

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.).

Focus of Concentration

The Bachelor of Applied Science (BAS) degree with a concentration in Early Childhood Studies is intended for students working in early childhood settings (focusing on birth through age five) who do not need initial teacher certification issued through a state department of education. The program will prepare students with knowledge and skills on child development (social, emotional, cognitive, physical), setting/selecting developmentally appropriate learning goals and sequences, instructional strategies and supports, highly individualized instruction, classroom management, advocacy and leadership, and family resources and supports. As a degree designed for students working in a variety of early childhood settings while pursuing the program, clinical experiences will be integrated throughout the course work.

The BAS in Early Childhood Studies will provide access to a bachelor's degree program for Head Start teachers or staff and other early childhood providers. The program will provide a pathway for individuals currently holding an Associate in Applied Science (AAS) degree to pursue a BAS that focuses on increasing workforce competency and knowledge in the area of early childhood. The degree will be particularly relevant for those working with infants and children ages zero to five in settings such as childcare or child development centers, non-profit organizations, public and private preschools, in-home care, and community organizations.

Relationship to Other Concentrations in the Degree Program

The BAS program allows students who have an applicable AAS from an accredited institution to transfer 60 credit hours towards a Bachelor of Applied Science degree at ASU. Students pursuing this degree may have more than 60 credit hours to complete in order to obtain their Bachelor of Applied Science upon transfer to ASU. Students transferring from a regionally accredited Arizona public community college can transfer up to 15 additional credit hours of transferable General Studies courses (maximum of 75 transfer credits towards the BAS). The primary audience for this non-certification degree will be Head Start teachers who currently hold an AAS (Associate of Applied Science in Early Childhood). This is an opportunity for early childhood educators to earn a baccalaureate degree that focuses on the pre-elementary years. This AAS to BAS pathway will be a part of the Arizona transfer agreement. Students that have completed the AAS degree in Early Childhood will be able to transfer 60-75 credits towards the BAS in Early Childhood Studies.

https://www.aztransfer.com/associates_degrees/aas_bas.html

The Bachelor of Applied Science degree offers concentrations through a number of colleges and schools across the university, including; College of Integrative Arts and Sciences, Ira A. Fulton Schools of Engineering, Watts College of Public Service and Community Solutions, College of Health Solutions, and Edson College of Nursing and Health Innovation. The BAS in Early Childhood Studies will add another choice to the array of concentrations available to students who want to pursue a bachelor's degree at the university.

- 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?

The Bachelor of Applied Science with a concentration in Early Childhood Studies is a program that will provide an AAS to BAS path for community college students across the. Conceived at the prompting of the Arizona Head Start organization and in consultation with ASU Educational Outreach and Student Services, the program consists of 45-60 upper-division credits that will provide a pathway to a Bachelor of Applied Science in Early Childhood Studies from an Associate in Applied Science degree in areas such as early childhood, early childhood education, child development or a closely related field.

The new concentration will meet a community-based need for Head Start teachers to attain a bachelor's degree in response to the national organization's requirement that lead teachers hold an undergraduate degree in early childhood, early childhood education, child development or a closely related field. Currently, Head Start provides teacher waivers for those who hold an AAS degree in order to maintain their lead teacher positions. The national organization is eliminating these waivers to encourage teachers to pursue a baccalaureate degree.

With respect to market demand, of the 1668 Head Start classroom teachers in Arizona, 443 have baccalaureate degrees leaving 1225 in-state Head Start teachers who require baccalaureate degrees to keep their positions. This is a significant structural market and similar markets exist in other states. Of those who need a baccalaureate degree, 375 have associate degrees in early childhood or related fields and comprise the in-state market over the next two years. Many Head Start agencies have grant funds available to support their current classroom teachers in acquiring baccalaureate degrees.

The BAS will provide access for working professionals. In addition, the curriculum will be designed so that teachers can apply the coursework to their practice and complete activities and assignments as part of their professional experiences. The degree completion path from an AAS to BAS will elevate the early childhood provider's knowledge and competencies in the field and in turn elevate the early childhood profession both in-state as well as nation-wide. This degree offers opportunities and access for early childhood professionals who might not otherwise be able to complete a degree.

Current undergraduate degree programs offered in the college have a broader overlook and focus on either initial teacher certification for public school settings (which is not required for this population) or education settings from youth to adult outside of classrooms (which is not specific enough for this population). This degree will give students an opportunity to specialize in early childhood (birth through age five) that fills a need to elevate the workforce, provide an alternate pathway that does not necessarily lead to certification, and support and ensure continued employment and workforce knowledge and competencies.

1. Support and Impact

- A. Attach 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.
- 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 units need to be included with this proposal submission.)

A. ASU offers a Bachelor's Degree in Family and Human Development with an emphasis on Child Development, a Bachelor's Degree in Community Advocacy and Social Policy, a BAE with initial teacher certification in Early Childhood/Early Childhood Special Education, and a BAE in Educational Studies (Early Childhood Education) as a non-certification option for early childhood educators. Head Start/Early Childhood teachers holding an AAS degree encounter barriers when applying to BA and BAE degrees due to the course-by-course transcript analysis. As a result many or most of the courses taken at the community college for the AAS degree do not transfer. The AAS to BAS pathway allows a block transfer of 60-75 credits from a related associate's degree to be applied to the bachelor's degree and greatly decreases the number of classes required to attain the degree. The BAS concentration includes coursework from Teachers College and other colleges or schools that relates to the field of early childhood, child development, family studies and social policy. Therefore, the content of the courses ensures a well-rounded quality curriculum drawn from related programs offered at ASU and is relevant to early childhood professionals working in the field.

In addition, Arizona State University has signed a Memorandum of Agreement with EarlyEDU Alliance (<https://www.earlyedualliance.org/>), a higher education collaboration for Head Start and early childhood teaching. The partnership between ASU and EarlyEDU Alliance allows Teachers College to integrate competency-based course materials and a video sharing and coaching feedback application into the curriculum being developed to help teachers get the skills they need and receive individualized support to improve their teaching practices. A grant from the US Department of Health and Human Services to University of Washington funded development of materials and the video sharing and coaching feedback application; EarlyEDU Alliance is now supported by the Gates Foundation.

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

2. 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 (<https://uocee.asu.edu/assessment/>).

Program outcomes align to standards established by the National Association for the Education of Young Children (NAEYC) as outlined in the 2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs and the Position Paper on NAEYC Standards for Early Childhood Professional Preparation Programs.

Upon completing this program, students will be able to:

- Apply knowledge of child development that positively impacts children through effective engagement, positive relationships, and supportive environments (NAEYC standard 1).
- Apply knowledge of diverse family and community characteristics to support and engage families and communities through respectful, reciprocal relationships (NAEYC Standard 2).

- Apply knowledge of systematic and responsible observation and assessment in collaboration with families (NAEYC Standard 3).
 - Apply knowledge of a broad repertoire of appropriate and effective teaching strategies that positively impacts young children (NAEYC Standard 4).
 - Apply their own knowledge, early learning standards and other resources to develop and implement appropriate, meaningful and challenging curriculum for young children (NAEYC Standard 5).
 - Demonstrate professionalism through reflective practice and collaboration with colleagues and families to promote positive outcomes for every child (NAEYC Standard 6).
 - Demonstrate knowledge, skills, and attitudes to be an active leader in the formation of a future that positively impacts the lives of young children (NAEYC Standard 6).
- B. Provide the admissions criteria for the proposed concentration. If the criteria are identical to the admission criteria for the existing major and degree program under which this concentration will be established, please note that here.

Students applying to this program must have completed an Associate of Applied Science degree from a regionally accredited institution AND be employed in an early childhood setting (e.g., Head Start, child development center, daycare/childcare center, private or public preschool, home-based child care), in order to successfully participate and complete course work. Students with an AAS degree (which consists of courses in specialized occupational areas built upon a general education core) will receive 60 hours of credit through a block transfer to the university. The block transfer applies only to the BAS degree program. Students may receive up to 15 additional credits for coursework completed at the community college or university that satisfies the general credit requirements for ASU bachelor degree completion.

This program is not available for freshman.

C. Curriculum Checksheet

Please attach the curriculum checksheet in PDF from BAMB to proposal submission. The curricular checksheet should outline all core/required courses and program specific electives. To retrieve the checksheet in BAMB:

1. Select the “Checksheet” tab for the program.
2. From the tab, select “Preview Checksheet.” The preview will open in a new window.
3. Select “Save as PDF” in upper right-hand corner of the page.

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

30 credits

- E. 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.

ECD 310: Applied Early Child Development

This course is designed to convey knowledge of how children's development is both unique and interconnected. The course takes a highly applied approach to build students' knowledge, recognition, and use of evidence-based practices within early childhood classrooms that support children's development, both within and across six developmental domains (social, emotional, physical, cognitive, communication and language, and approaches to learning).

ECD 322: Cognition and General Knowledge: Science, Math, Logic and Reasoning

The course is designed to increase students' knowledge of, and ability to implement, high quality strategies that support the development of children's mathematical, scientific and logical reasoning in developmentally appropriate ways.

ECD 325: Supporting Dual Language Learners

The course is designed to increase student's knowledge of the language development of Dual Language Learners (DLLs), the role of home language in assessment and instruction, as well as knowledge and application of instructional practices to support DLL's oral language and emergent literacy practices. Students design and implement activities for working with young children who are DLLs and their families.

ECD 327: Becoming a Teacher Leader

In this course, students will explore the perspective that effective early childhood professionals are self-aware, culturally competent leaders who practice ongoing reflection and growth.

ECD 476: Intentional Teaching

This course is designed to guide teachers in becoming intentional practitioners through: observation, assessment, purposeful planning and reflective practice to adapt a variety of supports for children in order to maximize student potential and outcomes.

ECS 427: Highly Individualized Teaching and Learning

This course is designed to cover evidence-based research and practices for fostering the social, emotional, cognitive, and motor development of young children with varying needs and abilities in inclusive settings. Students learn to individualize instructional strategies, design learning environments with appropriate accommodations and adaptations, and understand Individual Education Plans (IEPs) and/or Individual Family Service Plans (IFSPs).

3. Administration and Resources

- A. How will the proposed concentration be administered (including admissions, student advisement, retention, etc.)?

Current staff, administration and advising resources will be utilized. As the program grows, we will reevaluate support needs and explore the possibility of additional staff support. We currently have the structure in place for staffing, scheduling, advising and student operations to support the expected student population.

Individuals in the Mary Lou Fulton Teachers College Division of Educational Leadership and Innovation will administer the proposed concentration if approved. The Teachers College Office of Student Services conducts student advisement and retention. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed undergraduate concentration. In addition, an advisory board has been formed to bring together college faculty with higher education professionals working in this field, including Bjorg LeSueur, Clinical Assistant Professor.

- 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)	25	60	125

- 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.

- 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
Bjorg LeSueur	Clinical Assistant Professor	Early Childhood & Special Education
Tamera Reithman	Clinical Assistant Professor	Early Childhood & Special Education
Melissa Geiselhoffer	Clinical Associate Professor	Early Childhood Education

4. Additional Materials

- A. Prepare and attach a Major Map. Please use the "proposed map" function to create a Major Map in [BAMM](#). Instructions on how to create a "proposed major map" in BAMM can be found in the Build a Major Map Training Guide.
- 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.

PROVOST OFFICE APPROVAL(S)

This proposal has been approved by all necessary Provost office levels of review. I recommend implementation of the proposed organizational change.

Office of the University Provost

Signature _____ **Date:** / /20

Note: An electronic signature, email, or a PDF of the signed signature page is acceptable.

**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 Major and Concentration Name: Applied Science (Early Childhood Studies)

1. Marketing Description (*Optional. 50 words maximum. The marketing description should not repeat content found in the program description.*)

Moment by moment, day by day and person by person, educators improve lives and strengthen communities. And wherever life takes you, an education degree prepares you to master new knowledge, communicate effectively and thrive in a world -- and an economy -- in which lifelong learning is key to success and happiness.

2. Program Description (150 words maximum)

The BAS degree with a concentration in early childhood studies is intended for students working in early childhood settings, focusing on birth through age five, who do not need initial teacher certification issued through a state department of education. The program prepares students with knowledge and skills in child development (social, emotional, cognitive and physical), setting and selecting developmentally appropriate learning goals and sequences, instructional strategies and supports, highly individualized instruction, classroom management, advocacy and leadership, and family resources and supports. As a degree program designed for students working in a variety of early childhood settings while pursuing the program, clinical experiences are integrated throughout the coursework.

3. Contact and Support Information

Building code and room number: ([Search ASU map](#)) ED 118
 Program office telephone number: (i.e. 480/965-2100) 480/965-5555
 Program Email Address: educationadvising@asu.edu
 Program Website Address: https://education.asu.edu

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 Options

Other Arizona Locations

Note: Once students elect a campus or online 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. Please contact Ed Plus then complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.

5. Campus/Locations indicate all locations where this program will be offered.

- Downtown Phoenix Polytechnic Tempe Thunderbird West Other: Other AZ locations

6. Career Opportunities & Concentration(s)

Provide a brief description of career opportunities available for this degree program with the proposed concentration. (150 words maximum)

The Bachelor of Applied Science with a concentration in early childhood studies provides access to a degree completion program for Head Start teachers and other head start staff, as well as early childhood providers currently working in the field. The goal of this concentration is to increase access and capacity towards degree completion from an AAS to

a BAS, and focuses on increasing workforce competency and knowledge in the area of early childhood.

Upon completion of the Bachelor of Applied Science degree, career opportunities include early childhood teacher (birth to five years) in various settings, including the following: HeadStart programs, child care centers, private preschools, non-profit centers, and home-based service providers. Other career opportunities include center-based administrators or directors; topic specialists that provide resources, training and technical assistance to teachers and programs; program managers; family specialists; and consultants.

7. Additional Freshman Admission Requirements

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

This program is not available for freshman

8. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

Students applying to this program must have completed an Associate of Applied Science degree from a regionally accredited institution AND be employed in an early childhood setting (e.g., Head Start, child development center, daycare or childcare center, private or public preschools, home-based child care), in order to successfully participate and complete coursework.

Students with an Associate of Applied Science degree (which consists of courses in specialized occupational areas built upon a general education core) will receive 60 hours of credit through a block transfer to the university. The block transfer applies only to the Bachelor of Applied Science degree program. Students may receive up to 15 more credit hours for additional coursework completed at the community college or university that, through transcript evaluation, is determined to match a course in the degree program major map.

9. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

A current ASU student must have completed an Associate of Applied Science from a regionally accredited institution to change to this major.

10. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

Preschool

Head Start

Coach

Community

Education

Teacher

Youth

Early childhood

Childcare

11. Advising Committee Code

List the existing advising committee code associated with this degree.

UGTE22

Note: If a new advising committee needs to be created, please complete the following form:

[Proposal to create an undergraduate advising committee](#)

12. Change of Major E-mail Address

List the contact email address to direct students who are interested in changing to this major.

educationadvising@asu.edu

13. 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.*

14. First Required Math Course

List the first math course required in the major map.

MAT 142

15. 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

16. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: <http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at: <https://catalog.asu.edu/alternate-career-titles>.

25-2011.00

Preschool Teachers, Except Special Education

17. Global Experience

The following text is standard global experience text. If applicable, edit or add to the text to tailor it to your program.

With over 250 programs in more than 65 countries (ranging from one week to one year), study abroad is possible for all ASU students wishing to gain global skills and knowledge in preparation for a 21st century career. Students earn ASU credit for completed courses, while staying on track for graduation, and may apply financial aid and scholarships toward program costs. <https://mystudyabroad.asu.edu/>

18. Area(s) of Interest

A. Select **one** (1) primary area of interest from the list below that applies to this program.

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

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

[Architecture & Construction](#)

[Health & Wellness](#)

- [Arts](#)
- [Business](#)
- [Communications & Media](#)
- [Computing & Mathematics](#)
- [Education & Teaching](#)
- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Exploratory](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [Law, Justice & Public Service](#)
- [STEM](#)
- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

The following fields are to be completed by the Office of the University Provost.

CIP Code:

Plan Code: _____

2020 Course List for Applied Science (Early Childhood Studies) (BAS) (Proposed) - (ONLINE)

Mary Lou Fulton Teachers College | FPRHHKS

General Studies	Credit Hours	Min. Grade
AAS Degree Transfer Block	60	
Upper Division Elective	3	
Any needed lower division General Studies requirement OR Elective	15	

BAS Core	Credit Hours	Min. Grade
CDE 430: Infant/Toddler Development in the Family (SB)	3	C
ECD 310: Applied Early Child Development	3	C
ECD 327: Becoming a Teacher Leader	3	C
ECS 315: Classroom Organization and Child Guidance	3	C
FAS 370: Family Ethnic and Cultural Diversity (SB & C)	3	C
PAF 410: Building Leadership Skills (SB)	3	C

BAS Concentration	Credit Hours	Min. Grade
CDE 350: Inequality and Diversity in Education (L & C)	3	C
ECD 322: Cognition and General Knowledge: Science, Math, Logic and Reasoning	3	C
ECD 325: Supporting Dual Language Learners	3	C
ECD 476: Intentional Teaching	3	C
ECS 321: Communication, Language Development, and Emergent Literacy	3	C
ECS 427: Highly Individualized Teaching and Learning	3	C
ECS 430: Systems, Policy, and Advocacy in Early Childhood/Special Education	3	C
EDT 321: Computer Literacy: Mobile Technologies and Your World (CS)	3	C

BAS in Applied Science (Early Childhood Studies)

Status: UOEEE Provisional Approval

Comments: UOEEE provisional approval. Plan contains measures for American institutions, civil discourse and ethics/ ethical reasoning.

Element Outcome Measure Description

AP_2Goal	0	The BAS program in Early Childhood Studies prepares graduates to lead change and innovation in early childhood education. It provides students with experience in collaborative and reflective practice, develops leadership and critical thinking, and builds the skills needed for working with and advocating for children from birth to age 5. The BAS degree allows students that have completed an Associates' degree in Applied Science to transfer to the BAS degree program. . The BAS degree is only a transfer degree.
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Element Outcome Measure Description

Outcome	1	0	National Association for the Education of Young Children Standard 1 (professional standard): "Student applies knowledge of child development that positively impacts children through, effective engagement, positive relationships, and supportive environments."
Plan_1GenEd	1		Critical Thinking;Information Literacy;Language and Literacy;Written Communication;
Plan_2Concepts	1		Knowledge of early child development birth-age 8. Developmental Continuum Positive Relationships and engagement Supportive environments Civil Discourse State and National American Institutions
Plan_3Competencies	1		Communicate information on child growth and development with families and colleagues (Civil discourse). Adapt educational practices to facilitate development at increasingly complex and challenging levels. Use the NAEYC (American Institution) ethical code of conduct in decision making. Develop and plan holistic learning experiences that capitalize on the interconnectedness of developmental domains to promote early child development. Engage in civil discourse around child development and developmentally appropriate practices with peers, families and community members. Apply Early Childhood professional standards developed by select American Institutions.
AP_1Process	1	1	The assessment process is aligned to the specific course assignments and accompanying rubrics as described below.
Measure	1	1	Students will analyze, interpret, discuss and reflect on the development of a student, referencing early childhood professional standards and ethical code of conduct developed by select American Institutions, then develop and implementation plan to support their development in a particular developmental area.
PC	1	1	Developmental Domain Signature Assignment in ECD 310: 80% of current program students earn 80% or higher of potential rubric value for each individual part of the developmental domain signature assignment.
Measure	1	2	Students will apply an understanding of developmental and intervention theory (using recommendations as developed by American institutions, state and/or national)to make ethical instructional decisions that positively support child development.
PC	1	2	Case Study Assignment completed in ECS 427: 80% of current program students will earn 80% or higher of potential rubric value.
Measure	1	3	Students will capture professional practice utilizing an intentional teaching framework to identify and reflect on effective and ineffective interactions and environments and engage in civil discourse with instructors and peers around the developmentally appropriate practice.
PC	1	3	Using video as a professional development tool video activities in ECD 476: 80% of program students will earn 80% or higher of potential rubric value on average for the video assignments.

Element Outcome Measure Description

Outcome	2	0	National Association for the Education of Young Children Standard 5 (professional standard): "Students apply their own knowledge, early learning standards, and other resources to develop and implement appropriate, meaningful and challenging curriculum for young children."
Plan_1GenEd	2		Global, Historical, Cultural Awareness; Inquiry and Analysis; Problem Solving; Quantitative Reasoning/Literacy; Verbal Communication;
Plan_2Concepts	2		Developmentally Appropriate Practices Early Learning Standards Early Learning Teaching Strategies Early Learning Environments Early Childhood Curriculum Development Knowledge of American Institution's professional recommendations such as the National Association for the Education of Young Children (NAEYC) professional standards. Early Learning Outcomes Framework developed by Head Start (American Institution)
Plan_3Competencies	2		Model strategies for and help others understand methods for creating developmentally appropriate and culturally responsive learning environments. Develop, plan, select &/or create developmentally appropriate learning environments that support & integrate all developmental domains that are informed by recommendations from American Institutions. Develop, plan, and create learning environments that utilize a variety of learning strategies.
AP_1Process	2	1	The assessment process is aligned to the specific course assignments and accompanying rubrics as described below
Measure	2	1	Students will implement effective teaching strategies based on research, theory and standards informed by select American Institutions.
PC	2	1	Students will select standards and learning goals and design intentional interactions that support the development of young children using intentional interaction plans. Intentional Interaction plan assignments completed in ECD 310: 80% of current program students will earn 80% or higher of potential rubric value on each intentional interaction plan.
Measure	2	2	Students will apply their own knowledge and other resources informed by American Institution to develop, implement, and evaluate lessons and teaching strategies designed to support every child through civil discourse within communities of reflection and practice (peers and instructors).
PC	2	2	Weekly teaching and learning (CoRP) activities completed in ECD 325: 80% of current program students earn 80% or higher of potential rubric value on each weekly CoRP.

Element Outcome Measure Description

Outcome	3	0	National Association for the Education of Young Children Standard 6 (professional standard) Demonstrates professionalism through reflective practice and collaboration with colleagues and families to promote positive outcomes for every child.
Plan_1GeneralEd	3		Ethical Reasoning; Problem Solving; Teamwork and Collaboration; Verbal Communication; Written Communication;
Plan_2Concepts	3		Family-centered practice Professionalism NAEYC(American Institution) Ethical Code of Conduct Collaboration Civil Discourse Reflective Practice
Plan_3Competencies	3		Design a learning environment that intentionally reflects sensitivity and acceptance of cultural diversity and family strengths and the NAEYC ethical code of conduct. Learn about family composition, values, and traditions, hopes, and dreams for their child through direct and effective civil discourse. Value multiple perspectives and participate in open, collaborative discussions to generate ideas and solve problems. Build trust and create supportive relationships with others in the field. Provide meaningful feedback.
AP_1Process	3	1	The assessment process is aligned to the specific course assignments and accompanying rubrics as described below
Measure	3	1	Students will engage families and communities through respectful, ethical, reciprocal relationships as informed by select American Institutions and reflect on family-centered practice.
PC	3	1	Family/Case study report and reflection assignments completed in ECS 427: 80% of current program students earn 80% or higher of potential rubric value on each family/case study assignment.
Measure	3	2	Students will engage in continuous, collaborative learning to inform practice; using technology effectively with peers, and as a professional resource
PC	3	2	Students reflect on professional practice videos and provide coach quality feedback when collaborating with peers. Professional Practice Video completed in ECD 322: 80% of current program students earn 80% or higher of potential rubric value on each video assignment.

Element Outcome Measure Description

Outcome	4	0	National Association for the Education of Young Children Standard 6 (professional standard). Demonstrate knowledge, skills, and attitudes to be an active leader in the formation of a future that positively impacts the lives of young children (NAEYC Standard 6)
Plan_1GenEd	4		Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Teamwork and Collaboration;Verbal Communication;Written Communication;
Plan_2Concepts	4		Early Childhood Education Research and theory-informed by select American Institutions. NAEYC (American Institution) Professional Standards Leadership and Advocacy in Early Childhood Ethical Professional Practice Civil Discourse
Plan_3Competencies	4		Demonstrate essential advocacy skills, including verbal and written communication and collaboration with others regarding services and legislation for young children and families. Apply and model ethical conduct and professional standards as informed by select American Institution.
AP_1Process	4	1	The assessment process is aligned to the specific course assignments and accompanying rubrics as described below
Measure	4	1	Describe and apply professional standards and ethics of early childhood education through civil discourse as informed by select American Institutions.
PC	4	1	Weekly discussion (video and written) completed in ECS 321: 80% of current program students earn 80% or higher of potential rubric value on the weekly discussion.
Measure	4	2	Integrating knowledgeable, reflective, ethical and critical perspectives on early education as informed by select American Institutions by analyzing the characteristics and skills necessary to be an active leader in the formation of a future that positively impacts the lives of young children.
PC	4	2	Final Assignment completed in ECD 327: 80% of current program students earn 80% or higher of the potential rubric.

If you have questions, please e-mail assessment@asu.edu or call UOEEE at (480) 727-1731.

2020 - 2021 Major Map

Applied Science (Early Childhood Studies), (Proposed)

School/College:

FPRHHKS

Applicable Community College Prerequisites 0 - 60 Credit Hours	Hours	Minimum Grade	Notes
AAS Degree Transfer Block	60		<ul style="list-style-type: none"> Students may meet lower division general studies requirements with the AAS degree. Students must complete all ASU general studies requirements in order to earn ASU BAS degree. Students should work with their academic advisor to run DARS graduation audit to determine needed general studies requirements.
Term hours subtotal:	60		

Term 5 - A 60 - 69 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ECD 327: Becoming a Teacher Leader	3	C	<ul style="list-style-type: none"> Students must secure an approved ASU work or volunteer placement for upper-division coursework. The MLFTC Office of Professional Experiences (OPE) supports all site placements for students in our college. For students who do not have an existing placement at a site that teaches young children and that meets the requirements of ASU, OPE will help find an appropriate placement.
★ FAS 370: Family Ethnic and Cultural Diversity (SB & C)	3	C	
Any needed lower division General Studies requirement OR Elective	3		
Term hours subtotal:	9		

Term 5 - B 69 - 78 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ECD 310: Applied Early Child Development	3	C	<ul style="list-style-type: none"> Join a student club or Early Childhood Professional organization (for example, NAEYC or AzAEYC).
★ EDT 321: Computer Literacy: Mobile Technologies and Your World (CS)	3	C	
Any needed lower division General Studies requirement OR Elective	3		
Term hours subtotal:	9		

Term 6 - A 78 - 87 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CDE 350: Inequality and Diversity in Education (L & C)	3	C	<ul style="list-style-type: none"> Develop your professional online presence.
★ ECS 321: Communication, Language Development, and Emergent Literacy	3	C	
Any needed lower division General Studies requirement OR Elective	3		
Term hours subtotal:	9		

Term 6 - B 87 - 96 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CDE 430: Infant/Toddler Development in the Family (SB)	3	C	<ul style="list-style-type: none"> Complete an in person or virtual practice interview.
★ ECD 325: Supporting Dual Language Learners	3	C	

Any needed lower division General Studies requirement OR Elective	3
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).	
Term hours subtotal:	9

Term 7 - A 96 - 102 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ECD 322: Cognition and General Knowledge: Science, Math, Logic and Reasoning	3	C	
★ ECS 315: Classroom Organization and Child Guidance	3	C	
Term hours subtotal:	6		

Term 7 - B 102 - 108 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ PAF 410: Building Leadership Skills (SB)	3	C	• Apply for full-time career opportunities.
Any needed lower division General Studies requirement OR Elective	3		
Term hours subtotal:	6		

Term 8 - A 108 - 114 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ECS 427: Highly Individualized Teaching and Learning	3	C	
★ ECS 430: Systems, Policy, and Advocacy in Early Childhood/Special Education	3	C	
Term hours subtotal:	6		

Term 8 - B 114 - 120 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ECD 476: Intentional Teaching	3	C	
Upper Division Elective	3		
Term hours subtotal:	6		

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

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00 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 2020 - 2021 academic year.

Subject: Re: Letter/email of support request for Bachelor of Applied Science concentration in Early Childhood Studies

Date: Wednesday, February 28, 2018 at 9:52:56 AM Mountain Standard Time

From: Richard Fabes

To: Sherman Dorn

SSFD has no objections to this degree. Our classes are regularly offered and should not be a problem for students in this program.

Richard Fabes, Director

On 2/26/18, 4:53 PM, Sherman Dorn wrote:

Dear Rick,

Thank you for the quick acknowledgment, and mea culpa! Yes, CDE 430 is included.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

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From: Richard Fabes

Sent: Monday, February 26, 2018 2:55 PM

To: Sherman Dorn <Sherman.Dorn@asu.edu>

Subject: Re: Letter/email of support request for Bachelor of Applied Science concentration in Early Childhood Studies

Hi Sherman,

It appears that CDE 430 is also one of our classes that is part of your core. Is that correct? If so, it should be part of this list shouldn't it?

Rick

On 2/26/18, 2:46 PM, Sherman Dorn wrote:

Dear Professor Fabes,

I am the director of the Division of Educational Leadership and Innovation, and I am seeking a letter or email evidence of support for a new proposed Bachelor of Applied Science concentration in Early Childhood Studies (offered online). Attached is the program proposal and the major map (it's only a two-year map because BAS students must transfer in with an associate's degree) – it's been approved within our college and is ready to go to CAPC with my and my dean's signature, and also a letter of support

from the units that offer the following courses that appear on the major map as either required or optional courses:

- CDE 350
- **FAS 370**
- PAF 311
- PAF 410
- **SOC 390**

If approved, we know that we will need to plan our course offerings to fit around the regular schedule on which you offer FAS 370 and SOC 390. Please let me know if you have any questions and if you support the program.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

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Sherman Dorn

From: Donald Siegel
Sent: Monday, February 26, 2018 5:01 PM
To: Sherman Dorn; ykim@asu.edu
Subject: RE: Letter/email of support for Bachelor of Applied Science concentration in Early Childhood Studies

Dear Professor Dorn (Sherman):

Please consider this email an official letter of support for the Bachelor of Applied Science concentration in Early Childhood Studies. It looks like a great program and the School of Public Affairs is happy to assist. I am cc'ing our Undergraduate Director, Professor Yushim Kim, who has also analyzed this. Please let us know what we can do to help.

Best regards,
Don Siegel

Dr. Donald Siegel
Professor of Public Policy and Management and Director
School of Public Affairs
Arizona State University
411 North Central Avenue, Suite 450
Phoenix, AZ, 85004
(602) 496-1101
<https://scholar.google.com/citations?user=mpaVyFgAAAAJ>
<https://isearch.asu.edu/profile/3164210>

Connect with ASU's [School of Public Affairs](#) online: [Facebook](#) – [Twitter](#) – [LinkedIn](#)



From: Sherman Dorn
Sent: Monday, February 26, 2018 2:47 PM
To: Donald Siegel <Donald.Siegel.1@asu.edu>
Subject: Letter/email of support request for Bachelor of Applied Science concentration in Early Childhood Studies

Dear Professor Siegel,

I am the director of the Division of Educational Leadership and Innovation, and I am seeking a letter or email evidence of support for a new proposed Bachelor of Applied Science concentration in Early Childhood Studies (offered online). Attached is the program proposal and the major map (it's only a two-year map because BAS students must transfer in with an associate's degree) – it's been approved within our college and is ready to go to CAPC with my and my dean's signature, and also a letter of support from the units that offer the following courses that appear on the major map as either required or optional courses:

- CDE 350
- FAS 370
- **PAF 311**
- **PAF 410**
- SOC 390

If approved, we know that we will need to plan our course offerings to fit around the regular schedule on which you offer PAF 311 and PAF 410. Please let me know if you have any questions and if you support the program.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

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Subject: Re: Letter/email of support request for Bachelor of Applied Science concentration in Early Childhood Studies
Date: Thursday, August 2, 2018 at 12:23:16 PM Mountain Standard Time
From: Bryan Brayboy
To: Sherman Dorn
CC: Frank Pina
Attachments: Early Childhood Studies Major Map.pdf, BAS Early Childhood Studies Proposal 2018-02-26.pdf

Dear Sherman,

I support this program.

Bryan

Bryan McKinley Jones Brayboy, Ph.D.
Special Advisor to the President on American Indian Affairs
President's Professor
Interim Director, School of Social Transformation

From: Sherman Dorn
Sent: Tuesday, July 17, 2018 10:11 AM
To: Bryan Brayboy
Subject: Letter/email of support request for Bachelor of Applied Science concentration in Early Childhood Studies

Dear Bryan,

I hope your service as director of SST has started well for you.

I am seeking a letter or email evidence of support for a new proposed Bachelor of Applied Science concentration in Early Childhood Studies (offered online). Attached is the program proposal and the major map (it's only a two-year map because BAS students must transfer in with an associate's degree) – it's been approved within our college and is ready to go to CAPC with my and my dean's signature, and also a letter of support from the units that offer the following courses that appear on the major map as either required or optional courses:

- **CDE 350 (colisted with APA 350 and AFR 350)**
- FAS 370
- PAF 311
- PAF 410
- SOC 390

If approved, we know that we will need to plan our course offerings to fit around the regular schedule on which you offer CDE 350. Please let me know if you have any questions and if you support the program.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

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