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

New Baccalaureate Degree Minor

UNIVERSITY:

SDSU

TITLE OF PROPOSED MINOR:

Early Childhood Education

work settings with young children. Staff in childcare settings, non-profit agencies, and health

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

| 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?

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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

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.