

## New Academic Program Workflow Form

### General

**Proposed Name: Early Childhood**

Transaction Nbr: 00000000000060

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Applied Science

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2021

### Details

Department(s):

#### UAZS

DEPTMNT ID	DEPARTMENT NAME	HOST
2910	College of Applied Science and Technology	Y

Campus(es):

#### DIST

LOCATION	DESCRIPTION
YUMA	Yuma

#### ONLN

LOCATION	DESCRIPTION
ONLN	UA Online

#### SOUTH

LOCATION	DESCRIPTION
DESERTVSTA	Desert Vista
DOUGLAS	Douglas
NOGALES	Nogales
PIMACCEAST	Pima Community College East

LOCATION	DESCRIPTION
SIERRAVSTA	Sierra Vista

**Admission application terms for this plan:** Spring: Y Summer: Y Fall: Y

**Plan admission types:**

Freshman: N Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 13.1210, Early Childhood Education and Teaching.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Major in Early Childhood

Transcript: Y Major in Early Childhood

**Conditions for Admission/Declaration for this Major:**

The BAS in Early Childhood is a transfer degree offering only upper division coursework. Per ABOR policy, all AAS degrees are accepted as a block for admission into the program. Students must submit a separate program application, have a minimum 2.0 GPA, a resume, a goal statement, and two letters of reference.

It is also required for students to have 15 units in Early Childhood stated in AAS degree. These 15 units are required to ensure success in upper division coursework.

**Requirements for Accreditation:**

n/a

**Program Comparisons**

**University Appropriateness**

The following statements provide evidence of how this proposed BAS EC degree will align with the University of Arizona's mission, 2020 strategic plan, as well as the College of Applied Science and Technology's college strategic plan.

The core of the BAS EC program originated over 15 years ago to meet the needs local and rural southern Arizona school district needs for early childhood

educators. Primarily, the BAS EC program has been and will continue to be present in Douglas, Sierra Vista, Yuma, and Nogales. Future growth of the new BAS EC will be to maintain this presence and establish new locations in Pinal, Chandler, and Holbrook. Thus, the proposed BAS EC program will remain available for Arizona residents living in distant locations throughout Arizona. This core objective aligns with the UArizona land grant mission as well as with Pillar 3 of the 2020 UA Strategic Plan.

Pillar 1 (1.1B1) of the 2020 Arizona strategic plan identifies providing transfer pathways from Arizona community colleges to UArizona. At the time of the proposal for the BAS EC program two articulated transfer programs are currently in place one with Cochise College and the other with Pima Community College. Additional pathways are under construction with Northland Pioneer College, Central Arizona College, Mesa Community College, and Western Arizona College.

While not explicitly stated, Pillar 2, Grand Challenges, speaks to the need for and the importance of high-quality early childhood educational opportunities for the humans in our world. To ensure we have future college students who are interested in space, the environment, people, and so forth, it is critical to ensure the early educational experiences of these future students is strong. Thus, the BAS EC program is being proposed to continue developing early childhood educators who have the quality of skills to encourage young children to strive for more out of their education so that they can be future Wildcats.

The current proposed BAS EC program proposed to maintain and grow its current presence in UAOnline as it was one of the initial programs adopted into UAOnline. This addresses the objectives of Pillar 4 of the UArizona 2020 strategic plan.

### Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Early Childhood	BAPS	0	Northern Arizona University	N
2	Early Childhood Education	BAED	0	Arizona State University	N

### Peer Comparison

see attachment

### Faculty & Resources

#### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
12508479	Laurie Seder	3222	Assit. Prof. Pract.	Doctor of Education	.50

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
15706287	Ada Parra	3222	Assit. Prof. Pract.	Master of Education	.50
22080570	Celine Richwine	2910	Adj. Instor.	Master of Education	.50
00785680	Curtis Acosta	3222	Assit. Prof. Pract.	Doctor of Philosophy	.25
22080082	Sung eun Jung	3222	Assit. Prof. Pract.	Doctor of Education	.25
00880649	Kimberly Moran	3222	Adj. Instor.	Master of Education	.25

Additional Faculty:

No additional faculty will be needed.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
2910	43	0	2.50

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
2910	50	58	67	0	0	0	0.00	0.00	0.00

### Library

Acquisitions Needed:

No acquisitions are needed.

### Physical Facilities & Equipment

Existing Physical Facilities:

Facilities are adequate.

Additional Facilities Required & Anticipated:

None needed.

### Other Support

Other Support Currently Available:

Currently, program director has office space at Desert Vista Pima Community College and receives tech support from CAST.

Other Support Needed over the Next Three Years:

none

## Comments During Approval Process

6/12/2020 1:59 PM

PAULEWAGNER

Comments
Approved.

6/25/2020 1:26 PM

LDENNO

Comments
Approved.

6/30/2020 8:32 AM

SWIELAND

Comments
Approved with the removal of the Yuma and Desert Vista locations, per Dr. Mapp.



**NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR  
ADDITIONAL INFORMATION FORM**

- I. MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description will be displayed on the advisement report(s), [Degree Search](#), and should match departmental and college websites, handouts, promotional materials, etc.

The Bachelor of Applied Science in Early Childhood (BAS EC) primary focus is to create early childhood practitioners who have a deep understanding of how to best meet the developmental and learning needs of children birth through age 8. Through a variety of multimodal instruction, students will gain a deeper knowledge of professional skills required within the profession of early childhood. These skills include: developing a deep understanding of child development and early childhood developmental domains (cognition, social/emotional, language, self-help, and motor/physical); recognizing and using learning theories within early childhood centers; creating and applying developmentally appropriate practices; developing leadership, mentoring, coaching skills required for managing early childhood centers; and addressing the importance of building relationships with families as well as honoring the culture and cultural values of these families. The BAS EC program aligns learning outcomes with the National Association for the Education of Young Children (NAEYC) professional standards.

**Expertise of the faculty:**

Laurie S. Seder, PhD, is an assistant professor of practice in the Department of Teaching, Language, and Sociocultural Studies. Seder's work focuses on early childhood and elementary teacher education, education assessments, reading disabilities, and inclusion. Prior to her current role, she was the assistant director of research and program development for the SALT Center and a statistical consultant for the college's Department of Disability and Psychoeducational Studies and for Campus Health. She is currently serving as the program director for the Bachelor of Applied Science Early Childhood and the Bachelor of Science Elementary programs.

Ada Parra, M.A., Assistant Professor of Practice, received a Bachelor of Arts in Elementary Education and a Master of Arts in Bilingual and Multicultural Education from the University of Arizona. She is a career track professor who teaches the reading and language arts methods courses in the Elementary Education program as well as courses in the B.A.S. Early

Childhood Education program. Prior to joining the faculty at the University of Arizona, she taught kindergarten for 14 years in bilingual and ESL classrooms in border cities of Southern Arizona.

Prior to his current role as assistant professor in language and culture in education, Curtis Acosta, PhD., was a high school teacher for nearly 20 years, where he developed and taught Chicana/Latina literature classes for the renowned Mexican-American Studies program in the Tucson. He is an award-winning educator who was named one of the “Top 10 Latinos to Watch in US Politics” by the Huffington Post. His work was featured in the documentaries Precious Knowledge and Dolores, as well as The Daily Show with Jon Stewart. He is the founder of the Acosta Educational Partnership, a consultation firm that helps educators create culturally sustaining and humanizing educational practices in their classrooms, schools, and communities. Acosta received his Bachelor of Arts from Willamette University in Salem, Oregon, and later obtained a Master of Arts degree and Ph.D. in Language, Reading, and Culture from the University of Arizona.

Celine Richwine joined The University of Arizona in Fall 2018 in the Early Childhood Education Department. Celine holds a master’s degree in Early Childhood/Elementary Education from Arizona State University. She is currently working on her doctorate through Pepperdine University. Her research interests include the theories of Kurt Lewin and his influence on the Reggio Emilia Approach. Celine has had an extensive career in education spanning classroom teaching in preschool through elementary school. She has also served in preschool, elementary school, and district in leadership positions.

- II. NEED FOR THE MAJOR/JUSTIFICATION**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed major. Please contact [Martin Marquez](#) to request the report for your proposal.

Historical context regarding current BAS in Applied Science: Since 2002, the University of Arizona South, now known as the College of Applied Science and Technology (CAST) has offered a Bachelor of Applied Science degree with a concentration in Early Childhood, with a number of sub-plans in a variety of different content areas added over the intervening years. Due to the addition of new subplans in diverse content areas and the resulting addition of different courses being proposed to meet the BAS Core requirements, ABOR found the current BAS in Applied Science to be out of compliance. In 2018, many of the subplans were rewritten as stand-alone BAS Degrees. This is now, the request for a BAS degree in Early Childhood.

The Early Childhood Program (ECE) joined the diverse group of subplans in 2007 to meet the state's requirement for kindergarten teachers and to offer an Early Childhood (birth through Age 8) teaching certification. Additionally, this program also was created to meet the then 2007 federal mandate for Head Start programs to ensure 50% of employees had bachelor's degrees (Improving Head Start or School Readiness Act, 2007). Since this time, the need for those within the early childhood workforce to obtain a bachelor's degree for lead teaching position or even promotion still continues as does the federal mandate for Head Start Programs to ensure 50% of their employees to have postsecondary degrees. Moreover, the National Association for the Education of Young Children has initiated the Power to the Profession movement; a movement to make significant, substantial, and sustainable changes to serve the more than 40 million children birth through age 8 who seek early childhood opportunities in our country. This movement highlights the need for professional, highly trained, early childhood workforce with bachelor's degrees and the need for a program offering such degrees.

The current BAS ECE subplan under the CAST BAS in Applied Science is structured to align with community college associates of applied science degrees enabling those who hold such a degree a 2+2 transfer pathway into the University. The proposed new stand-alone BAS EC program will continue to honor this 2+2 pathway as well as the 75/45 pathway specific to those students with an AAS from an Arizona community college. The proposed BAS EC will also adopt a set of core course outcomes designed to meet the BAS program requirements, but also address the NAEYC professional standards. Both the BAS learning outcomes and the NAEYC professional standards have been carefully crafted and selected to ensure students will be successful in their professional career as well as to meet the requirements identified by Early Childhood employers. These core requirements include those early childhood professional skills listed above as well as writing, critical thinking, research and analysis, applied mathematics, and professional ethics. All students within this program will also complete a 15-week internship and a final capstone experience which will synthesize the program outcomes within a three week action research project.

The continued interest for a BAS in EC still exists. Current enrollment in this program has tripled primarily due to recent course modality changes. All classes are now taught online, which enables the early childhood workforce opportunities to complete course work. All classes are now 7.5 week classes, a timeline which seems to be favorable among those working full time. Students are now asked to complete one 15-week internship rather than a series of semester long classroom practicums; internships which can now be crafted to meet not only teaching interests, but also coaching as well as administrative desires. Additionally, the current EC Program Director has personally reached out to Arizona Transfer, state community college early childhood program directors, as well as local and state early childhood stakeholders to clearly delineate and build transfer pathways for the Arizona workforce. This work has helped to bring state awareness to the program and as such current conversations are happening with Northland Pioneer College in



Holbrook to create an articulated transfer pathway for their early childhood students. Through these outreach activities, the BAS EC program is now being discussed nationally as well as internationally.

Current evidence of student interest in and demand for the BAS in Early Childhood is based on student data from Arizona community colleges and current Bureau of Labor Statistics. Listed below are Arizona community college statistics related to potential BAS EC students in UA's serving areas, as well as degrees at community colleges that are eligible to do a 2 + 2 articulation with this BAS degree:

- In 2019, 35 students received AAS degrees in Early Childhood and 6 received an AA in Early Childhood from Pima Community College.
- 2017, Central Arizona College graduated 16 students with AAS degrees in EC and only 2 students with Associate of Arts in EC.
- In 2018, Cochise graduated 1,261 students with AAS degrees, of which only 7 were ECE majors.
- 2016 statistics from Rio Salado indicated 300+ students in AAS early childhood, and 60 in early childhood administration.
- Arizona Western College, in 2016, had 107 students enrolled in AAS early childhood.

Workforce: According to the Bureau of Labor Statistics (BLS), professional and related service occupations, including in the field of Early Childhood is “projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Growth is expected due to a continued focus on the importance of early childhood education.” Data derived from the Burning Glass Technologies reports, this to be true for Arizona as well as nationally. Currently, in Arizona 1,922 jobs for early childcare educators (including directors of early childhood centers) were posted in the past 12 months and the job market is expected to increase by 28%. Given these statistics and the statistics from the above mentioned state higher education institutions, the need for workforce individuals is greater than the output from these institutions. Thus, our state as well as national is in need of an early childhood workforce and for salaried positions, these individuals will need a bachelors degree in the field of early childhood. The proposed BAS in Early Childhood will prepare high quality, professional individuals for multiple positions in Early Childhood.

**III. MAJOR REQUIREMENTS**— complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases\* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor.

<b>Total units required to complete degree</b>	<b>120 units</b>
<b>Upper-division units required to complete degree</b>	<b>45 units</b>
<b>Foundation courses</b>	
<u>English</u>	<ul style="list-style-type: none"> <li>● ENGL 101 (3 units)</li> <li>● ENGL 102 (3 units)</li> </ul>
<u>Second language</u>	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Semester Proficiency (8 units)</li> </ul>
<u>Math</u>	<ul style="list-style-type: none"> <li>● General Strand</li> <li>● BASV 314—Mathematics for Applied Sciences (3 units)</li> </ul>
<u>General education requirements</u>	<p>TIER II GENERAL EDUCATION (21 Units)</p> <ul style="list-style-type: none"> <li>● Natural Sciences (3 units)</li> <li>● Arts and Humanities (6 units)</li> <li>● Individuals and Societies (12 Unites)</li> </ul>
<u>Diversity Emphasis Requirement</u>	<ul style="list-style-type: none"> <li>● Diversity Course (3 credits)</li> </ul>
<b>Pre-major? (Yes/No. If yes, provide requirements). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	No
<b>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	<p>The BAS in Early Childhood is a <i>transfer degree</i> offering only upper division coursework. Per ABOR policy, all AAS degrees are accepted as a block for admission into the program.</p> <p>Students must: submit a separate program application; have a minimum 2.5 GPA, resume, goal statement, and two letters of reference.</p> <p><u>Early Childhood:</u> Students must have at least 15 units in Early Childhood or Education related courses in their AAS degree to meet the admission criteria. In order to be successful in the upper division coursework in the degree, some lower division early childhood coursework is required and referred to as “Early Childhood Foundations”.</p>
<b>Major requirements</b>	

<b>Minimum # of units required in major (units counting towards major units and major GPA)</b>	42
<b>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</b>	30
<b>Minimum # of residency units to be completed in the major</b>	30
<b>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	<p><b><u>Early Childhood Foundations (15 Units)</u></b></p> <ul style="list-style-type: none"> <li>● TEDV 301: Foundations of Early Childhood Education (3 units)</li> <li>● TEDV 325: Assessment in Early Childhood (3 units)</li> <li>● TEDV 370 Understanding Early Childhood Math and Science (3 units)</li> <li>● FSHV 323: Infancy/Child Development</li> <li>● FSHV 337: Dynamics of Family Relations or HUSV 371: Parent, Family, and Community (3 units)</li> </ul>
<b>Major requirements (list all required major coursework including major core, major electives, sub-plan core, and sub-plan electives; courses count towards major units and major GPA) Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	<p><b><u>Early Childhood BAS CORE (15 units):</u></b></p> <ul style="list-style-type: none"> <li>● ENGV 306: Advanced Composition (3 units)</li> <li>● FSHV 384: Leadership, Ethics, and Professional Practices or BASV 319: Ethics in Public and Private Sectors</li> <li>● BASV 314: Mathematics for Applied Sciences (3 units)</li> <li>● AEDV 310: Transitional Resiliency</li> <li>● BASV 316: Introductory Methods of Analysis (3 units)</li> </ul> <p><b><u>Early Childhood Internship and Capstone (6 Units)</u></b></p> <ul style="list-style-type: none"> <li>● TEDV 498E (NEW): Senior Capstone in Early Childhood (3 units)</li> <li>● TEDV 493E Internship in Educational Support (3 units)</li> </ul> <p><b><u>Early Childhood Required Core (21 Units)</u></b></p> <ul style="list-style-type: none"> <li>● LCEV 404: Cultural Diversity in Education (3 units)</li> <li>● TEDV 470: Early Childhood Guidance and Classroom Management (3 units)</li> <li>● TEDV 473: Developmentally Appropriate Practices in Early Childhood Environments (3 units)</li> </ul>

	<ul style="list-style-type: none"> <li>• TEDV 474: Teaching Exceptional Children in Early Childhood (3 units)</li> <li>• TEDV 482: Early Childhood Language and Literacy (3 units)</li> <li>• TEDV 412: Technology in Early Childhood Environments (3 units)</li> <li>• TEDV 373: Understanding the Framework of Early Childhood Environments (3 units)</li> </ul> <p><b><u>Electives (3 units)</u></b></p> <ul style="list-style-type: none"> <li>• TEDV 496: Topics in Elementary Education</li> <li>• LCEV 408: Methods of Teaching English to English Language Learners</li> </ul>
<b>Internship, practicum, applied course requirements (Yes/No. If yes, provide description)</b>	<p>Yes. TEDV 493E is completed after the student has obtained a minimum GPA of 2.0 in EC Major Core including electives (21 units) and co-enrolled in TEDV 498E</p> <ul style="list-style-type: none"> <li>• TEDV 493E Internship in Educational Support (3 units)</li> </ul>
<b>Senior thesis or senior project required (Yes/No. If yes, provide description)</b>	<p>Yes TEDV 498E (new course documents are attached) Students develop a three-week action research project. Project is employed during TEDV 493E. Students turn in APA formatted paper and share findings through an online presentation.</p>
<b>Additional requirements (provide description)</b>	None
<b>Minor (specify if optional or required)</b>	minor optional
<b>Any double-dipping restrictions? (Yes/No. If yes, provide description)</b>	<p>Yes Human Services and EC could be a possibility BAS Core could be used in a double major, EC core cannot be used in double major.</p>

**IV. CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the

proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
<b>BAS CORE</b>							
BASV 314	3	Mathematics for Applied Sciences	This course will examine applications of probability, statistics, data analysis, hypothesis testing, apportionment and scheduling to the applied sciences.	Students must be admitted to CAST Program or consent of instructor	In-person, Online	F, Sp, Su	
BASV 316	3	Introduction to Methods of Analysis	This course will introduce quantitative and qualitative analysis and evaluation in real world settings with a focus on evaluating research and program statements, designing evaluation plans and interpreting program evaluation data.	BASV 314, and the student must be admitted to CAST or have consent of instructor	In-person, Online	F, Sp, Su	
ENGV 306	3	Advanced Composition	Course provides a study of genre and rhetorical situation; advanced practice in expository writing.	ENGL 102	In-person, Online	F	
FSHV 384	3	Leadership, Ethics, and Professional Practices	Theories and applications of leadership and communication applied to professional decision-making, planning and control in the workplace. Examination of personal and professional qualities essential for successful internship and career planning. Roles, responsibilities, and ethical standards for professionals will be examined.	FSHD 197A or equivalent course; must be an FSHD Major with at least junior standing or HUSV Major or approval of program director	Online	F, Su	
Or BASV 319	3	Ethics in Public and Private Sectors	A sustained study of ethical issues that arise in relation to employment in the public and private sectors, including: allocation of resources, corporate and social responsibility, relationships, discrimination, and ethical and legal standards governing information technology. Students will also gain knowledge of ethical codes related to their	Students must be admitted to CAST Program or consent of instructor	In-person, Online	F, Sp, Su	

			professional field. This course is a designated writing emphasis course.				
AEDV 310	3	Transitional Resiliency	This course blends current research on resiliency, learning, and leadership in an integrative manner to foster individual leadership. Focus is on the: physical, psychological, and social systems of resiliency; psychological principles applied to learning and instructional design; and analysis of readings addressing practical and theoretical leadership principles.		In-Person, Online	F	
TEDV 493E	3	Internship in Educational Support	TEDV 493E offers a field experience for students enrolled in either the Early Childhood or Elementary Education teaching programs. Participants will be encouraged to complete internships pertaining to education support, human services, community-based learning, and service learning. Placement may take place in public education facilities, non-profit organizations, government agencies, and various private business sectors pertaining to any child development domain birth through age 14 or Grade 8. This course does not fulfill any portion of the field studies or student teaching component required by the state of Arizona for either Early Childhood or Elementary teacher certifications/endorsements.	Enrolled CAST BAS EC	Hybrid, & Online	F & SP	
<b>EC Foundations</b>							
TEDV 301	3	Foundations of Early Childhood Education	An in-depth survey of early childhood education focusing on early learning, structured learning, and alternatives to schooling. Topics include theory, historical roots, societal changes, present day programs and services, programs for students at risk, and future trends for educating young children birth through age 8. Issues in developing and implementing high quality learning opportunities will be addressed, including the importance of family, culture, and community, primary models of curriculum and pedagogy in the field, children's emotional and social well-		Online	F	

			being, the role of private and public entities in the creation and funding of early childhood education, and review of policies that impact young children.				
TEDV 325	3	Assessment in Early Childhood	Basic course for identifying and analyzing the historical and current trends in assessing, monitoring, and reporting the progress of young children, birth through age 8. Primary emphasis will be placed upon the cognitive, affective, and psychomotor development outcomes with secondary analysis of national proficiency assessments, and data-driven decision making to improve the learning and teaching outcomes. Covers basic concepts of quality assessment including validity and reliability, authentic and traditional assessment, formative and summative, development of baseline measures, and evaluation of the results.		Online	Sp	
TEDV 370	3	Understanding Early Childhood Math and Science	In depth examination of developmentally appropriate math and science concepts, and development of applicable curriculum beginning with children's formative years through third-grade.		Online	Sp	
FSHV 323	3	Infancy/Child Development	Growth, development, and socialization of the child within the family setting, from conception to the middle school years; observations of infants and preschoolers.	FSHD 117 or equivalent course (e.g., EDP/FSHD/PSY 200, PSY 240)	Online	F	
FSHV 337	3	Dynamics of Family Relations	The modern family and its relationships with emphasis on marriage and interpersonal relationships.	FSHD 117	Online	Sp	
or HUSV 371	3	Parent, Family, and Community	The modern family and its relationships with emphasis on young children and their ecosystems, interprofessional collaboration for early intervention.	Required to be enrolled in a CAST BAS program.	Online	F	
<b>EC BAS MAJOR Core</b>							
LCEV 404	3	Cultural Diversity in Education	Course provides an introduction to aspects of culture that affect education. An overview of different cultures will serve as		Online	F, Sp, Su	

			the basis for discussing issues pertaining to school achievement.				
TEDV 470	3	Early Childhood Guidance and Classroom Management	This course focuses on the principles of early childhood classroom systems: child guidance and classroom management of children from birth through grade 3. Participants will critically analyze theoretical, historical, and current trends for effectively organizing and managing classrooms with emphasis upon the child's changing needs according to developmental level.		Online	F	
TEDV 473	3	Developmentally Appropriate Practices for Early Childhood Environments	TEDV 473 critically analyzes culturally responsive, developmentally appropriate practices in early childhood environments to shape early learning experiences. Students will design, implement, and evaluate the significance of building early childhood environments which stimulate intellectual, social, emotional, language, and physical development in children birth to age 8. Includes methods of naeyc standards based instruction, emphasizing developmentally appropriate teaching practices as well as tools to foster collaborative relationships between professionals, families, and the community.		Online	Sp	
TEDV 474	3	Teaching Exceptional Children in Early Childhood	This course focuses on the developmental characteristics and quality practices for typical and atypical behaviors of young children. Participants will critically analyze theoretical and current teaching trends recommended for students with exceptional needs from birth to grade 3 through an exploration of the five domains of development: communication, physical, cognitive, social or emotional, and adaptive. Examines pertinent laws, services, and modification/adaptation of instruction; includes strategies to assist		Online	Sp	



			young children with special needs and best practices in teaching and learning.				
TEDV 482	3	Early Childhood Language and Literacy	This course critically analyzes young children's initial language development, early literacy development, and use of oral and written language as applied to teaching and learning. Through extensive analysis of theoretical, historical, and current research-based trends participants will develop a conceptual framework to foster optimum language and literacy development environments and developmentally appropriate strategies for children birth to grade 3. Integrated and process-oriented approaches will be emphasized.		Online	F	
TEDV 412	3	Technology in Early Childhood Environments	Examines the integration of digital and non-digital technologies in early childhood environments. Topics to be explored in connection include developmentally appropriate use and teaching practices, its support of multiple subject-matter areas, technology facilitated classroom evaluations and management, child-created technology, computational thinking, technology as topic of study, and technology use trends by the individual child, family, early educators, community, and society.		Online	F, Sp	
TEDV 373	3	Understanding the Framework of Early Childhood Environments	TEDV 373 explores the principles of planning, creating, and administering a developmentally appropriate learning environment for infants, toddlers, and young children.		Online	F, Sp	

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4\*\*). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
TEDV 498E	3	Early Childhood Senior Capstone	TEDV 498E is a culminating experience for Early Childhood majors on issues in professional and career development involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies.	Must be in Senior year and co-enrolled in 493E	Online	D	Spring 2021	F, Sp		Laurie Seder

\*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

**VI. FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Pam Coonan](#) and [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Laurie S. Seder	Teach TEDV 498E, TEDV 493E (Internship), TEDV 474, TEDV 482	<a href="#">SederCV</a>
Ada Parra	Teach TEDV 301, TEDV 325, TEDV 482, TEDV 470	<a href="#">ParraCV</a>
Adjunct TBD	Teach TEDV 412	
Celine Richwine	Teach TEDV 373, TEDV 473, TEDV 482, TEDV 474, TEDV 470	<a href="#">Richwine CV</a>
Javare’ Phillips	Teach TEDV 373, TEDV 370	<a href="#">PhillipsCV</a>
Laura Randolph	Teach TEDV 370, TEDV 301	<a href="#">RandolphCV</a>
Curtis Acosta	Teach LCEV 404	<a href="#">AcostaCV</a>

VII. **FOUR-YEAR PLAN** – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ENGL 101	3	ENGL 2	3	TIER II INDIV and SOC	3	TEDV 370 or Equivalent	3
Associates Req Math	3	2 <sup>nd</sup> Semester Second Lang	4	TEDV 301 or Equivalent	3	TEDV 325 or Equivalent	3
Additional Transfer Course Work	9	Additional Transfer Course Work	8	FSHV 323 or Equivalent	3	FSHV 337 or HUSV 371 equivalent	3
				Additional Transfer Course Work	6	Additional Transfer Course Work	6
<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	15

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ENGV 306 Advanced Composition	3	FSHV 384: Leadership, Ethics, and Professional Practices	3	BASV 314: Math for Applied Science	3	TEDV 498E Senior Capstone	3
AEDV 310: Transitional Resiliency	3	LCEV 404: Cultural Diversity in Education	3	BASV 316: Introductory Methods of Analysis	3	TEDV 493E: Internship in Educational Support	3
TEDV 470: Early Childhood Guidance and Classroom Management	3	TEDV 473: Developmentally Appropriate Practices in Early Childhood Environments	3	TEDV 482: Early Childhood Language and Literacy	3	TEDV EC Elective	3
TEDV 474: Teaching Exceptional Children	3	TEDV EC Elective	3	Tier II Natural Sciences	3	Tier II Arts and Humanities	3
Tier II Arts Humanities	3	Tier II Indiv and Society	3	Tier II Indiv and Society	3	Tier II Indiv and Society	3
<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	15

**VIII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section

**Expected Learning Outcomes (ELO):**

Upon completion of the degree requirements for the Bachelor of Applied Science: Early Childhood, the student will possess and be able to apply the following skills and knowledge sets:

**ELO 1 – Communication (Verbal, Written, Virtual):** The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.

**ELO 2 – Strategic Thinking:** The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project.

**ELO 3 – Ethics:** The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.

**ELO 4 – Critical Thinking:** Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.

**EMPHASIS LEARNING OUTCOMES** – at minimum, provide two unique learning outcomes for each proposed emphasis. Which courses will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed. **Delete this section and table if the proposed major does not include emphases.**

<b>Emphasis</b>	<b>Learning Outcome</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>
Resiliency	LO: 1 Communication	AEDV 310		
Writing (Written Communication)	LO: 1 Communication		ENGV 306	
Cultural Variables related to Child Development and Family Relationships	LO: 1 Communication		LCEV 404	
Language and Literacy Development: Communication with families	LO: 1 Communication		TEDV 482	
Developmentally Appropriate Practices with Technology	LO: 1 Communication		TEDV 412	

Early Childhood Environments	LO: 1 Communication		TEDV 373	
Practice Communication Skills at Internship Site	LO: 1 Communication		TEDV 493E	
Classroom Management	LO: 1 Communication			TEDV 470
Developmentally Appropriate Practices	LO: 1 Communication	TEDV 473	TEDV 473	
Appropriate Inclusion Practices	LO: 1 Communication		TEDV 474	TEDV 474
Assess Communication Abilities through Capstone Project	LO: 1 Communication			TEDV 498E

<b>Emphasis</b>	<b>Learning Outcome</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>
Writing	LO 2: Strategic Thinking	ENGV 306		
Transition and Resiliency	LO 2: Strategic Thinking	AEDV 310		
Strategically think about research	LO 2: Strategic Thinking	BASV 316		
Strategically think about culture	LO 2: Strategic Thinking		LCEV 404	
Strategically think about technology usage in early childhood	LO 2: Strategic Thinking		TEDV 412	
Strategically think about Structure of early childhood environments	LO 2: Strategic Thinking		TEDV 373	
Internship	LO 2: Strategic Thinking		TEDV 493E	
Classroom management	LO 2: Strategic Thinking			TEDV 470
Developmentally appropriate practices	LO 2: Strategic Thinking	TEDV 473	TEDV 473	
Teaching students with disabilities or other known medical conditions	LO 2: Strategic Thinking		TEDV 474	TEDV 474
Language and literacy development	LO 2: Strategic Thinking			TEDV 482
Capstone – creating and applying a three week teacher action research project	LO 2: Strategic Thinking			TEDV 498E

<b>Emphasis</b>	<b>Learning Outcome</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>
Ethics as a student in higher education	LO 3: Ethics	AEDV 310		
Ethics in the profession	LO 3: Ethics	FSHV 384		
Technology: Ethical usage	LO 3: Ethics		TEDV 412	
Ethics in the development of early childhood programs	LO 3: Ethics		TEDV 373	

Internship	LO 3: Ethics		TEDV 493E	
Ethical considerations of using Developmentally Appropriate Practices	LO 3: Ethics	TEDV 473	TEDV 473	
Ethical concerns and considerations when working with students with disabilities and other known conditions	LO 3: Ethics		TEDV 474	TEDV 474
Capstone and Teacher Action Research Project: Ethical considerations	LO 3: Ethics			TEDV 498E

<b>Emphasis</b>	<b>Learning Outcome</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>
Critically think about math for applied sciences and how this knowledge is needed for creating environments that encourage early math and science skills	LO 4: Critically Think	BASV 314		
Critically exam early childhood research and implications for early childhood environments	LO 4: Critically Think	BASV 316		
Critically think about professional ethics and leadership in the profession of early childhood as well as the early childhood environments	LO 4: Critically Think	FSHV 384		
Critically exam and think about culture and implications within an early childhood environment	LO 4: Critically Think		LCEV 404	
Critically exam and think about evidenced based classroom management appropriate for early childhood	LO 4: Critically Think		TEDV 470	
Critically exam and think about developmentally appropriate practices	LO 4: Critically Think	TEDV 473	TEDV 473	
Critically exam and think about young children with disabilities and other medical conditions	LO 4: Critically Think		TEDV 474	TEDV 474
Critically exam and think about creating early childhood environments and opportunities for young children to learn language and literacy	LO 4: Critically Think		TEDV 482	
Critically exam and think about use of technology within early childhood environments	LO 4: Critically Think		TEDV 412	
Critically exam and think about creating and maintaining early childhood environments	LO 4: Critically Think		TEDV 373	
Internship -	LO 4: Critically Think		TEDV 493E	
Critically exam and think about implications from creating and implementing a three week teacher action research project	LO 4: Critically Think			TEDV 498E

**Curriculum Map:**  
TASKSTREAM Version in Appendix A

**BAS EC Curriculum Map:**

	I = Introduced P = Practiced A = Assessed	Outcome			
		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
	<b>Courses</b>	<b>Communication (Verbal, Written, Virtual):</b> The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.	<b>Strategic Thinking:</b> The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project.	<b>Ethics:</b> The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.	<b>Critical Thinking:</b> Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.
BAS CORE	BASV 314				I
	BASV 316	I	I		I
	ENGV 306	P	I		
	FSHV 384			I	I
	AEDV 310		I	I	
EC MAJOR Required	LCEV 404	P	P		P
	TEDV 470	P	P		P
	TEDV 473	P	P	P	P
	TEDV 474	P	P	P	P
	TEDV 482	P	P		P
	TEDV 412	P	P	P	P
	TEDV 373	P	P	P	P
Internship	TEDV 493E	A	A	A	A
Capstone	TEDV 498E	A	A	A	A



**Curriculum Map:**  
TASKSTREAM Version in Appendix A

**BAS EC Curriculum Map:**

		Outcome			
I = Introduced P = Practiced A = Assessed		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
	<b>Courses</b>	<b>Communication (Verbal, Written, Virtual):</b> The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.	<b>Strategic Thinking:</b> The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project.	<b>Ethics:</b> The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.	<b>Critical Thinking:</b> Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.
BAS CORE	BASV 314				I
	BASV 316	I	I		I
	ENGV 306	P	I		
	FSHV 384			I	I
	AEDP 310		I	I	
EC MAJOR Required	LCEV 404	P	P		P
	TEDV 470	P	P		P
	TEDV 473	P	P	P	P
	TEDV 474	P	P	P	P
	TEDV 482	P	P		P
	TEDV 412	P	P	P	P
	TEDV 373	P	P	P	P
Internship	TEDV 493E	A	A	A	A
Capstone	TEDV 498E	A	A	A	A

**IX ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** row.

<b>Learning Outcomes</b>	<b>Sources(s) of Evidence</b>	<b>Assessment Measures</b>	<b>Data Collection Points</b>
<b>Outcome 1: Communication</b> The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing.	<ul style="list-style-type: none"> <li>● Course-embedded assessments</li> <li>● Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>● Final Project Capstone Project</li> <li>● Early Childhood Classroom and Assessment Designs</li> <li>Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>● End of TEDV 498E</li> <li>● End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>
<b>Outcome 2: Strategic Thinking</b> The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions.	<ul style="list-style-type: none"> <li>● Course-embedded assessments</li> <li>● Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>● Final Project Capstone Project</li> <li>● Early Childhood Classroom and Assessment Designs</li> <li>Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>● End of TEDV 498E</li> <li>● End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>
<b>Outcome 3: Ethics</b> The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession.	<ul style="list-style-type: none"> <li>● Course-embedded assessments</li> <li>● Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>● Final Project Capstone Project</li> <li>● Early Childhood Classroom and Assessment Designs</li> <li>● Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> <li>Internship Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>● End of TEDV 498E</li> <li>● End of TEDV 493E</li> <li>● End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>
<b>Outcome 4: Critical Thinking</b> – Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.	<ul style="list-style-type: none"> <li>● Course-embedded assessments</li> <li>● Pre-post student reflection essays/projects</li> </ul>	Final Project Capstone Project	<ul style="list-style-type: none"> <li>● End of TEDV 498E</li> <li>● End of TEDV 493E</li> <li>● End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>

**IX. PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Every 5 years
Google Survey (upon entering and again upon exiting the program)	Students' responses	Entrance to the program and at graduation

**X. ANTICIPATED STUDENT ENROLLMENT-**complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	50	58	67	77	89

Data/evidence used to determine projected enrollment numbers:

In Fall 2017, the BAS in Applied Science Early Childhood subplan was adopted into the UA Online system. To prepare for this move, several things happened to ensure the success of this move. First, the Early Childhood subplan was revised to include the following: all Early Childhood (TEDV) classes were modified to be online at 7.5 weeks and a 15-week internship was adopted in lieu of classroom practicums. Second, conversations with Arizona Transfer had to ensure the transfer pathway for the BAS EC subplan was clearly delineated in the Arizona Transfer documents and website. Since these changes (see table below), the enrollment for the Early Childhood subplan has more than doubled. As of July 17, 2019 there are now 43 students who are eligible to enroll in the Early Childhood BAS of AS subplan Fall 2019.

Academic Plan	Academic Subplan	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017 *UA Online/Fully Online	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019

Applied Science	Early Childhood Education	11	14	16	12	12	15	29	27	34	39	43
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**XI. ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	8	25	30	35	40

Data/evidence used to determine number of anticipated degrees awarded annually:

It should be noted that approximately 92% of the students who enroll in the BAS EC program work either part-time or full-time while also attending school.

Number of graduates for the past couple of years:

Academic Year	Number of Graduates
2018-2019	15
2019-2020	13

**XII. PROGRAM DEVELOPMENT TIMELINE-** describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Recruitment for the BAS: Early Childhood degree is and will continue to be ongoing. In conjunction with Student Services and Marketing staff (Online and Distance), the program director as well as faculty conduct various outreach events

throughout the academic year. These include, but are not limited to, community college campus visits and community face-to-face events (conferences related to EC). In addition, a new EC student club is being created to provide support and networking opportunities for EC students.

**XIII. DIVERSITY AND INCLUSION**-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

The BAS: Early Childhood is committed to achieving excellence through cultural diversity and actively seeks culturally diverse faculty and students. The current BAS sub-plan in Early Childhood demonstrates this commitment. Current faculty consists of 1 male and 5 females (2 non-white). The student population is 100 women who are primarily First Generation college students (68%) and 51 percent of these students identify as Non-White (37% Hispanic/Latina, 7% Black/African American, 5% Native Hawaiian, and 2% American Indian).

The CAST BAS programs are uniquely able to serve non-traditional transfer student populations, and work in a deeply embedded way within local communities due to a variety of factors, including UA's HIS status, it's designation as a branch campus, and its physical presence within numerous local communities (including in the Army Education Center at Ft. Huachuca, Chandler, Douglas, and Yuma).

**XIV. ABOR REQUIREMENT: New Academic Program Request. This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded [here](#).**

**University: University of Arizona**

Name of Proposed Academic Program: Bachelor of Applied Science in Early Childhood
Academic Department:  The BAS EC will be jointly administered across two programs: CAST will be responsible for managing the courses identified in the BAS Core

College of Education will oversee the curriculum for the BAS EC Core.
Geographic Site: The BAS EC will be 100% fully online in the Distance and UA Online campuses.
Instructional Modality: Online
Total Credit Hours: 120
Proposed Inception Term: Spring 2021
<p>Brief Program Description:</p> <p>The Bachelor of Applied Science in Early Childhood (BAS EC) primary focus is to create early childhood practitioners who have a deep understanding of how to best meet the developmental and learning needs of children birth through age 8. Through a variety of multimodal instruction, students will gain a deeper knowledge of professional skills required within the profession of early childhood. These skills include: developing a deep understanding of child development and early childhood developmental domains (cognition, social/emotional, language, self-help, and motor/physical); recognizing and using learning theories within early childhood centers; creating and applying developmentally appropriate practices; developing leadership, mentoring, coaching skills required for managing early childhood centers; and addressing the importance of building relationships with families as well as honoring the culture and cultural values of these families. The BAS EC program aligns learning outcomes with the National Association for the Education of Young Children (NAEYC) professional standards.</p>
<p>Learning Outcomes and Assessment Plan:</p> <p><b><u>Expected Learning Outcomes (ELO):</u></b>  Upon completion of the degree requirements for the Bachelor of Applied Science: Early Childhood, the student will possess and be able to apply the following skills and knowledge sets:</p>

**ELO 1 – Communication (Verbal, Written, Virtual):** The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.

**ELO 2 – Strategic Thinking:** The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project.

**ELO 3 – Ethics:** The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.

**ELO 4 – Critical Thinking:** Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.

**Assessment Plan for Students:**

<b>Learning Outcomes</b>	<b>Sources(s) of Evidence</b>	<b>Assessment Measures</b>	<b>Data Collection Points</b>
<p><b>Outcome 1: Communication</b> The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing.</p>	<ul style="list-style-type: none"> <li>• Course-embedded assessments</li> <li>• Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Final Project Capstone Project</li> <li>• Early Childhood Classroom and Assessment Designs</li> <li>• Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• End of TEDV 498E</li> <li>• End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>• Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>

<p><b>Outcome 2: Strategic Thinking</b> The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions.</p>	<ul style="list-style-type: none"> <li>• Course-embedded assessments</li> <li>• Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Final Project Capstone Project</li> <li>• Early Childhood Classroom and Assessment Designs</li> <li>• Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• End of TEDV 498E</li> <li>• End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>• Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>
<p><b>Outcome 3: Ethics</b> The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession.</p>	<ul style="list-style-type: none"> <li>• Course-embedded assessments</li> <li>• Pre-post student reflection essays/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Final Project Capstone Project</li> <li>• Early Childhood Classroom and Assessment Designs</li> <li>• Early Childhood Domain Specific Developmentally Appropriate Lesson Plans</li> <li>• Internship Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>• End of TEDV 498E</li> <li>• End of TEDV 493E</li> <li>• End of TEDV 470; End of TEDV 473; End of TEDV 474; End of TEDV 482</li> <li>• Pre- &amp; Post-program student surveys (Google Forms)</li> </ul>

**Program Assessment Plan**

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Every 5 years
Google Survey (upon entering and again upon exiting the program)	Students' responses	Entrance to the program and at graduation

**Projected Enrollment for the First Three Years:**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year



Number of Students	50	58	67
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Evidence of Market Demand:

Current evidence of student interest in and demand for the BAS in Early Childhood is based on student data from Arizona community colleges and current Bureau of Labor Statistics. Listed below are Arizona community college statistics related to potential BAS EC students in UA’s serving areas, as well as degrees at community colleges that are eligible to do a 2 + 2 articulation with this BAS degree:

- In 2019, 35 students received AAS degrees in Early Childhood and 6 received an AA in Early Childhood.
- 2017, Central Arizona College graduated 16 students with AAS degrees in EC and only 2 students with Associate of Arts in EC.
- In 2018, Cochise graduated 1,261 students with AAS degrees, of which only 7 were ECE majors.
- 2016 statistics from Rio Salado indicated 300+ students in AAS early childhood, and 60 in early childhood administration.
- Arizona Western College, in 2016, had 107 students enrolled in AAS early childhood.

Workforce: Using data derived from the Burning Glass Technologies reports, in Arizona 1,922 jobs for early childcare educators (including directors of early childhood centers) was posted in the past 12 months and the job market is expected to increase by 28%. Given these statistics and the statistics from the above mentioned state higher education institutions, the need for workforce individuals is greater than the output from these institutions. Thus, a need for a BAS program aligned to AAS degrees from community colleges.

According to the Bureau of Labor Statistics (BLS), professional and related service occupations, including in the field of Early Childhood. Stated on the BLS website, “Employment of preschool teachers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Growth is expected due to a continued focus on the importance of early childhood

<p>education.” The BAS in Early Childhood will prepare high quality, professional individuals for these Early Childhood positions.</p>	
<p>Similar Programs Offered at Arizona Public Universities:</p> <p>NAU offers a BAS in EC (AGEC required for admissions. UA BAS requires AAS in EC)  ASU offers a BAE in EC with Teacher Certification (UA BAS EC will not offer certification)  Certification refers to Arizona Early Education Teaching Certification.</p>	
<p>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</p> <p>None. Just an MOU between UA CAST and UA COE to outline departmental responsibilities.</p>	
<p>Program Fee/Differentiated Tuition Required?      YES <input checked="" type="checkbox"/>    NO <input type="checkbox"/></p>	<p>Estimated Amount:</p>
<p>Program Fee Justification: BAS EC students will be fully online. Thus, some students will enter program via a UA distant location such as Sierra Vista, Yuma, or Chandler and the rest of the students will enter via UA Online.</p>	
<p>Specialized Accreditation?      YES <input type="checkbox"/>    NO <input checked="" type="checkbox"/></p>	
<p>Accreditor:</p>	

## Appendix A. TASKSTREAM Proposed Curriculum Map for BAS in Early Childhood

Outcome				
	<p style="text-align: center;"><b>Communication (Verbal, Written, Virtual)</b></p> <p>The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.</p>	<p style="text-align: center;"><b>Strategic Thinking</b></p> <p>The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project</p>	<p style="text-align: center;"><b>Ethics</b></p> <p>The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.</p>	<p style="text-align: center;"><b>Critical Thinking</b></p> <p>Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.</p>
<b>Courses and Learning Activities</b>				
BASV 314 Mathematics for Applied Sciences				I
BASV 316 Introduction to Methods of Analysis	I	I		I
ENGV 306 Advanced Composition	P	I		
FSHV 384 Leadership, Ethics, and Professional Practices			I	I
AEDV 310 Transitional Resiliency		I	I	
LCEV 404 Cultural Diversity in Education	P	P		P
TEDV 473 Developmentally Appropriate Practices for Early Childhood Environments	I/P	I/P	I/P	I/P
TEDV 470	P	P		P

<b>Outcome</b>				
	<b>Communication (Verbal, Written, Virtual)</b> The student will be able to efficiently analyze, evaluate and contrast ideas related to early childhood (development, teaching, and/or administration) verbally and in writing. The student will also possess skills to successfully listen to others (parents, community stakeholders, and children). Lastly, students will be able to effectively communicate complex ideas and information across a variety of media.	<b>Strategic Thinking</b> The student will apply advanced knowledge of early childhood development, teaching, and administration theories, pedagogies, and paradigms to make effective early childhood education related decisions. The student will develop this deep understanding and knowledge throughout the program required coursework as well as by utilizing this knowledge during a supervised 15 week internship which includes a three week action-research capstone project	<b>Ethics</b> The student will demonstrate professional, ethical behaviors related to and in alignment with the early childhood profession. These include creating pertinent professional ethical action plans aligned with NAEYC standards to address assessing without bias; creating environments to meet the needs of children birth through age 8; and facilitating early childhood education to ensure the child, parents, and community are included.	<b>Critical Thinking</b> Through the program required coursework, internship, and action research project, the student will demonstrate critical thinking strategies which include reasoning, problem solving, analysis, creating and evaluation.
Early Childhood Guidance and Classroom Management				
TEDV 474 Teaching Exceptional Children in Early Childhood	<b>P/A</b>	<b>P/A</b>	<b>P/A</b>	<b>P/A</b>
TEDV 482 Early Childhood Language and Literacy	<b>P</b>	<b>P</b>		<b>P</b>
TEDV 412 Technology in Early Childhood Environments	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
TEDV 373 Understanding the Framework of Early Childhood Environments	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
TEDV 493E Internship in Educational Support	<b>P</b>	<b>P</b>	<b>P</b>	<b>P</b>
TEDV 498E Senior Capstone in Early Childhood	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>

Undergraduate Major Peer Comparison Chart-delete **EXAMPLE columns** once ready to submit/upload. Find UA peers here:  
<https://www.azregents.edu/arizonas-public-universities/peer-institutions>

Program name, sub-plan name (if applicable), degree, and institution	Proposed UA Program:	Peer 1:	Peer 2:
	UA BAS  Early Childhood	NAU BAS Early Childhood	Western New Mexico BS Early Childhood without license
Current # of enrolled students	43	?	Less than 10
<b>Major Description -provide a description for the proposed program. Include the purpose, nature, and program highlights. Description must be consistent throughout the proposal documents and match departmental and college websites, handouts, and</b>	<p> <a href="https://online.arizona.edu/programs/undergraduate/online-bachelor-applied-science-early-childhood-education-applied-science-bas">https://online.arizona.edu/programs/undergraduate/online-bachelor-applied-science-early-childhood-education-applied-science-bas</a> -  <a href="https://ece.azcast.arizona.edu/">https://ece.azcast.arizona.edu/</a> </p> <p><b>Description:</b></p> <p>The Bachelor of Applied Science in Early Childhood (BAS EC) primary focus is to create early childhood practitioners who have a deep understanding of how to best meet the developmental and learning needs of children birth through age 8. Through a variety of multimodal instruction, students will gain a deeper</p>	<p>from: <a href="https://nau.edu/teaching-and-learning/bas-early-childhood/">https://nau.edu/teaching-and-learning/bas-early-childhood/</a></p> <p>From site:            If you have earned any associate degree from a community college, our B.A.S. in Early Childhood Education might be the perfect way to continue your education. Our B.A.S. in Early Childhood Education is based on state and national education reforms and concentrates on educating you about the expanding specialized knowledge base concerning early childhood. This degree does not result in state certification.</p>	<p>From: <a href="https://soe.wnmu.edu/undergraduate/ecp/bs/">https://soe.wnmu.edu/undergraduate/ecp/bs/</a></p> <p>WNMU’s Early Childhood Programs offer two Bachelor Degree Professional Pathways leading to either New Mexico Early Childhood Teacher License or a Bachelor Degree without licensure.</p> <p>An Early Childhood degree prepares students for a range of careers that include:</p> <ul style="list-style-type: none"> <li>• Teachers of children ages birth through 3rd Grade</li> <li>• Child care provider</li> <li>• Home visitor</li> <li>• Program Administrator</li> <li>• Program development specialist</li> <li>• Parent support specialist</li> <li>• Early interventionist</li> </ul> <p>This competency-based program is a part of the New Mexico Early Childhood Higher Education Articulation for two and four year institutions. The program provides extensive field experiences to enhance classroom learning, and</p>

<p><b>promotional materials.</b></p>	<p>knowledge of professional skills required within the profession of early childhood. These skills include: developing a deep understanding of child development and early childhood developmental domains (cognition, social/emotional, language, self-help, and motor/physical); recognizing and using learning theories within early childhood centers; creating and applying developmentally appropriate practices; developing leadership, mentoring, coaching skills required for managing early childhood centers and addressing the importance of building relationships with families as well as honoring the culture and cultural values of these families. The BAS EC program aligns learning outcomes with the National Association for the Education of Young Children (NAEYC) professional standards.</p>		<p>guides pre-service students to performance outcomes in:</p> <ul style="list-style-type: none"> <li>• Child Growth, Development and Learning</li> <li>• Health, Safety and Nutrition</li> <li>• Family and Community Collaboration</li> <li>• Developmentally Appropriate Content</li> <li>• Learning Environment and Curriculum Implementation</li> <li>• Professionalism</li> <li>• Assessment of Children and Evaluation of Programs</li> </ul> <p>The early childhood education program prepare students to provide high-quality care and education to young children birth through 3rd grade through experiential learning, students plan and implement activities appropriate to the developing child.</p> <ul style="list-style-type: none"> <li>• Professors closely monitor student progress while utilizing multiple ways of assessing student work.</li> <li>• Integration of hands-on experiences and technology in classroom instruction is included throughout the program.</li> <li>• Courses focus on developmentally appropriate practices and individualized learning to support the full participation of every child.</li> <li>• Courses promote the establishment of aligned services and supports which build on the unique assets of each child, and acknowledge the strengths of children’s families’ heritage, language, and culture.</li> <li>• Courses and field experiences offer opportunities for students to work with</li> </ul>
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			<p>diverse populations (gender, ELL, exceptionality, ethnicity)</p> <p>Students also demonstrate knowledge in creating and administering a safe, health environment that uses developmentally appropriate curriculum practices. Students will demonstrate professionalism through adherence to the ethical and professional standards of the early childhood education profession. The program provides a theoretical base in the growth and development of young children and early childhood education curricula and activities. The practical experiences in various early childhood education setting facilitate the development of the skills needed to implement curriculum that fosters the cognitive, motor, social, and emotional development of the child.</p>
<b>Target careers</b>	<ul style="list-style-type: none"> <li>● Early childhood educators (Birth to Age 8 teaching (non-certified positions))</li> <li>● Administrators of childcare/early childhood and after-school programs</li> <li>● Developmental specialist</li> <li>● Child Life Specialist</li> <li>● Home Visit Advocate</li> <li>● Program Quality coaches</li> <li>● Teaching assistants (paraprofessionals)</li> <li>● Curriculum development</li> <li>● Family support/parent educators</li> <li>● Child welfare</li> <li>● Preschools and learning centers</li> <li>● Public, private, and charter schools</li> <li>● Governmental agencies</li> <li>● Nonprofit and for-profit educational organizations</li> </ul>	<ul style="list-style-type: none"> <li>● Preschool education</li> <li>● Early childhood education</li> <li>● Preschool teacher</li> <li>● Childcare specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers of children ages birth through 3rd Grade (only for K-3 certification program)</li> <li>● Childcare provider</li> <li>● Home visitor</li> <li>● Program Administrator</li> <li>● Program development specialist</li> <li>● Parent support specialist</li> <li>● Early interventionist</li> </ul>
<b>Total units required to</b>	120 Two pathways:	120 <a href="https://nau.edu/teaching-and-learning/bas-early-childhood/">https://nau.edu/teaching-and-learning/bas-early-childhood/</a>	124

<b>complete degree</b>	60/60 upper or with AAS in EC 75/45 upper is only available if they have AAS from an Arizona community college	64 units in an associate degree transfer block (If you have been awarded an A.A.S degree from an Arizona Community College, NAU will accept up to 75 transfer units.)	<a href="https://wnmu.edu/dgrplans/School_of_Ed/2019-20/BA-BS_Early_Childhood_Care_&amp;_Education_without%20licensure.pdf">https://wnmu.edu/dgrplans/School_of_Ed/2019-20/BA-BS_Early_Childhood_Care_&amp;_Education_without%20licensure.pdf</a>
<b>Upper-division units required to complete degree</b>	60 or 45	42	42
<b>Foundation courses</b>			
English composition	-ENGL 101 (3) First-Year Composition or equivalent  -ENGL 102 (3) First-Year Composition or equivalent		ENGL 1120 Composition II 1
<a href="#">Second language</a>	2 <sup>nd</sup> Semester second language Proficiency		
<a href="#">Math</a>	<i>Place into BASV 314</i>		MATH 1010 Mathematics for School Teachers or MATH 1130 Survey of Mathematics
<a href="#">General education requirements</a>	Tier II = 21 units <ul style="list-style-type: none"> <li>● Natural Sciences (3 units)</li> <li>● Arts and Humanities (6 units)</li> <li>● Indiv and Societies (12)</li> <li>● Diversity Course</li> </ul> (above can be taken at CC in 75/45 option)		<ul style="list-style-type: none"> <li>● Science (4 units)</li> <li>● Social and Behavioral sciences (3 units)</li> <li>● Humanities (3 units)</li> <li>● Creative and Fine Arts (3 units)</li> <li>● Supporting Coursework (6 units)</li> </ul>
<b>Pre-major? (Yes/No. If yes, provide requirements.) Provide email(s)/letter(s) of support from home department head(s) for courses not</b>			



owned by your department.			
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	<p>In addition to the above to the minimum 60 general education units, preferable to have at least nine units of early childhood coursework or AAS in Early Childhood or related field</p> <p>Also required is a personal goal statement and a resume</p>	<p><a href="https://nau.edu/admission/transfer-admission-requirements/">https://nau.edu/admission/transfer-admission-requirements/</a></p> <p>You will be offered admission to NAU if:          You have completed AGECE, AGECE-B, AGECE-S, or California IGETC with a cumulative GPA of 2.5; or you've completed an associate's degree with a cumulative GPA of 2.0. Note that with a completed AGECE or IGETC you will have fulfilled all of the lower-level requirements, though not the junior or senior level writing requirement, of the <a href="#">NAU Liberal Studies program</a>.          You will be considered for admission to NAU if:          You have no more than one deficiency on any two areas of the <a href="#">required core courses</a>. If you have a combination of a math and lab science deficiency, you are not admissible.          and          You have 12-23 transferable credits and a core high school GPA of 2.0 or above, or you have 24 or more transferable college or university credit hours with a cumulative GPA of at least 2.0.</p>	<p><a href="https://admissions.wnmw.edu/transfer/">https://admissions.wnmw.edu/transfer/</a>          Provide required documentation.          Provide one of the following:</p> <ol style="list-style-type: none"> <li>1. ACCUPLACER placement exam scores; or</li> <li>2. An official transcript showing completion of a college level writing course with a grade of C or better and mathematics course with a grade of D or better; or</li> <li>3. Achievement of an ACT sub-score of 21 or better (or SAT equivalent of 500) in math, English, and social science. The ACT/SAT must have been taken in the past five years; or</li> <li>4. An official transcript showing completion of an undergraduate degree from an accredited institution recognized by the Council of Higher Education Accreditation (CHEA).</li> </ol> <p>All transfer applicants who have completed less than 24 credit hours must submit an official high school transcript or an official GED transcript.</p>
<b>Major requirements</b>			
Minimum # of units required in major (units counting towards major units and major GPA)	24	21	21
Minimum # of upper-division units required in	21		

the major (upper division units counting towards major GPA)			
Minimum # of residency units to be completed in the major			
<b>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	15 Units TEDV 301: Foundations of Early Childhood Education (3 units)  TEDV 325: Assessment in Early Childhood (3 units)  FSHV 323: Infancy/Child Development (3 units)  TEDV 370: Understanding Early Childhood Math and Science (3 units)  HUSV 371: Parent, Family, and Community (3 units) or FSHV 337: Dynamics of Family Relations (3 units)		Early Childhood Care & Education Core Requirements Lower Division Core (29 credit hours) ECED 1130 Fam/Comm Collaborat (3) ECED 2120 Curriclm Dev/Play 0-4 (3) ECED 1120 Guiding Yng Childrn (3) ECED 2121 Curr Dv/Play 0-4 Prac (2) ECED 1115 Hlth, Safety, Nutritn (2) ECED 2130 Curr Dev/Imp 3-Grd 3 (3) ECED 2115 Intro to Lang/Lit/Rdg (3) ECED 2131 Curr Dv/Imp 3-G3 Prac (2) ECED 1125 Assess Ch/Eval Prog (3) ECED 2110 Professionalism (2) ECED 1110 Chld Grwth/Dev/Lrn (3)
Major requirement			

**s (list all required major coursework including major core, major electives, sub-plan core, and sub-plan electives; courses count towards major units and major GPA) Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.**

**BAS Core (15 Units)**

(3 units) BASV 314 Mathematics for Applied Sciences

(3 units) BASV 316 Introduction to Methods of Analysis

(3 Units) ENGV 306: Advanced Composition

(3 units) FSHV 384: Leadership, Ethics, and Professional Practices or (3 units) BASV 319 Ethics in Public and Private Sectors

(3 units) AEDV 310: Transitional Resiliency

**EC Core (19 Units)**

(3 units) LCEV 404: Cultural Diversity in Education

(3 units) TEDV 470: Early Childhood Guidance and Classroom Management

(3 units) TEDV 473: Developmentally Appropriate Practices for Early Childhood Environments

(3 units) TEDV 474: Teaching Exceptional Children in Early Childhood

(3 units) TEDV 482: Early Childhood Language and Literacy

(3 units) TEDV 412: Technology in Early Childhood Environments

(3 units) TEDV 373: Understanding the Framework of Early Childhood Environments

NAU College of Education  
Applied Science - Early Childhood Bachelor of Applied Science  
2019-2020 Undergraduate Catalog  
Progression Plan-Classic  
*Sample Progression Plans are for planning purposes only. Use the actual for official details.*

Year 1 - Fall		Year 1 - Spring	
Foundation English	4	Foundation Math	3
Liberal Studies and/or Diversity	3	Liberal Studies and/or Diversity	3
Liberal Studies and/or Diversity	3	Liberal Studies and/or Diversity	3
General Elective Course	3	General Elective Course	3
General Elective Course	3	General Elective Course	3

  

Year 2 - Fall		Year 2 - Spring	
Liberal Studies Lab Science Lecture	3	Liberal Studies Science and Applied Science	3
Liberal Studies Lab Science Lab	1	Liberal Studies and/or Diversity	3
Liberal Studies and/or Diversity	3	General Elective Course	3
Liberal Studies and/or Diversity	3	General Elective Course	3
General Elective Course	3	General Elective Course	3

  

Year 3 - Fall		Year 3 - Spring	
ECT 301 Early Childhood Development	3	EPS 324 Educational Psychology in Elementary And Middle School Education	3
ECT 402 Integrated Art, Dev, Literacy, Evidence-Based Practices, And Language Arts In The Elementary School	3	ECT 312 Curriculum And Assessment In Early Childhood	3
Communication Block	3	PSYC 310W Structural English Immersion In Early Childhood Settings	3
Public Administration and Management Block	3	Didactic, Quantitative, Qualitative, and Science Block	3
General Elective Course	3	General Elective Course	3

  

Year 4 - Fall		Year 4 - Spring	
ECT 310 Play Education	3	ECT 497C Independent Study	3
ESG 354 Foundations Of Special Education: Early Childhood	3	Applied Science - Early Childhood major elective	3
Values, Ethics, and Policy Block	3	Applied Science - Early Childhood major elective	3
General Elective Course	3	General Elective Course	3
General Elective Course	3	General Elective Course	1

Eight program required identified upper division classes (24 credits of the required 42 upper division requirements)

WNM assume students will complete an associate's degree prior to transferring or upon completion of bachelor's degree.

The bachelor's degree is built to include 30 early childhood lower division credits.

**Degree Plan - Early Childhood Care and Education Major - Non-Licensure**

**SUPPORTING COURSEWORK: (6 credit hours)**

Course/Title	Units/Cr	Grade	Course/Title	Units/Cr	Grade
PSYC 1110 Intro to Psychology	3		SCC 1110 Intro to Sociology	3	

**Early Childhood Care & Education Core Requirements (62 credit hours)**

**Lower Division Core (28 credit hours)**

ECTD 1130 Infant/Child Development	3		ECTD 2120 Curricula for Early Child	3	
ECTD 1120 Guiding Young Children	3		ECTD 2125 Core Early Child Pract	3	
ECTD 1135 Ethics, Safety, Nutrition	3		ECTD 2130 Core Early Child Pract	3	
ECTD 2115 Science of Language in Early Childhood	3		ECTD 2135 Core Early Child Pract	3	
ECTD 1125 Associate Cultural Pract	3		ECTD 2140 Professionalization	3	
ECTD 1110 Child Growth/Dev/Lea	3		Admission to S-Ed Early Childhood Care & Ed Program	3	

**Upper Division Core - Birth through Age 4 (12 credit hours)**

ECTD 405 A-B Core Inf/Toddler	3		ECTD 495 Family Lang/Childcare	3	
ECTD 415 Emerg Lit Herb-Age 4	3		ECTD 485 Young Child/Income Abund	3	
ECTD 423 Int. Care Herb-Age 4	3		ECTD 480 Integr Care 4-9 Pract	3	
ECTD 401 Search for Quality/Effect	3				

**Upper Division Guided Electives from School of Education Courses (12 credit hours)**

**(ECED, EDUC, BLED, BDEG, SPED)**

Course	Units	Grade	Course	Units	Grade
Course			Course		
Course			Course		

**Additional Upper Division Courses for 42 Credits Req. (9 or minimum needed)**

Course	Units	Grade	Course	Units	Grade
Course			Course		
Course			Course		

**Service Learning 3 credits:** \_\_\_\_\_ **Seat/Year:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Upper Division Hours (12 minimum):** \_\_\_\_\_ **Writing Intensive Hours (9 minimum):** \_\_\_\_\_

**Total Hours (124 minimum required):** \_\_\_\_\_ **Copy to Registrar:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Original completed** \_\_\_\_\_ **date:** \_\_\_\_\_ **Grad. Audit sent:** \_\_\_\_\_

**Updated:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Assoc. Dean SOE Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

Elective (3 units)  
 TEDV 496: Topics in Elementary Education

LCEV 408: Methods of Teaching English to English Language Learners

Internship and Capstone (6 units)

(3units) TEDV 493E: Internship in Educational Support

(3 unit) TEDV 498E Senior Capstone in Early Childhood Education (NEW course)

**WESTERN NEW MEXICO UNIVERSITY**  
**Degree Plan - Early Childhood Care and Education Major (0822)**  
 School of Education  
 (Non-Licensure)

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Tel #: \_\_\_\_\_ Degree Title: \_\_\_\_\_  
 Address: \_\_\_\_\_ Email: \_\_\_\_\_ BS  
 (complete including street, city, state, zip) \_\_\_\_\_ BA

Catalog Authority: 2019-20 Expected Completion: \_\_\_\_\_ Advisor: \_\_\_\_\_  
*(Deadline for Application for Graduation: June 1st for Fall, September 1st for Spring, February 1st for Summer.)*

**GENERAL EDUCATION REQUIREMENTS (21)**

**Applied Liberal Arts and Sciences (9)**

Course/Course	Sem/Year	Grade	Sem/Year	Grade
ALAS 1811 Applied Liberal Arts & Sciences - Humanities	(3)	_____	_____	_____
ALAS 1820 Applied Liberal Arts & Sciences - Social/Behavior Sciences	(3)	_____	_____	_____
ALAS 1835 Applied Liberal Arts & Sciences - STEM	(3)	_____	_____	_____

Course/Course	Sem/Year	Grade	Course/Course	Sem/Year	Grade
<b>Area I - Communications (6)</b>			<b>Area IV - Social and Behavioral Sciences (3)</b>		
ENGL 1121 Composition II *	_____	_____	ANTH 1140 Intro to Cultural Anthropology	_____	_____
COMM 1130 Public Speaking	_____	_____	ECOR 1110 Survey of Economics	_____	_____
COMM 1140 Intro to Media Writing	_____	_____	ECOR 2110 Macroeconomic Principles	_____	_____
COMM 2140 Small Group Communication	_____	_____	ECOR 2120 Microeconomic Principles	_____	_____
Course _____ (3)	_____	_____	GEOS 1120 World Regional Geography	_____	_____
Course _____ (3)	_____	_____	GEOS 1130 Human Geography	_____	_____
			POLS 1110 Intro to Political Science	_____	_____
<b>Area II - Mathematics (3)</b>			<b>Area V - Humanities (3)</b>		
MATH 1110 Mathematics for School Teachers	_____	_____	ENGL 1410 Intro to Literature	_____	_____
MATH 1130 Survey of Mathematics *	_____	_____	ENGL 2310 Intro to Creative Writing	_____	_____
MATH 1220 College Algebra *	_____	_____	HIST 1110 United States History I	_____	_____
MATH 1300 Intro to Statistics *	_____	_____	HIST 1120 United States History II	_____	_____
MATH 1510 Calculus I *	_____	_____	HIST 1130 Western Civilization I	_____	_____
Course _____ (3)	_____	_____	HIST 1160 Western Civilization II	_____	_____
			PHIL 1115 Intro to Philosophy	_____	_____
<b>Area III - Science (6)</b>			Course _____ (3)	_____	_____
Pick one course (pick 5C) from the following:			<b>Area VI - Creative &amp; Fine Arts (3-4)</b>		
BIOL 1110/1110L General Biology & Lab	_____	_____	ARTS 1250 Design I *	_____	_____
BIOL 1140/1140L Biology for Health Sciences & Lab	_____	_____	ARTS 1410 Intro to Photography	_____	_____
BIOL 2110/2110L Principles of Biology: Cell/Molecular & Lab	_____	_____	ARTS 1610 Drawing I *	_____	_____
BIOL 2110/2110L Human Anatomy & Physiology I & Lab	_____	_____	ARTS 1630 Painting I	_____	_____
BIOL 2640/2640L Plant Form, Function and Diversity & Lab	_____	_____	ARTS 2321 Appreciation of Clay	_____	_____
BIOL 2644/2644L Animal Form, Function and Diversity & Lab	_____	_____	ARTS 2921 Appreciation of Sculpture	_____	_____
CHEM 1120/1120L Intro to Chemistry & Lab	_____	_____	MUSC 1130 Music Appreciation	_____	_____
CHEM 1251/1251L General Chemistry I for STEM Majors & Lab	_____	_____	Course _____ (3)	_____	_____
QBOL 1110/1110L Physical Geology & Lab	_____	_____	<b>BS Requirement (6)</b>		
QBOL 1120/1120L Environmental Geology & Lab	_____	_____	MATH 2132 Student Elem Math I (3)	_____	_____
QBOL 2110/2110L Historical Geology & Lab	_____	_____	MATH 2133 Student Elem Math II (3)	_____	_____
PHSC 1120/1120L Forensic Science I & Lab	_____	_____	Course _____ (3)	_____	_____
Course _____ (6)	_____	_____	Course _____ (3)	_____	_____

**BS Requirement (6)**

Complete any upper division Spanish course, or one of the following: SPAN 2120, BLEED 431 or CLEP for four semesters of Spanish

Course \_\_\_\_\_ (3)

Course \_\_\_\_\_ (3)

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			<p style="text-align: center;"><b>WESTERN NEW MEXICO UNIVERSITY</b>  <b>Degree Plan - Early Childhood Care and Education Major (0822)</b>  School of Education  <b>(Non-Licensure)</b></p> <p>Student Name: _____ ID #: _____ Tel #: _____ Degree Type: _____  Address: _____ Email: _____ BS  (Campus teaching street, city, state, zip) _____ SA</p> <p>Catalog Authority: 2019-20 Exposed Completion: _____ Advisor: _____  <i>(Deadline for Application for Graduation - June 1st for Fall, September 1st for Spring, February 1st for Summer)</i></p> <p style="text-align: center;"><b>GENERAL EDUCATION REQUIREMENTS (21)</b>  <b>Applied Liberal Arts and Sciences (9)</b></p> <table border="0" style="width: 100%;"> <tr> <td>ALAS 1811 Applied Liberal Arts &amp; Sciences - Humanities</td> <td style="text-align: right;">(3)</td> <td style="text-align: right;">Sem/Year</td> <td style="text-align: right;">Grade</td> </tr> <tr> <td>ALAS 1820 Applied Liberal Arts &amp; Sciences - Social/Behavior Sciences</td> <td style="text-align: right;">(3)</td> <td></td> <td></td> </tr> <tr> <td>ALAS 1835 Applied Liberal Arts &amp; 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<p><b>Internship, practicum, applied course requirements (Yes/No. If yes, provide description)</b></p>	<p>Yes  TEDV 493E: Internship in Educational Support - 3 credits</p> <p>TEDV 493E offers a field experience for students enrolled in either the Early Childhood or Elementary Education teaching programs. Participants will be encouraged to complete internships pertaining to education support, human services, community-based learning, and service learning. Placement may take place in public education facilities, non-profit organizations, government agencies, and various private business sectors pertaining to any child development domain birth through age 14 or Grade 8. This course does not fulfill any portion of the field studies or student teaching component required by the state of Arizona for either Early Childhood or</p>	<p>No</p>	<p>2 credits upper division</p>																																																																																																																																																																																																																																										

	Elementary teacher certifications/endorsements.		
<b>Senior thesis or senior project required (Yes/No. If yes, provide description)</b>	<p>Yes TEDV 498E</p> <p>TEDV 498E is a culminating experience for Early Childhood majors on issues in professional and career development involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies.</p>		
<b>Additional requirements (provide description)</b>			
<b>Minor (specify if optional or required)</b>		No	No

\*Note: comparison of additional relevant programs may be requested.



**BUDGET PROJECTION FORM**

Name of Program or Unit: BAS in Early Childhood Education

	1ST Year 2020 - 2021	2ND Year 2021 - 2022	3RD Year 2022 - 2023	4RD Year 2023 - 2024
<b>METRICS</b>				
Net increase in annual college enrollment UG	44	49	54	60
Total C/E RCM SCH UG	216	225	234	252
Total C/E RCM Majors UG	48	50	52	56
Total Online SCH UG	153	180	207	243
Total Distance SCH UG	27	36	45	45
<b>FUNDING SOURCES</b>				
<b>Continuing Sources</b>				
UG RCM Revenue (net of cost allocation)	79,348	73,403	75,128	76,814
Grad RCM Revenue (net of cost allocation)				
Program Fee RCM Revenue (net of cost allocation)				
F and A Revenues (net of cost allocations)				
UA Online Revenues	48,960	57,600	66,240	77,760
Distance Learning Revenues	7,452	9,936	12,420	12,420
Reallocation from existing College funds (attach description)				
Other Items (attach description)				
<b>Total Continuing</b>	<b>\$ 135,760</b>	<b>\$ 140,939</b>	<b>\$ 153,788</b>	<b>\$ 166,994</b>
<b>One-time Sources</b>				
College fund balances				
Institutional Strategic Investment				
Gift Funding				
Other Items (attach description)				
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 135,760</b>	<b>\$ 140,939</b>	<b>\$ 153,788</b>	<b>\$ 166,994</b>
<b>EXPENDITURE ITEMS</b>				
<b>Continuing Expenditures</b>				
Faculty	53,955	55,034	56,135	57,257
Adjunct Faculty	25,400	25,908	26,426	26,955
Other Personnel	1,533	1,563	1,594	1,626
Student Employee				
Employee Related Expense	22,503	22,953	23,412	23,880
Graduate Assistantships				
Other Graduate Aid				
Operations (materials, supplies, phones, etc.)				
Additional Space Cost				
Other Items (attach description)				
<b>Total Continuing</b>	<b>\$ 103,391</b>	<b>\$ 105,458</b>	<b>\$ 107,568</b>	<b>\$ 109,719</b>
<b>One-time Expenditures</b>				
Construction or Renovation				
Start-up Equipment				
Replace Equipment				
Library Resources				
Other Items (attach description)				
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 103,391</b>	<b>\$ 105,458</b>	<b>\$ 107,568</b>	<b>\$ 109,719</b>
<b>Net Fiscal Effect</b>	<b>\$ 32,369</b>	<b>\$ 35,481</b>	<b>\$ 46,220</b>	<b>\$ 57,275</b>