

1. Overview

A. Description

Provide a brief description of the proposed minor.

Currently Mary Lou Fulton Teachers College does not offer any minors. The proposed minor in Early Childhood Education will not lead to teacher certification. Rather, it is intended to prepare people to serve the educational needs of young children without being certified teachers, and who will be advocates of education and teaching in general. Offering a minor in Early Childhood Education will allow us to meet the needs of students in other colleges and will serve as a potential recruitment tool. After taking education coursework, some students may choose to pursue a degree in education or return for a Masters Degree and Certification program. Please note that this minor will not be available to students in MLFTC certification programs.

B. Why should this be a minor rather than a concentration?

Students from many majors throughout the university may find this minor to be useful. It does not need to be attached to a particular degree.

C. Affiliation

If the minor is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

A minor in Early Childhood Education Studies will allow students to combine their knowledge of their major discipline while coming to understand educational practices and issues. The ultimate goal of this minor is to produce graduates who are educated in their major field of study and who understand and appreciate education which will positively impact the community. The Service learning experience embedded in this minor will enable students to apply their knowledge and skills to meaningful service experience in the community. Additionally, having students in education courses from an array of disciplines will offer intellectual diversity to the student population in Teachers College.

D. Demand

Explain the need for the new minor (e.g., market, student demand, interdisciplinary considerations).

This minor will fill a need for people who are interested in working with young children, but do not want to become certified teachers. The market for this minor includes home workers, health workers, and non-profit educational organizations. This minor will also complement some majors from outside Teachers College, such as Interdisciplinary Studies and Family Studies.

E. Projected Enrollment

What are enrollment projections for the first three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	20	30	50

2. Support and Impact

A. Faculty governance

Provide a supporting letter from the chair of the academic unit verifying that the proposed minor has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the minor as presented in the proposal, without impacting core program resources.

B. Other related programs

Identify other related ASU programs and outline how the new minor will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

C. Letter(s) of support

*Provide a supporting letter from each college/school dean from which individual courses are taken.
N/A- all courses in the Teachers College.*

3. Academic Curriculum and Requirements

A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed minor. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

1. Awareness of how theory has influenced understanding of child development and best practice in early childhood education.
2. Practical applications for assisting young children in the development of good health habits and attitudes about well-being within a safe but challenging learning environment.
3. Understanding social and emotional development in typical and atypical developing children.
4. Developing future roles as advocates for young children through knowledge of early childhood policy and exploration of existing early childhood systems.
5. Ability to identify factors and conditions that affect typical and atypical development of young children with or at risk for delay.
6. Personalized learning objectives through electives ranging across topics in Moral Development, Motivation, Multicultural Issues, Gender Development, Understanding the Brain, Learning and Memory, Social Issues, and Group Dynamics.

These courses have been selected from the Early Childhood Special Education major map and offerings in Education Psychology. ECD 211 explores how theory has influenced practice and understanding of child development. ECD 220 engages students in practical applications for assisting young children to develop good habits and attitudes about well-being within a safe but challenging learning environment. ECS 312 examines social and emotional development in typical and atypical developing children. ECS 430 informs students about early childhood policy, exploring existing systems, and future roles as advocates for young children. ECS 310 provides an overview of factors and conditions that affect typical and atypical development of young children with or at risk for delay. To personalize the ECS minor to future goals, students will have the option of selecting 4 one credit modules from EDP 310. Topics include: Moral Development, Motivation, Multicultural Issues, Gender Development, Understanding the Brain, Learning and Memory, Social Issues, or Group Dynamics. USL 210/410 provides community experience that examines community needs, the importance of civic engagement and effects of social justice on our society.

- B.** Provide a description of the curricular requirements for the minor. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the minor. Please attach one or more model programs of study to illustrate the choices students might make, if appropriate.

Required Minor Courses

<i>Prefix</i>	<i>Number</i>	<i>Title</i>	<i>Is this a new course?</i>	<i>Credit Hours</i>
ECD	211	The Developing Child	No	3
ECD	220	Introduction to Nutrition, Health, and Safety for Young Children	No	2
ECS	310	Foundations in Typical/Atypical Child Development	No	3
ECS	312	Social and Emotional Development of the Young Child	No	3
Section Sub-total				11

Elective Minor Courses

<i>Prefix</i>	<i>Number</i>	<i>Title</i>	<i>Is this a new course?</i>	<i>Credit Hours</i>
EDP	310	Motivation	No	1
EDP	310	Multicultural Issues	No	1
EDP	310	Understanding the Brain	No	1
EDP	310	Learning and Memory	No	1
Section Sub-total				4

Other Minor Requirements

	<i>Credit Hours</i>
E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable	
USL 210 or 410 Service Learning internship	3
Section Sub-total	3

Total minimum credit hours required for the Minor 18

C. Minimum residency requirement

How many hours of the minor must be ASU credit?
12 credits must be from ASU

D. New Courses

Provide a brief course description for each new course.
N/A

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this certificate is put on Curriculum and Academic Programs Committee (CAPC) agenda

4. Administration and Resources

- A. Describe the procedures and any qualifications for enrollment in the minor.
Students will need to have an Arizona DPS fingerprint clearance card prior to starting their USL course. This minor is not available to students pursuing a BAE in the Mary Lou Fulton Teachers College.
- B. Describe the advising procedures as well as measures for verification of completion of the minor.
 Students will meet with a Teachers College advisor prior to enrolling in upper division coursework.
- C. What are the resource implications for the proposed minor, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this minor, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this minor.
 N/A

D. Primary Faculty

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
Dr. Cory Hansen	Associate Division Director and Associate Professor	Early Childhood
Dr. Michael Kelley	Associate Professor	Early Childhood
Dr. Allison Mullady	Clinical Assistant Professor	Early Childhood
Dr. Wendy Oakes	Assistant Professor	Early Childhood/Special Ed
Ms. Jane White	Lecturer	Early Childhood
Dr. Cori More	Assistant Professor	Early Childhood/Special Ed

5. Additional Materials

- A. **Appendix**
 Complete and attach the Appendix document.
- B. **Program of study**
 Provide one or more model programs of study (if appropriate).
- C. **Attach other information that will be useful to the review committees and the Office of the Provost.**

**APPENDIX
OPERATIONAL INFORMATION FOR MINORS**

(This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.)

1. **Proposed Minor Name:** Early Childhood Education

2. **Description (150 words maximum)**

A minor in Early Childhood Education Studies will allow students to combine their knowledge of their major discipline while coming to understand educational practices and issues. The ultimate goal of this minor is to produce graduates who are educated in their major field of study and who understand and appreciate education which will positively impact the community. The Service learning experience embedded in this minor will enable students to apply their knowledge and skills to meaningful service experience in the community.

3. **Contact and Support Information**

Building Name, code and room number: (Search ASU map)	Farmer 120
Program office telephone number: (i.e. 480/965-2100)	480/965-5555
Program Email Address:	educationadvising@asu.edu
Program Website Address:	http://education.asu.edu

4. **Program Requirements:** Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

Courses that will be required for minor (this minor consists of 18 credits):

1. ECD 211 The Developing Child: Theory into Practice, Prenatal to Grade 3 (3 hours)
2. ECD 220 Introduction to Nutrition, Health and Safety for Young Children (2 hours)
3. ECS 310 Foundations in Typical/Atypical Child Development (3 hours)
4. ECS 312 Social and Emotional Development of the Young Child (3 hours)
5. EDP 310 Four one hour electives in Educational Psychology (4 hours)
5. USL 210/410 Service Learning (3 hours)

Total= 18 credits

5. **Additional Enrollment Requirements** If applicable list any additional enrollment requirements students must complete
None This minor is not available to students pursuing a BAE in the Mary Lou Fulton Teachers College.

6. **Delivery/Campus Information Delivery:** On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

7. **Campus/Locations:** indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other:

September 14, 2012

To Whom It May Concern:

Mary Lou Fulton Teachers College Division of Teacher Preparation supports the development of the Early Childhood minor. The proposal for this minor has been reviewed and approved by the college Curriculum Review Committee and the college has the resources to support this certificate. Core course resources will not be impacted.

Respectfully,



Elizabeth R. Hinde, Ph.D
Associate Professor and Director
Division of Teacher Preparation
Mary Lou Fulton Teachers College

Teacher Preparation

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