX 4413 Working with Families Disabilities OR HDFS 4803 Parenting	**3**
TECH 4673 Digital Tools for Teaching OR EDE/HDFS 4323 Technology in the Early Childhood Classroom	**3**
EDE 4883 Managing the Classroom OR HDFS 3843 Guiding Child Behavior	**3**
EDE 4886 Elementary/Middle Level Internship I	**6**
EDE 4896 Elementary/Middle Level Internship II	**6**
PCS 4112 Professional Success Strategies in Applied Fields	**2**
Subtotal	**45**
Technical Courses in Discipline: * **	**45**
Total Hours	**120**

*** Taking this course along with RDG 3113, 3123, and 3223 will give students a reading endorsement.*
**** Technical content transfers in from the associate degree in an Early Childhood Education - related area*

Student Learning Outcomes

These student learning outcomes are designed to ensure that those who obtain the BAS-ECHT possess the knowledge, skills, and competencies necessary for effective and culturally competent practice in the field of early childhood education. After completion of the BAS-ECHT, the student will be able to:

1. Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners.

Assessment and Data Analysis: Graduates will develop proficiency in administering, interpreting, and utilizing assessments to gather data on children's learning and development and analyze assessment results to inform instructional decisions and create individualized learning plans.

2. Child Development and Learning: Graduates will create engaging learning experiences that promote optimal development across domains, exhibiting a deep understanding of the stages of physical, cognitive, social, and emotional development in children from birth to age 8.

3. Classroom Management and Positive Behavior Support: Graduates will demonstrate the ability to employ effective classroom management strategies and techniques to create a positive and inclusive learning environment.

4. Literacy Instruction and Assessment: Graduates will develop expertise in teaching reading and writing skills, employing evidence-based instructional practices and assessments to promote literacy development to address the needs of struggling readers, differentiate instruction, and foster a love for reading in young learners.

5. Mathematics Instruction and Assessment: Graduates will demonstrate a strong foundation in mathematics content knowledge and pedagogy, enabling them to teach Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners.

6. Family and Community Engagement: Graduates will demonstrate skills necessary to establish and maintain partnerships with families and the community, including effective communication techniques, involving families in their child's education, and collaborating with community resources to support children's learning and well-being.

7. Professionalism and Ethical Practices: Graduates will exhibit professionalism, ethical behavior, and a commitment to their ongoing professional development by adhering to ethical guidelines, legal requirements, and policies relevant to early childhood education, ensuring they provide a safe, inclusive, and culturally responsive learning environment.

Support:
Please see letters of support from program faculty from Campus in the Division of Education and the administration from Campus 2.

This program will currently be offered on Campus 2 and 5 only.

Proposed 4-letter Abbreviation: ECHT

Effective Date: Fall 2024

MISSISSIPPI STATE UNIVERSITY

MSU - MERIDIAN
Division of Education
College Park Campus
1000 Hwy 19 North
Meridian, MS 39307
P. 601.484.0170
F. 601.484.0280
meridian.msstate.edu

TO: Box Council and UCCC Committee Members

FROM: Division of Education Faculty

RE: BAS Early Childhood Teaching

DATE: March 4, 2023

Dear Box Council and UCCC Committee Members,

This letter of support is offered by the faculty within the Meridian Division of Education for the proposed Bachelor of Applied Science in Early Childhood Teaching program on campuses 2 and 5. As indicated by the signatures below, we support the proposal as written for submission to the Box Council and the UCCC.

Sincerely,

Mark Fincher
Mark Fincher (Mar 8, 2024 11:51 CST)
Mark Fincher, Ph.D.

Carlen Henington
Carlen Henington (Mar 6, 2024 14:18 CST)
Carlen Henington, Ph.D.

Jeff Leffler (Mar 6, 2024 13:43 CST)
Jeffrey Leffler, Ph.D.

Charcelor McCullum (Mar 7, 2024 15:11 CST)
Chase McCullum, Ed.D.

Myrick Nicks (Mar 6, 2024 15:38 CST)
Myrick Nicks, Ph.D.

Jewel Lynne Shirley
Jewel Lynne Shirley (Mar 6, 2024 13:29 CST)
Jewel Lynne Shirley, M.S.

Tania Hanna (Mar 6, 2024 13:58 CST)
Tania Hanna, Ph.D.

LaMareshia Johnson (Mar 6, 2024 16:18 CST)
LaMareshia Johnson, Ed.S.

Tawny McCleon (Mar 7, 2024 14:42 CST)
Tawny Evans McCleon, Ph.D.

Alisha Milam (Mar 6, 2024 13:25 CST)
Alisha Milam, Ed.D.

Rosanne Nunnery (Mar 7, 2024 10:18 CST)
Rosanne Nunnery, Ph.D.

Michelle Stubbs (Mar 6, 2024 14:37 CST)
Michelle Stubbs, Ed.S.

Brandi Sumrall (Mar 6, 2024 13:27 CST)

Brandi Sumrall, Ed.S

Ksenia Zhbanova (Mar 6, 2024 13:35 CST)

Ksenia Zhbanova, Ed.D.

Melissa Windham (Mar 6, 2024 13:25 CST)

Melissa Windham, Ph.D.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

Institution:	Mississippi State University
Date of anticipated implementation:	August 2024
Program title as it will appear on Academic Program Inventory, Diploma, and Transcript:	Bachelor of Applied Science in Early Childhood Teaching
Name of degree(s) to be awarded:	Bachelor of Applied Science
Six-digit CIP code:	13.1210
Total credit-hour requirement to earn the degree:	120-122
Responsible academic unit:	College of Education – Meridian
Institutional contact:	Jeff Leffler, 601-484-0187, jleffler@meridian.msstate.edu
Phone:	
Email:	
SACSCOC Substantive Change:	☒ Program proposed **IS NOT** a substantive change. ☐ Program proposed **IS** a substantive change.
Incremental, five-year cost of implementation:	$906,378
Incremental, five-year per student cost of implementation:	$4,873
Potential five-year, new revenue:	$3,461,460
Potential new, five-year revenue per student:	$18,610
Will it attract new students to the university?	☒ Yes ☐ No
List any institutions within the State offering similar programs:	There are not any institutions offering a similar program in this area.

Number of students expected to enroll in first 5 years:		Number of students expected to graduate in first 5 years:	
Year 1	25	Year 1	0
Year 2	30	Year 2	20
Year 3	36	Year 3	24
Year 4	43	Year 4	29
Year 5	52	Year 5	35
Total	186	Total	108

Program summary (include second majors completed, if applicable):

The Bachelor of Applied Science in Early Childhood Teaching (ECHT) is a comprehensive undergraduate program designed to equip students with the practical skills and theoretical knowledge necessary to effectively teach students in grades Pre-K through 3rd grade. This program integrates fundamental pedagogical theory with applied strategies and tools to prepare students to provide sound and innovative instruction to Pre-K-3 students. With a focus on applied learning, students gain in-depth understanding of child development, effective classroom management techniques, curriculum design and implementation, assessment and evaluation strategies, collaboration and communication skills, as well as professionalism and ethical practices. Graduates of this program are equipped with the necessary skills and qualifications to create developmentally appropriate learning environments, engage young learners, and establish meaningful partnerships with families and colleagues. Through a combination of coursework and hands-on experiences, students will acquire the expertise required to positively impact the lives of children and make a significant contribution to the field of early childhood education. Students who successfully complete the program of study and a residency in a local school district, and earn passing scores on the required licensure exams, will exit the

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

program with a PreK-3 MS teaching license.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal.

Please respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

_____
Chief Academic Officer Signature – Date

_____
Institutional Executive Officer Signature – Date

New Academic Degree Program Questions:	
1	Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.
	The program will be administered with oversight from the College of Education - Meridian Campus and will be offered in Meridian and online. Dr. Jeff Leffler, Associate Professor of Elementary Education, will be the program coordinator with assistance from Dr. Kenna Vowell, Instructor in the College of Professional and Continuing Studies.
2	Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.
	Instructional Planning and Delivery: Graduates will design and implement developmentally appropriate lesson plans that align with state standards, incorporating various instructional strategies and materials to meet the diverse needs of young learners. Assessment and Data Analysis: Graduates will develop proficiency in administering, interpreting, and utilizing assessments to gather data on children's learning and development and analyze assessment results to inform instructional decisions and create individualized learning plans. Child Development and Learning: Graduates will create engaging learning experiences that promote optimal development across domains, exhibiting a deep understanding of the stages of physical, cognitive, social, and emotional development in children from birth to age 8. Classroom Management and Positive Behavior Support: Graduates will demonstrate the ability to employ effective classroom management strategies and techniques to create a positive and inclusive learning environment. Literacy Instruction and Assessment: Graduates will develop expertise in teaching reading and writing skills, employing evidence-based instructional practices and assessments to promote literacy development to address the needs of struggling readers, differentiate instruction, and foster a love for reading in young learners. Mathematics Instruction and Assessment: Graduates will demonstrate a strong foundation in mathematics content knowledge and pedagogy, enabling them to teach

mathematical concepts and skills using manipulatives, real-world applications, and problem-solving strategies.

Family and Community Engagement: Graduates will demonstrate skills necessary to establish and maintain partnerships with families and the community, including effective communication techniques, involving families in their child's education, and collaborating with community resources to support children's learning and well-being.

Professionalism and Ethical Practices: Graduates will exhibit professionalism, ethical behavior, and a commitment to their ongoing professional development by adhering to ethical guidelines, legal requirements, and policies relevant to early childhood education, ensuring they provide a safe, inclusive, and culturally responsive learning environment.

3	Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.
	Applicants to the BAS in Early Childhood Teaching must possess an accredited Associate of Applied Science (AAS) in Early Childhood Technology, or other AAS majors pertaining to early childhood education and have a GPA of 2.0 as computed by Mississippi State University. Applicants must also be in good academic standing with their current college.
4	Describe the professional accreditation that will be sought for this degree program. If a SACSCOC visit for substantive change will be necessary, please note.
	This program will seek accreditation from the Council for the Accreditation of Educator Preparation (CAEP), in keeping with all education programs at Mississippi State. The program will also follow all guidelines for reporting as set forth by the Mississippi Department of Education. This program is not a substantive change and will not require a SACSCOC visit.
5	Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.
	The overall curriculum for this degree program consists of the university core curriculum (30 hours), major coursework in early childhood teaching (45 hours, and up to 45 hours credit for work in the technical discipline associated with the student's AAS degree for a total 120 hours required for student to complete in the BAS in Early Childhood Teaching program.

UNIVERSITY CORE CURRICULUM:
English (6 Hours)
- EN 1103 English Composition I or EN 1104 Expanded English Composition I
- EN 1113 English Composition II or EN 1173 Accelerated Composition II

Fine Arts (3 hours):
- Any General Education Course

Natural Sciences (6-8 hours):
- (2 labs required from Gen Ed):
- Any approved science w/ lab

Math (3 hours):
- MA 1413 Structure of Real Numbers or MA 1213 Math in Your World or MA 1313 College Algebra (or higher)

Humanities (6 hours):

-Any Other General Education Course

Social/Behavioral Sciences (6 hours):
- HDFS 1813- Individual and Family Development through the Lifespan
-Any Other General Education Course

MAJOR CORE CURRICULUM (36 hours):
- PCS 2111 Introduction to Bachelor of Applied Science
- RDG 3113 Early Literacy I
- RDG 3123 Early Literacy II
- EDE 3523 Foundations of Elementary/Middle Level Math Education
- RDG 3223 Diagnosing and Assessing Reading
- RDG 4133 Integrated Literacy Instruction** OR HDFS 3853 Language & Literacy
- EDE/HDFS 4303 Instructional Design and Assessment in Early Childhood
- EDE 4623 Elementary/Middle Level STEM Pedagogy
- EDX 4413 Working with Families Disabilities OR HDFS 4803 Parenting
- TECH 4763 Digital Tools for Teaching OR EDE/HDFS 4323 Technology in the Early Childhood Classroom
- EDE 4883 Managing the Classroom OR HDFS 3843 Guiding Child Behavior
- EDE 4886 Elementary/Middle Level Internship I
- EDE 4896 Elementary/Middle Level Internship II
- PCS 4112 Professional Success Strategies in Applied Fields

TECHNICAL COURSES IN DISCIPLINE (45 hours):
- Transferred from the community college

TOTAL HOURS: 120-122

SPECIAL REQUIREMENTS:
In order to receive a teaching license, students must complete all practicum hours associated with completion of the major core courses. Students must also either work as a teacher assistant in a local school for two years during the course of their program or complete a one-year internship following program completion in order to receive a 5 year, renewable license.
The following exams must be passed to receive a Pre-K-3 license:
- Principles of Learning and Teaching: Early Childhood Praxis (Test Code – 5621)
- Education of Young Children Praxis (Test Code – 5024)
- Pearson's Foundations of Reading exam

6	Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Because the proposed major includes existing courses from other academic colleges, the below required courses will continue to be delivered primarily by existing faculty from the College of Education, Meridian Campus:
- RDG 3113 Early Literacy I
- RDG 3123 Early Literacy II
- EDE 3123 Early Childhood Education
- RDG 3223 Diag. and Assess. – Reading Instruction
- EDE 4153 Assessment in ELED
- EDX 3213 Instruction for the Exceptional Child

- EDE 4883 Managing the Classroom

The following required course will be delivered by existing faculty from the School of Human Sciences, Online Campus:
- HDFS 1813- Individual and Family Development through the Lifespan
- HDFS 3853 Language & Literacy in the Early Years
- HDFS 3843 Guiding Child Behavior

The below required courses will be delivered by Kenna Vowell, Instructor in the College of Professional and Continuing Studies, or other qualified faculty within the college:
-- EDE/HDFS 4303 (ex. Course code) Instructional Planning and Design for Early Childhood
-- EDE/HDFS 4323 (ex. Course code) Technology in the Early Childhood Classroom
- PCS 2111 Introduction to Bachelor of Science
- PCS 4112 Professional Success Strategies in Applied Fields

7	Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?
	The Mississippi State Library has adequate holdings for the proposed program. The following databases for the Mississippi State Library are relevant to BAS in Early Childhood Education - Teaching program: • eBooks from EBSCO • Academic Search Premier • ERIC • PsycInfo
8	Describe the procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.
	Evaluation of this program will be aligned to the standards of evaluation set forth by the Mississippi Department of Education. Throughout the first five years of this program, program facilitators will maintain an ongoing assessment of program effectiveness, make necessary adjustments based on data analysis, and ensure alignment with accreditation standards and state requirements, as well as regularly engage with relevant stakeholders, such as faculty, students, graduates, and MDE representatives, to gather feedback and make informed decisions regarding program enhancements. A summary of the evaluation plan is as follows: Year 1: - Conduct an assessment of the program's admission criteria and processes to ensure alignment with accreditation standards and state requirements. - Collect admission and retention rates for the cohort admitted during the year. - Review and analyze program outcome assessments, including student performance on state licensure tests and common assessments. - Analyze and report program outcome data in the Annual Report to the Mississippi Department of Education (MDE) for State Program Approval Status. - Review any feedback from the State/National Accreditation Visit and implement necessary improvements based on recommendations. Year 2: - Review and refine admission and retention strategies based on Year 1 data and analysis. - Collect admission and retention rates for the new cohort admitted during the year.

- Analyze program outcome assessments and compare results to previous years.
- Continue to report program outcome data in the Annual Report to MDE for State Program Approval Status.
- Address any additional recommendations from the State/National Accreditation Visit.

Year 3:
- Continue to assess and enhance admission and retention strategies based on previous year's data.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and identify trends or areas for improvement.
- Submit the Annual Report to MDE for State Program Approval Status, including updated data on performance and demographic information.
- Monitor any changes in job market need/demand for early childhood educators and make necessary curriculum adjustments.

Year 4:
- Evaluate the effectiveness of admission and retention strategies based on cumulative data.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and identify areas of success and improvement.
- Submit the Annual Report to MDE for State Program Approval Status, focusing on providing comprehensive data on candidates' and completers' performance.
- Prepare for the mid-cycle State Program Review, including compiling required documentation and evidence of compliance with state standards.

Year 5:
- Review and adjust admission and retention strategies based on insights from the previous years.
- Collect admission and retention rates for the new cohort.
- Analyze program outcome assessments and assess the impact of changes made over the years.
- Submit the Annual Report to MDE for Program Approval Status, aligning with CAEP and Title II annual reports.
- Participate in the mid-cycle State Program Review, providing evidence of continuous improvement efforts and adherence to state standards.
- Conduct surveys of ex-students/graduates to gather feedback on the program's effectiveness, relevance, and preparedness for the teaching profession.

9	What is the specific basis for determining the number of graduates expected in the first five years?

This Bachelor of Applied Science degree in Early Childhood Teaching is unique and the only one in the State of Mississippi. Additionally, nearby states of Alabama, Arkansas, and Louisiana do not have such a degree that would enable early childhood education graduates a clear and efficient pathway to get a teaching license that would better equip themselves to serve a larger range of children to meet the needs of America's classrooms.
In fall 2022, we conducted a needs assessment survey with a 70% response rate to determine institutional interest in providing a vertical alignment to their in-demand AAS degrees. The survey aimed to determine interest in the creation of various BAS majors, and we are pleased to report that there was significant interest in the Early Childhood Teaching major. All responding colleges expressed interest in a BAS degree that

provides students with a clear pathway to a bachelor's degree culminating in a teaching license. These results confirmed the demand for this program and motivated us to develop a relevant BAS major that meets the needs of our partners and the state of Mississippi.

10 Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Please explain what has been included in the costs and revenues.

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2023-24	25	25	$15,0000	$20,000	$89,556	$0.00	$69,556
2024-25	30	55	$0.00	$20,000	$238,816	$0.00	$218,816
2025-26	36	71	$0.00	$20,000	$462,706	$0.00	$442,706
2026-27	43	90	$0.00	$20,000	$537,336	$0.00	$462,336
2027-28	52	113	$0.00	$75,000	$649,281	$0.00	$574,281
TOTAL	186	354	$0.00	$155,000	$1,977,695	$0.00	$1,767,695

Start-Up Costs:

- Start-up costs include marketing and recruitment activities and materials.

Direct, Incremental Costs:

- Beginning Year 1, a part-time coordinator will need to be hired to help advising of the new program.
- Beginning Year 3, the program will hire an Assistant Clinical Professor to aid in teaching courses.

Incremental Revenue:

Non-Tuition Revenue:

Differential:

11 Program Demand: Select one or both of the following to address student demand:

☒ Survey of Student Interest

Number of surveys administered:	25
Number of completed surveys returned:	17
Percentage of students interested in program:	70%

Include a brief statement that provides additional information to explain the survey.

☒	The survey was submitted to current partners and potential partner community colleges that offer an AAS in an early childhood education-related career pathway. Market Analysis or Evidence of Labor Market Need Given the target audience of our Bachelor of Applied Science (BAS) program, which consists primarily of employed adult learners, we made the decision to survey our partner schools instead of students. This was influenced by the understanding that students in the program may have a lower response rate due to their work commitments. Additionally, the success of the program for transfer students depends on the strength of our partnerships with community colleges. In fall 2022, we conducted a needs assessment survey with a 70% response rate to determine institutional interest in providing a vertical alignment to their in-demand AAS degrees. The survey aimed to determine interest in the creation of various BAS majors, and we are pleased to report that there was significant interest in the Early Childhood Teaching major. All responding colleges expressed interest in a BAS degree that provides ECE graduates a clear baccalaureate pathway that builds upon their classroom management and instructional experience as well as their theoretical framework experience gained in their AAS degree. These results confirmed the demand for this program and motivated us to develop a relevant BAS major that meets the needs of our partners and the state of Mississippi.

12 Employment Opportunities for Graduates (state, region, nation):

A Bachelor of Applied Science (BAS) in Early Childhood Teaching with a PreK-3 teaching license program equips graduates with the knowledge and skills necessary to pursue a career in early childhood education. This degree program focuses on preparing individuals to work with young children, specifically those in the age range of preschool to third grade. According to employment projections, the demand for early childhood educators is expected to grow significantly in the coming years. The importance of early childhood education in the development of young children has been widely recognized, leading to an increased demand for qualified professionals in this field. According to the U.S. Bureau of Labor Statistics, preschool teachers are in the top 30 jobs expected to have the most growth between the years of 2021 and 2031. Preschool and kindergarten teacher jobs are expected to grow by 18.4% percent and elementary teacher jobs in general are expected to grow by 7.4% percent nationwide. The following table shows the growth projection in neighboring states as well as Mississippi.

Preschool Teacher Jobs:		
State:	*Percentage Growth from 2020-2030:*	*Avg. Annual Openings:*
Alabama	14.1%	740
Mississippi	18.9%	320
Louisiana	4.8%	160
Tennessee	4.7%	860
Elementary Teacher Jobs:		

Alabama	6.1%	1,720
Mississippi	7.7%	1,010
Louisiana	2.1%	1,630
Tennessee	4.8%	2,270