

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 4 – M (2)

DATE: March 30 – April 1, 2016

SUBJECT: Intent to Plan: SDSU BS in Early Care and Education in a Mobile Society

South Dakota State University (SDSU) has submitted an Intent to Plan requesting approval to develop a Bachelor of Science program in Early Care and Education in a Mobile Society. Approval or waiver of an Intent to Plan is required prior to submitting a formal program proposal. The proposed online program targets military service members and their spouses who are interested in careers working with young children. The program would be offered through the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) at the request of the U.S. Department of Agriculture and U.S. Department of Defense.

University Mission and System Strategic Goals

The proposed major in Early Care and Education in a Mobile Society is within the statutory mission of SDSU as provided in SDSCL 13-58-1: *Designated as South Dakota’s land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

(Continued)

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

I move to authorize SDSU to develop a proposal for a B.S. in Early Care and Education in a Mobil Society with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

The proposed program aligns with Board of Regents' Strategic Plan 2014-2020 to grow the number of undergraduate degrees awarded, expand educational access, and expand distance education and hybrid course offerings.

Related Programs in the System

SDSU currently offers a major in Early Childhood Education that focuses on the teaching of children through age 8 and prepares students for teaching licensure. The proposed program is different in that it will be developed for military and mobile populations and emphasize birth to age 5 for those intending to work in occupations other than public or private school settings. No other program in the Regental system offers a program focusing on the birth to age 5 level.

Workforce Need, Student Demand, Projected Graduates

The proposed program will offer military members and spouses the ability to obtain university education regardless of their location. SDSU notes that the Department of Defense serves more than 170,000 children from birth through age 12 at more than 300 locations around the world. According to the Bureau of Labor Statistics, employment of childcare workers is expected to grow by 20% from 2010 to 2020, faster than the average for all occupations. The employment of preschool teachers is expected to grow by 25% during that same period. SDSU expects the program will begin with 5 to 10 students the first year and grow approximately 20 students per year.

Board Policy

SDSU is not requesting any exceptions to Board Policy.

Off Campus and Distance Delivery

SDSU will request authorization to deliver the program online with a tentative beginning date in Fall of 2017.

Budget and Resources

SDSU is not requesting new funds or State resources to offer the program. Grants from the U.S. Department of Defense and the Bush Foundation have funded program development to date.

South Dakota Board of Regents
Intent to Plan for a B.S. in Early Care and Education in a Mobile Society

UNIVERSITY:	South Dakota State University
DEGREE(S) AND TITLE OF PROGRAM:	Bachelor of Science in Early Care and Education in a Mobile Society
INTENDED DATE OF IMPLEMENTATION:	Fall 2016

University Approval

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

David L. Chicoine

 President of the University

January 28, 2016

 Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. What is the general nature of the proposed program? What is the expected demand for graduates in South Dakota? What is the need for the proposed program?

South Dakota State University (SDSU) requests authorization to offer a major in Early Care and Education in a Mobile Society through online delivery. The U.S. Departments of Agriculture and Defense requested that Great Plains Interactive Distance Education Alliance (Great Plains IDEA) develop this program in early care and education to meet the educational needs of military service members and their spouses who are interested in a career working with young children. The Great Plains IDEA administration wrote a grant to the U.S. Department of Agriculture and Department of Defense to fund program development. SDSU was an appropriate choice to offer this program because of the existing expertise in early childhood education; being the only regental school to offer a B.S. degree in ECE and because of SDSU's long standing involvement in Great Plains IDEA. SDSU is a charter member of the Great Plains IDEA. Additional partner institutions are: University of Nebraska-Lincoln, Michigan State University, Oklahoma State University, Iowa State University, Texas Tech University, and University of Missouri.

In addition to the military population, this program will also fulfill the federal mandate for degreed teachers including staff in rural and Tribal Head Start/Early Head Start programs. The requirements established in 2011 for every Head Start program to have at least 50 percent of their teachers with degrees. The criteria include center-based programs and must have a teacher who has at least one of the following:

- An associate, baccalaureate or advanced degree in early childhood education.
- An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

preschool-age children.

- A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.
- A baccalaureate degree in any field and has been admitted into the Teach For America program; passed a rigorous early childhood content exam, such as the Praxis II; participated in a Teach For American summer training institute that includes teaching preschool children; and is receiving ongoing professional development and support from Teach For America's professional staff.

General Nature of Proposed Program

The Early Care and Education in a Mobile Society (ECEMS) program will provide the first Bachelor's degree completion program offered by the Great Plains IDEA. Students will be admitted to SDSU in the ECEMS major and will apply for continuation in the program upon completion of 30 credits, a GPA of 2.5 and completion of selected courses. A recent internet-search conducted by Great Plains IDEA identified 28 online undergraduate degree programs offered by educational institutions that prepare graduates in early care and education. Only four of these programs are bachelor's completion programs similar to the one proposed by the Great Plains IDEA. The majority of the identified early care and education programs are offered by institutions close to the U.S. coasts; only seven are in states that include Great Plains IDEA participating universities. In addition, the majority of the identified programs have higher tuition costs than the one proposed by the Great Plains IDEA.

The institutions who are part of the Great Plains IDEA has a very successful history of offering master's degree programs and have graduated several hundred students over the past decade. The group of university department chairs from Great Plains IDEA have approved their faculties' participation in the planning phase for this undergraduate proposal and they are all confident that it will provide new opportunities to a pool of underserved students without seriously disrupting the demand for existing programs on their campuses.

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

Expected Demand for Graduates

The number, age, education, and marital status of current military service members make for an excellent pool of potential students for the proposed ECEMS program. There are 3.6 million active duty personnel (Office of the Deputy under Secretary of Defense, 2013 Census¹). Nearly 43% of active duty military personnel are under 35 years of age, and only 6.5% of the non-officer group has a bachelor's degree. Across the U.S., 29.9% of the general population held bachelor's degrees or higher as of 2009 (U.S. Census Bureau, 2012²). This means that the military is lagging behind in terms of bachelor's degree level education in the United States, creating a need for accessible and convenient bachelor's degree programs for this population. Over half of military personnel

¹ <http://download.militaryonesource.mil/12038/MOS/Reports/2013-Demographics-Report.pdf>

² <http://www.census.gov/compendia/statab/cats/education.html>

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

(69.7% of officers and 52% of enlisted personnel) are married. Across active duty and selected reserve, there are 1.1M spouses; 65.2% of spouses are below age 35, and 23.7% are below age 25. Fewer than half (42%) of military spouses report being employed, while another 15% report they are seeking work and 45% report they are not seeking work currently. The proposed online Bachelors program will offer military spouses the ability to obtain university education wherever they live and provide active duty personnel a degree option they would not have otherwise. In addition military families have more than 132K children between ages 19 and 22. The ECEMS program may be attractive for them as well.

Based on this data, the pool of potential students for the proposed program is large. In the seven states involved in the Great Plains IDEA consortium focused on the proposed program, Texas has 131,121 active duty military members, followed by Kansas with 26,133, Oklahoma with 24,449, and Missouri with 16,192. Altogether in Nebraska, South Dakota, and Michigan there are another 10,797 active duty service members. Thus, a large pool of potential students is located in areas where recruitment and outreach efforts are likely to be concentrated at first.

The Department of Defense Military Spouse Education and Career Opportunities Program (SECO) offers assistance with career exploration, education, and training for eligible spouses. The SECO education component provides financial assistance via MyCareer Advancement Account support. In April 2011 the SECO Program officer reported that seven of the top ten occupations selected by spouses receiving financial support for their education from the military services My Career Advancement Account were health and human services careers, followed by K-12 education, and business (accounting or administrative services). There also is a growing demand for human service, education, and early care and education professionals on military installations as well as in the non-military community. The demand for early care and education professionals is large and ongoing; this is true around the country as well as on and near military installations. Following from the Military Child Care Act of 1989, the Department of Defense has created a system of child care options. The Department of Defense serves more than 170,000 children from birth through age 12, at more than 300 locations around the world. These child care programs are, overall, very high quality; 97% of these programs are accredited by the National Association for the Education of Young Children (NAEYC), an accreditation recognized nationally as representing substantially higher quality than that assured by state licensing.

Beyond military demand, Head Start and Early Head Start regulations³ now require 50% of center based teaching staff must have or be working toward an A.A., B.A. or B.S. in education, child development, or related area. The availability of an online degree option for early care and education will help meet this need. In particular, rural and Tribal Head Start programs in South Dakota and across the county would have more options than are currently available.

Need for the Program in Early Care and Education

According to the Bureau of Labor Statistics⁴, employment of childcare workers is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. The employment of preschool teachers is expected to grow by 25 percent from 2010 to 2020, faster than the average for all occupations. This growth is expected due to a continued focus on the importance of early

³ http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2008/resour_ime_012_0081908.html

⁴ <http://www.bls.gov/ooh/Personal-Care-and-Service/Childcare-workers.htm>

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

education and the growing population of children ages 3 to 5. Additionally, there are significant increases in the number of children who require childcare and, therefore, an even greater demand for preschool programs.

The South Dakota Department of Labor⁵ predicts employment growth in many occupations related to Early Care and Education. The chart that follows indicates projected growth in various industry sectors.

South Dakota Occupational Employment Projections 2012 - 2022⁶

SOC* Code	Occupational Title	Growth
119031	Education Administrators, Preschool and Child Care Center/Program	14%
252011	Preschool Teachers, Except Special Education	17%
259041	Preschool/Daycare Assistants	9%

*SOC Code - Standard Occupational Classification, 2000. For definitions of each SOC occupation, please visit the U.S. Bureau of Labor Statistics website at <http://www.bls.gov/soc/socguide.htm>

2. What is the relationship of the proposed program to the University's mission, as provided in South Dakota statute and Board of Regents Policy?

The proposed major in Early Care and Education in a Mobile Society is within the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

As a leading land-grant university, SDSU champions the public good through engaged learning, bold and innovative research and creative activities, and stewardship within a global society. The online ECEMS program is closely aligned with the University's mission to provide access, and outreach to all students through a variety of programs and activities. The program is designed to provide top quality education to students who are place bound and those in the work force. The objective is to maintain the highest standards of education using the latest educational technology. The ECEMS program also helps honor SDSU's commitment to military personnel and their families.

First convened in 1994, the Great Plains Interactive Distance Education Alliance (Great Plains IDEA) has evolved from a collegial group of Human Sciences academic administrators who shared a common interest in educating rural professionals through the use of distance technologies and shared courses. It has become a premier post-secondary distance education collaborator that sponsors inter-institutional undergraduate and graduate degree programs and develops policy and practice models for inter-institutional distance education programs.

⁵ <http://www.bls.gov/news.release/ecopro.t06.htm>

⁶ <http://www.bls.gov/ooh/Personal-Care-and-Service/Childcare-workers.htm>

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

Online delivery of the Early Care and Education in a Mobile Society major supports the Board of Regents' Strategic Plan 2014-2020:

- Student Success
 - Grow the number of undergraduate and graduate degrees awarded
 - Expand educational access
 - Expand distance learning and hybrid course offerings and improve student support services for these students
- Research and Economic Development
 - Contribute to the state's workforce and economic development
- Affordability and Accountability
 - Streamline academic delivery and support services

3. Are there any related programs in the regental system? If there are related programs, why should the proposed program be added? If there are no related programs within the system, enter "None."

Yes. SDSU offers a major in Early Childhood Education (ECE) that focuses on teaching children age birth to age 8. The proposed program will be specially developed for military and mobile populations with an emphasis on the birth to age 5 level. In addition, the current ECE major prepares students for teaching licensure, while the proposed program does not. The new program should be added as an avenue for candidates who wish to work with children in military settings and in occupations *other than* public or private school classroom teaching.

It is not expected that this program will impact enrollment in the on-campus major. The University anticipates that the majority of students in the online major will come from rural and remote areas and those who are working in the field without a Bachelor's degree.

No other universities in the regental system offer an online degree or program that focuses on the birth to 5 age level. Current regental programs consist of BHSU: Elementary Education; Early Childhood Special Education; USD: Elementary Education, Elementary & Early Childhood Education combined; NSU: Elementary Education Major/Early Childhood Minor; and DSU: Elementary Education.

4. Are there related programs at public colleges and universities in Minnesota, North Dakota, Montana, and Wyoming?⁷ If there are related programs in these states list below under each state and explain why the proposed program is needed in South Dakota. If there are no related programs in a state, enter "None" for that state.

Minnesota

⁷ This question addresses opportunities available through Minnesota Reciprocity and the Western Undergraduate Exchange in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

The early childhood education programs in Minnesota are for P-3 and elementary certification. They are neither online nor tailored to this audience.

North Dakota

North Dakota State University has a degree in Human Development & Family Sciences that focuses on lifespan development in family and other contexts. It is not tailored to this audience.

Montana

The early childhood education programs in Montana emphasize child development and not tailored to this audience.

Wyoming

No program; supporting coursework in child development only

The Great Plains IDEA ECEMS program is needed because the existing programs in SD and surrounding states are geared toward teacher licensure and/or graduate degrees for those who already hold teaching degrees. The ECEMS major will focus on preparing candidates for entry into childcare and child development careers outside of the public or private school classroom and will be more attractive to full time child care professionals seeking a bachelor's degree.

5. Are students expected to be new to the university or redirected from other programs? How many majors are expected in the first years of the program? How many graduates are expected?

Historically SDSU has offered an Early Childhood Education - Birth to 5 Specialization that will be eliminated. Students from the Birth to 5 Specialization will be transitioned to this major or the Early Childhood Education - Birth to 8 Specialization. Beyond these transitioning students, students are expected to be new to the university. It is predicted that many students will come to this major having some coursework completed. It is expected that this program will begin with approximately five to ten students in year one and then grow by at least five students per semester. Approximately 20 students per year will graduate beginning in spring of 2019.

6. Does the university intend to seek authorization to deliver this entire program at any off-campus locations? If yes, enter location(s) and intended start date(s). Does the university intend to seek authorization to deliver this entire program by distance technology? If yes, identify delivery method(s) and intended start date(s).

Off-campus	No
Distance delivery	Yes. Online. Fall 2016

7. What are the University's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

	Development/Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources	Yes	No
Ask Board to seek new State resources	No	No
Ask Board to approve new or increased student fee	No	No

The development of this specific program has been funded by the Department of Defense and Bush Foundation grants. SDSU will not request new State resources to support the ECEMS program. The program will be funded by self-support tuition. Because the program is part of the Great Plains IDEA, students in the program will pay the SDBOR approved Great Plains IDEA undergraduate tuition rate of \$380.00 per credit hour for the coursework which is part of the Great Plains IDEA consortium.

8. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should provide the required and elective courses in the program. Catalog pages or web materials may be used. Identify the college or university and explain why the program may be used as one model when the proposed program is developed.

The curriculum for the B.S. in Early Care and Education in a Mobile Society was designed to ensure graduates would meet the professional preparation standards endorsed by the National Association for the Education of Young Children (NAEYC)⁸. Each course emphasizes three foci – mobile and military family, diversity, and technology. Students will:

- gain an understanding of young children's characteristics and needs, and multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- understand how successful early childhood education depends on partnerships with the child's family and community
- value the importance and complex characteristics of a child's family and community.
- use child observation, documentation, and other forms of assessment, in partnership with families and other professionals, to positively influence the development of every child.
- use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for every young child.
- identify and conduct themselves as members of the early childhood profession, using ethical guidelines and other professional standards related to early childhood practice.
- demonstrate the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood.

The Great Plains IDEA Early Care and Education for a Mobile Society (Appendix A) and the University of Nebraska – Lincoln Child, Youth & Family Studies: Emphasis in Early Childhood Education in a Mobile Society (Appendix B) are two models SDSU will reference to develop the Early Care and Education program.

⁸ http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%202010_2012.pdf

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

Appendix A

Curriculum Example: Great Plains IDEA - Early Care and Education for a Mobile Society

Additional Information regarding the Early Care and Education for a Mobile Society (ECEMS) may be found at: <http://www.hsidea.org/programs/ece/>

Today, children and families are increasingly mobile. This is especially true for military families, immigrant families, families who must travel to make a living, homeless families and families living in poverty. Young children and their families need professional support from individuals who are interested in working with them in a society that is always "on the go." That person could be you.

Early Care and Education for a Mobile Society (ECEMS) is an online undergraduate program provided by seven universities working in collaboration. This bachelor's degree program will prepare you to work in early childhood settings with young children, especially those whose family members are highly mobile. When you complete the program you will be qualified to work in a variety of programs that offer early care and education in the community and on military installations. Some of these programs are:

- Childcare centers and homes
- Infant/toddler and preschool programs
- Head Start programs
- Before and after-school programs for children ages birth to eight.

Upon successful completion of the ECEMS bachelor's degree program, you will be able to:

- use your understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child;
- understand how successful early childhood education depends upon partnerships with children's families and communities and value the importance and complex characteristics of children's families and communities;
- use child observation, documentation, and other forms of assessment, in partnership with families and other professionals, to positively influence the development of every child;
- use your knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for every young child;
- identify and conduct yourself as a member of the early childhood profession, using ethical guidelines and other professional standards related to early childhood practice; and
- demonstrate, through sequential practicum experiences and clinical practice the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood.

Course Descriptions:

Early Care and Education for a Mobile Society Bachelor's Degree Completion

Block One Courses

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

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

Child Guidance and Classroom Environments (3 credits) – This course is designed to provide university students with a working knowledge of developmentally appropriate practice in child guidance. This goal will be

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

accomplished through review of current guidance methods and programs in order to familiarize university students with successful guidance techniques. By the end of this course, university students will develop their own approach to guidance based upon practices best suited to their own unique skills and strengths.

Health, Safety, and Nutrition (3 credits) – University students will explore important elements for planning, promoting, and maintaining healthy and safe learning/care environments, understanding childhood illnesses and establishing healthy lifestyles, first aid, and care providers maintaining their own health. The topics include maintaining safe relationships with others, including identifying and reporting abuse, neglect, and exploitation of children. Other content includes exploration of nutrients for life and feeding, food preparation and safety policies and guidelines, food allergies and intolerances, appropriate feeding practices.

Professional Development (3 credits) – University students will explore the role of a professional as a teacher, administrator, or advocate in early childhood programming. Students in this course will learn about professionalism and ethics, identifying child abuse, and applying universal precautions. There will be discussion of qualities of the early childhood educator role, program models, and working with children and professional colleagues. During this course, university students will connect with the ECEMS Practicum Coordinator and gain information necessary to successfully find a placement site for their practicum experiences.

Practicum I (3 credits) – Practicum in Early Care and Education for a Mobile Society is an opportunity for university students to have a guided learning experience in a professional agency that provides services to children and families. Learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to use and implement theories and practices learned in other ECEMS classes. Topics of this practicum include professionalism, development of the classroom environment, use of observation/assessment strategies, communication with respect for children, confidentiality for children and families, and guidance strategies for social and emotional development.

Block Two Courses

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

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

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

Understanding and Adapting for Developmental Differences (3 credits) – University students will gain knowledge of disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among family members and service providers.

Practicum II (3 credits) – Practicum in Early Care and Education in a Mobile Society is an opportunity for university students to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to use and implement theories and practices learned in other ECEMS classes. Topics of this practicum include assessment of early childhood classroom, assessment of child development, and use of assessment data to plan classroom curriculum.

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

Additional Background Courses

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

Diversity in the Lives of Young Children and Families (3 credits) – University students will be involved in the exploration of cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come.

Working with Families (3 credits) – University students will study and apply an ecological model to the understanding of variation in parental roles, perspectives, relationships, approaches, and challenges. Students in this course will develop knowledge and skills for successfully connecting with and maintaining relationships with a diverse group of families through multiple venues.

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

Block Three/Capstone Experience

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

South Dakota State University
 Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

Appendix B

Curriculum Example: University of Nebraska – Lincoln

Additional Information regarding the Early Care and Education for a Mobile Society (ECEMS) at University of Nebraska – Lincoln may be found at: <http://online.unl.edu/programs-and-courses/undergraduate-degrees/cyfs-early-childhood-mobile-society.aspx>

CHILD, YOUTH & FAMILY STUDIES: EMPHASIS IN EARLY CHILDHOOD EDUCATION IN A MOBILE SOCIETY B.S.

Admission Requirements

- apply for admission as a transfer or first-time freshman student
- apply to the program and meet minimum requirements:
 - completion of a minimum of 30 credits
 - a minimum GPA of 2.5
 - successfully pass a criminal background check

Program Options & Courses

In the program, students must complete 13 core courses and 3 practicums; the final practicum is a 6-credit capstone experience.

- ACE (General Education) Requirements 30 credit hours
- ECEMS Core Course Requirements 51 credit hours
- Electives/Minor 39 credit hours
- Total 120 credit hours

Courses & Descriptions

*Students must be admitted into the degree program to take these courses. Admission requirements: 30 credit hours completed, 2.5 cumulative GPA, successful criminal history check.

Core Course Requirements (51 credit hours)	
Courses	Credit Hours
CYAF 203: ECEMS Child Development, Birth to 3	3
CYAF 204: ECEMS Child Development, 4 to 8	3
CYAF 205: ECEMS Guidance and Classroom Environments	3
CYAF 206: ECEMS Professional Development	3
CYAF 207: ECEMS Practicum 1 (Prerequisites: CYAF 203, 204, 205, 206)	3
CYAF 208: ECEMS Administration and Supervision in Early Childhood Settings	3
CYAF 209: ECEMS Diversity in the Lives of Young Children and Families	3
CYAF 212: ECEMS Health, Safety, and Nutrition	3
CYAF 213: ECEMS Technology and Young Children	3
CYAF 214: ECEMS Working with Families	3
CYAF 301: ECEMS Assessing Young Children and Their Environments to Enhance Development (Prerequisites: Practicum I)	3

South Dakota State University

Intent to Plan: Bachelor of Science in Early Care and Education in a Mobile Society

CYAF 302: ECEMS Development of Curriculum for Children ages Birth to 3 (Prerequisites: Practicum I)	3
CYAF 303: ECEMS Development of Curriculum for Children ages 4 to 8 (Prerequisites: Practicum I)	3
CYAF 304: ECEMS Young Children with Special Needs (Prerequisites: Practicum I)	3
CYAF 305: ECEMS Practicum II (Prerequisites: Practicum I)	3
CYAF 306: ECEMS Practicum III (Prerequisites: Practicum II)	6

ACE Requirements (30 credits)

Courses

Any ACE 1 Course:

Suggested online courses: JGEN 200, JGEN 220, ENGL 151, ENGL 150

Any ACE 2 Course:

Suggested online courses: ALEC 102

Any ACE 3 Course:

Suggested online courses: MATH 104, CSCE 101, ECON 215

Any ACE 4 Course:

Suggested online courses: AGRI 115, AGRI 485, AGRO 131

Any ACE 5 Course:

Suggested online courses: ENTO 115, GEOL 125, GPSP 377, ENGL 206, ENGL 215, SPAN 331

Any ACE 6 Course:

Suggested online courses: ANTH 110, ANTH 212, CRIM 101, ECON 211, SOCI 209, SOCI 225, CYAF 160

Any ACE 7 Course

Any ACE 8 Course:

Suggested online courses: ECON 211, WMNS 101, CYAF 150

Any ACE 9 Course:

Suggested online courses: CYAF 495, GPSP 377, GPSP 378, POLS 160, SOCI 200, SOCI 217, ECON 321, ENGL 215, ENGL 245N, SPAN 331, TEAC 330, WMNS 101, WMNS 385

ACE 10:

CYAF 306: ECEMS: Practicum III

Electives (39 credit hours)

You will work with your major advisor to identify electives and/or minors. Elective courses are available in a wide variety of focus areas.