



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Early Childhood Education
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Early Childhood Education (B.S.)
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	13.1210
UNIVERSITY DEPARTMENT:	Teaching, Learning, & Leadership
BANNER DEPARTMENT CODE:	STLL
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

9/23/2020

Date

- 1. Do you have a major in this field?** Yes No
- 2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

N/A
- 3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**

There is a growing need for individuals who work with children in various settings to have a better understanding of child and family development and how to apply this knowledge to

work settings with young children. Staff in childcare settings, non-profit agencies, and health and human service organizations are in need of professional development in this area. Additionally, elementary and secondary educators are also asking for further training in child and human development. This is an area of continuing education that is in high demand by teachers who are obtaining credits for certification renewal. A minor in Early Childhood Education would meet a critical need in helping qualified professionals increase their understanding in caring for and educating children across South Dakota and the nation. It is imperative for individuals who work with children and families to have a strong understanding of how children develop and progress and, be prepared to design and deliver developmentally appropriate curriculum and teaching strategies.

4. How will the proposed minor benefit students?

Students who seek to obtain professional positions that impact young children and families will benefit from completing the minor as they will have a better understanding of children's development, family needs and support, and how to work with young children. The minor is expected to appeal to students majoring in Human Development and Family Studies, Sport and Recreation Management, Nutrition and Dietetics, Community and Public Health, Theatre, Journalism, Sociology, Psychology, and secondary education programs. For example, students seeking a Sport and Recreation Management major may want to obtain this minor to better understand how to appropriately plan, design, and build recreational areas and materials for young children and their families. In addition, elementary educators may want to obtain this minor if they are working in junior kindergarten through 3rd grade settings, to better understand children's overall development and behavior and to complete required credits for teacher certification renewal.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

South Dakota Labor statistics (May 2020) indicate there were 31 unfilled childcare positions in SD that require training in early childhood education.¹ This does not include other positions that may also need training including social service workers, kindergarten teachers, dietitians, and others who work directly with children. For future projections, in South Dakota alone, there will be 60 teacher assistants, 26 preschool teachers, 79 elementary teachers, 12 kindergarten teachers, and 13 child, family, and school social workers who may require knowledge in Early Childhood Education.² This number grows when careers in other related fields such as nursing, health and human services, sport and recreation are included.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

The estimates below were developed based on approximately 2% of students interested in working with children indirectly and directly who are majoring in Human Development and Family Studies (212), Nutrition and Dietetics (82), Sport and Recreation Management (82),

¹ South Dakota Department of Labor & Regulation. (May 8, 2020). Search for Childcare needs. Retrieved from <https://www.southdakotaworks.org/vosnet/jobbanks/joblist.aspx>

² South Dakota Department of Labor & Regulation. (May 8, 2020). Occupational Short-Term (2019-2021) employment projection for statewide SD. (Excel document) Retrieved from https://dlr.sd.gov/lmic/menu_projections_occupation.aspx

and Psychology (306) for the 2nd and 3rd years. The number will increase as other majors identify the benefit of adding this minor.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students enrolled in the minor (fall)	5	12	15	18
Completions by graduates	0	5	12	15

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

A minor in Early Childhood Education addresses a critical need in preparing individuals to appropriately care for and educate children and create programs for children and families. These individuals need a strong knowledge base in child development, must be prepared to communicate with diverse families and children, and develop skills to work with young children and families in a variety of settings.

The proposed curriculum includes coursework that is grounded in theory and research in the field and supported by the standards of the Council for Accreditation of Educator Preparation (CAEP) and the National Association for the Education of Young Children (NAEYC) as well as the South Dakota Department of Education Early Childhood Education minor requirements.

The proposed program will prepare professionals to work in formal and informal settings with young children in order to assist their cognitive, physical, emotional, and social development. Program content also includes the theory and practice of working with families.

Students who plan to obtain this minor will need to be a degree-seeking student at SDSU or another SDBOR institution.

The proposed Early Childhood Education minor incorporates courses that are already being taught on campus and online. The minor addresses each of the following student learning outcomes as outlined by the National Association for the Education of Young Children (NAEYC).

Standard 1. Promoting child development and learning

1a: Knowing and understanding young children’s characteristics and needs, from birth through Age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

Standard 2. Building family and community relationships

2a: Knowing about and understanding diverse family and community characteristics.

Standard 3. Observing, documenting, and assessing to support young children and families

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

Standard 4. Using developmentally effective approaches

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

Standard 5. Using content knowledge to build meaningful curriculum

- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

Standard 6. Becoming a professional

- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Early Childhood Education Minor	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ECE	240	Child Development I: Prenatal to Age 2	N/A	3	No
ECE	241	Child Development II: 3 to 8 Years	N/A	3	No
ECE	296	Field Experience	N/A	2	No
ECE	321	Learner Centered Assessment	N/A	3	No
ECE	360-360L	Play and Inquiry & Lab	N/A	3, 1	No
HDFS	241	Family Relations	N/A	3	No
Subtotal				18	

9. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

In the Early Childhood Education minor, students will:

- Standard 1. Promoting child development and learning (ECE 240, 241, 296)
- Standard 2. Building family and community relationships (ECE 240, 241, HDFS 241)
- Standard 3. Observing, documenting, and assessing to support young children and families (ECE 360, 321, HDFS 241)
- Standard 4. Using developmentally effective approaches (ECE 360)
- Standard 5. Using content knowledge to build meaningful curriculum (ECE 360)
- Standard 6. Becoming a professional (ECE 360, 296)
- Standard 7. Early childhood field experiences (ECE 296)

Individual Student Outcome	Program Courses that Address the Outcomes					
	ECE 240	ECE 241	ECE 360	ECE 321	HDFS 241	ECE 296
Standard 1. Promoting child development and learning	X	X				X
Standard 2. Building family and community relationships	X	X			X	
Standard 3. Observing, documenting, and assessing to support young children and families			X	X	X	
Standard 4. Using developmentally effective approaches			X			X
Standard 5. Using content knowledge to build meaningful curriculum			X	X		
Standard 6. Becoming a professional			X			X
Standard 7. Early childhood field experiences						X

10. What instructional approaches and technologies will instructors use to teach courses in the minor?

Instructional methods include the online management system (D2L), group discussions, Web 2.0 tools, applied projects, experiential learning, lectures, guest speakers and other active learning strategies.

11. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5 .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous–Term Based Instruction	2021-2022 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

There will be no additional costs associated with the proposed minor as the courses are already offered. Library and or departmental resources are adequate.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.