

951: EARLY CHILDHOOD LEADERSHIP, POLICY, AND PRACTICE UNDERGRADUATE MAJOR (BA, HBA, BS, HBS)

In Workflow

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Approval Path

1. Wed, 29 Oct 2025 19:44:56 GMT
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2. Tue, 11 Nov 2025 07:56:57 GMT
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
3. Tue, 11 Nov 2025 19:02:26 GMT
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4. Wed, 12 Nov 2025 15:43:15 GMT
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5. Mon, 17 Nov 2025 23:05:15 GMT
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6. Mon, 17 Nov 2025 23:44:15 GMT
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7. 2026-01-07T17:54:13Z
Taylor Ralph (Libraries & Press, Collections Assessment Librarian) (ralpht): Approved for Library Evaluation
8. 2026-01-14T18:31:51Z
David Redell (Assistant Director of Campus Operations, Cascades) (david.redell): Approved for Space Evaluation Cascades
9. 2026-01-26T05:57:02Z
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for 7 Day Review
10. 2026-01-26T15:55:56Z
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11. 2026-01-26T16:54:24Z
Heath Henry (Academic Programs & Assessment, Assessment Coordinator) (heath.henry): Approved for Assessment Coordinator
12. 2026-01-26T17:15:40Z
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13. 2026-01-27T23:39:10Z

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs

14. 2026-02-05T18:02:09Z

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15. 2026-02-23T17:55:40Z

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16. 2026-02-24T21:15:05Z

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs

17. 2026-03-03T21:12:33Z

Jim Coakley (College of Business, Associate Professor, and Curriculum Council Co-Chair) (Jim.Coakley): Approved for Curriculum Council Co-Chairs

18. 2026-03-20T20:05:12Z

Caitlin Calascibetta (Faculty Senate Office, Office Specialist 2) (caitlin.calascibetta): Approved for Executive Committee

New Program Proposal

Date Submitted: Mon, 20 Oct 2025 22:23:53 GMT

Viewing: : Early Childhood Leadership, Policy, and Practice Undergraduate Major (BA, HBA, BS, HBS)

Last edit: 2026-02-05T18:00:37Z

Changes proposed by: gaylerm

Proposal

Effective Term

Fall 2026

Justification

The proposed Early Childhood Leadership, Policy, and Practice program will build a workforce with expertise in leadership and policy, in addition to direct practice with young children & families, across a wide array of public and private sectors (e.g., mental and behavioral health, public policy, social services, early learning). To accomplish this, the degree is interdisciplinary, combining coursework in Human Development and Family Sciences and Early Childhood with those that build skills in leadership, policy, and communications from a variety of disciplines. Utilizing this interdisciplinary structure also allows for building this new degree while only creating one new course (HDFS 464: Capstone in Early Childhood Leadership and Policy). Students will graduate ready to bring early childhood expertise to positions in leadership, policy and/or direct service. This intersection of skillsets is a gap unmet by current programs at OSU, in Oregon, and across the country. To accommodate both first year students as well as those with prior learning experiences and/or community college or university credits, this degree offers flexible pathways to reduce barriers to completion, and support personalization of degree requirements for a wide array of career opportunities and graduate programs.

Primary Originator

Name

Shannon Lipscomb (Cascades, Associate Dean of Research)

Mendy Gayler (College of Health, Administrative Assistant)

Liaisons

Academic Unit

School of Nutrition & Public Health (NUTR, H)

Educational Practice and Research (ED, SED)

School of Public Policy - Undergraduate (ECON, PS, PPOL, SOC)

Statistics (DS, ST)

School of Psychological Science (PSY)

College of Business - External, non-CoB proposals (BA, HM)

School of Communication (COMM, NMC)

Agricultural Education & General Agriculture (AED, AG, AGCM, LEAD)

School of Language, Culture & Society (all languages, ANTH, CSSA, ES, FCSJ, LING, QS, WGSS, WLC)

Counseling & Adult and Higher Education (AHE, COUN, SW)

School of Management, Entrepreneurship & Supply Chain (MGMT, SCLM)

Program Information

Program Level

Undergraduate

Program Type

Major / Degree

Name

Early Childhood Leadership, Policy, and Practice Undergraduate Major (BA, HBA, BS, HBS)

CIP Code

130414 - Early Childhood Program Administration.

College

Health (26)

Academic Unit

School of Human Development & Family Sciences

Is this program jointly administered?

No

Date the Early Alert was submitted for this proposal

09-16-2025

What degree types are available for this undergraduate program?

Bachelor of Arts (BA/HBA)

Bachelor of Science (BS/HBS)

Campus Locations

Cascades

Is this program currently or planned to be offered in hybrid format?

No

Will this program lead to professional licensure in any U.S. state or territory?

No

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university or college minimum?

No

Program Relationships

Are all degree types and options (if applicable) available at all locations?

Yes

Does this program use a pre/pro school model?

No

Does this major have options?

No

Executive Summary

Executive Summary

Oregon and the nation face critical shortages of qualified early childhood leaders, policy advocates, and wellness professionals. Associate's degrees are the primary pathway to teacher-level positions in early childhood, aligning with licensing standards and compensation levels. Local, state and federal initiatives require a new kind of early childhood professional—one prepared not only to teach but also to lead, manage, and transform systems. Bachelor's degrees are essential for career advancement, yet most B.S. and B.A. degrees in early childhood focus on direct teaching methods rather than incorporating leadership, policy, and systems-level skills.

OSU's only early childhood degree is the Early Childhood Option (OSU-Cascades only) of the BS/BA in Human Development and Family Science (HDFS), which we plan to replace with this new degree. This new BS/BA in Early Childhood Leadership, Policy, and Practice (OSU-Cascades) is positioned to meet workforce demand beyond direct service and teaching to young children and families. The proposed BS/BA will build a workforce with expertise in leadership and policy, in addition to direct practice with young children & families, across a wide array of public and private sectors and systems (e.g., behavioral and/or mental health, public policy, social services, early learning).

The program is expected to launch first at OSU-Cascades, in Bend, Oregon. Target start: Fall 2026

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

The Early Childhood Leadership, Policy, and Practice bachelor's degree prepares students to work across systems and advance solutions to promote young children's wellbeing across contexts, such as family, school, and community. The degree is built flexibly for students to tailor their education to career pathways.

Graduates draw on real-world experience and professional networks to pursue meaningful careers or advanced study in early childhood leadership, mental and behavioral health, policy, and in a range of systems that support children, their families, and their communities. To accommodate both first year students as well as those with prior learning experiences and/or community college or university credits, this degree offers flexible pathways aligned with a wide array of career opportunities and graduate programs.

(Optional) Focal Areas Aligned with Career Pathways*

Students may personalize their degree by selecting a focal area. Focal areas are not transcript visible.

All students will also be prepared for working directly with young children in early childhood settings.

- Leadership: prepares early childhood workforce leaders to support, coach, lead, and retain educators.
- Behavioral Health Foundations: prepares students with a base of knowledge and skills in applied mental and behavioral health, with expertise in young children and families.
- Policy and Advocacy: prepares graduates to contribute to policy and advocacy, bringing knowledge and skills in child development, families, social systems, and early learning.

*Some careers may require a graduate degree. OSU students can apply to begin accelerated master's programs during their junior year in areas such as applied behavioral health, public health, public policy, social work. Additional graduate programs such as counseling and education are also strongly aligned with this undergraduate major.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

Students take courses in human development and family science, as well as policy, leadership, and communication. Through a series of practicum, internship, and capstone courses, students graduate ready to bring early childhood expertise to positions in leadership, policy, and/or working directly with young children. This is a new BS/BA in Early Childhood Leadership, Policy and Practice. There are no formal options; however, the focal areas are Leadership, Behavioral Health Foundations, and Policy and Advocacy.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

In-person at OSU-Cascades, with some courses also available on e-campus

Adequacy and quality of faculty delivering the program

Faculty in the School of HDFS located at OSU-Cascades have the expertise to deliver this program. Dr. Lipscomb has a PhD in HDFS with a focus on early childhood development and learning. She has conducted a blend of basic and applied research in early childhood with a wide array of industry and policy partners for nearly 20 years. She has developed and tested evidence-based interventions for early childhood professionals to strengthen trauma-responsive practice, resilience, and wellbeing among young children, families, and communities. She serves on the Leadership Council of the Early Learning Hub of Central Oregon and has contributed to several policy and leadership initiatives, boards, working groups, and consortia at the state, local, and national levels.

Ms. Shandell Landon (M.S.) brings extensive industry expertise in the practice of early learning, children and youth with disabilities, and cultural responsiveness. In addition to teaching in both HDFS and Education for OSU-Cascades, Ms. Landon provides community-based professional development to early childhood professionals throughout Oregon and beyond.

Dr. Kothari brings a wealth of expertise in policy contexts related to child welfare as well as an extensive background in children, families, and communities. She is a sought-after expert for community-engaged research and outreach both in child welfare and more broadly in human health, wellbeing, development, and belonging.

Dr. Dennis Lynn has particular expertise in teaching and guiding students through internship experiences, service learning, and career development.

In addition to these full-time faculty, several part-time faculty with extensive industry experience in early childhood teach courses in the school of HDFFS at OSU-Cascades, including Kendra Coates, Lindsey Kealey, and Britta Pells.

Adequacy of faculty resources – full-time, part-time, adjunct

The aforementioned faculty provide ample coverage to teach the required and elective courses. The majority of the courses outlined in this degree are already being delivered with adequate staffing, both within the school of HDFFS and beyond. Anticipated enrollment increases in those courses are expected to be manageable within the current number of sections offered. Adequate staffing is also available for the new courses (only one of which is required).

Other staff

The advising staff at OSU-Cascades are well-positioned to support this new interdisciplinary new program. Advisors at OSU-Cascades already advise across several programs and communicate regularly as an advising team. The head advisor and the HDFFS advisor have both been involved in the development of this new degree program.

Adequacy of facilities, library, and other resources

All other resources are adequate to support this program.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The proposed degree aligns closely with Oregon State University's mission to promote prosperity widely shared and contributes directly to the strategic priorities of OSU and OSU-Cascades:

- **Enrollment and Access:** Expands undergraduate opportunities—particularly for transfer students and working professionals—thereby contributing to OSU's enrollment goals and broadening access to higher education, in particular at OSU-Cascades. Specifically, this program will contribute to enrollment and access at OSU-Cascades by:
 - o Expanding access to bachelor's-level education for underrepresented and rural students.
 - o Strengthening transfer pathways with Central Oregon Community College (and beyond)
 - o Increasing enrollment (head count), as well as boosting enrollment in existing courses at OSU-Cascades (in HDFFS and in interdisciplinary courses in business, communications, and policy).
- **Regional and Statewide Impact:** Strengthens OSU-Cascades' role in serving Central Oregon while addressing Oregon's statewide demand for early childhood leaders prepared to improve systems and outcomes for children and families.
 - o This program directly responds to regional economic needs, reduces barriers for Oregon's existing early childhood workforce and contributes to workforce development in human service fields.
- **Graduate Pathways:** Creates a foundation for advanced study in high-need fields such as mental and behavioral health, public health, public policy. OSU offers accelerated master's degrees in these fields, as well as traditional graduate degrees.
- **Prosperity Widely Shared:** By preparing leaders who integrate practice, policy, and data to create more equitable, effective, and sustainable systems, the program embodies OSU's commitment to building a thriving world with prosperity that reaches all Oregonians.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

Oregon and the nation face critical shortages of qualified early childhood leaders, policy advocates, and wellness professionals. Associate's degrees are the primary pathway to teacher-level positions in early childhood, aligning with licensing standards and compensation levels. State and federal initiatives require a new kind of early childhood professional—one prepared not only to teach but also to lead, manage, and transform systems. Bachelor's degrees are essential for career advancement, yet most B.S. and B.A. degrees in early childhood focus on direct teaching methods rather than incorporating leadership, policy, and systems-level skills. This new degree will replace the Early Childhood Option (OSU-Cascades only) of the BS/BA in Human Development and Family Science (HDFS) and will offer career-building pathways in early childhood that are new to OSU and Oregon. The new BS/BA in Early Childhood Leadership, Policy, and Practice (OSU-Cascades) is positioned to meet workforce demand beyond direct service and teaching to young children and families. The proposed BS/BA will build a workforce with expertise in leadership and policy, in addition to direct practice with young children & families, across a wide array of public and private sectors and systems (e.g., behavioral and/or mental health, public policy, social services, early learning).

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

The proposed Early Childhood Leadership, Policy, and Practice program will build a workforce with expertise in leadership and policy, in addition to direct practice with young children & families, across a wide array of public and private sectors (e.g., mental and behavioral health, public policy, social services, early learning). Students will graduate ready to bring early childhood expertise to positions in leadership, policy and/or direct service. This intersection of skillsets is a gap unmet by current programs in Oregon and across the country. Moreover, this degree is intentionally designed for smooth transfer pathways and flexible coursework to reduce barriers to completion and support personalization of degree requirements for career advancement.

Respond effectively to social, economic, and environmental challenges and opportunities:

The program's learning outcomes are directly tied to Oregon's urgent workforce and community needs in early childhood:

- Leadership Outcomes: Address documented shortages of qualified directors, supervisors, and coaches who can lead programs, mentor educators, and strengthen retention across the early learning workforce.
 - Policy Outcomes: Build statewide capacity for data-informed decision-making, ensuring that local and state agencies have leaders prepared to analyze policy impacts, design equitable systems, and advocate for effective resource allocation.
 - Practice Outcomes: Emphasize trauma-informed, culturally responsive, and evidence-based approaches that improve program quality, foster resilience, and support children and families from Oregon's diverse communities.
 - Data and Communication Outcomes: Equip graduates with the skills to evaluate programs, secure sustainable funding, and collaborate effectively across sectors—including health, education, and human services—thereby strengthening the state's coordinated early learning system.
- Together, these outcomes advance Oregon's broader economic and social goals by stabilizing the early learning workforce, expanding leadership capacity, and improving outcomes for young children and families.

Address civic and cultural demands of citizenship

By increasing enrollment in courses on policy and leadership, this program will contribute to educational experiences that advance civic engagement and community impact.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

no

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

N/A

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

N/A

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

N/A

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

10

FTE Enrollment:

10

Expected Degrees/Certificates

0

Year Two:

Fall Term Headcount:

19

FTE Enrollment:

19

Expected Degrees/Certificates:

2

Year Three:

Fall Term Headcount:

26

FTE Enrollment:

26

Expected Degrees/Certificates

6

Year Four:**Fall Term Headcount:**

32

FTE Enrollment:

32

Expected Degrees/Certificates

8

Year Five:**Fall Term Headcount:**

40

FTE Enrollment:

40

Expected Degrees/Certificates

10

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

We anticipate serving a mix of all student populations. In particular, this program is designed for working professionals, many of whom will be part-time students, but also many of whom will enter with transfer credits. Thus, the expected degrees/certificate numbers anticipate a blend of students graduating in 2, 3, 4, 5, and 6 years.

Evidence of market demand

- In Oregon approximately 120–170 students obtain an associate's degree in Early Childhood Education (ECE) annually. 14 community colleges offer ECE programs; this degree is designed with pathways for transfer students, especially those with coursework or associate's degrees in early childhood education or development.
- Of the approximate 24,000 early childhood professionals in Oregon, 5-10% work in leadership roles, and conservative estimates indicate that 30–40% of those currently in leadership roles (5-10% of the workforce, and growing) lack the appropriate bachelor's-level training in leadership, systems, or policy. That suggests an immediate unmet need of ~400 to 1,000 positions that could benefit from graduates of this program.
- Policy and public health-related careers for children and families are projected to grow 10–20% nationally, with strong regional growth in Oregon.
- Students are looking for career-relevant, mission-driven degrees that offer upward mobility into leadership.
- For the initial launch at OSU-Cascades, discussions with faculty at Central Oregon Community College (COCC) suggest at least 6-10 students transferring from COCC's early childhood education (ECE) program per year. We have collaborated to create direct articulations of coursework from COCC to this BA/BS degree to streamline transfer pathways. We also anticipate enrollment from high school graduates as well as other community colleges. This proposed degree is designed with these transfer students in mind.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

n/a

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Graduates will be prepared for employment and/or graduate study in fields such as:

- Early childhood workforce leadership
- Behavioral and/or mental health
- Policy analysis and advocacy
- Early childhood education and care

Some variations of these career paths may require graduate study in behavioral and/or mental health, counseling, public policy, public health, social work, occupational therapy, early intervention/special education, etc.

Graduates will be prepared for roles such as: Program Director, Coach, Quality Improvement Specialist, Policy Analyst, Home Visiting Supervisor, Executive Director, Family Advocate, Agency Administrator, etc.

Outcomes and Quality Assessment**Expected learning outcomes of the program**

1. Apply leadership and management principles to foster ethical, inclusive, and person-centered work environments in early childhood through strengths-based and empowering approaches.
2. Integrate evidence-based, developmentally appropriate, culturally responsive, and/or trauma-informed strategies to support the holistic development and resilience of young children with their families, and/or professionals who serve them.
3. Utilize data and research to effectively inform practices, policies, programs that support thriving children, families, professionals, and communities.

4. Apply effective interpersonal, intercultural, and professional communication skills.
5. Develop policies that reduce barriers and promote wellbeing for young children within the context of the families, schools, and/or communities.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Table of Learning Outcomes and Assessments

Early Childhood Leadership, Policy, and Practice (B.A., B.S.)

Learning Outcome Courses for Assessment

1. Apply leadership and management principles to foster ethical, inclusive, and person-centered work environments in early childhood through strengths-based and empowering approaches. HDFS 233 (E)
HDFS 464 (A)
2. Integrate evidence-based, developmentally appropriate, culturally responsive, and/or trauma-informed strategies to support the holistic development and resilience of young children with their families, and/or professionals who serve them. #HDFS 233 (E)
HDFS 331 (I)
HDFS 433 (A)
3. Utilize data and research to effectively inform practices, policies, programs that support thriving children, families, professionals, and communities. HDFS 361 (I)
HDFS 464 (A)
4. Apply effective interpersonal, intercultural, and professional communication skills. HDFS 233 (E)
HDFS 433 (A)
5. Develop policies that reduce barriers and promote wellbeing for young children within the context of the families, schools, and/or communities. # HDFS 460 (A)
HDFS 464 (A)

Note. For assessment (E) refers to early stage, (I) refers to intermediate, and (A) refers to advanced.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

The faculty teaching and leading this program produce both basic and applied scholarly work. Two are in tenure-line positions; indicators of their success include external grants and contracts, peer-reviewed publications, applied publications that impact practice and policy, and other related indicators of engaged scholarship.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

a. At Oregon State University: Presently, there is an early childhood (EC) option within the HDFS BS/BA degree (at OSU-Cascades only). We propose to sunset the HDFS-EC Option and replace it with this new degree to better match the variety of career paths in early childhood at a bachelor's level (careers beyond direct service teaching in early childhood settings) and improve pathways through the bachelor's degree for incoming transfer students, especially those with backgrounds in early childhood education, who are well-positioned to pursue leadership, policy, and/or advocacy roles once they obtain a bachelor's degree.

We do not anticipate this program significantly competing with the HDFS BS/BA degree and options in Child Development and Human Services, which do not include a focus on leadership, policy, or early childhood.

b. Other Undergraduate Programs in Oregon

- o PSU – Child, Youth & Family Studies
- o UO – Family & Human Services
- o WOU – Early Childhood Studies
- o EOU – Early Childhood Education (online)
- o SOU – Early Childhood Development (online option)

The PSU and UO programs are more similar to OSU's existing HDFS program than to the proposed Early Childhood Leadership, Policy, and Practice program.

The WOU, EOU, and SOU programs are primarily focused on direct service roles with young children in early learning settings: early learning pedagogy, inclusive practices, and workforce preparation for teaching/administration in early childhood education.

The proposed Early Childhood Leadership, Policy, and Practice program is interdisciplinary, and will build a workforce with expertise in leadership and policy, in addition to direct practice with young children & families, across a wide array of public and private sectors (e.g., mental and behavioral health, public policy, social services, early learning). Students will graduate ready to bring early childhood expertise to positions in leadership, policy and/or direct service. This intersection of skillsets is a gap unmet by current programs in Oregon and across the country.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

This degree is intentionally designed for smooth transfer pathways for students at Central Oregon Community College (COCC) and beyond. We have incorporated substantial input from faculty at COCC into the development of this program (see Letter of Support) to

best serve the educational pathways of students in the region. COCC and OSU-Cascades faculty will together launch recruitment into this program, for example at the Early Learning Conference that takes place on the campus of COCC every spring.

Moreover, this new program will leverage the structure of the Higher Education Early Learning Partnership of Oregon (HEELPO), to collaborate with colleges and universities across the state to advance policy and practices in early childhood.

Here at Oregon State University, this proposed program will collaborate directly with the Human Development and Family Sciences program, as well as the wide array of programs whose courses are included as electives in this interdisciplinary degree: business administration, communications, sociology, leadership (minor), education, social work, public health, public policy, etc. We have reached out to these programs and received supportive responses, including sharing of syllabi to inform selection of courses to include in the approved list of electives. Collaboration will include pedagogy, ongoing curricular development and revision, and student engagement related to recruitment and retention.

Faculty who will teach in the newly proposed program have long histories of collaborating with faculty in related programs at Portland State University, the University of Oregon, and Western Oregon University on research/scholarship, and outreach.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

N/A

Potential impacts on other programs

This proposed program is expected to bring new enrollments to OSU-Cascades, and therefore increase enrollment in an extensive list of existing courses that are either required or elective courses in this degree program (both at OSU-Cascades and on e-campus), in programs such as Human Development and Family Sciences, public policy, communications, business administration, education, social work, leadership (minor) etc.

We do not expect that this new program will detract substantially from enrollments in other programs, because this program is intentionally built to fill a gap in bachelor's programs both locally and in the state. This is a unique interdisciplinary program designed to open more varied educational and career pathways for working professionals in the field of early childhood development and education.

Learning Outcomes

This section is overseen by the Assessment team within the Office of Academic Affairs. The Assessment team are in the proposal workflow to review all changes. No changes can be made without their approval.

Are you adding, removing or changing learning outcomes in this proposal?

No

Are the learning outcomes required for an accrediting organization?

No

Does this major share learning outcomes with any minors?

No

List the learning outcomes (this will display on the Learning Outcomes tab in the Catalog)

Upon successful completion of the program, students will be able to:	
1	Apply leadership and management principles to foster ethical, inclusive, and person-centered work environments in early childhood through strengths-based and empowering approaches.
2	Integrate evidence-based, developmentally appropriate, culturally responsive, and/or trauma-informed strategies to support the holistic development and resilience of young children with their families, and/or professionals who serve them.
3	Utilize data and research to effectively inform practices, policies, programs that support thriving children, families, professionals, and communities.
4	Apply effective interpersonal, intercultural, and professional communication skills.
5	Develop policies that reduce barriers and promote wellbeing for young children within the context of the families, schools, and/or communities.

Learning Outcome

1. Apply leadership and management principles to foster ethical, inclusive, and person-centered work environments in early childhood through strengths-based and empowering approaches.

Expected reporting year (all outcomes must be assessed within a 2 year period)

2028

List courses where this outcome will be taught

HDFS 233 and HDFS 464

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Informational Interview (D)
Leadership and communication philosophy (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

80%

Learning Outcome

2. Integrate evidence-based, developmentally appropriate, culturally responsive, and/or trauma-informed strategies to support the holistic development and resilience of young children with their families, and/or professionals who serve them.

Expected reporting year (all outcomes must be assessed within a 2 year period)

2028

List courses where this outcome will be taught

HDFS 233, HDFS 331 and HDFS 433

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Professional Development Plan (D)
Lesson Plan (D)
Final Portfolio (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

80%

Learning Outcome

3. Utilize data and research to effectively inform practices, policies, programs that support thriving children, families, professionals, and communities.

Expected reporting year (all outcomes must be assessed within a 2 year period)

2028

List courses where this outcome will be taught

HDFS 361, HDFS 464

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Research Project (D)
Final Project (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

80%

Learning Outcome

Apply effective interpersonal, intercultural, and professional communication skills.

Expected reporting year (all outcomes must be assessed within a 2 year period)

2028

List courses where this outcome will be taught

HDFS 233, HDFS 433

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Informational Interview (D)
Final Portfolio (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

80%

Learning Outcome

Develop policies that reduce barriers and promote wellbeing for young children within the context of the families, schools, and/or communities.

Expected reporting year (all outcomes must be assessed within a 2 year period)

2028

List courses where this outcome will be taught

HDFS 460, HDFS 464

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Cas Study Family Impact Analysis (D)

Final Project (D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

80%

Information for the Catalog**How many total credits are required for completion of this program?**

180

Catalog Description (this will display on the Overview tab in the Catalog)

The Early Childhood Leadership, Policy, and Practice bachelor's degree prepares students to work across systems and advance solutions to promote young children's wellbeing across contexts, such as family, school, and community. The degree is built flexibly for students to tailor their education to career pathways. Students take courses in human development and family science, as well as policy, leadership, and communication. Through a series of practicum, internship, and capstone courses, students graduate ready to bring early childhood expertise to positions in leadership, policy, and/or working directly with young children.

Graduates draw on real-world experience and professional networks to pursue meaningful careers or advanced study in early childhood leadership, mental and behavioral health, policy, and in a range of systems that support children, their families, and their communities. To accommodate both first year students as well as those with prior learning experiences and/or community college or university credits, this degree offers flexible pathways aligned with a wide array of career opportunities and graduate programs.

Focal Areas Aligned with Career Pathways

Students may personalize their degree by selecting a focal area. Focal areas are not transcript visible.

All students will also be prepared for working directly with young children in early childhood settings.

- **Leadership:** prepares early childhood workforce leaders to support, coach, lead, and retain educators.
- **Behavioral Health Foundations:** prepares students with a base of knowledge and skills in applied mental and behavioral health, with expertise in young children and families.
- **Policy and Advocacy:** prepares graduates to contribute to policy and advocacy, bringing knowledge and skills in child development, families, social systems, and early learning.

Some careers may require a graduate degree. OSU students can apply to begin accelerated master's programs during their junior year in areas such as applied behavioral health, public health, public policy, social work. Additional graduate programs such as counseling and education are also strongly aligned with this undergraduate major.

Core Education (required courses that fulfil Core Education categories)**Foundational Core**

Core Category	Course Requirement
Writing Foundations (4 credits)	WR 121Z
Arts & Humanities - General (3-4 credits)	Student Choice
Arts & Humanities - Global (3-4 credits)	Student Choice
Quantitative Literacy & Analysis (4 credits)	Student Choice
Communication, Media & Society (3-4 credits)	Student Choice
Social Science (3-4 credits)	Student Choice
Scientific Inquiry & Analysis (8 credits)	Student Choice
Difference, Power & Oppression Foundations (3-4 credits)	Student Choice

Signature Core

Core Category	Course Requirement
Transitions (2 credits)	CORE 100 or CORE 300
Beyond OSU I: Preparation (no credit requirement)	HDFS 233
Beyond OSU II: Engagement (no credit requirement)	HDFS 233
Difference, Power & Oppression Advanced (3-4 credits in major)	HDFS 447
Seeking Solutions (3-4 credits)	Student Choice
Writing Elevation (3-4 credits)	Student Choice
Writing Intensive Curriculum (3-4 credits in major)	HDFS 461

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Core		
HDFS 233	+INTRODUCTION TO THE FIELD OF EARLY CHILDHOOD	3
HDFS 311	INFANT AND CHILD DEVELOPMENT	4
HDFS 330	ENGAGING WITH CHILDREN AGES 0-8	4
HDFS 331	PRACTICUM IN CHILD DEVELOPMENT	3
HDFS 433	EARLY CHILDHOOD INTERNSHIP	6
HDFS 464	CAPSTONE IN EARLY CHILDHOOD LEADERSHIP AND POLICY	4
Supplemental HDFS Core		
HDFS 361	APPLIED RESEARCH METHODS	4
HDFS 432	CHILDREN AND YOUTH WITH DISABILITIES	3
HDFS 447	+FAMILIES AND POVERTY	4
HDFS 460	FAMILY POLICY	4
HDFS 461	*PROGRAM DEVELOPMENT AND PROPOSAL WRITING	4
HDFS 463	TRAUMA-INFORMED FAMILY PRACTICES	4
HDFS 431	FAMILY, SCHOOL, AND COMMUNITY COLLABORATION	3-4
or HDFS 444	FAMILY VIOLENCE AND NEGLECT	
or HDFS 462	PROFESSIONAL HELPING SKILLS	
Statistics		
Select one course from the following: ¹		3-4
H 220	INTRODUCTION TO HEALTH DATA ANALYSIS	
PSY 298	QUANTITATIVE METHODS IN PSYCHOLOGICAL SCIENCE	
ST 243Z	+ELEMENTARY STATISTICS I	
ST 351	INTRODUCTION TO STATISTICAL METHODS	
Social Context		
Select one course from the following: ^{1,2}		3-4
ED 150	+DISABILITY AS DIVERSITY: DIFFERENCES MAKE US HUMAN	
ED 219	+*SOCIAL JUSTICE,CIVIL RIGHTS & MULTICULTURALISM IN EDUCATION	
ED 455	+DISABILITY AT THE INTERSECTIONS: EDUCATIONAL SYSTEMS & MARGINALIZED IDENTITIES	
H 225	+*SOCIAL DETERMINANTS OF HEALTH	
HDFS 240	+*HUMAN SEXUALITY	
HDFS 341	FAMILY STUDIES	
SOC 351	*SOCIOLOGY OF MENTAL ILLNESS	
SOC 426	*SOCIAL INEQUALITY	
SOC 439	WELFARE AND SOCIAL SERVICES	
SW 204	+ANTIRACISM AND DIVERSITY, EQUITY, AND INCLUSION IN PRACTICE	
Leadership & Policy		
Select 18 credits from the following, with a minimum of 3 credits in each category and a minimum of 9 upper-division credits: ^{1,2,3}		18
Leadership		
AHE 450	EXPLORING LEADERSHIP IN EDUCATION	
BA 252	INTRODUCTION TO ORGANIZATIONAL BEHAVIOR	
or BA 251	+MANAGING ORGANIZATIONS	
BA 283	NAVIGATING CRUCIAL CONVERSATIONS IN THE WORKPLACE	
COMM 325	COMMUNICATING LEADERSHIP	
HDFS 478	TRANSFORMATIONAL LEADERSHIP	
LEAD 242	+PERSONAL LEADERSHIP DEVELOPMENT	
LEAD 252	*MULTICULTURAL LEADERSHIP	
LEAD 342	Course LEAD 342 Not Found	
LEAD 442	LEADERSHIP SKILLS FOR CAREER SUCCESS	
LEAD 443	LEADERSHIP THROUGH CONVERSATIONS	
Policy		
H 210	*INTRODUCTION TO THE HEALTH CARE SYSTEM	
H 319	INTRODUCTION TO HEALTH POLICY	
PPOL 201	+INTRODUCTION TO PUBLIC POLICY	

PPOL 372	PUBLIC ADMINISTRATION	
PS 201	+*INTRODUCTION TO UNITED STATES GOVERNMENT AND POLITICS	
PS 331	*STATE AND LOCAL POLITICS	
SOC 439	WELFARE AND SOCIAL SERVICES	
SW 413	TRANSFORMING SOCIAL WELFARE POLICIES AND SYSTEMS	
Communication		
COMM 111Z	+*PUBLIC SPEAKING	
COMM 114	+*ARGUMENT AND CRITICAL DISCOURSE	
COMM 218Z	+*INTERPERSONAL COMMUNICATION	
COMM 222	+SMALL-GROUP COMMUNICATION	
COMM 226	+INTERCULTURAL COMMUNICATION	
COMM 316	ADVANCED PERSUASION	
COMM 323	COMMUNITY DIALOGUE	
COMM 324	COMMUNICATION IN ORGANIZATIONS	
COMM 325	COMMUNICATING LEADERSHIP	
HDFS 462	PROFESSIONAL HELPING SKILLS	
SW 214	+CULTURALLY AFFIRMING AND NONVIOLENT COMMUNICATION	
Remaining Core Ed, BA/BS Requirements and Electives		103-106
Total Credits		180

- * Baccalaureate Core course. Applies to general education requirements for undergraduate students in a catalog year up to 2024-2025
- + Core Education course. Applies to general education requirements for undergraduate students in catalog year 2025-2026 and beyond
- ^ Writing Intensive Curriculum (WIC) course
- 1 Courses completed at COCC may count for Statistics, Social Context and Leadership & Policy credits with advisor approval. See your academic advisor for a list of pre-approved COCC courses
- 2 Courses taken for Core Education cannot double count for Social Context or Leadership & Policy
- 3 Leadership & Policy credits may be personalized to career paths, using Focal Areas for guidance. See your academic advisor for more information about Focal Areas

Sample Curriculum Plan (this will display on the Sample Plan tab in the Catalog and be added to a MyDegrees template)

Bachelor of Arts

First Year

		Credits
Fall		
WR 121Z	+*COMPOSITION I	4
Language 111		4
Core Ed: Transitions		2
Core Ed: Communication, Media & Society		3-4
Core Ed: Difference, Power & Oppression Foundations		3-4
Credits		16

Winter		
HDFS 233	+INTRODUCTION TO THE FIELD OF EARLY CHILDHOOD	3
Statistics		3-4
Language 112		4
Core Ed: Arts & Humanities General		3-4
Credits		15

Spring		
Language 113		4
Core Ed: Arts & Humanities Global		3-4
Core Ed: Quantitative Literacy & Analysis		4
Core Ed: Social Science		3-4
Credits		15

Second Year

Fall		
HDFS 311	INFANT AND CHILD DEVELOPMENT	4
Social Context		3-4
Policy		3
Language 211		4
Credits		14

Winter		
HDFS 330	ENGAGING WITH CHILDREN AGES 0-8	4
Communication		3
Upper-Division Leadership & Policy		3
Language 212		4
Credits		14

Spring		
HDFS 331	PRACTICUM IN CHILD DEVELOPMENT	3
HDFS 432	CHILDREN AND YOUTH WITH DISABILITIES	3
Leadership		3
Language 213		4
Elective		3
Credits		16
Third Year		
Fall		
HDFS 447	+FAMILIES AND POVERTY	4
Upper-Division Leadership & Policy		3
Electives		8
Credits		15
Winter		
HDFS 361	APPLIED RESEARCH METHODS	4
HDFS 431 or HDFS 444 or HDFS 462	FAMILY, SCHOOL, AND COMMUNITY COLLABORATION or FAMILY VIOLENCE AND NEGLECT or PROFESSIONAL HELPING SKILLS	3-4
Core Ed: Scientific Inquiry & Analysis		4
Elective		3
Credits		15
Spring		
HDFS 463	TRAUMA-INFORMED FAMILY PRACTICES	4
HDFS 460	FAMILY POLICY	4
Core Ed: Scientific Inquiry & Analysis		4
Upper-Division Leadership & Policy		3
Credits		15
Fourth Year		
Fall		
HDFS 433	EARLY CHILDHOOD INTERNSHIP	6
Core Ed: Seeking Solutions		3-4
Electives		6
Credits		15
Winter		
HDFS 464	CAPSTONE IN EARLY CHILDHOOD LEADERSHIP AND POLICY	4
Core Ed: Writing Elevation		3-4
Electives		9
Credits		16
Spring		
HDFS 461	^PROGRAM DEVELOPMENT AND PROPOSAL WRITING	4
Electives		10
Credits		14
Total Credits		180

Bachelor of Science

First Year		
Fall		
WR 121Z	+*COMPOSITION I	4
Core Ed: Transitions		2
Core Ed: Arts & Humanities General		3-4
Core Ed: Communication, Media & Society		3-4
Core Ed: Social Science		3-4
Credits		15
Winter		
HDFS 233	+INTRODUCTION TO THE FIELD OF EARLY CHILDHOOD	3
Statistics		3-4
Core Ed: Arts & Humanities Global		3-4
Core Ed: Difference, Power & Oppression Foundations		3-4
Credits		15
Spring		
Communication		3
Social Context		3-4
Core Ed: Quantitative Literacy & Analysis		4
Elective		4
Credits		15

Second Year

Fall		
HDFS 311	INFANT AND CHILD DEVELOPMENT	4
Leadership		3
Elective		7
Credits		14
Winter		
HDFS 330	ENGAGING WITH CHILDREN AGES 0-8	4
Policy		3
Core Ed: Scientific Inquiry & Analysis		4
Elective		3
Credits		14
Spring		
HDFS 331	PRACTICUM IN CHILD DEVELOPMENT	3
HDFS 432	CHILDREN AND YOUTH WITH DISABILITIES	3
Core Ed: Scientific Inquiry & Analysis		4
Electives		6
Credits		16
Third Year		
Fall		
HDFS 447	+FAMILIES AND POVERTY	4
Upper-Division Leadership & Policy		3
Electives		8
Credits		15
Winter		
HDFS 361	APPLIED RESEARCH METHODS	4
HDFS 462	PROFESSIONAL HELPING SKILLS	3-4
or HDFS 431	or FAMILY, SCHOOL, AND COMMUNITY COLLABORATION	
or HDFS 444	or FAMILY VIOLENCE AND NEGLECT	
Upper-Division Leadership & Policy		3
Core Ed: Seeking Solutions		3-4
Credits		14
Spring		
HDFS 463	TRAUMA-INFORMED FAMILY PRACTICES	4
HDFS 460	FAMILY POLICY	4
Upper-Division Leadership & Policy		3
Core Ed: Writing Elevation		3-4
Credits		15
Fourth Year		
Fall		
HDFS 433	EARLY CHILDHOOD INTERNSHIP	6
Electives		10
Credits		16
Winter		
HDFS 464	CAPSTONE IN EARLY CHILDHOOD LEADERSHIP AND POLICY	4
Electives		12
Credits		16
Spring		
HDFS 461	^PROGRAM DEVELOPMENT AND PROPOSAL WRITING	4
Electives		11
Credits		15
Total Credits		180

* Baccalaureate Core course. Applies to general education requirements for undergraduate students in a catalog year up to 2024-2025

+ Core Education course. Applies to general education requirements for undergraduate students in catalog year 2025-2026 and beyond

^ Writing Intensive Curriculum (WIC) course

Letters of Support**External Letters of Support**

COCC Letter of Support_EC Leadership degree_signed.pdf
NeighborImpact EHS HS Letter of Support-OSU 2025.pdf

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Digital Accessibility Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Library Evaluation

Will this program require the creation of new courses?

Yes

Provide peer comparator review

None. This is a unique interdisciplinary degree.

Provide projected faculty and student FTE for your program

Faculty overlap with other existing programs. The program requires only one extra course. We project about 10 new students a year.

Library Evaluation (to be completed by Librarian)

Complete_with_Docusign_Early_Childhood_Leade.pdf

Administrative Template (Library Use Only)

Summary of Recommendations

The monographic collection appears to be adequate to support the proposed program. The library general collection houses 6,270 books related to the subjects: early childhood education, child development, developmental psychology, child welfare, children—services for, family policy, human services—management, communication in education, educational leadership, and psychology of learning, and provides access to 4,025 ebooks on the same subjects. OSULP subscribes to streaming video resources, including Kanopy's smart PDA program, which provides researchers access to 30,000 films on many disciplines.

After analyzing ebook offerings from other ECLPP programs, such as those from at the University of North Carolina Wilmington, Walden University, and the Universities of Wisconsin, OSULP provides access to many relevant ebooks through our ProQuest Ebook Library, but most recent editions will need to be purchased.

The journal collection is currently adequate to support the proposed program. The library provides access to 1,100 print journals and 572 ejournals related to the subjects: early childhood education, child development, developmental psychology, child welfare, children—services for, family policy, human services—management, communication in education, educational leadership, and psychology of learning, 11 of which are highlighted as high impact by the Journal Citation Reports database in the "Education-Multidisciplinary" subject area. Some of the high impact journals in these subjects are fully open access, to which the library links to through our catalog.

Print and Electronic Monographs

Library evaluations of proposed programs have traditionally included the analysis of OSULP's print monograph collection. However, the library currently prioritizes ebook purchases over print versions due to space and accessibility considerations. For print materials that are unavailable through OSU's library, students and faculty may request those materials through OSULP's scan and deliver and mailing services.

The availability of ebooks makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any time. The library currently provides access to over 4,000 ebooks in subjects related to early childhood leadership, policy, and practice.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can request from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Some key texts need to be updated in our collection, they are listed below

Serials/Journals

The OSULP maintain an adequate collection of journals appropriate for this proposed program. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs (these journals are only available after a 12-18 month delay). A list of key journals for this program was developed using the "Education-Multidisciplinary" subject category in the Journal Citation Report (JCR). This produced a list of over 500 journals (see attached). The list includes a list of the 31 most relevant titles that we have current access to, those with embargoes and those not owned by the OSULP.

OSU Libraries has current subscriptions to 22 of these titles, 2 are fully open access, and we have limited access to an additional 3 titles. 1 additional journal allows for expedited access via our Article Delivery Service. Of the 11 high-impact journals (JIF >5), the library provides current access to 8 of them. There are three highly relevant journals that may be recommended for a new subscription, if interlibrary loan is not an acceptable option.

In addition to the recommended new subscription, the library will monitor usage of inter-library loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals. Many of the high impact journals in this area are published by Elsevier. The library has invested in an Article Delivery Service that allows pay-per-view access to Elsevier content. This service is expedited and usually delivers the requested article within an hour. Interlibrary loan services are also available. These services should allow for adequate access to cover most major journals for this research area. The library assumes the cost for all articles requested via interlibrary loan and those purchased through the Article Delivery Service.

Recommended New Journals

Title

Publisher

ISSN

Cost

Early Years: An International Journal of Research and Development

Taylor & Francis / Routledge

0957-5146

\$ 1,472.00

INTERACTIVE LEARNING ENVIRONMENTS

Taylor & Francis / Routledge

1049-4820

\$ 3,103.00

Journal of Research on Technology in Education

Taylor & Francis / Routledge

1539-1523

\$ 697.00

Recommended New Databases

None

Recommended Book/Ebook Expenditures

National Association for the Education of Young Children, publisher, Bredekamp, S., Masterson, M. L., Willer, B. A., & Wright, B. L. (2022). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (S. Bredekamp, M. L. Masterson, B. A. Willer, & B. L. Wright, Eds.; Fourth edition.). National Association for the Education of Young Children. Cost - \$140.00

Miller, L., Cameron, C., Dalli, C., & Barbour, N. (Eds.). (2018). The SAGE Handbook of early childhood policy. SAGE Publications Ltd. Cost - \$290.00

Indexes and Databases

Database

Years Covered

Description

Education Source

1985 - current

Provides abstracts and full text for journals and monographs in the field of education. Also provides education-related conference papers and Simple K12 videos.

Educational Resources Information Center

1966 - current

Contains research articles, government and independent reports, and conference papers covering the field of education. Includes links to full-text journal articles when available.

PsycInfo

1887 - current

Comprehensive collection of records for research articles, book content, and dissertations covering all areas of psychology: animal, applied, clinical, developmental, educational, general, human experimental, general, physiological, social and sport psychology, and treatment and prevention

Professional Development Collection

1984 - current

Provides abstracts and full-text articles for professional educators, including topics such as children's health and pedagogical theory and practice

Sociological Abstracts

1963 - current

Index to articles from journals in sociology, social work and other social sciences

Communications and Mass Media

1980 - current

Search a curated collection of communications-focused journals; key subjects covered include advertising and public relations, linguistics, and literature.

Library Services

Library faculty help students develop information literacy skills—the ability to locate, evaluate, and use information effectively—and help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. More information on library instruction is available at <https://library.oregonstate.edu/instructional-support>

The Library Liaison for the College of Health is Uta Hussong-Christian. Liaisons are library faculty members that monitor the strategic directions and priorities of college and programs and are a conduit to the expertise and services of the OSU Libraries. April Witteveen is the OSU Cascades Director and is available for on-site support.

Ecampus programs are also supported by the Ecampus librarian, who supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at <https://guides.library.oregonstate.edu/c.php?g=285892&p=1906544> for more information.

The OSULP Collection Council maintains the libraries' collections. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Shannon Lipscomb	HDFS	PhD	Professor	Early Childhood and resilience processes	teaching and research
Shandell Landon	HDFS	MS	Instructor	Early childhood and special education	teaching
Brianne Kothari	HDFS	PhD	Assoc. Professor	Child development, child welfare, resilience	teaching and research
Dennis Lynn	HDFS	PhD	Senior Instructor I	families, applied learning expericnes, professional helping skills	teaching

Budget Information

Budget Worksheet and Narrative

OSC-C EC Degree_osubudget_worksheet_91525.xlsx

OSU BUDGET NARRATIVE_EC Leadership_OSU-Cascades_91525.docx

Reviewer Comments

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Mon, 27 Oct 2025 17:38:04 GMT): Contacted originator regarding HDFS 461 which has a required prerequisite of HDFS 360. The latter is not included in program requirements and needs to be.

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Wed, 29 Oct 2025 19:44:30 GMT): The originator has indicated the prerequisite for HDFS 461 (HDFS 360) will be removed in a proposal in CIM. Originator will submit course change proposal.

Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler) (Wed, 05 Nov 2025 21:50:48 GMT): A proposal to remove the prereq of HDFS 360 from HDFS 461 will be submitted. mjg 11/05/25

Mendy Gayler (College of Health, Administrative Assistant) (mendy.gayler) (Wed, 10 Dec 2025 17:43:09 GMT): In development of the degree, we communicated and incorporated feedback from units with courses included as electives in the degree. Emails are available upon request. • College of Education: Gloria Crisp • Business Administration and Management: Chad Murphy, Pauline Schilpzand, Carrie Stampe • Leadership (within College of Agriculture): Haley Traini • School of Communication: Solin Hesse • School of Public Policy: Catherine Bolzendahl • Public Health: Peggy Dolcini and Annie Hommel • Leaders and faculty at OSU-Cascades who oversee courses in relevant programs (various) Thank you so much! Shannon

David Jacobs (Capital Planning Development, Manager - Space Allocation) (david.jacobs) (Wed, 07 Jan 2026 21:40:48 GMT): OSM Office of Space Management is involved with policy and procedures across the University. However, with regard to adequacy of space and facilities for this program which appears to be located in part or mostly at OSU Cascades, it would be more important to work with staff there who are better informed about capacity and facilities.

Belinda Sykes (Office of the Registrar, Catalog Curriculum Coordinator) (belinda.sykes) (Wed, 14 Jan 2026 04:10:45 GMT): I have moved this proposal from Space Evaluation (Corvallis) to the Space Evaluation Cascades step and notified David Redell as their representative.

Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Thu, 15 Jan 2026 20:55:48 GMT): No concerns

Gloria Crisp (College of Education, Professor and Associate Dean) (gloria.crisp) (Tue, 20 Jan 2026 15:17:04 GMT): No concerns from CoEd departments

Chad Murphy (School of Management, Entrepreneurship Supply Chain, Associate Professor) (chad.murphy) (Wed, 21 Jan 2026 00:53:28 GMT): No concerns

Heath Henry (Academic Programs Assessment, Assessment Coordinator) (heath.henry) (2026-01-26T16:54:21Z): Learning outcomes are well-written and measurable. The early assessment plan looks good.

Ron Mandsager (Veterinary Clinical Sciences, Associate Professor) (ron.mandsager) (2026-03-03T17:28:21Z): No concerns.

Key: 951