ALGONQUIN COLLEGE

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Bachelor of Early Learning and Community Development
Credential:	Bachelor's Degree
Program Length:	Four Years
School:	Health and Community Studies
Dean:	Barb Foulds
Proposed Start Date:	Fall 2014

PURPOSE

The four year degree in Bachelor of Early Learning and Community Development (BELCD) program prepares students for opportunities in the early learning field within both the educational and the community context. Integrating theory and practice, students have the skills to design, develop, deliver, coordinate and administrate early learning programs for young children and families in these sectors.

Employment may be found in the licensed early learning and care sector, community health agencies, the educational system, or with agencies engaged in research on early learning. Graduates are eligible to register with the College of Early Childhood Educators. The degree also provides the foundation for further study at the post-graduate level or in Bachelor of Education programs.

BACKGROUND

As governments and society recognize the lasting impact of early learning experiences on individuals, the field continues to expand to encompass a wide variety of programs involving parenting, early literacy, infant development, language development, anti-bullying initiatives, professional resource centres, school-age supports, early learning full-day kindergartens, research and advocacy, etc.

"Investing in Quality" (Gov't of Ontario, 2007) identified the need for additional training of individuals in the field in order to improve the quality of early learning programs. "To improve the quality of early learning and care programs and raise skill levels, the system should give priority to enhancing the knowledge and skills of practitioners in leadership positions." The report also recommends that centre-based programs establish a new role: "the pedagogical leader, a degree-prepared practitioner who has experience mentoring staff and students, and is responsible for working with staff to implement the Early Learning Framework and working with families."

Currently, community agencies, boards of education, and many licensed early learning agencies have or are developing expanded services for children and families. These environments are often interdisciplinary in nature, and a wide variety of skills are required with the services being delivered by individuals who have developed the required skill sets through work experience. Agencies delivering, or in the process of developing, these services have indicated a need to create a training/educational program that will allow graduates to enter the workforce with a skill set that better prepares them for the expectations of the job. Through consultation with the community, the proposed degree has been designed to provide the breadth and depth of education that will result in individuals with the skills to work in both the licensed early learning environment and community agencies that are developing a range of programs for children and families.

The BELCD will be delivered through a combination of face-to-face, hybrid and online courses. It will include field placements, as well as one semester long work term.

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CONSIDERATIONS

(i) **Evidence of Need**

"A community development for early learning program which blends basic early learning skills development (for individual children and immediate family) with broader management, leadership, promotion, and community development skills will be in great demand over the next few years. We believe that the nature of the proposed program is unique and in keeping with recently documented industry trends and growth predictions. We believe that the future looks very good for this program." (Axion Plus, 2010)

(ii) **Student Interest**

A survey of graduating Early Childhood Education (ECE) and Developmental Social Worker (DSW) students was conducted in Winter 2012. Students were asked about when they would be willing to enrol in the program. 107 individuals answered this question with 91.5% indicating they would be willing to enrol in the program within the next three years. Informal feedback from the early learning community has indicated a significant amount of interest from individuals already holding an ECE diploma. These current professionals are interested in bridging into the program to obtain a degree and develop skills in community development. The proposal outlines the bridging requirements for ECE Diploma program graduates.

Due to the high level of interest it is anticipated that both year 1 and year 3 of the program will be launched in the fall of 2014

(iii) **Staffing**

In the first year, the program will be staffed using part-time. In each of the second, third, fourth and fifth years following the program's launch, a full-time faculty member will be hired as indicated in the cashflow. The Community Studies Department currently has three full-time faculty with PhDs who could potentially teach in the program.

(iv) **Admissions Requirements**

- Ontario Secondary School Diploma (OSSD) or equivalent.
- Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level.
- Graduates of the Early Childhood Education diploma who have a 75% average and who have successfully completed the three bridging courses are eligible for admission to year three of the program.
- Graduates of the Social Service Worker diploma program who have a 75% average and who have successfully completed the one year bridging program are eligible for admission to year three of the program.

(v) **Advisory Committee Support**

A motion for approval of the Bachelor of Early Learning and Community Development program was passed on March 27, 2012.

(vi) **Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 26% online, alternative delivery, leveraging of our relationships with business and industry with field and work placement, and meeting the needs of students and the community. The Strategic Programs and Services Planning Project Report identified the degree program as one of the actions required to enhance the Early Childhood Education Ontario College Diploma program.

Appendix 1: Program of Study
Appendix 2: Cash Flow Analysis

RECOMMENDATION

That the Board of Governors approve the Bachelor of Early Learning and Community Development degree program effective Fall 2014 and submit an application for Ministerial Consent to the Postsecondary Education Quality Assessment Board and approval for funding from the Ministry of Training, Colleges and Universities.

Appendix 1: Program of Study

LEVEL 1 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
EDU9110	Human Development I	45					45
PSY9110	Social Psychology		45				45
ENL1100	Communications and Academic Writing	30	15				45
EDU9112	Historical Overview of Early Learning and Family Services	30	15				45
EDU9111	Introduction to Curriculum	30	15				45
	TOTAL LEVEL HOURS	**135**	**90**				**225**

LEVEL 2 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
EDU9120	Human Development II	30	10				40
PSY9120	Educational Psychology	45					45
PHI1000	Logic and Critical Thinking	45	15				60
EDU9122	Ethics and Legislation in Early Learning	30	15				45
EDU9123	Supporting Children with Exceptionalities	45	15				60
	TOTAL LEVEL HOURS	**195**	**55**				**250**

LEVEL 3 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
EDU9211	Effective Indoor Environments	45					45
EDU9210	Play-Based Curriculum	30	15				45
EDU9213	Guiding Behaviour	45					45
FAM9210	Legislation and Ethics in Family Services	30	15				45
FAM9211	Working with Adults	30	15				45
	TOTAL LEVEL HOURS	**180**	**45**				**225**

LEVEL 4 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
EDU9221	Literacy and Numeracy Development	30	10				40
EDU9223	Assessments	30	10				40
EDU9220	Creative Arts for Children	60					60
EDU9224	Administrative Practices	20	20				40
FLD9201	Field Placement I					175	175
	TOTAL LEVEL HOURS	**140**	**40**			**175**	**355**

LEVEL 5 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
PHI2000	Introduction to Research	30	15				45
FAM9311	Community Organization	45					45
NAT9310	Nature Based Early Learning		45				45
EDU9314	Infant Specialization	30	15				45
FAM9312	Cross Cultural Competencies	45					45
	TOTAL LEVEL HOURS	**150**	**75**				**225**

LEVEL 6 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
REM9321	Developing Proposals	30	12				42
FLD9301	Field Placement II					203	203
FAM9321	Group Dynamics and Organizational Behaviour	42					42
	Degree Elective I	30	15				45
	Degree Elective II		45				45
	TOTAL LEVEL HOURS	**102**	**72**			**203**	**377**

LEVEL 7 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
FAM9412	Theories of Counseling	45	15				60
FAM9411	Risk Management	30	15				45
REM9411	Special Studies in Early Learning	15	30				45
NAT9410	Outdoor Learning Environments	30	15				45
FLD9401	Field Placement III					105	105
	TOTAL LEVEL HOURS	**120**	**75**			**105**	**300**

WORK TERM - LEVEL 1 – 15 WEEKS

LEVEL 8 – 15 weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
REM9421	Independent Study and Research	10	30				40
EDU9413	Advanced Principles of Learning Behaviours	40					40
FAM9421	Leadership, Community Building, and Advocacy	30	15				45
	Degree Elective III		45				45
	Degree Elective IV	30	15				45
	TOTAL LEVEL HOURS	**110**	**105**				**215**

Degree Program Total Hours **2172**

BACHELOR OF EARLY LEARNING AND COMMUNITY DEVELOPMENT

Bachelor's Degree in Applied Area of Study

Cash Flow Analysis

TOTAL ENROLMENT	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Year 1**	66	66	66	66	66	66
Year 2		59	59	59	59	59
Year 3			55	55	55	55
Year 4				51	51	51
Total Annual Registrations	66	125	180	231	231	231
Tuition Fee per Semester	3,000	3,150	3,308	3,473	3,647	3,829
REVENUE						
Fees	198,000	393,750	595,350	802,234	842,346	884,463
Grant*			44,714	129,400	251,348	363,133
Total Revenue	198,000	393,750	640,064	931,634	1,093,694	1,247,596
EXPENSES						
FT Academic + Fringe (22.46%)		73,965	186,151	300,673	418,631	468,162
Temp Acad + Fringe (9%)	74,754	64,216	58,847	64,111	26,213	26,213
FT Supp + Fringe (27.07%)						
Temp Supp + Fringe (10%)		4,324	7,568	12,714	13,349	14,017
Operating	24,355	25,573	26,851	28,194	29,604	31,084
Total Expenses	99,109	168,078	279,417	405,692	487,797	539,476
CONTRIBUTION BEFORE	**98,891**	**225,672**	**360,647**	**525,942**	**605,897**	**708,120**
INVESTMENTS						
Equipment	0	0	0	0	0	0
Course Development	100,000	30,000	30,000	30,000		
Renovations	0	0	0	0	0	0
Total Capital	100,000	30,000	30,000	30,000	0	0
NET CONTRIBUTION	-1,109	195,672	330,647	495,942	605,897	708,120
%	**-0.56%**	**49.69%**	**51.66%**	**53.23%**	**55.40%**	**56.76%**

* Grant Value $ 4,358

Program Weight 1.1, Funding Unit 3.3 ADF 1.025 (Based on similar program)

FT academic calculated at step 16, 8/12's of the annual salary in the year of hire (FT hire in year 2, 3, 4 and 5)

5% inflation included in tuition & expenses

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

**Enrolment Detail						
Level 01	34	34	34	34	34	34
Level 02	32	32	32	32	32	32
Level 03		30	30	30	30	30
Level 04		29	29	29	29	29
Level 05			28	28	28	28
Level 06			27	27	27	27
Level 07				26	26	26
Level 08				25	25	25
Total	**66**	**125**	**180**	**231**	**231**	**231**