

Contact: Diana Gonzalez

**REQUEST FOR NEW PROGRAM AT IOWA STATE UNIVERSITY:
BACHELOR OF SCIENCE PROGRAM IN EARLY CHILDCARE
EDUCATION AND PROGRAMMING**

Action Requested: Consider approval of the request by Iowa State University to establish a new Bachelor of Science Program in Early Childcare Education and Programming in the College of Human Sciences.

Executive Summary: The proposed program will train participants to work in the field of early childcare, education, and programming. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ Description of proposed program. 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 proposed program will target people who are mobile (may move around frequently, including military families), who need the flexibility of an online program, and who are interested in working with young children and their families who are mobile.

The proposed 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, and Texas Tech University). Participating universities will collaborate to share teaching responsibilities equitably; students will take courses from instructors at all seven institutions. Students will select one of the GPIDEA universities as their home university; this is the institution to which the student will apply and that will grant the student’s degree.

ISU is one of the founding members of the GPIDEA and has participated in several programs overseen by the GPIDEA Human Sciences Board. Currently, ISU is participating in the following GPIDEA programs: Gerontology, Dietetics, Youth Development, Family Financial Planning, and Community Development. ISU is also involved in several programs offered through the AG-IDEA. Dozens of students have completed these programs at ISU, multiple faculty members have taught courses and collaborated with GPIDEA program faculty groups, and the variety of courses available through the GPIDEA has enhanced the curriculum for many students. All GPIDEA programs offered to date have been master’s degree or graduate certificate programs. The proposed program is the GPIDEA’s first undergraduate program. Participating universities have been actively involved in all phases of program development; several potential students have expressed enthusiasm about the opportunities afforded by this program.

The proposed program is designed to provide content for the final two years of a student's program; the content is focused specifically on topics directly relevant to the major. Students will complete a total of 120 credits for the major, 51 of which are specific to the proposed program. The 51 credit hours are comprised of 12 core courses and three practica; the final practicum will be a six-credit capstone experience. The proposed program admittance will require the student to have completed at least 30 credits (applicable to graduation requirements) and a 2.5 grade point average. These credits may be taken at ISU, another GPIDEA participating university, or at another postsecondary institution. The other credits needed for graduation, including general education courses and electives, may be completed at their identified GPIDEA home university or from another postsecondary institution. Students will work with their ISU advisor to ensure that each student understands and meets all graduation requirements.

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

The proposed 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). While these standards are not required as part of a certification or licensure process, they are guidelines which ensure programs are providing the necessary training to prepare highly qualified practitioners to work with young children and their families.

Upon completion of the proposed program, the students will achieve the following learning outcomes:

- ⇒ 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).

ISU and the other 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, including a major project/assignment as part of a course or as 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. A student may also 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 all assessment processes be the same at each participating institution.

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

- ◇ Need for proposed program. The U.S. Departments of Agriculture and Defense requested that this program in early childhood services be developed 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 its personnel and their families, thus creating a significant need within military installations for well-trained personnel to staff child care programs. The proposed program has been developed to address this need.

Request to develop the proposed program was part of a larger request to develop program options to enhance access to higher education for military personnel and their families and help the Department of Defense meet staffing needs for a variety of family support programs on/near military installations. In addition to the proposed program, the GPIDEA was asked to develop a program in Family and Community Services and expand their Family Financial Planning and Youth Development programs. Initial planning for development and expansion of programs was supported by the National Institute of Food and Agriculture and the Department of Defense (Award to Kansas State University with subcontracts to ISU and other participating universities) and started in May 2010. The ISU Vice President for Extension and Outreach served as Senior Policy Analyst at the Department of Defense and was instrumental in directing this work to the GPIDEA based on their proven record of success in offering high-quality on-line degree programs.

The proposed program will be the first undergraduate program offered by the GPIDEA. A recent internet-search conducted by GPIDEA identified 28 online undergraduate degree programs offered by educational institutions that prepare graduates in early childhood education. Only four of these programs are undergraduate programs similar to the one proposed by the GPIDEA (Concordia University, Portland, OR; Southern Oregon University, Ashland, OR; The University of Toledo, Toledo, OH; and Walden University, Minneapolis, MN). 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. It is anticipated that program graduates will secure employment as childcare providers, preschool teachers, Head Start teachers, child development specialists, child services coordinators, childcare program directors, and other positions related to child development and family support services. While preparing students for the previously mentioned careers, there will be a special emphasis on content related to providing services to families who move frequently (such as military families, and families who are part of a mobile job market). The Bureau of Labor Statistics online occupational outlook indicates that the outlook for childcare providers, preschool teachers, and directors is expected to experience growth above average through 2022.

- ◇ Link to institutional strategic plan. ISU's strategic plan mission is to: "Create, share, and apply knowledge to make Iowa and the world a better place." The strategic plan has four priorities:

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

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

- ⇒ CHS will attract and retain outstanding students who seek to make a difference in the world.
- ⇒ 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.
- ⇒ CHS will be known for innovative programming that addresses 21st century (and beyond) challenges.
- ⇒ CHS will be a valued resource to Iowa, the nation, and the world.

The proposed program addresses each of the university priorities and college goals. The program is intended for students who are interested in supporting child and family development, especially in group settings, in locations around the U.S. and the world (priority/goal 1). Faculty in Human Development and Family Studies (HDFS) will collaborate with faculty in other institutions to implement the program, 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 childcare 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).

- ◇ Relationship to existing programs at ISU. ISU has an Early Childhood Education – Unified (ECE-U) program that is administered jointly by 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 children in the age group birth through third grade, regular and special education. HDFS also has a Child, Adult and Family Services (CHFS) program 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 program 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 program has some overlap with existing programs at ISU, it is different enough that it fills a unique niche. The proposed program has more classes focused on classroom learning in early childhood than the current CHFS program, and it is not limited by state licensure requirements as is the current ECE-U program. The new program will enhance existing programs by providing an additional area of focus for working with young children. The Department of Defense (DoD) has childcare programs on many bases, and has focused on maintaining a high level of quality for these programs. A well prepared workforce will help to maintain quality.

All courses have been designed specifically for the new program. Courses were jointly developed by representatives from each of the participating GPIDEA 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 program are unique and designed specifically for the new program. 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 proposed 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, which will enhance ISU's reputation.

- ◇ Relationship to existing programs at other colleges and universities. The Directory of Early Childhood Programs at Iowa Colleges and Universities published by the Iowa Association for the Education of Young Children lists UNI's licensure program in Early Childcare Education (ECE); however, that program is not similar to the proposed program. The University of Iowa does not have licensure or non-licensure programs. Ashford University has a non-licensure ECE program which has no field/practicum experience.
- ◇ Unique features. ISU is collaborating with six other universities as part of the Great Plains Interactive Distance Education Alliance (GPIDEA). Together, these universities offer 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.
- ◇ Duplication. There are no other undergraduate programs in Iowa which offer the same curriculum, format, and delivery. The University of Iowa and the University of Northern Iowa indicated that there was no overlap with their programs. Ashford University has an online Early Childhood Education undergraduate program that does not lead to a teaching license. However, this program is different from the proposed program in the following 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 components are included in the proposed program.

- ◇ Resources. 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 and HDFS have faculty and instructors who have expertise to teach the courses for which ISU has responsibility.

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 and who works with other GPIDEA campus coordinators to provide students with application information and initial advising, assists faculty to report grades, and ensures 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 since 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 and Procedure Manual (<http://www.gpidea.org/policy-procedure/>).

- ◇ Student demand. The DoD has indicated a demand for this program; funding for initial planning and program development documents the DoD's support for the 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.

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® IOWA is a comprehensive scholarship program that provides the early childhood workforce access to educational opportunities and is helping establish a well-qualified, fairly compensated and stable workforce for children. T.E.A.C.H., funded with federal dollars designated for enhancement of childcare quality, operates in 22 states and the District of Columbia, indicating tangible evidence of need and support for this type of program. T.E.A.C.H. participants continue to work while obtaining their bachelor's degree. T.E.A.C.H. staff and students have expressed a strong interest in the proposed program. They see this as a desirable way for students to obtain their degree from an Iowa institution of higher education. Participating GPIDEA faculty and staff have also shared information about the program and planning recruitment activities for the future. They are pursuing sharing information with VISTA and AmeriCorps volunteers and recruiting at the conference for the National Association for the Education of Young Children (NAEYC), which is the professional organization most appropriate for this program.

- ◇ Workforce need/demand. The number, age, education, and marital status of current military service members represent an excellent pool of potential students for the proposed 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.

More than half of military personnel (69.6% of officers and 54% of enlisted personnel) are married. Across active duty and selected reserve, there are 1.1 million 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 a university education and provide active duty personnel a degree option they would not have otherwise. 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). A 2013 SECO report indicated continued growth in personal care and service occupations, with specific mention of the need for quality childcare options. 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.

As mentioned earlier, the Bureau of Labor Statistics online occupational outlook also forecasts an increasing need for childcare workers, child services coordinators and directors, as well as unlicensed preschool teachers. The projected job growth for these jobs is about three percent per year. While the minimum education required for these jobs has been a high school diploma or A.A. degree, more states and programs are requiring a bachelor's degree. For example, Head Start programs need to show that 50% of their staff have at least a baccalaureate or advanced degree with coursework related to early childhood education. The ECP program meets these requirements.

- ◇ Faculty, facilities, and equipment needs. HDFS faculty with expertise will teach the classes in early childhood. Instructors may need technical assistance from the college to support the online teaching; the College of Human Sciences has professionals who offer this service. Instructors have computer hardware and software to offer the classes for the proposed program. No physical facilities will be needed for classes or equipment.
- ◇ Cost. The new costs for the proposed program are expected to be \$6,575 in Year One, increasing to \$13,150 by Year Seven primarily for the faculty member. ISU will participate with six other universities to teach all the classes in the program. ISU will be responsible for approximately two courses per year. Funds for the proposed program at ISU will come from reallocation of funds for the first few years. The department will provide funds to support instructors, advisors, and the HDFS Director of Undergraduate Education to administer the program. Tuition revenue is expected to cover the costs of the program; departmental reallocation will only be necessary for the initial three years of the program. Advising will be done by existing advisors in HDFS.
- ◇ Projected enrollment. The intent of the proposed program is to target military service members, spouses, and other participants who need courses in a nontraditional time format. Therefore, the College has indicated that it is difficult to anticipate the pace at which the proposed 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 to meet graduation requirements at their home institution in addition to the ECP program courses.

Participating GPIDEA university representatives established recruitment goals for the first few years of the program. During the first year, the goal is to enroll 10 students in each of the first two semesters. For Year Two, the goal is to enroll 20-30 additional students, with projected growth to 80 students in Year Three. These students will be shared across all the participating universities. The College anticipates that 10-15 students will be enrolled at ISU.
- ◇ Anticipated sources of students. Because the Department of Defense has requested development of this program, most participants will be military members of their families. Other sources will be students interested in this program who find it difficult to enroll in an on-campus program.
- ◇ Off-campus delivery. The proposed program will be offered. Courses will be taught by one of the seven participating institutions. The Higher Learning Commission (HLC) requirements for off-campus delivery have not been determined to be an issue because of the partnership with GPIDEA.
- ◇ Potential for accreditation. No professional accreditation is available or needed for this program. Professional preparation guidelines provided by the National Association for the Education of Young Children will be used to guide program development and implementation. There are no sanctioned licensure or certification opportunities for individuals with this type of training. The GPIDEA will work with program faculty to complete regular evaluations of the program. At ISU, the proposed program will be included in HDFS departmental reviews.

- ◇ Articulation agreement. Students may enroll in the proposed program while living anywhere around the world; therefore, 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 an undergraduate program. Organization of the proposed program has focused on being flexible to allow students to complete their general education requirements at a variety of postsecondary institutions, including local community colleges. This will allow students maximum flexibility to complete their coursework in a manner best suited to their needs.

- ◇ Date of implementation. Creation of the proposed program will become effective upon approval by the Board of Regents and will be included in the University's General Catalog. The anticipated implementation date is Fall 2015.

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

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 may 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