

The completed and signed proposal should be submitted by the Dean’s Office to: curriculumplanning@asu.edu.
 Before academic units can advertise undergraduate concentrations or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Senate Curriculum and Academic Programs Committee and approved by the University Provost.

Definition and minimum requirements:

A concentration is a formalized selection of courses within a major.

- A concentration requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division. Specialized concentrations (e.g., BIS Concentrations) may have additional or different requirements.
- A concentration is offered by a single unit and is intended exclusively for students pursuing a particular major. If a concentration consists of courses from more than one college the approval of each college Dean is required.

College/School/Institute: Mary Lou Fulton Teachers College
Department/Division/School: Division of Teacher Preparation - CELEMED
Proposing Faculty Group (if applicable):
If this is an official joint degree program? No, this is not a joint degree program

If “Yes” List all the additional college(s)/school(s)/institute(s) that will be involved in offering the degree program and providing the necessary resources. Note: All units offering this program must have collaborated in the proposal development and completed the appropriate unit and college/school approvals.

Existing Degree and Major under which this concentration will be established: BAE in Educational Studies
Proposed Concentration Name: Early Childhood Education
What is the first catalog year available for students to select on the undergraduate application for this this program? 2016-2017
Delivery method: On-campus only (ground courses and/or iCourse
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 University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

Campus/Locations: indicate all locations where this program will be offered.
 Downtown Phoenix Polytechnic Tempe West Other: Arizona Rural Head Start Sites
*This degree will be in the academic catalog but will not be displayed on degree search; this degree will roll up to the West campus

Proposal Contact

Name: Cory Hansen **Title:** Interim Division Director
Phone number: 602-543-6075 **Email:** Cory.Hansen@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division Dean name: Mari Koerner
Signature  **Date:** 2/9/15

College/School/Division Dean name:
(if more than one college involved)
Signature **Date:** / /20

Note: An electronic signature, an email from the dean or dean’s designee, or a PDF of the signed signature page is acceptable.

1. OVERVIEW

- A. Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc.).

We would like to create a new concentration in the BAE in Educational Studies in Early Childhood Education for students in Head Start programs on rural sites who need a Bachelor's degree with Early Childhood Education listed. This program will not lead to teacher certification.

The BAE in Educational Studies with a concentration in Early Childhood Education is the degree our Head Start students - and others - are working toward. So it is an educational studies face-to-face degree. We are not proposing any new courses. All courses are approved and part of our other programs. The courses will be a mix of the BAE in Educational Studies as well as courses from the minor and/or BAE in Early Childhood Education. Therefore, no new courses are needed.

- B. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program?

This program is for teachers in Head Start preschool programs in rural sites who need a Bachelor's degree with Early Childhood Education listed. This program will not lead to teacher certification. This program is going to be offered in Arizona rural sites for Head Start instructors who need a Bachelor's degree with Early Childhood listed to keep their Head Start positions as early childhood educators.

2. Support and Impact

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

Attached to proposal

- B. Identify other related ASU programs and outline how the new concentration 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.)

ASU offers a Bachelor's Degree in Early Childhood/Early Childhood Special Education so the courses that make up this BAE in Educational Studies in Early Childhood Education are taken from the curriculum designed for a degree that leads to certification. Therefore, the content of the courses has been designed by early childhood experts and ensures a quality curriculum for students teaching in Head Start programs. In addition, electives from the Center for Indian Education have been included to meet the unique needs of the students teaching in Head Start programs who teach in programs that have a large percentage of Native American children enrolled.

- C. Provide a supporting letter from each college/school dean from which individual courses, or the entire concentration, are taken.

Attached is a letter of support from Center for Indian Education

Attached is a letter of support from the Sanford School

3. Academic Curriculum and Requirements

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

Students will gain knowledge, competencies, and skills about early childhood education through a carefully planned Program of Study that focuses on understanding of child development (ECD 211, ECS 315, ECS 312, ECS 394, ECS 316), developing effective teaching strategies for content areas (mathematics, children's literature, emergent literacy, health literacy, and social studies), and awareness of the role of culture in schooling (SPF 301). The child, the family, and the community comprise the context for this early childhood concentration and courses help students identify resources and professional support systems (ECS 431) for their work with children. Becoming an advocate for children and a leader in the educational community is a goal and students explore systems, policy and advocacy in early childhood education (ECS 430). Practical experiences in

identifying problems, looking for ways to help the problem, and applying solutions are promoted through TEL 200, TEL 300, TEL 400, TEL 410. A series of electives allow the concentration to be directly applicable to the student cohort. For example, IED electives include Early Education & Development of Indigenous Children, the History American Indian Education, Lang/Literacy-Indg Peoples.

- B.** Provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, please note that here.
Admissions criteria will be the same as the Educational Studies BAE. Teachers College will manually approve students into this program as it is only open to approved rural sites.
- C.** Provide the curricular structure for this concentration. Be specific in listing required courses and specify the total minimum number of hours required for the concentration.

Required Core Courses for the Degree/Major				
Prefix	Number	Title	Is this a new Course?	Credit Hours
BLE	220	Foundations of Structured English Immersion	No	3
EDT	180 OR 321	Technology Literacy: Problem Solving using Digital Technology Applications OR Computer Literacy: Mobile Technologies and Your World	No	3
GCU	113	United States and Arizona Social Studies	No	3
GCU	114	World Social Studies	No	3
MAT	142	College Mathematics	No	3
PPE	310	Health Literacy: Creating Healthy and Active Schools	No	3
RDG	291	Children’s Literature	No	3
SCN	300	Foundations of Environmental Education	No	3
SPE	222	Orientation to Education of Exceptional Children	No	3
SPF	301	Culture and Schooling	No	3
TEL	111	Exploration of Education	No	3
TEL	200	Social Embeddedness of Educational Endeavors	No	3
TEL	212	Understanding the Culturally Diverse Child	No	3
TEL	300	Community, Family, and Education	No	3
TEL	400	Innovation in Educational Endeavors	No	3
TEL	410	Leadership and Advocacy in Educational Endeavors	No	3
<i>Section sub-total:</i>				48
Required Concentration Courses				
Prefix	Number	Title	Is this a new Course?	Credit Hours
ECD	211	The Developing Child: Theory into Practice, Prenatal- Grade 3	No	3
ECD	220	Introduction to Nutrition, Health and Safety	No	2
ECD	321	Emerging Language and Literacy	No	3
ECD	418	Instructional Methods for Young Children: Integrating Digital Media	No	3
ECS	312	Social and Emotional Development of the Young Child	No	3
ECS	315	Classroom Organization and Child Guidance	No	3
ECS	316	Assessment/Evidence-based Practice	No	3

ECS	412	Mathematics Curriculum, Instruction and Assessment	No	3
ECS	430	Systems, Policy, and Advocacy in Early Childhood/Special Education	No	3
ECS	431	Family, Community and Professional Support Systems	No	3
EED	324	Social Studies in Elementary Schools	No	3
IED	410	History American Indian Education	No	3
IED	430	Lang/Literacy-Indig Peoples	No	3
		Elective	No	3
<i>Section sub-total:</i>				41

Elective Concentration Courses				
Prefix	Number	Title	Is this a new Course?	Credit Hours
			(Select one)	
			(Select one)	
			(Select one)	
			(Select one)	
<i>Section sub-total:</i>				
Other Concentration Requirements				Credit Hours
<i>E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable</i>				
<i>Section subtotal:</i>				
Total minimum credit hours required for concentration				89

A minimum residency requirement: How many hours of the concentration must be ASU credit? 30

D. Provide a brief course description for each new course.

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this concentration is put on the CAPC agenda.

n/a all courses are already approved

4. Administration and Resources

A. How will the proposed concentration be administered (including admissions, student advisement, retention, etc.)? In addition to the normal advising strategies we employ, an assigned advisor will make quarterly visits to site to provide support and weekly check in meetings with program coordinator who is on site. Program coordinator is site-based faculty member who is a liaison between student and advisor to navigate through obstacles students encounter.

B. What are enrollment projections for the next three years?

	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)
Number of Students (Headcount)	10	20	30

- C. What are the resource implications for the proposed concentration, 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 concentration 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 concentration. There are no new resource implications for this proposed concentration. No new books, library holdings, equipment, laboratory space and/or personnel will be required now or in the future. This concentration is based in Head Start programs in rural areas and ASU enrolls students in existing online courses. ASU Faculty Associates teach the face-to-face courses and are paid the standard rate for all ASU Faculty Associates. If Faculty Associates are required to travel, they are reimbursed for mileage and lodging according to ASU policy.

- D. Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Cory Hansen	Interim Division Director	Early Childhood Education
Nancy Perry	Assistant Dean	Early Childhood Education
Teresa Foulger	Associate Professor	Educational Studies Program Coordinator
Debby Chadwick	Project Director, Center for Indian Education	Academic Professional/Sr. Research Professional
Allison Mullady	Clinical Assistant Professor	Early Childhood Program Coordinator

5. Additional Materials

- A. Prepare and attach a Major Map. Please use the "proposed map" function to create a Major Map in BAMM. This feature is explained in the training document available on help.asu.edu.
- B. *Complete and attach the Appendix document.*
- C. Attach other information that will be useful to the review committees and the Office of the University Provost.

**APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE
CONCENTRATIONS**

(This information is used to populate the [Degree Search](#)/catalog website.
Please consider the student audience in creating your text.)

Proposed Concentration Name: Early Childhood Education

1. Program Description (150 words maximum)

The BAE in educational studies with a concentration in early childhood education is only offered in specific rural areas. Students interested in studying in the Phoenix metropolitan area should apply to the BAE educational studies program.

The Bachelor of Arts in Education in educational studies prepares students to work with children and youth outside of traditional classrooms. This program provides a strong foundation in education by examining current issues in education, educational psychology, child development and evidence-based practices.

Students in the program prepare for a variety of career paths working in nonprofit or government organizations, private educational or recreational settings, or as entrepreneurs in youth-oriented fields. With the specialization in early childhood education, graduates are also eligible to teach in a Head Start program or in similar organizations. In addition, this degree is a good fit for students who wish to pursue graduate-level programs in education or education-related fields. The knowledge and practical experience students gain throughout the program will positively impact children and families in rural sites.

Note: The educational studies program does not lead to teacher certification. Students seeking teacher certification should enroll in one of the other Mary Lou Fulton Teachers College undergraduate programs.

2. Contact and Support Information

Office Location (Building & Room): ED 120
 Campus Telephone Number: 480/965-5555
 Program email address: educationadvising@asu.edu
 Program website address: <https://education.asu.edu>

3. Additional Program Description Information

- A. Additional program fee required for this program? Yes No
- B. Does this program have a second language requirement? Yes No

4. Delivery/Campus Information

Delivery

- On-campus only** (ground courses and/or iCourses) (check campus(es)/locations below)
- ASU Online only** (all courses online)*
- Both on-campus and ASU Online***

** Note: Academic units must obtain prior approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) to offer programs through ASU Online.*

Campus(es) and/or Locations Check all locations where the program will be offered.

- Downtown - Polytechnic - Tempe - West
- Other (please specify) Arizona Rural Head Start Sites*

*This degree will be in the academic catalog but will not be displayed on degree search; this degree will roll up to

Proposal Contact

Operational information:

Once students select a campus or On-line option, students will not be able to move back and forth between the on-campus the ASU Online option

5. Career Opportunities & Concentration(s)

Provide a brief description of career opportunities available for this degree program with the proposed concentration.

Many students are already teaching in Head Start preschools and this program supports a recent Head Start mandate which requires that preschool teachers hold a bachelor's degree in early childhood education. The BAE in educational studies with a concentration in early childhood education will meet these requirements. In addition, a BAE in educational studies will provide graduates with other opportunities for careers involving work with children and youth.

6. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

This program is only available to students who are Head Start teachers at locations in rural school sites.

7. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program.

Preschool
Head Start
Coach
Community
Education
Teacher
Youth
Early childhood

8. Advising Committee Code

List the existing advising committee code associated with this degree. UGTE05

Note: If a new advising committee needs to be created, please complete the following form: [Proposal to create an undergraduate advising committee.](#)

9. Western Undergraduate Exchange (WUE) Eligible:

Has a request been submitted to the University Provost by the Dean to consider this degree program as eligible for [WUE](#) No

Note: **No** action will be taken during the implementation process with regards to WUE until approval is received from the University Provost.

10. First Required Math Course List the first math course required in the major map. MAT 142

11. Math Intensity

- a. List the highest math required on the major map. (This will not appear on Degree Search.) MAT 142
- b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity> General

12. CIP codes

- a. Identify CIP codes that should be displayed on Degree Search. CIP codes can be found at: <http://www.onetonline.org/crosswalk/CIP/>.

13.0101

Education, General

13.1209

Kindergarten/Preschool Education and Teaching

13.1210

Early Childhood Education and Teaching

- b. Are any specific career codes (SOC/ONET codes) to be omitted from the CIP codes selected above? (i.e. "Omit 25-10312.00 Engineering Teachers, Postsecondary from CIP code 14.0501 Bioengineering and Biomedical Engineering.")

13. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

B. Select any additional Areas of Interest that apply to this program from the list below.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

The following fields are to be completed by the Office of the University Provost.	
CIP Code:	-
Plan Code:	-

Letter of Support from Division Director

January 11, 2015

To Whom It May Concern:

Mary Lou Fulton Teachers College Division of Teacher Preparation supports the proposal to establish a new undergraduate concentration: BAE in Educational Studies in Early Childhood Education. This letter of support verifies that the proposed concentration has received faculty approval through the College Curriculum Review Committee and the college has the resources to support the concentration, as presented in the proposal, without impacting core course resources.

Respectfully,
Cory Cooper Hansen, Ph.D.
Interim Director for Teacher Preparation
Arizona State University at the West Campus
Mary Lou Fulton Teachers College
Office: FAB S221

Phone: 602 - 543 - 6075

Letter of Support from School of Transformation



TO: Cory Hansen, Interim Director for Teacher Preparation, Mary Lou Fulton Teachers College

FROM: Bryan Brayboy, Director of Center for Indian Education

DATE: January 9, 2015

SUBJECT: Proposed BAE in Educational Studies (Early Childhood Education Concentration)

I am happy to provide this letter in support of the proposed concentration BAE in Education Studies (Early Childhood Education Concentration) to be offered by the Mary Lou Fulton Teachers College. This program will enhance the ability to reach out to students in rural communities particularly indigenous students working in Head Start and Early Education/Child Care programs in Arizona's Native American communities.

The proposed concentration does not conflict with any of our programs and we look forward to collaborating with Mary Lou Fulton Teachers College on some of the courses.

The courses we already have on the major map are:

- IED 410 History of American Indian Education
- IED 430 Language/Literacy of Indigenous Peoples
- IED 394 Early Education and Development of Indigenous Children

A handwritten signature in black ink, appearing to read "Bryan McKinley Jones Brayboy".

Bryan McKinley Jones Brayboy, Ph.D.
Special Advisor to President Crow on American Indian Affairs
President's Professor
Borderlands Professor of Indigenous Education and Justice
Director, Center for Indian Education

Center for Indian Education
P. O. Box 876403 Tempe, AZ 85287-6403
(480) 965-6292 Fax: (480) 965-8115
<http://center-for-indian-education.asu.edu/>

Letter of Support School of Geographical Sciences



January 7, 2016

Dr. Connie Pangrazi
Assistant Dean of Academics
Mary Lou Fulton Teachers College

Dear Connie,

I am responding to your inquiry about a letter of support for the new concentration in Early Childhood Education under the BAE in Educational Studies.

I would like to express my complete support for the new concentration. Specifically regarding the GCU 113 course (that meets the U.S. and Arizona constitutions requirement, social and behavioral sciences, and historical awareness) and the GCU 114 course (that meets a second social and behavioral sciences, and global awareness), the School of Geographical Sciences and Urban Planning is prepared to accept students in this new concentration.

These two courses were developed in a partnership with the MLFTC. Mary Lou Fulton Teachers College faculty provided guidance and input with regard to the nature of assignments that students would complete (e.g. writing and technology-use intensive). Then, faculty from Geography, History, and Political Science at ASU and the Community Colleges provided input into the content and assignments of these courses. Then, the courses were rigorously reviewed at a national level. Thus, we feel confident that these courses will both meet graduation requirements and help your students gather basic content knowledge in geography, history, political science and some economics.

Sincerely,

A handwritten signature in black ink that reads "Patricia Guber".

Interim Director
School of Geographical Sciences and Urban Planning

School of Geographical Sciences and Urban Planning
College of Liberal Arts and Sciences
PO Box 875302 Tempe, AZ 85287-5302
(480) 965-7533 Fax: (480) 965-8313
<http://geoplan.asu.edu>

Letter of Support from the Sanford School

Ann Keith

From: Cory Hansen
Sent: Thursday, February 5, 2015 12:25 PM
To: Ann Keith
Subject: FW: Letter of Support

Cory Cooper Hansen, Ph.D.
Interim Director for
Teacher Preparation
Associate Professor
Arizona State University at
the West Campus Mary
Lou Fulton Teachers
College
Office
: FAB
S221
Phon
e:
602 -
543 -
6075
Cell: 602 - 616 - 7020

From: Richard Fabes
[rfabes@asu.edu] **Sent:**
Thursday, February 05,
2015 9:11 AM **To:** Cory
Hansen
Subject: Re: Letter of Support

We have no problem with this proposed

concentration. Richard Fabes, Director
Sanford School

On 1/26/15, 4:27 PM, Cory Hansen wrote:

Hi Rick,
Here is the information that you need.

1. Program Description (150 words maximum)

The Bachelor of Arts in Education in educational studies prepares students to work with children and youths outside of traditional classrooms. This program provides a strong foundation in education

by examining current issues in education, educational psychology, child development and evidence-based practices.

Students in the program prepare for a variety of career paths working in nonprofit or government organizations, private educational or recreational settings, or as entrepreneurs in youth-oriented fields. With the specialization in early childhood education, graduates are also eligible to teach in a Head Start (or other, similar) program. In addition, this degree is a good fit for students wanting to pursue graduate-level programs in education or education-related fields. The knowledge and practical experience student's gain throughout the program will positively impact children and families in rural areas. Note: The educational studies program does not lead to teacher certification. Students seeking teacher certification should enroll in one of the other Mary Lou Fulton Teachers College undergraduate programs.

A. Provide the curricular structure for this concentration. Be specific in listing required courses and specify the total minimum number of hours required for the concentration.

Required Core Courses for the Degree/Major

Prefix

Number

Title

Is this a new Course?

Credit Hours

RDG

291

Children's Literature

No

3

TEL

111

Exploration of Education

No

3

SPE

222

Orientation to Education of Exceptional Children

No

3

BLE

220

Foundations of Structured English Immersion

No

3

TEL

212

Understanding the Culturally Diverse Child

No

3

SCN

300

Foundations of Environmental Education

No

3

TEL

200

Social Embeddedness of Educational Endeavors

No

3

TEL

300

Community, Family, and Education

No

3

PPE

310

Health Literacy: Creating Healthy and Active Schools

No

3

SPF

301

Culture and Schooling

No

3

TEL

400

Innovation in Educational Endeavors

No

3

TEL

410

Leadership and Advocacy in Educational Endeavors

No

3

Section sub-total:

36

Required Concentration Courses

Prefix

Number

Title

Is this a new Course?

Credit Hours

ECS

394

Early Childhood Curriculum

No

3

ECD

220

Introduction to Nutrition and Safety

No

2

ECS

316

Assessment/Evidence-based Practice

No

3

ECD

211

The Developing Child: Theory into Practice, Prenatal- Grade 3

No

3

ECS

412

Mathematics Curriculum, Instruction and Assessment

No

3

ECD

321

Emerging Language and Literacy

No

3

IED

410

History American Indian Education

No

3

ECS

315

Classroom Organization and Child Guidance

No

3

IED

430

Lang/Literacy-Indg Peoples

No

3

ECS

430

Systems, Policy, and Advocacy in Early Childhood Special Education

No

3

IED

394

Early Education & Development of Indegenous Children

No

3

EED

324

Social Studies in Elementary Schools No

3

ECS 431

Family, Community and Professional Support Systems No

3

ECS 312

Social and Emotional Development of the Young Child No

3

Section sub-total: 41
Best, Cory

Cory Cooper Hansen, Ph.D.
Interim Director for Teacher Preparation Associate Professor
Arizona State University at the West Campus Mary Lou Fulton Teachers
College
Office: FAB S221
Phone: 602 - 543 - 6075
Cell: 602 - 616 - 7020



2016 - 2017 Major Map

Educational Studies (Early Childhood Education), (Proposed)

OPCJTWW

Hide Course List(s)/Track Group(s)

Term 1	0 - 14 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
MAT 142: College Mathematics (MA)			3		<ul style="list-style-type: none"> An SAT, ACT, Accuplacer or TOEFL score determines placement into first-year composition courses ASU Mathematics Placement Test score determines placement in Mathematics course ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students
ASU 101: The ASU Experience			1	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition			3	C	
TEL 111: Exploration of Education (SB)			3	C	
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)			4		
Term hours subtotal:			14		

Term 2	15 - 30 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
EDT 180: Technology Literacy: Problem Solving using Digital Technology Applications (CS) OR EDT 321: Computer Literacy: Mobile Technologies and Your World (CS)			3	C	
SPE 222: Orientation to Education of Exceptional Children (SB & C)			3	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition			3	C	
Natural Science - Quantitative (SQ)			4		
Complete ENG 101 OR ENG 105 OR ENG 107 course(s).					
Elective			3		
Term hours subtotal:			16		

Term 3	31 - 44 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
ECD 211: The Developing Child: Theory into Practice, Prenatal-Grade 3 (SB)			3	C	
BLE 220: Foundations of Structured English Immersion			3	C	
ECD 220: Introduction to Nutrition, Health and Safety			2	C	
GCU 113: United States and Arizona Social Studies (SB & H)			3	C	
Elective			3		
Complete Mathematics (MA) requirement.					
Term hours subtotal:			14		

Term 4	45 - 59 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
TEL 200: Social Embeddedness of Educational Endeavors			3	C	
GCU 114: World Social Studies (SB & G & H)			3	C	
RDG 291: Children's Literature (HU)			3		
TEL 212: Understanding the Culturally Diverse Child (C)			3	C	
Elective			3		
Term hours subtotal:			15		

Term 5	60 - 74 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
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★ ECS 316: Assessment/Evidence-based Practice	3	C
★ ECD 418: Early Childhood Curriculum	3	C
IED 410: History American Indian Education (SB & H & C)	3	C
ECS 412: Mathematics Curriculum, Instruction and Assessment	3	C
Elective	3	
Term hours subtotal:	15	

★ Term 6	75 - 90 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ TEL 300: Community, Family, and Education			3	C	
ECS 315: Classroom Organization and Child Guidance			3	C	
ECS 430: Systems, Policy, and Advocacy in Early Childhood/Special Education			3	C	
IED 430: Lang/Literacy-Indig Peoples ((HU or SB) & C)			3	C	
ECD 321: Emerging Language and Literacy			3	C	
Elective			1		
Term hours subtotal:			16		

★ Term 7	91 - 105 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ TEL 400: Innovation in Educational Endeavors			3	C	
PPE 310: Health Literacy: Creating Healthy and Active Schools (L)			3	C	
IED 394: Early Education&Development of Indigenous Children			3	C	
SPF 301: Culture and Schooling (L)			3	C	
SCN 300: Foundations of Environmental Education			3	C	
Term hours subtotal:			15		

★ Term 8	106 - 120 Credit Hours	Necessary course signified by	Hours	Minimum Grade	Notes
★ TEL 410: Leadership and Advocacy in Educational Endeavors			3	C	
ECS 431: Family, Community and Professional Support Systems			3	C	
ECS 312: Social and Emotional Development of the Young Child (SB)			3	C	
EED 324: Social Studies in Elementary Schools			3	C	
Elective			3		
Term hours subtotal:			15		

Hide Course List(s)/Track Group(s)

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.50 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)

- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2016 - 2017 academic year.