



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: May 2019)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+ credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: 2/14/20

INSTITUTION: Nevada State College

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of AAC Approval:
03-04-20

Date of Board Approval:

DEGREE: Check applicable box

- Certificate: 30+ Credits
- Associate of Science (AS)
- Associate of Applied Science (AAS)
- Bachelor of Arts (BA)
- Master of Science (MS)
- Doctor of Philosophy (Ph.D.)
- Associate of Arts (AA)
- AA/AS
- Bachelor of Applied Science (BAS)
- Bachelor of Science (BS)
- Master of Arts (MA)
- Other or Named Degree: _____

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Early Childhood Education

INCLUDED IN LAST NSHE PLANNING REPORT: Yes No
(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/page.php?p=planning>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 124

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2021

Action requested (specify full program title):

This proposal requests the addition of a *Bachelor of Arts in Early Childhood Education* at Nevada State College.

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

Early childhood educators facilitate the healthy growth and development of America’s children and their families. Some might say that this essential population in our workforce is the key to our future. For example, Meluish, Ereky-Stevens and Petrogannis (2015) argue that high quality early childhood instruction has long-term implications for the cognitive, socio-emotional and linguistic development of all children. Moreover, Temple (2019) found that the effective preparation of early childhood educators has a direct correlation to the lifelong academic success of children in school. Nonetheless, currently, in the State of Nevada, 63% of the children ages 3-5 are not enrolled in preschool (Nevada Kids Count, 2019). Thus, the need for quality early childhood educators and early childhood programs in our state is key.

Nevada State College has a long-standing commitment to devising programs and developing partnerships designed to address the severe teacher shortage that is now impacting our state. With over nine undergraduate degree options, we have intentionally developed our School of Education to fill the entirety of what is now being coined the “leaky teacher pipeline.” In Fall of 2018, we proudly launched the first Master’s in Speech Language Pathology in Southern Nevada (the first Master’s program at Nevada State College). We have also developed a Speech Language Pathology Clinic and we will be launching an Early Childhood Education Center in Fall 2021. We are now excited to expand our current programming to encompass a new degree, a Bachelor of Arts in Early Childhood Education with an emphasis in Early Childhood Special Education. This degree would allow students to seek dual licensure with the Nevada Department of Education. One license would be in early childhood education and the second license would be serving students with developmental delays up to age 8.

As mentioned, qualified early childhood educators are an extremely high needs population. Our new proposed Bachelor of Arts degree in Early Childhood Education will allow teacher candidates the opportunity to explore theories and research-based developmentally appropriate practices for observing, documenting and assessing the learning of young children. This 124-credit degree is designed to equip teacher candidates with the skills they need to develop meaningful curricula, implement appropriate accommodations and strategies for diverse learners, and develop effective pedagogical strategies to support birth through second grade students who are typically and atypically developing.

The courses in our program are designed to meet the requirements for the Nevada Department of Education early childhood education licensure as well as the special education licensure. In this capacity, our teacher candidates may serve children ages birth through second grade with developmental delays. This dual-licensure degree program provides students with the education, training, and hands-on experiences that they need to work with children and families from diverse backgrounds.

This major also prepares teacher candidates to work in various educational settings such as mental health agencies, developmental programs, family resource programs, childcare referral agencies, child care settings, both private and public preschool-second classrooms, and more. The goal of the program is to model and inspire lifelong learning and produce professionals who advocate for young children and their families, while providing quality early childhood experiences that will last a lifetime. The student learning outcomes for our programs are outlined below.

B. Provide a list and description of institutionally approved expected student learning outcomes

**Table I. Nevada State College
Early Childhood (BA) Student Learning Outcomes**

Upon completion of our program:

- Candidates will name patterns and variations in child development of young children birth through age 8.
- Candidates will design healthy, respectful, supportive and challenging learning environments for young children based on their knowledge of child development.
- Candidates will articulate how families and communities promote resilience and protective factors that ameliorate risk in young children.
- Candidates will engage with families and communities to promote positive child outcomes by demonstrating communication skills that promote reciprocity and respect.
- Candidates will explain an understanding of the purpose, uses and processes of assessment in early childhood education.
- Candidates will conduct a range of assessments including: observation, screening, criterion- and norm-referenced assessments, monitoring child progress, and evaluating intervention strategies and learning environments.
- Candidates will integrate technology in assessment practices, including basic assistive technology.
- Candidates will use evidence-based instructional practices that are developmentally appropriate.
- Candidates will create opportunities for young children to develop and sustain relationships with others in their natural environments.
- Candidates will use technology that promotes learning and functioning.
- Candidates will reflect upon their practice and make modifications as appropriate.
- Candidates will study content knowledge and resources across the curriculum in language and literacy; the arts – music, creative movement, dance, drama, visual arts, mathematics; science, physical activity, physical education, health and safety, and social studies.
- Candidates will develop lessons and units that reflect central concepts, inquiry tools, and structures of academic discipline, and are able to integrate these content areas appropriately.
- Candidates will demonstrate knowledge of early learning standards, professional standards and content areas to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.
- Candidates will form interprofessional relationships with students, parents, health care providers and other service providers in order to offer integrated supports to students.

C. Provide an institutionally approved plan for assessing student learning outcomes

Constant program assessment that informs the overall quality of all of our programs is integrally connected to our school mission and vision. We have several college-wide and school-wide policies that we use to “close the assessment/curriculum loop” for our programs.

First our institution has a robust Institutional Research team and a statistical dashboard that is accessible to all College faculty. The dashboard provides “big picture” data such as student enrollment, graduation rates, persistence rates, student demographics and much more.

Second, at NSC, the process of outcomes assessment occurs on a biannual basis for all degree programs. In June, the Dean of the School of Education, in consultation with the School of Education faculty, selects an assessment chair, who in turn selects a three-person committee of faculty reviewers. Using a five-year schedule of program assessment, the committee targets a single learning outcome, randomly selects student “artifacts” (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. At the biannual assessment retreat, faculty refine their rubrics and evaluate artifacts using these rubrics. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.

Third, we currently utilize a variety of additional assessment measures that are stored and housed on our School of Education assessment platform, Via by Watermark. We regularly collect “key performance” assignments that are aligned with national, state and NSC standards in all courses. We also review the results of Praxis, conduct exit interviews/surveys with students, and examine employment data from Nevada school districts. These data will also be collected for the proposed program. It be used to determine programmatic strengths and areas of need.

As an accredited institution, Nevada State College will be required to submit quantitative data and make this data available to the public on an annual basis. Required data includes numbers of students applying, numbers enrolled, and data on program completion. All collected data will be used to ensure progress on our program-level strategic plan and our college-wide strategic plan, as well as alignment with NSHE, NSC, and School of Education outcomes. The next section discusses the key strategic goals of our institution and how the proposed program aligns with these goals.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

The new Bachelor of Arts in Early Childhood with an emphasis in Early Childhood Special Education further extends our College’s commitment to educational access for all students. Nevada State College was built upon the premise that all students regardless of race, socioeconomic status, class, gender etc. must be provided access to a quality and affordable education. The Nevada State College 2020-2025 Strategic Plan begins with five strategic goals and corresponding metrics. Each Nevada State strategic goal supports one or more of the strategic goals adopted by the NSHE Board of Regents in 2018. Our new Strategic Plan theme “Delivering on the Promise,” identifies key areas in which we will increase student access. Table II below identifies key areas in which we support access to student participation in higher education in Nevada.

Table II. NSC Strategic Plan : “Delivering on the Promise”

We will deliver on our promise to students by demonstrating leadership in academic and student support, improving student success for a highly diverse, first-generation student population through innovative and evidence-based practices.

- Earn recognition as a leader in peer-to-peer support that enhances academic achievement and degree attainment.
- Implement a comprehensive system of academic and financial support that helps students traverse clear and reliable degree pathways to graduation.
- Improve graduation rates for all students with an emphasis on closing equity gaps for students from historically underserved populations.
- Implement a comprehensive student life plan that increases students’ sense of belonging and engagement on campus.
- Increase the capacity of existing summer bridge programs and add new summer programs that serve historically underrepresented students.
- Increase student access to essential services (e.g. health and wellness providers, food options) through public-private partnership”

b. Success – *Increase student success*

Student success is the primary objective for ALL NSC faculty, staff, and administrators. We do this through a variety of ways such as: intrusive advising with clearly identified pathways to graduation, academic support services through our Writing Center and Academic Success Center, our peer mentor programs, student course assistants who provide tutoring, in addition to several Summer Bridge programs. NSC also has a robust Disability Resource Center, a CARE Team for social and emotional support, an on campus social worker, TRIO-SSS and more.

Additionally, within the School of Education and through our current HSI grant, we now have a Student Success Coach who provides workshops to support students in passing the Praxis, additional peer mentors, Praxis labs, and faculty who work closely to advise students once they enter our programs. Our faculty constantly review scholarly literature and attend professional development in search of new interventions and support services that improve student success.

c. Close the Achievement Gap – *Close the achievement gap among underserved populations*

A key component of the Mission and Vision for Nevada State College is our commitment to underrepresented and underserved populations. As of Fall 2019, Nevada State serves over 5400 students and achieved this enrollment at a historic pace, earning recognition from the Chronicle of Higher Education as the second-fastest-growing baccalaureate institution in the U.S between 2006 and 2016. True to our mission, this growth has resulted in a student population that is diverse in every sense of the word, including a sizable proportion of first-generation (58%) and low-income (47%) students. Historically underrepresented racial and ethnic groups comprise a higher proportion of the College population than the general population in Nevada, and our students are predominantly female, with women making up 75% of the overall student body. Our programs such as Nepantla, TRIO-SSS, Trio Upward Bound and our current \$2.5 million Hispanic Serving

Institution grant provide support and utilize proven best practices for supporting underserved populations, these grants support our Summer bridge programs, intrusive advising, CARE Team, a food pantry, a Center for Diversity Initiatives (CEDI) and much more.

d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada*

Currently, Nevada is in dire need of teachers. As of the August, 2019 school year, the Clark County Unified School District had a shortage that totaled 737 teachers. Furthermore, according to the Nevada Teacher Workforce Report (2018), “NSHE reported that in 2016-17 only 58.6% of the nationwide demand for teachers was met for 2016-17, by NSHE institution completers. Additionally, data revealed an estimated 1,262 more teachers were needed to meet the demand shortfall. Furthermore, they show that only 60.0% to 73.3% of graduates from NSHE institutions remain in the profession at least five years. Survey data identified 919 vacancies for 2018-19. The approximate proportion of vacancies for 2018-19 were as follows: 1% PreK; 45% Elementary; 25% Special Education; 19% Secondary Education (all areas); and 10% Out-of-Classroom assignments.” While a small portion of these are early childhood, key implications of this shortage suggest the need for a Bachelor of Arts in Early Childhood Education with an emphasis in Early Childhood Special Education at Nevada State College. According to the recent Nevada Kids Count (2019) report, a staggering 63% of children ages 3-5 in Nevada are not in preschool. Moreover, key research indicates that there is a direct correlation between early childhood schooling and literacy/numeracy development. The same report indicates that 69% of the fourth graders in Nevada are not fluent readers. Thus, the need for qualified effective early childhood inclusive educators in our state is key. The research below further supports this data.

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

The proposed Bachelor’s degree program in Early Childhood Education as a dual-licensure degree equips teacher candidates to support inclusive learning environments. The research below examines why and how teacher candidates can potentially support the needs of students in both general and special education classrooms. As stated in the Nevada Early Childhood Inclusion Guidance Manual Fall (2017) developed by the Nevada Department of Education, Office of Inclusion, “Inclusion in early childhood programs refers to: 1.) to including children with disabilities in early childhood programs, together with their peers without disabilities; 2.) holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; 3.) using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), and 4.) generating friendships with peers, and a sense of belonging. This applies to all young children with disabilities ranging, from those with the mildest disabilities to those with the most significant disabilities.” Furthermore, the U.S. Department of Health and Human Services and the U.S. Department of Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs in September 14, 2015, stated:

“The right to access inclusive early childhood programs is supported by a robust legal foundation. The IDEA supports equal educational opportunities for eligible children with disabilities birth through 21. Part C of the IDEA requires that appropriate early intervention services are made available to all eligible infants and toddlers with disabilities in natural

environments, including the home, and community settings in which children without disabilities participate, to the maximum extent appropriate, factoring in each child's routines, needs, and outcomes. Similarly, under Part B of the IDEA, special education and related services are to be made available to all children with disabilities ages three through twenty-one to the maximum extent appropriate, in the least restrictive environment (LRE) factoring in an individual child's unique strengths and needs. LRE further requires a continuum of placement options be available to best meet the diverse needs of children with disabilities, and presumes that the first placement option considered for each child with a disability is the regular classroom the child would attend if he or she did not have a disability. Thus, before a child with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the regular classroom setting must be considered. Each LEA must ensure that a free appropriate public education (FAPE) is provided in the LRE to every child with a disability in its jurisdiction regardless of whether the LEA operates public general early childhood programs. This could include providing special education and related services in public or private general early childhood or preschool programs, Head Start and Early Head Start programs, and community-based child care programs."

A joint position statement of the Division for Early Childhood (DEC) and NAEYC (2009) defined inclusion as: "Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society." The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and support."

Researchers have also argued that, "creating high-quality inclusive programs requires building understanding and trust with families, communities and teachers through collaborative teams/meetings, effective communication and joint professional development activities. Establishing and implementing effective interdisciplinary teams or committees that focus on support for children provide opportunities to share and shape understandings and to strengthen all early childhood programs. These collaborative opportunities should be based on shared norms, incorporate a culture of respect, and be focused on problem solving. Awareness and support can be enhanced through development of collaborative agreements and informational materials that clearly outline philosophies as well inclusive policies and practices. These agreements should include the laws that protect the rights of children with disabilities and their families. Children with and without disabilities can and should be educated in the same preschool classrooms, which can be accomplished by leveraging public and private resources to create a high-quality inclusive community that addresses the needs of all their young children.

- Whenever a child with an IEP meets program requirements for a public program such as Title I or state pre-k, the child should be considered for enrollment.
- And any child who is attending a regular early childhood program who has an IEP should have his or her special education and related service delivered in that program as the first option considered.

Best practice encourages Pre-K teachers to incorporate adaptations into their daily routine to create a quality inclusive environment, that benefits both the children with disabilities and the typically developing children in the classroom.” Researchers at the Early Childhood Research Institute on Inclusion (2019) identified eight categories of adaptations and supports for successful preschool inclusion. They included:

1. Environmental support: altering the physical environment to increase participation.
2. Materials adaptation: modifying materials to promote independence.
3. Activity simplification: breaking down a complicated task into smaller parts or steps.
4. Child preferences: capitalizing on a child’s favorite activities.
5. Special equipment: using adaptive devices to facilitate participation.
6. Adult support: employing direct adult intervention to support the child’s efforts.
7. Peer support: utilizing classmates to help children learn by modeling.
8. Invisible support: arranging naturally occurring events to assist inclusion.

“The Nevada Pre-Kindergarten Standards (NPKS) (2010) are meant for all children including children with disabilities (not a separate set of standards) and may require adaptations, embedding instruction, and quality environment. Our NPKs do address children with disabilities (page 16 & 17): Inclusive Learning Environments in Pre-K Programs Children develop compassionate attitudes and understand different abilities when they are in inclusive classrooms with a diverse array of children including those with disabilities. Inclusion teaches children about differences and acceptance of others. Pre-K programs that include children with special needs in early childhood programs are seen as an example of best practice. Children need respectful teachers, and they need contact with children with different abilities (Derman-Sparks & Edwards, 2009).

If a child has an IEP, Pre-K teachers should always consult with parents and Early Childhood Special Education staff regarding specific goals and benchmarks, adaptations and modifications, and specially designed instruction to meet the individual needs of the child. To be considered a regular early childhood program for IDEA reporting purposes a regular early childhood program should:

- Be comprised of at least 50% typically developing children to be considered a regular early childhood program for IDEA reporting.
- Meet the needs of every child.

While a ratio of 50% or more children who are typically developing is the requirement for IDEA reporting in a regular early childhood environment, the needs of each child must be considered. A ratio of 75% of typically developing children to 25% children with disabilities might be a more realistic class composition to ensure all children’s needs are met. All decisions should be based on the individual program, classroom and the needs of all children and the unique needs of children with disabilities.”

Thus, the proposed program has the potential and power to impact thousands of children and their families. A critical question becomes, “How does this program fulfill our NSC Mission?”

ii. Institutional mission and core themes

The proposed program aligns with the NSC Mission:

NSC Mission Statement: At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of

interdisciplinary knowledge and skills. Quality, affordable degree programs open doors to career success and an enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada

Vision Statement: Nevada State College will deliver on its promise to Nevada by becoming a model of teaching excellence, a pioneer in innovative student support, and an agent of economic growth and social justice.

NSC Core Values

- Embrace the Journey: We foster a culture of high-achieving teams and empower individuals to be the difference.
- Blaze Trails: If we think there is a better way, we look at research, trust our instincts and try it!
- Climb Mountains: We aspire to be experts in transforming the lives of our students and their families. We strive toward excellence in our jobs and advancement in our careers.
- Build Bridges: Diversity is our strength. We treat each other with care and respect and help one another to be successful.

iii. Campus strategic plan and/or academic master plan

The History of NSC’s Strategic Plan: “Delivering on the Promise”

In 1998, a small group of committed community members came together to plan Nevada’s first state college. When that vision became a reality in 2002, Nevada State College made a commitment to the citizens of Nevada, a promise to become the state’s middle tier for higher education, providing access to a wide range of baccalaureate degrees for a diverse population of students and improving their workforce readiness, especially in high-need areas such as health care, education, and business. Nevada State College’s commitment to Nevada also extended to improving the quality of life of our students and preparing them to participate responsibly in a democracy by partnering practical workforce skills with essential training in liberal arts, critical thinking, and civil discourse. Since the College’s inception, we’ve compiled a long list of accomplishments in support of this promise. We’ve become the second-fastest-growing baccalaureate public college in the nation, with remarkable growth despite a trend toward declining enrollments nationwide.

Amidst this growth, the College has narrowed equity gaps in student achievement and increased 6-year graduation rates on the strength of academic support programs and high-quality learning experiences. The students who participate in these experiences are highly diverse, which allowed us to achieve Hispanic-Serving Institution (HSI) status and earn a \$2.7 million federal grant to support Hispanic students who are considering teaching as a profession. As additional support for the state’s workforce needs, we graduate 30% of all nurses hired in Nevada, despite our relatively small size compared to other institutions in the Nevada System of Higher Education (NSHE). Furthermore, as we near the end of the 2020-2025 strategic planning process, we approach the beginning of our next stage of development, which includes two new buildings and a MEd in Speech-Language Pathology, our first graduate degree. In less than 20 years and through a severe economic downturn, we have overcome multiple challenges and become an essential resource for the state.

Delivering on the Promise is designed to acknowledge the many goals the College has achieved since that initial meeting in 1998, but also to show that our initial commitment to our mission has not faltered. We continue serving as a crucial component in NSHE, providing access and opportunity to students who are best served by a middle-tier institution. We have also maintained

our commitment to looking forward, seeking ways that we can become a leader in the state. Ideally, this strategic plan also will help us deliver on yet another promise - the opportunity to forge a model institution that leverages innovation and evidence-based practices to reveal how colleges and universities can best promote the success of students who are historically under-represented in higher education.

To make meaningful progress on this ambitious endeavor, we developed five strategic themes: students; curriculum and instruction; organizational culture; growth and capacity building; and community engagement and economic development. We based these themes on the statewide goals established by NSHE, our mission, core themes, and collective aspirations, and years of analysis and accumulated evidence that highlight the most important areas in which to invest our time and resources. Each theme is supported by a strategic goal.

Link to complete NSC Strategic Plan:

<https://nsc.edu/wp-content/uploads/2019/09/NSC-Strategic-Plan-Book-2020-25.pdf>

iv. Other programs in the institution

Table. III Other Related NSC School of Education Programs
<p>NSC’s School of Education Program Overview Nevada State College School of Education currently offers nine undergraduate degree program pathways:</p> <p>Existing Undergraduate Programs: Elementary Ed. and Elementary Ed., Special Education Concentration, Secondary Education (English, History, Biology, Math, Physical Science) Speech Language Pathology</p> <p>New Programs Master’s in Speech Language Pathology launched with 52 graduate students in Fall 2019 Bachelor’s Degree in Elementary Education with Concentration in Bilingual Education (to launch in Fall 2020). Speech Language Pathology Clinic (Launched Fall 2019) Early Childhood Education Center (To be Launched in Fall 2021) Bachelor’s Degree in Early Childhood Inclusive Education- (Goal launch Fall 2021) Clinics/Centers</p> <p>Special Programs Teacher Academies/Dual Enrollment Northern Nevada Programs</p> <p>Post-baccalaureate Teacher Education Program (TEP) – Licensure-only Coursework The NSC SOE offers a post-baccalaureate Teacher Education Program (TEP), which is an approved program of study leading to an initial teaching license in Nevada. Coursework in each of the aforementioned degrees is aligned with NDE licensure criteria by teaching area. Upon successful completion of coursework, the individual may apply to the NDE to obtain his or her initial teaching license. (This includes ARL/ARC)</p>

SOE Enrollment Across Programs

The School of Education currently has a total of 683 enrollees in our Teacher Education and Speech Language Pathology Programs. This includes undergraduate pre-majors, undergraduate majors and graduate majors (this number does not include our Special Programs). Currently, the most robustly enrolled programs as of Fall 2019 were Elementary Education (158), Elementary Pre-education (178), and Special Programs (158) (Including Northern Nevada and Post Baccalaureate students.)

Our existing Elementary Education BA Degree with a Concentration in Special Education is one of our most popular programs. Our faculty have strong community partnerships and have been instrumental in designing this new degree.

v. Other related programs in the System

NSHE Existing Early Childhood Programs

While NSHE currently has both early childhood education and early childhood special education programs at the associate degree level, baccalaureate level, as well as the master's and doctoral level, there is not yet a program where teachers are prepared to serve in birth-grade two classrooms as well as early childhood special education classrooms. Students can only receive a combination of early childhood education and early childhood special education beginning at the Master's degree level. Many of the associate degree programs will allow professionals to work in early childhood settings, but they do not prepare professionals to seek out state licensure for teaching.

The dual focus of this degree will allow professionals to seek dual licensure through the Nevada State Department of Education in both early childhood education as well as licensure to work with children under the age of eight who have been identified with developmental delays. This bold and unique program is greatly needed in the state of Nevada. Each school year the Clark County School District is in desperate need to find highly qualified teachers to support their inclusive efforts in early childhood classrooms. This degree program will allow professionals to serve in the many vacancies in the areas of both early childhood education as well as early childhood special education. Table IV below lists current associate and baccalaureate level degree programs in early childhood, early childhood special education, or closely related fields within NSHE. Please note that the programs listed below only allow for licensure in one of the areas of early childhood education or early childhood special education, not both, as we are proposing for this new program at Nevada State College.

Table IV. Early Childhood/Early Childhood Special Education Related Programs in the State of Nevada

College of Southern Nevada (CSN)

Associate of Applied Science Degree (AAS), Early Childhood Education – Director, 60 credits

Associate of Arts Degree (AA), Early Childhood Education, 60 credits

Associate of Applied Science Degree (AAS), Early Care and Education, 60 credits

Associate of Arts Degree (AA), Special Education, 60 credits

Great Basin College (GBC)

Associate of Applied Science Degree (AAS), Early Childhood Education, Early Childhood Emphasis, 60.5 credits

Associate of Applied Science Degree (AAS), Early Childhood Education, Infant/Toddler Emphasis, 60.5 credits

Associate of Arts Degree (AA), Early Childhood Education Pattern of Study, 60.5 credits

Truckee Meadows Community College

Associate of Arts (AA), Early Childhood Education, 60 credits

Associate of Applied Science Degree (AAS), Early Childhood Education, Infant/Toddler Emphasis, 62 credits

Associate of Applied Science Degree (AAS), Early Childhood Education, Administration of Early Care and Education Programs, 65 credits

Associate of Applied Science Degree (AAS), Early Childhood Education, Preschool Emphasis, 65 credits

University of Nevada Las Vegas

Bachelor of Science in Early Childhood Education (BS); Licensure and Non-Licensure, 120 credits

Bachelor of Science in Special Education (BS), 120 credits

University of Nevada Reno

Bachelor of Science in Integrated Elementary Teaching (BS); additional endorsement in Early Childhood Education or Special Education, 120 credits

Bachelor of Science in Human Development and Family Studies (BS), 120 credits

E. Evaluation of need for the program

1.) Why is the NSC Early Childhood Program a Critical State Need? Research has revealed overwhelming evidence that confirms the crucial importance of the early years of life; high quality educational experiences have a demonstrated positive impact on learning in later years. Research has indicated that 90% of a child’s brain architecture is developed by age 5. Providing high quality early learning programs are particularly significant for children who live in circumstances that increase their risk of school failure. The importance of having highly qualified and prepared teachers who work with children in the early years (birth through grade 3) is well documented; one prominent local example, a Foundations of Literacy Study conducted by the University of Nevada Reno, confirmed that early childhood teachers play a vital role in children’s early literacy and language development.

2.) Why is this a Mission Centric Need for NSC? From its inception in 2002, Nevada State College has promoted educator preparation as one of its primary programs. The addition of an EC program is absolutely consistent with the mission of the institution. Early Childhood Education programs provide one group of educators that are charged with serving the young children living in our Nevada communities. The addition of an early childhood degree program, to existing School of Education programs in elementary education, special education, Teaching English as a Second Language, and speech pathology will complete the circle of complementary programming that collectively provide a very rich foundation for preparing individuals who are focused upon teaching young children (Birth-Grade 3).

3.) Is the Need Being Met Elsewhere? The need for increased early childhood programming in Nevada is well documented and very significant. Strong Start for Children: Building Nevada’s Future, for example, noted that 70% of Nevada’s young children do not attend preschool – a significant percentage do not attend because the family lacks sufficient financial resources. Head Start, arguably the most visible program for young children, has transitioned to recommending that all of their teachers have completed a baccalaureate program in early childhood education.

4.) Employment Opportunities Critical to Economic Development and Community Importance? “Economic Impact of Early Care and Education in Nevada,” a local study conducted by the “Insight Center for Community Economic Development, concluded that the early care and education industry (ECE) generates \$345 million annually and provides more than 9,000 full-time equivalent jobs, benefits all industries through the state, increases school readiness, and enables parents and families to work more productively.

i. The need for the program and the data that provides evidence of that need

There is a growing amount of literature demonstrating that a students' long-range potential for success in K-12 schools is profoundly impacted by their educational experiences prior to even entering kindergarten. The gains from high quality early childhood education are extraordinary, for the individual child, for their family, and for the economy. As a result, the investment in high quality early childhood education has become one of the most critical means to improve the outcomes of K-12 education on a national level. Unfortunately, over 70% of Nevada's youth do not attend preschool, largely due to the inability of families to pay for it. Nevada also suffers from a severe shortage of 1) available preschool spaces and 2) highly educated preschool teachers. Nevada State College (NSC) is poised to be a part of this solution.

Early Childhood Education services align with the strategic plan of NSC and proposed future programming within the School of Education. Nevada State College plans to develop an innovative curricular program to address the high needs of our state by establishing an inclusive Early Childhood Education program and facility that will provide teacher training in an immersive, hands-on environment, while also providing a high quality early childhood education center for the children of NSC students. One key feature of the proposed program is its inclusive structure; the program will prepare teachers to work with children functioning within the typical ranges of growth and development and also with young children who are atypically developing.

ii. Student population to be served

Nevada State College is known for its commitment to serving a diverse student population. In fall 2019, 76% of our students self-identified as female, and 58% of our students self-identified as the first in their families to attend college. Our current enrollment reflects a higher than national average of students from diverse ethnic and cultural backgrounds, including an exceptionally high number of Hispanic students. In the fall of 2019, 60% of students self-identified as belonging to a minority, and 32% self-identified as Hispanic. The addition of this program offers these students a new path to a baccalaureate degree and new opportunities for high paying, fulfilling career opportunities.

iii. Procedures used in arriving at the decision to offer the program

Faculty and staff in the School of Education were consulted to determine interest in developing such a program. As a collective, we then also examined our state and the needs of the children and families in Southern, Nevada. We also examined the course offerings at other NSHE institutions. We discussed our capacity in terms of personnel and infrastructure to offer such a program. Once faculty agreed that this was a viable option, the Dean and Associate Dean consulted the Leadership Team-President, Bart Patterson, Provost, Vickie Shields, and Chief Financial Officer, Kevin Butler to determine our institutional capacity to offer such a program. It was agreed, that with our new School of Education building and the Early Childhood Education Center, early childhood and early childhood special education programs would be great additions to our growing school.

Organizational arrangements required within the institution to accommodate the program

The campus community has been consulted regarding the design and development of this program. With NSC's new school of education building, which will be completed in the Fall of

2021, we will have adequate space, and resources, that will ensure the long-term success of this program.

iv. The timetable, with dates, for implementation steps

Table V. Timeline for new School of Education Bachelor of Arts in Early Childhood Education
<ul style="list-style-type: none">● September 2019: Write proposal and draft course proposals● October 2019: SOE Curriculum Committee approval● October 2019: Faculty Senate Curriculum Committee approval● November 2019: Information Item at Faculty Senate● December 2019: Final vote by Faculty Senate● January 2020: The NSC Provost provides the final approval for the degree proposal● February/March 2020: The Academic Affairs Council of NSHE evaluates the Academic Program Proposal Form and provides feedback.● June 2020: The Academic Research and Student Affairs Council (ARSA) of the - Board of Regents provides final approval of the Academic Program Proposal Form● September/October 2020: Submit to NWCCU● August 2021: BA in Early Childhood Education begins at NSC

v. If this or a similar program already exists within the System, what is the justification for this addition

There is not an inclusive program in early childhood education with a special emphasis in early childhood special education currently available at the baccalaureate level within the Nevada System of Higher Education (NSHE).

vi. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System (https://www.nevada.edu/ir/strategic_plan.php?metric=spm4&mid=workforce_demand), including the supply/demand reports at <http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>.

The **Early Childhood program** at Nevada State College draws together three key areas of need: early childhood (birth-age 8), special education, and as a Pre-K-2 license, elementary education.

Furthermore, the significant increase in the numbers of children currently being diagnosed with autism means an increased need for teachers who are not only equipped with skills needed for students ages birth-age 8 but also with the skills required to support students with unique learning needs. The 2016, U.S. Census Bureau named Nevada the second-fastest growing state in the

nation. This rate of growth means that we do not have the capacity to meet the ever increasing demand for early childhood educators to address unique needs of our diverse student population.

According to the Bureau of Labor Statistics, the need for early childhood educators is expected to grow 7% from 2018-2028. This is faster than average for all occupations. Moreover, according to the Nevada P-20 Workforce Research Data system, the annual occupation demand for teachers is 1,262, yet annual graduates in these areas are only at 695. According to the NSHE dashboard, in 2017, there were a total of 725 education completers across ALL NSHE institutions. As of 2016-2017, 28.69% of the degree completions were in Elementary Education, 19.86 of these were in Special Education and a mere 9.8% of the completers were in early childhood education. There is a strong need for highly qualified early childhood educators in Nevada. The need is so great that the Nevada Department of Employment, Training, and Rehabilitation (NVDETR) includes early childhood educators and K-2 special educators on its list of “Nevada’s Top 100 Demand Occupations.” In this document, NVDETR states that there are 51 positions anticipated annually, at a salary of \$53,200 in these areas. Thus, students who complete our program will be fulfilling a statewide and nation-wide need.

F. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Fall I Semester (14-15 credits)		
ENG 101 Composition I	3 cr.	
CEP 123 College and Career Success or ALS 101N College Success	2-3 cr.	
MATH 120 Fundamentals of College Mathematics	3 cr.	
Social Science	3 cr.	
ECE 250 Introduction to Early Childhood Education	3 cr.	

Spring I Semester (15-16 credits)		
ENG 102 Composition II	3 cr.	
Natural Science Course	3 cr.	
EDU 250 (Humanities) Foundations of Education	3 cr.	
Constitution (CH 203 or PSC 101 recommended)	3-4 cr.	
EDU 214 Preparing Teachers to Use Technology	3 cr.	
Fall II Semester (15 credits)		
Natural Science Course w/Lab	4 cr.	
Fine Arts	3 cr.	
EDU 203 Introduction to Special Education	3 cr.	
PSY 307 Principles of Educational Psychology	3 cr.	
EDU 164 Praxis Core for Educators Mathematics Lab	1 cr.	
EDU 163 Praxis Core for Educators Literacy Lab	1 cr.	

Spring II Semester (15 credits)

PSY 330 Foundations of Developmental Psychology: Infancy and Childhood	3 cr.	
Cultural Diversity	3 cr.	
Humanities (COM 101 recommended)	3 cr.	
PSY 201 Lifespan Development	3 cr.	
ECE 251 Curriculum in Early Childhood	3 cr.	

Fall III Semester (15 credits)

SPA 340 Speech and Language Development	3 cr.	
EDSP 432 Parent Involvement and Family Engagement for Students with/without Disabilities	3 cr.	
EDSP 472 Typical and Atypical Development of Young Children	3 cr.	
EDSP 408 Social Emotional Learning	3 cr.	
EDRL 442 Literacy Instruction I	3 cr.	

Spring III Semester (12 credits)		
ECE 169 Bilingual and Multicultural Experience in Early Childhood Education	3 cr.	
ECE 441 Play Theory, Creativity and Aesthetics in Early Childhood Education	3 cr.	
EDSP 443 Special Education Curriculum: General Method	3 cr.	
ECE 453 Methods in Early Childhood Education I: Social Science	3 cr.	
Fall IV Semester (12 credits)		
ECE 456 Positive Discipline in Early Childhood Programs	3 cr.	
ECE 454 Methods in Early Childhood Education II: Math and Science	3 cr.	
EDSP 452 Assessment for Special Education Teachers	3 cr.	
EDSP 423 Consultation and Collaboration	3 cr.	
Spring IV Semester (12 credits)		
ECE 455 Assessment of Children Birth - Age 8	3 cr.	
EDSP 475 Strategies for Teaching Young Children with Disabilities	3 cr.	

Elective	3 cr.	
Elective	3 cr.	
Fall V Semester (12 credits)		
ECE 491 Student Teaching and Seminar	12 cr.	
	Total: 124	

ii. Program entrance requirements

Students in the program must adhere to general program requirements for the Nevada State College School of Education. In order to be admitted to our programs students must take the Praxis Core and have a minimum of a 2.5 GPA. Students must also successfully receive positive “Dispositional” rating reviews by two School of Education faculty.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

For successful program completion, students must complete the 124 course credit hours with a 2.5 GPA or higher and successfully pass their student teaching experience. Since this is a dual-licensure degree, students must show mastery of early childhood and early childhood special education content

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

Nevada State College recently underwent our seven-year evaluation of our mission fulfillment by the- Northwest Commission on Colleges and Universities (NWCCU). Following this review, the accreditation of the College was recently reaffirmed by the NWCCU. The School of Education program will not need to go up from review again until 2025. Nonetheless, we do plan on pursuing National Association for the Education of Young Children (NAEYC) accreditation in 2022 for the Early Childhood Education Center.

- v. **For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable.**
N/A

G. Method of Delivery (for the purpose of state authorization [NC-SARA])

- i. **How will this academic program be delivered when the program begins?
(mark all that apply)**

100% face-to-face courses

Hybrid (some online courses, some face-to-face courses)

100% online courses

- ii. **Learning Placements**

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?

Yes No

H. Institutional Review Process

- i. **Date of Faculty Review (may include additional information, as needed)**

The Bachelor of Arts in Early Childhood Education with an emphasis in Early Childhood Special Education has been in development for several years. Many of the conversations began in 2016. Faculty interested in developing the program met regularly to determine key needs in the state, institutional capacity to support the programs, community needs and much more. Additionally, faculty have also met with contractors and architects regularly to support the development of the Early Childhood Education Center, which will be used as a “clinical” practice space for our teacher candidates.

- ii. **Describe the process for review and approval by the appropriate academic policy body of the institution**

The degree proposal for this program went through our detailed internal curriculum review process.

October 28, 2019 – Degree proposal approved by the School of Education Curriculum Committee

January 20, 2019 – Degree proposal approved by the Faculty Senate Curriculum Committee

February 3, 2020 – Degree proposal approved by the NSC Faculty Senate

February 10, 2020– Degree proposal approved the NSC Provost

I. Readiness to begin program

i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments

Many of the courses will cover special education content and child development. Existing special education faculty members, Dr. Lori Navarrete and Dr. Roberta Kaufman will be involved in teaching courses in special education, such as EDSP 432 Parent Involvement and Family Engagement for Students with/without Disabilities, EDSP 443, Special Education Curriculum: General Methods, EDSP 452, Assessment for Special Education Teachers, EDSP 423, Consultation and Collaboration. Existing speech and language pathology faculty, Dr. Elizabeth Meyerowitz, teaches courses in speech and language development that will support the EC/ECSE majors such as, SPA 340, Speech and Language Development. Dr. Amanda Carter, existing elementary education/literacy faculty teaches courses in literacy, such as EDRL 442, Literacy Instruction I and this course will also support EC/ECSE majors as well. These courses are already being taught to existing special education, elementary education, and speech and language pathology majors within the School of Education at Nevada State College.

ii. List the anticipated sources or plans to secure qualified faculty and staff

Currently we are in the final stages of on-campus visits to secure a full-time early childhood faculty member. The anticipated start date is August, 2020. Part-time instructors will also be necessary as determined by enrollment in the program.

iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

There are many departments existing in the School of Education that will support this interdisciplinary work, such as special education, elementary education and speech and language pathology. The anticipation is that the early childhood education program would support a variety of programs within the School of Education and draw upon many existing community partnerships.

iv. Recommendations from prior program review and/or accreditation review teams

Our institution is currently NWCCU Accredited. We will pursue NAEYC accreditation, for the Early Childhood Education Center, once the program has been developed. Per NAEYC requirements, the program must be in operation for a minimum of one year prior to the accreditation application submission to be able to begin the process of self-reflection and self-evaluation prior to seeking accreditation.

J. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

The program will be funded through enrollment-generated state funds and special state enhancement funding provided by the legislature. Supplemental resources, field experiences, such as working in our Early Childhood Education Center, will be a natural opportunity for grant-funded assistance since services that help children are often sought out by donors.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 12.0 (FTE) (180 SCH Fall 2021/15 SCH = 12.0)

3rd Fall semester 55.2 (FTE) (828 SCH Fall 2023/15 SCH = 55.2)

5th Fall semester 96.0 FTE (1440 SCH Fall 2023/15 SCH = 96.0)

(2) Explain the methodology/assumptions used in determining projected FTE figures.

We used conservative estimates based on graduate projections from existing high school ECE programs and transfers from community college ECE programs. Given this, we estimate that the program will start with 20 initial freshman students and progress to approximately 30 incoming freshmen each subsequent year, along with approximately 10-15 transfer students each year after the first fall. Accounting for a small degree of student attrition, the unduplicated headcounts are shown in section b below. The number of unduplicated headcount is then multiplied by the average number of expected credit hours for each student, which was estimated at 9 for our student population, which includes a fairly even mix of part-time and full-time students (and which aligns with our institutional average of .65 FTE for every 1 headcount). That product is divided by 15 to arrive at the amount of FTE for each fall semester.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 20

3rd Fall semester 92

5th Fall semester 160

(2) Explain the methodology/assumptions used in determining projected headcount figures.

We used conservative estimates based on graduate projections from existing high school ECE programs and transfers from community college ECE programs. Given this, we estimate that the program will start with 20 initial freshman students and progress to approximately 30 incoming freshmen each subsequent year, along with approximately 10-15 transfer students each year after the first fall. Accounting for a small degree of student attrition, the unduplicated headcounts are shown in section b above.

Elementary and Special Education are our most popular programs. As of Fall, 2018 we had 158 students enrolled in our Elementary Education programs and 178 in our Pre-education programs (this includes Special Education). We believe the unique fact that this is a dual-licensure degree in early childhood AND special education that also spans ages birth-8, will have a unique appeal to students. Thus, an annual minimal cohort of approximately 20 is very feasible.

iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table. (See attached)

K. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

Currently, all School of Education classes are held in our Dawson Building and our Kasner Academic Building (KAB) on the main NSC campus. At full implementation, a Bachelor's program will require 8 classroom spaces at 3 hours per week, for a total of 24 hours of total space required. Since this is a dual-licensure degree, many of the Special Education courses have already been accounted for. Additionally, the recently approved new School of Education building was designed with this program in mind.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

The new School of Education building is well equipped to support this program.

iii. Existing and additional equipment required

NSC prioritizes the provision of state-of-the-art resources to enhance the learning environment for students. Our “smart” classrooms feature a computing workstation, a projector, speakers, a document camera, Smartboard technologies, and interactive student response systems (iClickers). Every classroom on our campus is fully equipped in this fashion, which fully serves the instructional technology needs of the BA in Early Childhood Education with a special emphasis in Early Childhood Special Education. In addition, a lecture-capture system is installed in several rooms in Dawson and the Kasner Academic Building. This allows faculty to record themselves in the classroom; the videos can then be easily edited and posted online as video lectures in online or hybrid courses, or as study aids in face-to-face courses.

Since some of the Early Childhood program courses will be taught online, NSC provides robust support for the Canvas Learning Management System. Canvas provides an intuitive environment for students and several important tools for online instructors.

Faculty development sessions, emails, and instructional videos from the department chair inform NSC faculty of available resources. Office computers can be equipped with programs such as Jing and Camtasia for creation and editing of video lectures. A limited number of campus laptops are also available for checkout as needed. Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor's request.

The School of Education has also adopted the assessment platform, Via by Watermark. This assessment tool allows faculty to evaluate "key performances" of students in order to improve program quality. It also allows students to create portfolios to share with future employers.

L. Describe the adequacy and availability of library and information resources

NSC library has an entirely digital collection of eBooks and eJournals, allowing students to access all library resources from any internet-enabled computer. Currently, the library holds 188 eBooks with the subject heading "speech pathology," which are available in a full-text format online.

The library estimates \$18,000 in one-time expenses for a print collection of children's books to be held within the School of Education. In addition, about \$2,000 annually will be needed to support a few key online journals in the field of early childhood education. We also have full-text online access to several important journals, some examples include:

- Journal of Early Childhood Research
- Early Childhood Research and Practice.
- Early Child Development and Care
- Early Childhood Education Journal
- Early Education and Development
- Early Years: An International Journal of Research and Development
- ECNU Review of Education
- The American Educational Research Journal
- Child Development
- Developmental Psychology
- The International Journal of Early Childhood Special Education
- The Journal of Applied Developmental Psychology
- The Journal of Early Childhood Teacher Education
- The Journal of Early Intervention
- The Journal of Research in Childhood Education

M. Student services

- i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal**

We have consulted with key personnel in admissions, financial aid, advising, the library, and the Academic Success Center (tutoring). Currently, we have adequate personnel in financial aid and the library to manage the addition of this program. Also, faculty serve as in program advisors, so we do not anticipate any issues with advising. Nevertheless, we will carefully monitor advisor workloads and determine if another advisor or other resources are required. We will also need to add additional tutors to help at the Academic Success Center; students in the graduate program will be ideally suited for these roles.

ii. Describe the implications of the program for services to the rest of the student body

The Bachelor of Arts in Early Childhood Education will create some additional responsibilities for student services at NSC. Students will be assigned faculty advisors teaching in the program and housed within the School of Education. These faculty members will guide the students in class selection and career decision-making. The transfer coordinator, Admissions & Records staff, Financial Aid office, recruiters, and other relevant staff will also receive appropriate training to ensure they understand the Early Childhood/Early Childhood Inclusive Education program and can effectively serve these students.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

N/A

ii. Consultant’s summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

O. Articulation Agreements (See Attached)

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

We have established an articulation agreement with CSN for this proposal that is being submitted along with our other documents.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

We have only established an agreement with CSN, which is consistent with our other agreements and the general expectations of the system. However, we also can work to establish agreements with TMCC and WNC, as we have for other education programs.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

P. Summary Statement

Nevada State College is extremely excited to continue our mission to address the extreme teacher shortage in Nevada. We thank you for your time and support to bring this goal to fruition.

TRANSFER AGREEMENT

4-Year Institution:

Bachelor's Degree Program:

Academic Year:

Nevada State College	BA- Early Childhood Education with an emphasis in Early Childhood Special Education	2021-2022
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2-Year Transfer Institution:

Associate's Degree Program:

Emphasis:

College of Southern Nevada	Associate of Arts	Early Childhood Education
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NOTE: This transfer agreement has been created specifically for the programs listed above and only applies to students that complete the associate's degree listed. If the associate's degree is not earned, or a new program is selected, the transfer and articulation of listed courses, as well as fulfilled degree requirements, could be impacted.

1. Students should complete the Associate of Arts in Early Childhood Education at CSN and the coordinated program of study for the Bachelor of Arts in Early Childhood Education with an emphasis in Special Education at NSC as indicated in this transfer guide. Any course substitutions should be made with the guidance of an advisor or counselor to ensure that all requirements are met.
2. [Transfer Rights and Responsibilities](#)
3. Only courses with a grade of D or higher will be accepted for transfer to NSC. However, only courses with a grade of C- or higher (equivalent to 1.7 grade points for each credit earned) can carry credit towards major requirements. A course completed with a grade of less than C-, if counted toward graduation at the community college, may be used to satisfy NSC graduation requirements. However, the course will have to be repeated if the NSC major specifies a higher GPA grade for all students. If a CSN course has more credits than the NSC equivalent course, the additional credits will be included in the program total as general transfer credit. NSC requires that a minimum of 60 credits must be completed at the four-year institution. Additionally, a minimum of 32 upper division credit hours must be completed in residence at Nevada State College.
4. Students may elect to graduate under the course catalog graduation requirements under any of the following options, provided that the course catalog at the time of graduation is not more than 10 years old:
 - a. The course catalog of the year of enrollment in a baccalaureate level course/program at a NSHE community college (a valid transfer agreement may be required).
 - b. The course catalog of the year of transfer into a baccalaureate level program at the universities, state college, or community colleges that offer select baccalaureate degrees.
 - c. The course catalog of the year of graduation from a NSHE institution.

Bachelor's Required General Education/Core Courses: General education/core courses are to be completed during the associate's program. NOTE: Lower-division General Education requirements are fulfilled upon completion of the associate's degree, with the exception of the courses listed below. If a General Education subject is not listed here, you may select any general education course approved for the associate's degree program.

ENG 101, ENG 102, MATH 120, FINE ARTS, HUMANTIES, COM 101, PSC 101, Natural Sciences (1 w/lab), CULTURAL DIVERSITY

Specific Program Courses: The following courses also should be completed during the associate's program. These courses will articulate to specific program requirements for the bachelor's program. Courses marked with an asterisk (*) are critical prerequisite or bachelor's program progression courses which will impact a student's progress to completing the bachelor's degree in a timely manner if they are not taken during the associate's degree program.

ECE 250, ECE 251, EDU 214, EDU 220

Articulations/Block Transfer: The following are approved articulations/substitutions/block transfer for the above mentioned programs. These courses will transfer accordingly and apply to the bachelor's program as listed.

Associate's Program Course	Bachelor's Program Course	Bachelor's Requirement
ENG 101	ENG 101	CORE
ENG 102	ENG 102	CORE
MATH 120	MATH 120	CORE
FINE ARTS	FINE ARTS	CORE
HIST 217	HUMANITIES	CORE
COM 101	HUMANITIES	CORE
LITERATURE	ELECTIVE	CORE
PSC 101	CH 203	CORE
NATURAL SCIENCE w/LAB	NATURAL SCIENCE w/LAB	CORE
NATURAL SCIENCE	NATURAL SCIENCE	CORE
ECE 232	ELECTIVE	ELECTIVE
ECE 250	ECE 250	MAJOR
ECE 251	ECE 251	MAJOR
ECE 252	ELECTIVE	ELECTIVE

ECE 260	ELECTIVE	ELECTIVE
EDU 214	EDU 214	MAJOR
EDU 220	PSY 307	MAJOR
EDU 280	CULTURAL DIVERSITY	CORE
EDU 299	ELECTIVE	ELECTIVE
ECE 151 or ECE 152 or ECE 155	ELECTIVE	ELECTIVE

Program Notes: Total Transfer Credits 61

Year-to-Year Course Outline

Associate's Program Year 1	Associate's Program Year 2	BACHELOR'S PROGRAM YEAR 3	BACHELOR'S PROGRAM YEAR 4
ENG 101 (3)	BIOL 224 (4)	ECE 169 (3)	ECE 453 (3)
ENG 102 (3)	MATH 126 (3)	PSY 201 (3)	ECE 456 (3)
FINE ARTS (3)	CHEM 108 (4)	EDSP 432 (3)	ECE 454 (3)
MATH 120 (3)	ENG 231 or ENG 232 (3)	EDU 203 (3)	EDSP 452 (3)
PSY 101 (3)	BIOL 251 (4)	PSY 330 (3)	EDSP 423 (3)
BIOL 189 (4)	HUMANITIES (3)		
COM 101 (3)	PSC 101 (4)	EDSP 472 (3)	EDSP 423 (3)
BIOL 223 (4)	ELECTIVE (3)	EDSP 408 (3)	ECE 455 (3)
SOCIAL SCIENCE (3)	SOCIAL SCIENCE (3)	EDRL 442 (3)	EDSP 475 (3)
		ECE 441 (3)	ELECTIVE (3)
		EDSP 443 (3)	
		ELECTIVE (3)	ECE 491 (12)
CREDITS:29	CREDITS: 31	CREDITS: 33	CREDITS: 39

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: NEVADA STATE COLLEGE- SCHOOL OF EDUCATION			Program: EARLY CHILDHOOD EDUCATION			
I. PLANNED STUDENT ENROLLMENT						
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY 22		FY 3: FY 24		FY 5: FY 26	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
	A. New enrollments to the Institution	12.0	20	55.2	92	96.0
B. Enrollments from Existing Programs						
II. REVENUE						
	FY 1: FY 22		FY 3: FY 24		FY 5: FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request		\$232,039		\$237,753		
2. Institution Funds	\$18,717		\$115,449		\$381,343	
3. Federal (e.g. grant, appropriation)						
4. New Tuition Revenues (registraration fee) from Increased Enrollments*						
5. Other Student Fees (associated with the program)*						
6. Other (i.e., Gifts)						
Total Revenue	\$18,717	\$232,039	\$115,449	\$237,753	\$381,343	\$0
Note: Total Revenue (Section I) should match Total Expenditures (Section III)						

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

III. EXPENDITURES		FY 1: FY 22		FY 3: FY 24		FY 5: FY 26	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		\$168,300	0	\$242,636	0	\$253,939	0
	Faculty	\$66,300		\$137,957		\$143,531	
	Adjunct Faculty						
	Grad Assts						
	Research Personnel						
	Directors/Administrators	\$66,300		\$68,979		\$71,765	
	Administrative Support Personnel	\$35,700		\$35,700		\$38,643	
	Other: _____						
		Expenditures for personnel type below must reflect FTE levels in Section A.1.					
2. Faculty		\$66,300		\$137,957		\$143,531	
3. Adjunct Faculty							
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators		\$66,300		\$68,979		\$71,765	
7. Administrative Support Personnel		\$35,700		\$35,700		\$38,643	
8. Fringe Benefits		\$52,754		\$74,163		\$77,771	
9. Other:							
	Total Personnel Costs	\$221,054	\$0	\$316,799	\$0	\$331,710	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 22		FY 3: FY 24		FY 5: FY 26	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel		\$4,000		\$6,000		\$6,000	
2. Professional Services		\$2,000		\$7,000		\$3,000	
3. Other Services							
4. Communications							
5. Materials and Supplies		\$20,000		\$20,000		\$20,000	
6. Rentals							
7. Marketing materials and Advertising							
8. Miscellaneous							
Total Operating Expenditures		\$26,000	\$0	\$33,000	\$0	\$29,000	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 22		FY 3: FY 24		FY 5: FY 26	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							
1. Library Resources		\$3,701		\$3,403		\$20,633	
2. Equipment							
Total Capital Outlay		\$3,701	\$0	\$3,403	\$0	\$20,633	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):		\$250,756	\$0	\$353,202	\$0	\$381,343	\$0
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):

The one-time appropriations are coming from approved Capacity Building Enhancement funding. Insitutional funds consist of formula funds as well as revenues derived from tuition and fees.