

Form A
Board of Regents, State of Iowa

REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, DOCTORAL, OR FIRST PROFESSIONAL
DEGREE PROGRAM

REVISED OCTOBER 1, 2012

Institution: Iowa State University

CIP Discipline Specialty Title: Child Development

CIP Discipline Specialty Number (six digits):19.0706

Level: Bachelor's

Title of Proposed Program: Early Childcare, Education and Programming (ECP)

Degree Abbreviation: B.S.

Approximate date to establish degree: January, 2015

Contact person: Gayle Luze, 294-4045, gluze@iastate.edu

Department that will administer new program: Human Development and Family Studies

College that will administer new program: Human Sciences

Please provide the following information:

1. Describe the proposed new degree program, including the following:

1. a. A brief description of the program and a statement of academic objectives:

This program will train participants to work in the field of early childcare, education and programming. The primary focus of the program is to prepare professionals to work as teachers/providers or administrators in childcare programs and other related programs (e.g., Head Start and Early Head Start programs, home visiting programs). They will not receive licensure to work in public schools.). The major targets people who are mobile (may move around frequently, including military families) and need the flexibility of an all online program, and those who are interested in working with young children and their families who are mobile.

The program will be offered entirely online as part of the Great Plains Interactive Distance Education Alliance (GPIDEA). Seven institutions are cooperating to provide the program (Iowa State University, Michigan State University, University of Missouri, University of Nebraska, Oklahoma State University, South Dakota State University, or Texas Tech University. Students will take courses from all seven institutions. Students select one of the GPIDEA universities as

their home university. This is the institution to which each student will apply and that will grant the student's final degree.

The program is designed for the final two years of a student's program; they will complete 51 credit hours for the major. Students will complete 12 core courses and 3 practica; the final practicum will be a 6-credit capstone experience. The Early Childcare, Education and Programming (ECP) program admittance will require that the student has already completed at least 30 credits (applicable to graduation requirements) with at least a 2.5 GPA. These credits may be taken at ISU, another GPIDEA participating university, or at another community college or university. The other credits needed for graduation, including general education courses and electives, may be completed at their identified GPIDEA home university or from another college/university (including community colleges).

Students must make special application to the GPIDEA program after completing the required 30 credits of college work. The application process will be handled by the GPIDEA campus coordinator. They will apply to the ECP at their selected university, following processes and meeting requirements for admission for the selected university. If students prefer to be admitted to ISU before being admitted to the ECP program, they can enroll as Human Sciences Undecided (HSCI) or Child Adult and Family Services (CHFS) students until they are eligible to apply to ECP. The GPIDEA campus coordinator and department advisers will help students plan their course of study and determine which courses they have taken previously will transfer to this program. The usual ISU process for evaluating and applying transfer credits will be followed.

Aligning Learning Outcomes with Course Content and Objectives and Professional Standards. The ECP program is designed to ensure that students meet the professional preparation standards endorsed by the National Association for the Education of Young Children (NAEYC; 2011).

Degree Program Learning Outcomes. Upon successful completion of the bachelor's degree program in proposed Early Childcare, Education and Programming (ECP) the students will:

- demonstrate a thorough grounding in the child development knowledge base. Students will use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- discuss why and how successful early childhood education depends upon partnerships with children's families and communities. Students will know about, understand, and value the importance and complex characteristics of children's families and communities. They will use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- explain why child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. Students will know about and understand the goals, benefits, and uses of assessment. They will know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young

child. Students will understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They will know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They will use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- identify and conduct themselves as members of the early childhood profession. Students will know and use ethical guidelines and other professional standards related to early childhood practice. They will be continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They will be informed advocates for sound educational practices and policies.
- demonstrate, through sequential field experiences and clinical practice the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Participating institutions will be responsible for assessing and reporting student competency levels for each program learning outcome listed above. Program outcome assessment may be determined in several ways. These include, but are not limited to, a major project/assignment as part of a course or a part of a practicum assignment/report. Program faculty members will develop a comprehensive and mutually agreeable assessment process.

- Program assessment may be completed on one assignment or with several activities. For example: One major project may cover all elements of three learning outcomes designated for a specific course. Or a student may complete a major project that covers one of the designated outcomes, and other outcomes may be demonstrated as part of a practicum report/assignment, or on an examination.
- Faculty members will develop assessment tools (rubrics, examination questions, etc.) to examine the results of student activity in reference to program outcomes.
- Program faculty will determine levels of assessment competency (what level of performance is sufficient).
- It is not necessary that the assessment process be the same for each participating institution.

The specific objectives for each of the core courses and related course assignments are designed to assure that the students develop entry level abilities to analyze and synthesize theory, research-based evidence, and evaluation and classroom practice skills so they can apply what they learn and demonstrate that they have achieved the degree program learning outcomes.

1. b. A brief description of the need for the proposed program.

The U.S. Departments of Agriculture and Defense requested that Great Plains Interactive Distance Education Alliance (GPIDEA) develop this program in early childhood services to meet the educational needs of military service members and their spouses who are interested in a career working with young children. The U.S. military offers excellent child care services to their personnel and their families, thus creating a significant need within military installations for well-trained personnel to staff child care programs. The proposed Early Childcare, Education and Programming (ECP) program has been developed to address this need.

The ECP program will be the first Bachelor's degree program offered by the GPIDEA. A recent internet-search conducted by GPIDEA (by Carol Gould and her staff) identified 28 online undergraduate degree programs offered by educational institutions that prepare graduates in early childhood education. Only four of these programs are bachelors completion programs similar to the one proposed by the GPIDEA. The majority of the identified early childhood education programs are offered by institutions close to the U.S. coasts; only seven are in states that include GPIDEA participating universities. In addition, the majority of the identified programs have higher tuition costs than the one proposed by the GPIDEA.

In addition to the need among military families, GPIDEA anticipates interest in the program from participants interested in a flexible program provided online that will prepare them to work with the needs of families living in a modern mobile society. The flexibility of the program will fit the needs of students who are currently working, or have family needs that prevent them from participating in a traditional campus program.

1. c. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's and college's strategic plan.

ISU's strategic plan includes the following mission: Create, share, and apply knowledge to make Iowa and the world a better place. The strategic plan has four priorities:

1. Iowa State will be a magnet for attracting outstanding students who seek an education that prepares them to make a difference in the world.
2. Iowa State will be a magnet for attracting outstanding faculty and staff who create, share, and apply knowledge to improve the quality of life.
3. Iowa State will be internationally known for faculty, staff, and students who address the challenges of the 21st century.
4. Iowa State will be a treasured resource for Iowa, the nation, and the world.

The College of Human Sciences' strategic plan focuses on having a positive impact on the quality of people's lives locally, nationally, and globally. The specific goals for the college include the following:

1. CHS will attract and retain outstanding students who seek to make a difference in the world.
2. CHS will attract, support, and retain outstanding collaborative and diverse faculty and staff that create, share, and apply knowledge to expand human potential and increase constituent's quality of life.
3. CHS will be known for innovative programming that addresses 21st century (and beyond) challenges.
4. CHS will be a valued resource to Iowa, the nation, and the world.

The proposed major fits in with each of the university priorities and college goals. The major is intended for students who are interested in supporting positive child and family development, especially in group settings, in locations around the U.S. and the world (priority/goal 1). Faculty in HDFS will collaborate with faculty in other institutions to implement the major, which will improve our knowledge and skills in meeting the needs of students from diverse backgrounds and locations (priority/goal 2) to meet the needs of early care and development programs and their staff members using flexible learning and technology (priority/goal 3). Meeting the needs of various groups using distance learning will enhance the value of CHS to Iowa, the nation, and the world (priority/goal 4).

1. d. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.

ISU has an Early Childhood Education – Unified (ECE-U) major that is administered by both the Department of Human Development and Family Studies (HDFS) and the School of Education (SOE). Graduates of the program are eligible for licensure in the State of Iowa to teach in children birth through third grade, regular and special education. HDFS also has a Child, Adult and Family Services (CHFS) major that includes a Child Programs Option. Graduates with this major may work in childcare programs or other social service agencies with a focus on children; most graduates are interested in working in social services.

The proposed ECP degree will focus on preparing graduates to be teachers or directors of childcare programs for children birth through eight years of age; it will not be a licensure program. While the proposed degree has some overlap with existing programs at ISU, it is different enough that it fills a unique niche. The ECP degree has more classes focused on classroom learning in early childhood than the current CHFS major, and it is not limited by state licensure requirements as is the current ECE-U program. The new major will enhance existing programs by providing an additional area of focus for working with young children. The Department of Defense (DoD) has many childcare programs on bases, and has focused on maintaining very high level of quality for these programs. A well prepared workforce would help maintain quality.

All courses in the ECP program have been designed specifically for the new major. Courses were jointly developed by representatives from each of the participating universities during meetings and electronic discussions. Each course description and tentative syllabus was jointly approved. While several of the courses for the new program are similar to classes currently offered in HDFS, the courses developed for the new major are unique and designed specifically for the new major. ISU is expected to teach approximately two of the courses; both of which are new to the department. Typical practice for GPIDEA is for at least two institutions to take turns teaching each course to be ensured of shared programming. This will maintain shared responsibility and fidelity of the curriculum. The ECP program is planning to maintain the GPIDEA practice of sharing teaching of our assigned courses.

This program will enhance other programs in the university by providing more online options to students. It will also enhance the lives of children and families through the application of the skills of a more highly qualified workforce. Graduates will be prepared to serve children and families around the world, thus enhancing the reputation of ISU.

1. **e. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.**

We checked the Directory of Early Childhood Programs at Iowa Colleges and Universities published by the Iowa Association for the Education of Young Children to look for other programs in the state of Iowa. This directory has up-to-date information on program offerings at four-year colleges in the state. The University of Northern Iowa has a licensure program in ECE, but not a program that is similar to this new major. The University of Iowa does not have licensure or non-licensure programs. Ashford University does have a non-licensure ECE program, but this program has no field/practicum experience.

1. **f. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.**

Iowa State University is collaborating with six other universities as part of the Great Plains Interactive Distance Education Alliance (GPIDEA). Together, these universities offer a unique set of expertise and partnerships that will meet the needs of military families and others who need a flexible online educational experience. There is no other similar cooperative group that can provide the number of faculty and instructors with experience and support for an online degree program.

1. **g. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?**

The GPIDEA has a long history in proving quality online graduate programs. This experience will help universities participating in the undergraduate program work together to provide course instruction and student advising. Each university participating in the ECP GPIDEA program contributes faculty and instructors to teach all the classes. ISU & HDFS have faculty and instructors who have expertise to teach the courses for which we have responsibility. Faculty and staff who have requisite knowledge to teach courses include: Karen Colbert, Kere Hughes-Belding, Jacqueline Krogh, Gayle Luze, Susan Maude, Christine Maynard, and Celia Shedd.

In addition to faculty resources, ISU has support staff to help implement the program. The College of Human Sciences has a staff member who coordinates the Human Sciences GPIDEA program. Karen Smidt, works with other GPIDEA campus coordinators to provide students with application information and initial advising, assists faculty to report grades, and ensure communication across campuses. In addition, the GPIDEA board has committed funds to support hiring a practicum coordinator. Because of the importance of high quality practicum experiences to preparing students, and that students may be located anywhere around the world, it is important that someone be hired to support students in locating appropriate programs for practica experiences, and working the program administrators to meet university requirements. ISU will also have the support of the GPIDEA board for guidance in implementing this program. We will follow existing GPIDEA governance procedures as outlined by the Alliance Policy & Procedure Manual (<http://www.gpidea.org/policy-procedure/>).

1. **h. How does student demand for the proposed program justify its development?**

The DoD has indicated they see a demand for this program. There are childcare programs on many military bases and they are looking for highly qualified professionals to staff those centers. In addition, the demand for online programs is growing as people are looking for opportunities to get a degree while living in areas not served by physical campuses, or who need to work while obtaining their degree.

2. Describe the state and/or national workforce needed and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about sources of data used to estimate the need and demand).

The number, age, education, and marital status of current military service members make for an excellent pool of potential students for the proposed ECP program. There are 1.4 million active duty personnel (Defense Manpower Data Center, 2013). Nearly 75% of active duty military personnel are under 30 years of age, and only 6.6% of the non-officer group has a bachelor's degree. Across the U.S., 29.9% of the general population held bachelor's degrees or higher as of 2009 (U.S. Census Bureau, 2012). This means that the military is lagging behind in terms of bachelor's degree level education in the United States, creating a need for accessible and convenient bachelor's degree programs for this population.

Over half of military personnel (69.6% of officers and 54% of enlisted personnel) are married. Across active duty and selected reserve, there are 1.1M spouses; 65.2% of spouses are below age 35, and 23.7% are below age 25. Fewer than half (42%) of military spouses report being employed, while another 15% report they are seeking work and 45% report they are not seeking work currently. The proposed online Bachelors program in early childhood services will offer military spouses the ability to obtain university education wherever they live and provide active duty personnel a degree option they would not have otherwise. Also, these families have more than 530,000 children between ages 0 and 5 years and another 383,000 between ages 6 and 11 years. Thus, many families are in need of high quality child care, and the option of earning a degree and beginning a career in an area of immediate interest and need to them is likely to be quite attractive.

The Department of Defense Military Spouse Education and Career Opportunities Program (SECO) offers assistance with career exploration, education, and training for eligible spouses. The SECO education component provides financial assistance via MyCareer Advancement Account support. In April, 2011 the SECO Program officer reported that seven of the top ten occupations selected by spouses receiving financial support for their education from the military services MyCareer Advancement Account were health and human services careers, followed by K-12 education, and business (accounting or administrative services). There also is a growing demand for human service, education, and early care and education professionals on military installations as well as in the non-military community. The demand for early care and education professionals is large and ongoing; this is true around the country as well as on and near military installations. Following from the Military Child Care Act of 1989, the Department of Defense has created a system of child care options. The Department of Defense serves more than 170,000 children from birth through age 12, at more than 300 locations around the world.

3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program.

Ashford University, Clinton, IA has an onlinenon-licensure Early Childhood Education bachelor's degree program. However, this program is different from the ECP program in a number of ways: the Ashford program has fewer educational curriculum courses, no courses about using technology with young children or serving children with special needs, and has no practicum experience. All of these are included in the ECP program.

If the same or similar program exists at another public or private institution of higher education in Iowa respond to the following questions:

- a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?**

No, the DoD approached GPIDEA to develop this program, and is being developed by a consortium of seven institutions of higher education who have a long history of providing distance education programs.

- b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.**

None. Information about the Ashford program was obtained from the Directory of Early Childhood Programs at Iowa Colleges and Universities published by the Iowa Association for the Education of Young Children, and Ashford University's website.

- c. Has the possibility of an inter-institutional program or other cooperative effort been explored?**

No, this program is already being developed as part of a consortium.

- d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?**

While the programs offered by other Iowa institutes of higher education have some similarities, there are enough differences to make cost comparisons difficult. In addition, GPIDEA programs will develop a common tuition cost (most programs have a higher tuition rate than what is negotiated for the GPIDEA program). Currently Ashford University tuition & fees are approximately \$8,135 per year; ISU undergraduate tuition & fees are \$7,726.

- 4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.**

- a. Undergraduate** – Because of our intent to target military service members and spouses and other mobile participants, it is difficult to anticipate the pace at which the proposed degree program will develop. Initially, the assumption for course scheduling is that part-time students will take two to three courses per semester, but many students will likely need to complete courses, in addition to the ECP program courses, to meet graduation

requirements at their home institutions. During the first year of implementation (FY 15), the goal would be to enroll 10 students in each of the first two semesters. For year two, the goal would be 20 to 30 additional students, with projected growth to 80 students in year three. These students will be shared across all the participating universities. We anticipate 10-15 of those students will be enrolled at ISU.

b. Graduate – none

- c. What are the anticipated sources of these students?** The Department of Defense has requested development of this program, so we anticipate most participants will be military members or their families. Other sources will be students interested in this degree but who find it difficult to reach a physical campus that offers this content.

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional HLC accreditation?

The entire program will be online. Courses will be taught by one of the seven participating institutions: Iowa State University, Michigan State University, University of Missouri, University of Nebraska, Oklahoma State University, South Dakota State University, or Texas Tech University.

6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?

The ISU HDFS department has approved the degree. Other institutions in the GPIDEA consortium are currently in the process of approving the program.

7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and the results of listserv review.

This section will be completed by the Provost's Office.

8. Will the proposed program apply for programmatic accreditation? When?

Not at this time.

9. Will articulation agreements be developed for the proposed program? With whom?

Not at this time. Since students may be taking the program while living anywhere around the globe, developing formal articulation agreements with specific institutions has not been planned. The consortium has designed the course offerings to focus on the last two years of a bachelor's degree program. A great deal of discussion and organization of the program has focused on being flexible so students may complete their general education requirements at various institutions (including local community colleges). No formal agreements are being planned to allow students maximum flexibility and opportunity to complete their coursework as best fits their needs.

10. Describe the faculty, facilities, and equipment that will be required for the proposed program.

HDFS faculty with expertise to teach classes in early childhood include: Karen Colbert, Kere Hughes-Belding, Jacqueline Krogh, Gayle Luze, Susan Maude, Christine Maynard, and Celia Shedd. Instructors may need technical assistance from the college to support the online teaching; the College of Human Sciences has professionals who currently offer this service. Instructors have computer hardware and software to offer classes for this program. No physical facilities for classes or equipment will be needed.

11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

Funds for this program will come from reallocation of funds for the first few years. The department will provide funds to help support paying instructors to teach classes, for advisers, and the HDFS Director of Undergraduate Education (DUGE) to administer the program. In addition, the GPIDEA Board of Directors will provide financial assistance for the first few years to support hiring a practicum coordinator to help develop practicum placements, ensure state and university requirements are met, and ensure high quality practicum experiences for students.

12. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program:

Iowa State University will participate with six other universities to teach all the classes in the program. ISU will be responsible for approximately two courses per year. In year one, we will teach only one course, in the second and third years, we will teach two courses each year. In year four we will have accumulated revenue from the previous years to cover the cost of the instructor for at least one course. By year five we will have enough revenue to cover the costs for all of one course and part of another course. We anticipate that by years six and seven tuition revenue will cover the costs of the program and not additional funds will be requested to cover instructors. Advising will be covered by currently employed advisers in HDFS. Department contributions to the budget include 10% time of a departmental adviser, and 5% time from the DUGE who will be responsible for overseeing the program.

Each university will use its current online learning platform, so no additional expenses will be incurred for this. Beyond these costs, new expenditures will be for instructors to teach the courses. Based on experience with the GP-IDEA master's degree programs, the program should start to cover all program costs by the sixth year. Resource needs to facilitate growth include operating a marketing plan at each institution that is supported initially by the Great Plains IDEA Alliance contract for the Military Academic Advancement Program with USDA.

	NEW COSTS	DEPARTMENT CONTRIBUTION	TOTAL COSTS
Year 1	\$6,575	\$8,061	\$14,636
Year 2	\$13,150	\$8,263	\$21,412
Year 3	\$13,150	\$8,469	\$21,619
Year 4	\$6,575	\$8,681	\$15,256
Year 5	\$3,288	\$8,898	\$12,186

Year 6	0	\$9,120	\$9,120
Year 7	0	\$9,348	\$9,348

13. Include any additional information that justifies the development of this program.

This program was requested by the Department of Defense; there is increasing emphasis on early childhood education and experiences nationally. A well trained workforce is needed to provide high quality experiences for children.

Early Childcare, Education and Programming (ECP)
Iowa State University 2015-2016 Catalog
 (Administered by Human Development and Family Studies)

120 Total semester credits required

(13) COMMUNICATIONS AND LIBRARY

- | | | | |
|-----|--------------|-----|--|
| (3) | ENGL | 150 | Critical Thinking & Communication |
| (3) | ENGL | 250 | Written, Oral, Visual, & Elec. Composition |
| (1) | LIB | 160 | Library Instruction |
| (3) | Select from: | | |
| | COMST | 102 | Intro to Interpersonal Communication |
| | COMST | 214 | Professional Communication |
| | COMST | 218 | Conflict Management |
| | SP CM | 212 | Fundamentals of Public Speaking |
| (3) | Select from: | | |
| | ENGL | 302 | Business Communication |
| | ENGL | 309 | Report and Proposal Writing |
| | ENGL | 314 | Technical Communication |

(9-10) NATURAL SCIENCES AND MATHEMATICAL DISCIPLINES

- | | | | |
|-------|--|-----|--|
| (3-4) | Select from: | | |
| | STAT | 101 | Principles of Statistics |
| | MATH | 104 | Intro to Probability and Matrices |
| | MATH | 105 | Introduction to Mathematical Ideas |
| | MATH | 140 | College Algebra |
| | MATH | 142 | Trigonometry and Analytic Geometry |
| | MATH | 150 | Discrete Math - Business & Social Sci. |
| | MATH | 165 | Calculus I |
| (6) | Select from Biological and Physical Sciences courses | | |

(9) SOCIAL SCIENCES

- (9) Select from HD FS list of approved Social Sciences

(6) HUMANITIES

- (6) Select from HD FS list of approved Humanities

(3.5) Human Development and Family Studies Core

- | | | | |
|------|-------|-----|---|
| (3) | HD FS | 102 | Ind. And Family Life Development |
| (.5) | HD FS | 103 | <i>Professional Principles for Child Programs</i> |

(51) ECP PROFESSIONAL CORE COURSES

(3)	ECP	201	Child Development – Birth to 3 (Infant/Toddler)
(3)	ECP	202	Child Development – 4 to 8
(3)	ECP	204	Child Guidance and Classroom Environments
(3)	ECP	205	Health, Safety, and Nutrition
(3)	ECP	206	Professional Development
(3)	ECP	210	Practicum I – Child Observations in Classroom Environments
(3)	ECP	301	Development of Curriculum for Children Ages Birth to 3
(3)	ECP	302	Development of Curriculum for Children Ages 4 to 8
(3)	ECP	303	Assessing Young Children and Their Environments to Enhance Development
(3)	ECP	304	Understanding and Adapting for Developmental Differences
(3)	ECP	310	Practicum II – Curriculum Development and Implementation
(3)	ECP	401	Administration and Supervision in Early Childhood Settings
(3)	ECP	402	Diversity in the Lives of Young children and Families
(3)	ECP	404	Working with Families
(3)	ECP	405	Technology and Young Children
(6)	ECP	410	Practicum III – Capstone Experience

(28.5-29.5) GENERAL ELECTIVES

Early Childcare, Education and Programming (ECP)
Course Descriptions

ECP 201. Child Development – Ages Birth to 3(3) – This course will focus on development from birth to age three. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills.

ECP 202. Child Development – Ages 4 to 8(3) – This course will focus on development from ages four through eight. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills.

ECP 204. Child Guidance and Classroom Environments (3) – This course is designed to provide students with a working knowledge of developmentally appropriate practice in child guidance. This goal will be accomplished through review of current guidance methods and programs in order to familiarize students with successful guidance techniques. By the end of this course, students will develop their own approach to guidance based upon practices best suited to their own unique skills and strengths.

ECP 205. Health, Safety, and Nutrition(3) – Important elements for planning, promoting and maintaining healthy and safe learning/care environments, understanding childhood illnesses and establishing healthy lifestyles, first aid, and care providers maintaining their own health. Maintaining safe relationships with others, including identifying and reporting abuse, neglect, and exploitation of children. Exploration of nutrients for life and feeding, food preparation and safety policies and guidelines, food allergies and intolerances, appropriate feeding practices.

ECP 206. Professional Development (3) – This course will explore the role of a professional as a teacher, administrator or advocate in early childhood programming. Students will learn about professionalism and ethics, identifying child abuse, and applying universal precautions. Discussion of qualities of the early childhood educator role, program models, and working with children and professional colleagues.

ECP 210. Practicum I – Child Observations in Classroom Environments (3) – Practicum in Early Childhood Education is an opportunity for ECE teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other ECE classes.

ECP 301. Development of Curriculum for Children Ages Birth to 3 (3) – In this course, students will (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas; issues related to diversity in family composition, culture, and individual abilities will also be addressed.

ECP 302. Development of Curriculum for Children Ages 4 to 8(3) – In this course, students will (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas, and issues related to diversity in family composition, culture, and individual abilities will also be addressed.

ECP 303. Assessing Young Children and Their Environments to Enhance Development(3) – Students will learn to select, evaluate, and use appropriate assessment tools for children birth to age 8. Students will use assessment data to inform decisions about teaching (environments and practice) and intervention. There will be an emphasis on the ethical use of assessments, validity of assessments, multicultural sensitivity, and assessments for children with special needs.

ECP 304. Understanding and Adapting for Developmental Differences(3) – Knowledge of disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among family members and service providers.

ECP 310. Practicum II – Curriculum Development and Implementation (3) – Practicum in Early Childhood Education is an opportunity for ECE teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other ECE classes.

ECP 401. Administration and Supervision in Early Childhood Settings (3) – The exploration of issues surrounding the administration of early childhood programs including identification of community needs, analysis of business opportunities, the evaluation and appropriate use of space and quality programming, consideration of policy and legal responsibilities, and professionalism in the field. In addition, the course explores best practices in staff selection, training, coaching, and supervision.

ECP 402. Diversity in the Lives of Young Children and Families(3) – Exploration of cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come.

ECP 404. Working with Families(3)– Application of an ecological model to the understanding of variation in parental roles, perspectives, relationships, approaches, and challenges.

ECP 405. Technology and Young Children(3) – Students will learn how electronic technology impacts the development of young children in educational, home, and community environments, and how technology can be used to enhance teaching and learning. Students will be critical thinkers and informed consumers of technology related to young children.

ECP 410. Practicum III – Capstone Experience (6) – The teaching practicum is a 15 week experience designed to allow the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, actual teaching experience and developmental feedback. Practicum students will be involved in observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication.

Three-Year Course Schedule and Timeline for Initial Course Offerings

	cap per section	AY 1	AY1	AY1	AY2	AY2	AY2	AY3	AY3	AY3	AY4	AY4	AY4
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
B1: Child Development – 0-3	30	MSU			X	X		X		X	X	X	
B1: Child Development – 4-8	30	TTU			X		X	X	X		X		X
B1: Professional Development	30		OSU			X			X			X	
B1: Guidance and Classroom Envir	30	UNL			X			X			X		
B1: Health, Safety, and Nutrition	30		SDSU			X			X			X	
B2: Curriculum – 0-3	30				X			X			X		
B2: Curriculum – 4-8	30					X			X			X	
B2: Assessment and Observation	30				X			X			X		
B2: U and Adapting for Dev Differences	30					X			X			X	
B3: Program Administration	30						X	X		X	X		X
B4:Technology	30	MU			X		X	X		X	X		X
B4: Diversity	30			MU		X	X		X	X		X	X
B4: Working with Families	30		ISU		X	X		X	X		X	X	
P1: Practicum 1 (after B1 completed)	30			UNL	X	X		X		X	X		
P2: Practicum 2 (after B2 completed)	20						X	X	X		X	X	X
B3: Practicum 3 (after B1&2 & P1&2 completed)	15							X			X	X	

TTU = Texas Tech University
MSU = Michigan State University
ISU = Iowa State University
MU = University of Missouri

UNL = University of Nebraska
OSU = Oklahoma State University
SDSU = South Dakota State University

YEAR 1 – Every University teach at least one course, but no University teach more than two

B1: Must be taken before P1 – each semester at least 3 courses must be offered

P1 & P2 & P3 – twice each year (at least one in summer); Practicum 3 should not be in the summer

B2: Must be taken before P2 -- each semester at least 2 courses must be offered – only offered during academic year

B3: Includes P3 and Program Administration – P3 should not be offered during the summer; program administration could be a summer course

B4: can be taken any time in program; 3 times every 2 years