ACADEMIC PROGRAM PROPOSAL FORM

(*Revised: March 2022*)

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. <u>For more detail on the NSHE program approval process, see the last page of this form.</u>*

DATE SUBMITTED: 11/4/22

INSTITUTION: University of Nevada, Reno

Date of AAC Approval: **11-30-22**	

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

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 THE NSHE PLANNING REPORT: ☐ Yes ☒ No
(Website for NSHE Planning Reports: https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 120

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2023

Action requested (specify full program title):
Create new degree program: Bachelor of Science, Early Childhood Education

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A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.
The B.S. in Early Childhood Education (ECE) will prepare students interested in teaching young children, birth through second grade. Graduates may choose to seek Early Childhood Education (ECE) licensure in the state of Nevada or may choose to work in settings for young children that do not require a teaching license (e.g., Head Start, private childcare centers, etc.).

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An ECE bachelor's degree program did exist at the University of Nevada, Reno until the late 2000s, when it was eliminated due to curricular revisions resulting from the Great Recession. After the elimination of the ECE program, students interested in teaching young children needed to declare Integrated Elementary Teaching as their major and choose the track in ECE. Unfortunately, this new major resulted in less ECE-specific coursework and eliminated the possibility of seeking accreditation with the National Association for the Education of Young Children (NAEYC). The newly proposed ECE program will bolster specific content related to teaching young children and allow the department to seek NAEYC higher education accreditation for the new program. It will result in more students graduating prepared to teach Nevada's youngest learners.

The new ECE program will have a specific emphasis on recruitment of students who reflect the diversity of Nevada's children, and will be designed to promote student success and retention, particularly for students of color. Our courses are being redesigned with a specific emphasis on social justice, and our program is being designed with space for a minor focused on diverse populations.

B. **Provide a list and description of institutionally approved expected student learning outcomes**
   Students will be able to:

   1. Describe child development and learning from birth through age 8 in the contexts of family, culture, and society, and use this knowledge to make evidence-based decisions that support each child.
   2. Demonstrate knowledge of and value the diversity of families and use this knowledge to build partnerships between families and early learning settings.
   3. Determine the purpose of assessment to inform choices about instruction and planning and use assessment tools that are ethically grounded and developmentally, culturally, and linguistically appropriate.
   4. Describe and demonstrate developmentally, culturally, and linguistically appropriate teaching practices.
   5. Explain the central concepts of academic content areas and how young children learn in each discipline and apply this knowledge to teaching practices.
   6. Develop and demonstrate skills as early childhood professionals.

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

Student learning outcomes, which have been designed to align with the Professional Standards and Competencies of the NAEYC, will be assessed using a series of learning opportunities and Key Assessments that students will complete as part of their coursework in the ECE program. NAEYC accreditation requires that programs align their learning opportunities and Key Assessments to the components of the six Professional Standards and Competencies. Thus, an assessment of the program's student learning outcomes will occur through the careful design of student assignments that align to the Professional Standards and Competencies. A portfolio system will be designed within the campus's Learning Management System to facilitate data collection from assignment rubrics which will align to the key elements of each standard. For example, Student Learning Outcome (SLO) 1 will be assessed by evaluation of the student work completed that is designed to meet the competencies associated with NAEYC Standard 1, and so forth for the remaining SLOs. Rubrics will be designed with four levels, (0) "Does not meet," (1) "Developing," (3) "Meets," and (4) "Exceeds". The average score of candidates across assessments must be at least 3 for 80% of students in order to maintain program accreditation.

The NAEYC higher education accreditation process requires: (1) An application to confirm eligibility, (2) A self-study in which at least two rounds of data collection have occurred, (3) A 3-day site visit with a team of external peer reviewers, and (4) The final accreditation decision, which is made by the Commission on the Accreditation of Early Childhood Higher Education Accreditation Standards. It is anticipated that faculty will be prepared to seek accreditation for the ECE program within three years of the program's starting semester. Because of accreditation standards which require ongoing data collection and analysis and a formal annual report, as well as periodic site visits, evidence of students meeting the student learning outcomes will be collected and analyzed on an ongoing basis.

D. Contribution and relationship of program objectives to

1. NSHE Master Plan / Strategic Goals

   a. Access – *Increase participation in postsecondary education*

   The ECE program has been designed with increased participation in postsecondary education in mind. Nevada does not currently require its early childhood teachers to have a degree if they work in childcare centers. A degree and license is only required for teachers working in state-funded programs (e.g., pre-K run through a school district) and a degree is required in some federally-funded programs (e.g., Head Start). Research makes clear that an essential component of high quality early childhood education is a well-prepared workforce. Indeed, most quality initiatives include degreed teachers as a requirement. However, the majority of Nevada's teachers of young children, aged 0-5, do not have a postsecondary degree. We intend to recruit from this existing workforce of current teachers and are designing the program to meet the needs of current working professionals as well as traditional college students. We anticipate this design and active recruitment will result in more non-college-educated Nevadans seeking a degree. Furthermore, we have designed this B.S. program with our colleagues at Truckee Meadows Community College to assure a seamless pathway for students who choose to begin their higher education journey at the community college level.

   b. Success – *Increase student success*

   The ECE program has been designed with higher education accreditation in mind, using the latest standards and competencies developed by the profession and using the latest iteration of the NAEYC higher education accreditation standards. Thus, this program will produce graduates who will be highly competent early childhood professionals. We are intentionally weaving student support throughout the program, and plan to seek external and donor funding to support student success (e.g., by offering scholarships through T.E.A.C.H. Early

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Childhood Nevada, funding for required testing for those students choosing to seek ECE licensure, and funding for students during their semesters of student teaching, when work hours will decline due to the intense focus on practical learning in high quality early childhood settings, birth through grade 2). The ECE faculty are highly invested in student success and are intentionally focused on student recruitment, retention, and ongoing support throughout the program.

c. **Close the Achievement Gap – C*lose the achievement gap among underserved populations***
Nevada's early childhood workforce is more diverse than its K-12 teachers. We anticipate that a strong proportion of our students will come from this diverse workforce; thus, improving the diversity of educated teachers of young children in Nevada. We recognize that underserved populations have traditionally experienced more barriers to higher education and we are actively pursuing strategies to eliminate-or at least reduce- these barriers (e.g., by working closely with TMCC and supporting students as described in section b, above).

d. **Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada***
The COVID-19 pandemic has revealed a few key facts about early childhood education in Nevada and around the country. First, it is essential. If parents don't have childcare, they can't work. Second, teachers are fleeing the field because of low wages, and the pandemic resulted in a massive reduction in available childcare. The federal government has recognized that the childcare system is broken throughout the nation and both sides of the aisle are currently working on proposals to help fix the system. Quality childcare is important for children's growth and development, and a key element of quality is teacher education. Our ability to produce more graduates prepared for high quality early education settings will assist the state of Nevada as the childcare system is reformed and educated teachers are needed. The availability of high-quality childcare in Nevada is an essential component of all workforce initiatives, in that parents can't work without this essential piece of social infrastructure.

e. **Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile***
Given the great deal of data collection required for accreditation and our interest in implementation of an innovative ECE program, our plan is to collect and analyze data on our students and the program itself to disseminate in appropriate research venues. Improving the state of childcare in Nevada is certainly a critical issue and deserving of both quantitative and qualitative research.

2. **Institutional mission and core themes**

   a. **Campus strategic plan and/or academic master plan**
   The new ECE program addresses *Goal 1: Strengthen the Pack* of the University's 2023-2027 strategic plan. This goal is focused on growing enrollment and improving equitable student outcomes. The ECE program will attract a diverse student population given its focus on both recruitment and retention of students of color and other minoritized identities. The ECE program also addresses *Goal 3: Lead for Nevada*, which involves enriching the university's academic portfolio and increasing collaboration with communities across the state. The ECE program will be high quality, driven by standards developed nationally and informed locally. It is designed to attract new students from the existing pool of child care teachers in northern Nevada, addressing a critical need and a community connection.

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b. **Other programs in the institution**

The new ECE program is designed to meet goal 5 of the Human Development, Family Science, and Counseling (HDFSC) department's 2021-2022 strategic plan, which is to develop an ECE program centered on social justice. The program is also aligned with the department's vision to prepare "culturally competent, science-guided helping professionals" and a component of the department's mission: "In all aspects of our mission, we center principles of belonging, dignity, and justice."

c. **Other related programs in the System**

We have worked in collaboration with the director of the Early Childhood Education program at TMCC to assure alignment of the new ECE B.S. program with their accredited ECE A.A. program. To our knowledge, TMCC is the only other institution within NSHE that has sought NAEYC accreditation for their ECE program. Other institutions within the system have pathways leading to ECE teacher licensure and GBC has recently developed a fully online Bachelor's degree program in ECE that does not lead to licensure. UNLV has an ECE B.S. program with tracks leading to licensure or non-licensure. Similar to other teacher preparation programs throughout the state, having a pathway to ECE licensure is essential at each of the NSHE 4-year institutions of higher education. At UNR, our existing pathway to ECE licensure is being eliminated; thus, we are proposing this new program to assist with the ECE workforce needs of the state.

d. **If the program was not included in the NSHE Planning Report, please explain why.**

The College of Education and Human Development underwent a reorganization in January of 2021, which resulted in the creation of 3 new departments. Partly as a result of this reorganization, and partly as a result of an internal program review of the Integrated Elementary Teaching Program, faculty in Human Development and Family Science, who currently teach the ECE coursework, started working on conceptualizing a new ECE program. Faculty submitted a grant proposal in the spring of 2021 to help fund the development and implementation of a new ECE degree program aligned to contemporary standards. Unfortunately, this grant was not funded, but faculty continued the work nonetheless. The new ECE program did not appear in the last NSHE Planning Report because the necessary contexts for its development were not in place until last year. The program was submitted in Fall 2022 for inclusion in the 2023-27 Planning Report.

3. **Evaluation of need for the program**

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

The Nevada Department of Education is charged with setting licensure requirements and parameters for the licensing of teachers in the state. The proposed Bachelor of Science degree in Early Childhood Education (ECE) will provide the coursework for graduates to be able to apply for the state's birth through second grade (early childhood) teaching license.

Currently, students interested in ECE licensure at UNR must enroll in the Integrated Elementary Teaching Program (IETP) and choose the ECE track. This track is being eliminated so that we can better prepare educators with a focus solely on the early years rather than requiring them to be qualified for both Elementary and ECE licensure. Requiring preparation for both licenses ultimately dilutes our ability to most appropriately prepare teachers of Nevada's youngest learners.

Further, an internal review of the IETP completed in spring of 2019 revealed that, over a 5-year period, less than 30% of program graduates sought licensure in ECE after

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graduation, although over 85% sought licensure in Elementary Education. By moving to a standalone program, we anticipate that we will improve the number of fully licensed ECE teachers in the state of Nevada.

The program review also revealed that the majority of students attracted to and completing IETP are White and female. These numbers have not changed dramatically over the 10 years of IETP's existence. The new ECE program has a specific emphasis on recruitment of students who reflect the diversity of Nevada's children, and has been designed to promote student success and retention, particularly for students of color. Our courses are being redesigned with an emphasis on social justice, and our program is being designed with space for the Gender, Race, and Identity Social Justice minor (or coursework). We could not infuse this focus in the IETP (ECE track) even with major revisions due to the number of required courses to prepare students for 2 licenses.

In 2015, the Institute of Medicine and National Research Council of the National Academies published "Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation." This seminal report resulted in the development and publication of national standards and competencies for early childhood educators by the National Association for the Education of Young Children (NAEYC). The competencies have both breadth and depth, requiring more than the current "track" in ECE can possibly cover. Thus, we are proposing a standalone ECE program, designed to meet the NAEYC competencies and the state of Nevada's licensure requirements, and with a specific focus on social justice. We also intend to submit this new program for accreditation under NAEYC's higher education accreditation standards. We are designing the program to meet the quality standards of NAEYC accreditation, which is not possible under the current configuration (IETP with a track in ECE).

b. **Student population to be served**
The population served by this B.S. degree in Early Childhood Education will be college students interested in working with young children and their families. The program has been designed to prepare students for ECE teacher licensure, while not requiring students to seek licensure should they choose to work in other settings. Further, we plan to recruit from the existing early childhood workforce in northern Nevada.

Currently, there are 72 IETP majors with an ECE emphasis area and 127 pre-majors interested in ECE, thus proving student interest in the ECE emphasis. We anticipate that the new program will be of interest to a significant percentage of these students, while not capturing them all (e.g., students who are actually more interested in seeking elementary licensure but have chosen ECE because they must elect an emphasis in the current program). The new program will also seek to recruit students from ECE Associate degree programs and those currently working in the field. There is a specific scholarship option in Nevada for current early childhood teachers to obtain a degree (T.E.A.C.H. Early Childhood Nevada). This scholarship provides more than just registration fees; it provides funding for a substitute so teachers can take classes during work hours when necessary, and provides a stipend for books and supplies. When scholarship recipients complete a degree program, their employer agrees to increase their pay level.

c. **Procedures used in arriving at the decision to offer the program**
As discussed briefly in section (a) above, the procedures we used to decide to offer the program included: (1) A deep dive into the new professional standards and competencies for early childhood educators, which led to the realization that an 18-credit area of emphasis was not nearly enough coursework to develop competency in all areas, (2) The

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desire to increase the number of graduates prepared for Early Childhood licensure at our institution, which the program review revealed as a deficiency, (3) The desire to offer a program accreditable by the NAEYC higher education commission, and (4) The opportunity to reconfigure the existing IETP and remove the ECE emphasis to improve the depth and breadth of early childhood knowledge and competencies needed to effectively teach young children, birth through age 8. Our new department, created in January of 2021, underwent a strategic planning process in the fall of 2021 and the new ECE program emerged as a top priority of focus.

d. **Organizational arrangements required within the institution to accommodate the program**

No changes in the organization are needed to accommodate the new program. HDFS faculty have offered a standalone ECE program in the past and currently offer the coursework for students in the existing IETP-ECE program. The HDFSC department has 5 faculty with in-depth expertise and focus on the early childhood years. Students in the new ECE program will be encouraged to take coursework in the Gender, Race, and Identity department on campus. Again, no organizational changes are needed to make space for the new ECE program.

e. **The timetable, with dates, for implementation steps**

Winter 2022	Program pre-proposal submitted
Spring 2022	Program proposal submitted
Spring 2022-Fall 2022	• 2 new course proposals (to meet NDE licensure requirements) • Minor adjustments to existing courses made; • Syllabi edited to include standards and competencies; • Key assessments developed; • Recruitment materials developed
Spring 2023	• Recruitment for fall semester (traditional & non-traditional)
Fall 2023	• Launch of new program with recruited students as well as existing students • Begin data collection for accreditation self-study • Submit application for accreditation eligibility

f. **If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.**

Similar to other teacher preparation programs in the system, there is an existing ECE B.S. degree at UNLV. One institution cannot fill the demand for early childhood educators that exists in Nevada, just as one institution cannot meet the demand for elementary or secondary educators. The traditionally two-year institutions have A.A. and A.A.S. degrees in ECE, and GBC has an online B.A. degree in ECE that does not lead to teacher licensure. NSC offers a B.A. program in ECE as well.

UNR faculty worked closely with TMCC faculty as this program was designed, to assure alignment and ease of transfer. Changes were made to coursework taken in the first two years after discussion and consensus-building. The requisite transfer agreement paperwork has been shared with each institution as well.

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On April 13, 2022, an email was sent to all NSHE institutions, including those offering Bachelor's degrees in ECE, to alert them regarding this proposal for a standalone ECE Bachelor's program at UNR. UNLV did not respond to the message, but NSC and GBC responded with supportive comments.

g. **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 and/or any other applicable sources.**
Employment opportunities for graduates are in: (1) Elementary schools, teaching Kindergarten through second grade; (2) State-funded pre-K programs run through the Nevada Department of Education's Office of Early Learning and Development; (3) private non-profit and for-profit childcare centers throughout the state and nation. According to the [Nevada Early Childhood Dashboard](#) of the Nevada Early Childhood Advisory Council, the existing supply of 608 licensed childcare providers in the state "can serve approximately 31% of children needing care." Thus, the demand for care is much greater than the current supply. Having a well-prepared workforce of ECE graduates will assist in growing the capacity of the state to serve its youngest children well. The Nevada P-20 Workforce Research Data System does not have information on early childhood educators or the need for graduates, but the data available from other sources clearly define the need. The need for early elementary teachers has also been established, given the number of vacancies in school districts throughout the state.

4. **Detailed curriculum proposal**

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

First Year	
Fall Semester (15cr)	Spring Semester (15cr)
ENG 101 Composition I	ENG 102 Composition II
MATH 120 Fundamentals of College Math	NUTR 121 Human Nutrition
HDFS 201 Lifespan Human Development	HDFS 202 Introduction to Families
HDFS 250 Early Childhood Education	HDFS 204 Child Guidance & Parenting
GRI 103 Intro to Intersectional Analysis of Identities **or** Required Program Elective (RPE)	Core Fine Arts Course

Second Year	
Fall Semester (15cr)	Spring Semester (15cr)
GEOL 137 The Geology of You	CH 203 American Experiences & Constitutional Change
CH 201 **or** 202 **or** 212 Ancient & Medieval Cultures; The Modern World; or Science, Technology, and Society in the Modern Era	RPE
SOC 101 Principles of Sociology	EDU 207 Exploration of Children's Literature
HDFS 232 Diversity in Children	ECE 275 Culturally & Linguistically Responsive Pedagogy in ECE
EDU 205 Early Foundations in Mathematics	GRI 257 Social Movements of Gender, Race, & Identity **or** RPE

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Third Year	
Fall Semester (15cr)	Spring Semester (15cr)
HDFS 431a Advanced Human Development: Infancy	HDFS 431b Advanced Human Development: Childhood
EDSP 471 Introduction to Early Childhood Special Education	EDES 300 Language Arts & Literature PK-3
HDFS 428 Preschool Curriculum I	HDFS 429 Advanced Preschool Curriculum II
EDSP 476 Curriculum & Intervention ECSE: Birth-3	EDEL 443 Methods for Teaching PK-8 Science
HDFS 391 Introduction to Research	EDSP 477 Curriculum & Intervention in ECSE: Ages 3-8

Fourth Year	
Fall Semester (16cr)	Spring Semester (14cr)
HDFS 438 Children & Families in a Multi-Ethnic Society	HDFS 435B Child Socialization
EDEL 453 Methods for Teaching PK-8 Social Studies	GRI 460 Intersectionality & Social Justice **or** RPE
SOC 345 Social Movements & Collective Behavior **or** RPE	COM 412 Intercultural Communication
GRI 424 Race, Family, & Motherhood **or** GRI 379 Ethnic & Race Relations or RPE	ECE 492 Student Teaching Seminar in ECE (1cr)
ECE 493 Supervised Internship in Early Childhood Education	ECE 493 Supervised Internship in Early Childhood Education

Majors are required to take 18-21 credits in "Required Program Electives" (RPE). The program strongly recommends that these credits focus on coursework related to diversity, equity, inclusion, and justice. Suggested courses are listed in the 4-year plan above. However, students can choose a university minor (Gender, Race, & Identity, Human Development & Family Science, Developmental Disabilities) or other electives to fulfill this requirement. This decision to accept other electives was made so that students can easily transfer from a 2-year institution that may not offer the specific recommended GRI coursework identified. Required Program Electives have a range of 18-21 to account for students who may place directly into ENG 102 and thus need another 3-credit course to meet the 120-credit minimum requirement for graduation.

b. **Program entrance requirements**
   All students matriculating into the University system will be eligible to enter this degree program. Students who are seeking licensure will need to pass the Nevada testing requirements for teacher licensure prior to graduation (or prior to applying for the license). Currently, Nevada requires two sets of examinations for all teachers, one showing competency in reading, writing, and mathematics and one set of tests to show competency in the subject matter (in this case, Early Childhood Education). Unlike the IETP, the ECE program will not have a pre-major requiring that students apply for program entrance. Rather, any student interested in teaching young children may declare this major. Those seeking licensure will need to meet testing requirements, but this will not be a gatekeeping step in the process of declaring the degree because there are alternative pathways for employment that do not require teacher licensure.

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

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To complete the ECE B.S. program, students will need to meet the UNR requirements for graduation: 120 total credits; all core courses taken and passed; all program courses taken and passed; 40 credits of upper division coursework; and a minimum GPA of 2.0. As indicated in section (a) above, ECE and related content courses begin in the first semester and continue throughout the program of study. There are no program prerequisites.

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

We plan to seek accreditation from the National Association for the Education of Young Children's Commission on the Accreditation of Early Childhood Higher Education Programs, which was recognized by the Council for Higher Education Accreditation in May 2021.

Requirements for accreditation include the following broad steps:
I.   Application for Accreditation Eligibility
II.   The Self-Study Phase
III. Accreditation Candidacy Phase
IV.   The Accreditation Decision
V.   Maintaining Accreditation

The purpose of the accreditation process is to assure that a program seeking accreditation meets the 12 accreditation criteria and prepares early childhood teachers who meet the six Professional Preparation Standards and each of their elements. More detailed information on the process and requirements for accreditation can be found in the NAEYC Accreditation of Early Childhood Higher Education Programs Accreditation Policies and Procedures Handbook.

Plan for Attaining Accreditation, including timeline and fees:

Semester	Task	Fee
Fall 2023	Submit application for accreditation eligibility	$561
	Begin data collection for key assessments	
Spring 2024	Continue data collection for key assessments	
Fall 2024	Continue data collection for key assessments	
	Begin self-study	
Spring 2025	Submit self-study*; Accreditation review fee	$1683
Fall 2025	Site visit	$6500
Spring 2026	Assuming a successful site visit & affirmative accreditation decision, annual reporting begins; annual accreditation fee is due on the anniversary of the accreditation review fee submission date	$1683

*By the time of self-study submission, at least 1 candidate must have graduated from the program. The above timeline assumes that students will have transferred into the program by Fall 2023 and thus will be graduating in Spring 2025. If this assumption is not met, then the timeline will be shifted forward accordingly.

e. **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

5. **Method of Delivery (for the purpose of state authorization [SARA])**

    a. **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**

    b. **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**

    Learning placements are an important part of the early childhood teacher preparation process, but we do not anticipate that students will be placed out of state.

6. **Institutional Review Process**

    a. **Date of Faculty Review (may include additional information, as needed)**
    Faculty in the HDFSC Department have participated in the development of the program (spring 2021-fall 2021). The program pre-proposal was submitted in the fall of 2021 and was reviewed and approved by the faculty in early spring of 2022. The full program proposal was reviewed and approved by department and college faculty in June and July of 2022.

    b. **Describe the process for review and approval by the appropriate academic policy body of the institution**
    The proposal was reviewed and approved by the department, college, and then University Courses and Curricula Committee via Curriculog (UNR's curriculum workflow system) in August 2022.
    There are several times in this process that a program is scrutinized to assure that it meets all requirements for an undergraduate degree program and has met all necessary academic policies for the institution.

7. **Readiness to begin program**

    a. **List the educational and professional qualifications of the faculty relative to their individual teaching assignments**
    All ECE-focused faculty in the HDFSC department have terminal degrees in early childhood, human development, or a related field, with areas of research that well qualify them to teach major coursework for this program.

    Other coursework in the program is taught by colleagues in the College of Education and Human Development with appropriate terminal degrees, with Core courses taught across campus from a variety of departments with the requisite expertise.

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

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The department has an adequate number of full-time faculty to offer the proposed program of study. In addition, the department has resources to hire appropriate temporary faculty as "Letters of Appointment" to meet the teaching demand of a given semester.

Should the program grow as anticipated, the department and college commit to providing appropriate support to align with this growth (e.g., faculty/instructor line, Letters of Appointment). The department has a full-time administrative assistant.

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

The department currently offers an undergraduate degree program in Human Development and Family Science with approximately 250-300 majors and 200 minors. It also participates in a college-wide degree program in Integrated Elementary Teaching, offering the ECE coursework for the concentration in ECE. This program is being revised, with the ECE concentration being removed. Except for two new courses added due to changes in teacher licensure requirements and to meet total credit requirements, the department currently offers all HDFS and ECE courses proposed. The program is complementary to the HDFS degree program and will offer students interested in early childhood teaching the opportunity to specialize with a degree specific to their interests. Ultimately, the new program will increase the number of licensable early childhood educators in northern Nevada.

d. **Recommendations from prior program review and/or accreditation review teams**

An internal review of the Integrated Elementary Teaching Program revealed that few graduates of IETP with an ECE emphasis sought ECE teacher licensure from the state. The new program has been specifically designed to remove barriers to participation and to prepare early childhood educators more expertly for the field, using current standards and competencies designed by the National Association for the Education of Young Children.

e. **Is this program designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements?**

☒ **Yes**
☐ **No**

The B.S. in ECE program has been designed with ECE teacher licensure in mind. In the fall of 2021, program designers met with Nevada Department of Education personnel to assure that all licensure requirements were met with the coursework proposed. Although students are not required to seek licensure as a requirement of the program or for graduation, they will have been prepared to do so. We have worked closely with the Nevada Department of Education to review the crosswalk between our program's required courses and the requirements for ECE teacher licensure, birth to second grade.

8. **Resource Analysis**

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

As noted above, most of the ECE coursework proposed is already offered by the department, as ECE is a track within the elementary teaching program at the University. The track is being eliminated in favor of more comprehensive preparation in this

standalone program. Thus, a great deal of additional funding is not anticipated to be needed. Should the program be as successful as anticipated, the college allocation of enrollment-generated state funds will increase proportionally. As more ECE coursework is offered fully online (as planned for the future), online course fees will provide an additional source of potential funding. Faculty also plan to study the efficacy of the ECE program and the growth of its students, which will open the potential for research grant funding as well.

b. **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.**

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

   1st Fall semester 50 (60 students x 12.5 average credits per term / 15)

   3rd Fall semester 75 (100 students x 11.25 average credits per term / 15)

   5th Fall semester 100 (150 students x 10 average credits per term / 15)

(2) Explain the methodology/assumptions used in determining projected FTE figures.
Projected FTE has been predicted based on past numbers in the ECE program that we offered prior to 2010, the number of existing HDFS majors that are interested in ECE, and the existing number of students in the IETP-ECE track. Student FTE enrollment is calculated with the assumption of 15 credits per semester, or 30 credits per year X the expected number of full-time students / 30 credits. Headcounts are higher than FTE because of the number of part-time students we anticipate will be attracted to the major, if our outreach efforts are successful

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

   1st Fall semester 60

   3rd Fall semester 100

   5th Fall semester 150

(2) Explain the methodology/assumptions used in determining projected headcount figures.
Projected unduplicated headcount has been predicted based on past numbers in the ECE program that we offered prior to 2010, the number of existing HDFS majors that are interested in ECE, and the existing number of students in the IETP-ECE track. Headcounts are higher than FTE because of the number of part-time students we anticipate will be attracted to the major, if our outreach efforts are successful.

c. **Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.**
Attached

13

9. **Facilities and equipment required**

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

   Existing facilities include departmental office space with faculty offices, meeting spaces, and administrative assistant space. Advising is conducted in the Student Success Center on the 4th floor of the College building. Classroom space is provided and coordinated by the University. The Child and Family Research Center (CFRC) will play an integral role in the ECE program, by providing students with the opportunity to observe young children and teaching in action, as it does currently for the HDFS and IETP-ECE programs. No special requirements or modifications are needed.

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

   No additional facilities are required, although we would like to begin fundraising for a state-of-the-art childcare building to facilitate student learning.

   c. **Existing and additional equipment required**

   No additional equipment is required. Any new technology to facilitate classroom or student teaching observations either exists or can be purchased using department or grant funds. For example, the department owns several Swivl units, which assist with remote observations of teaching and video cloud storage.

10. **Describe the adequacy and availability of library and information resources**

Library and information resources are adequate. The University library provides access to hundreds of academic journals and has a repository of books relevant to early childhood education. In addition, instructors have access to hundreds of relevant films and other media needed for courses.

11. **Student services**

   a. **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**

   The University's infrastructure with regard to student support is robust, providing students with supports related to admissions, financial aid, library services, and tutoring. Undergraduate advising is conducted at the College level in a state-of-the-art Student Success Center with four full-time advisors. In addition, the College houses the Neil J. Redfield Learning Resource Center, a library that houses educational materials, access to technology, meeting spaces, and an art room, among other resources specific to teaching and learning. The College has a dedicated computer lab and a counseling clinic as well.

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

   It is not anticipated that the program will affect the rest of the student body, given that an existing IETP-ECE track currently exists and is being eliminated. If anything, the new program will enhance current offerings and will not pull resources away from existing students.

12. **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.**

A consultant was not hired to assist in the development of this program. However, a team of individual faculty from the University and TMCC worked together to create the program, with collaborative input from the College's Student Success Center and the Nevada Department of Education.

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

N/A

    b. **Consultant's summary comments and recommendations**

N/A

    c. **Summary of proposer's response to consultants**

N/A

13. Articulation Agreements

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

GBC, TMCC, and WNC

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

N/A

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

N/A

14. Summary Statement

The Bachelor of Science degree program in Early Childhood Education has been designed to meet the growing state need for well-prepared early childhood teaching professionals. With the elimination of the ECE track from the existing Integrated Elementary Teaching Program, early childhood teacher licensure will not exist on the University of Nevada, Reno campus. The new standalone ECE program will fill this void, offering students the option to obtain ECE teacher licensure. We plan to seek higher education program accreditation from the National Association for the Education of Young Children and have designed the ECE program with the latest Professional Standards and Competencies for Early Childhood Educators. We anticipate that this new degree program will serve as a leader in the state with regard to preparing highly competent teachers of young children who are steeped in an understanding of child development and the science of learning.

Early Childhood Education, B.S. (GBC)

Contact Information

University of Nevada, Reno

Transfer Center

(775) 784-4700 option 2

http://www.unr.edu/transfer

Fitzgerald Student Services Building, Second Floor

College of Education Advising Center

(775) 784-4298

coeadvisement@unr.edu

WRB 2005

Great Basin College

Transfer Center

(775) 753-2180

advisor@gbcnv.edu

Berg Hall

To ensure a successful transition to the University and graduation in four years, students must work with academic advisors at UNR and GBC throughout their career.

Students may earn an Associate of Arts, Associate of Science or Associate of Business degree after transferring to the University via reverse transfer. Talk with an academic advisor at GBC and/or UNR about this opportunity.

The Co-Admission program may provide the least costly route to a bachelors degree, including personalized academic advising from both institutions, certainty on how your specific courses will transfer and the exchange of transcripts between institutions at no additional cost to you.

Description

Students who start their career at Great Basin College may complete a Bachelor of Science degree with a major in Early Childhood Education by following the course of study described below.

GBC Program to be completed - Associate of Arts in Early Childhood Education

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 16 of 31

A candidate for a bachelor's degree must earn a minimum of 120 units, at least 40 of which must be in courses numbered 300 or above. A minimum of 30 upper-division units (300-level or above) must be completed in residence at the University of Nevada, Reno.

Students who graduate from a Nevada System of Higher Education (NSHE) community college with an Associate of Arts, Associate of Science, or an Associate of Business degree automatically fulfill lower-division general education requirements (CO1-8) at the University unless specific general education courses are required for completion of the student's major program.

To find out how other courses transfer, visit the course equivalency guide.

See the Early Childhood Education, B.S. program description for more information on degree requirements.

NOTE: This transfer agreement has been created specifically for the programs listed above and only applies to students who 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.

Recommended Schedule

For information about the Core Objectives (CO) 1-14, please visit the Core Curriculum chapter in the catalog. Approved substitutions for bachelor's degree requirements:

- GBC: ECE 250 = UNR: HDFS 250
- GBC: ECE 204 = UNR: HDFS 204
- GBC: ECE 251 = UNR: EDU 205
- GBC: ECE 262 = UNR: EDU 207
- GBC: ECE 200 + ECE 251 = UNR: ECE 275

Associate's First Semester (15-17 units)

- ENG 101 - Composition I (3 units) **OR**
- ENG 100 - Composition-Enhanced (5 units)
- MATH 120 - Fundamentals of College Mathematics (3 units)
- HDFS 201 - Lifespan Human Development (3 units)*
- ECE 250 - Early Childhood Education (3 units)*
- PSC 101 - Introduction to American Politics (3 units) (Foundations: Social Science)

Associate's Second Semester (15 units)

- ENG 102 - Composition II (3 units)
- HDFS 202 - Introduction to Families (3 units)*
- SOC 101 (3 units) (Structure of Societies) *
- NUTR 121 (3 units) (Scientific Data Interpretation)*
- ECE 204 - Principles of Child Guidance (3 units)*

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 17 of 31

Associate's Third Semester (15 units)

- HDFS 232 - Diversity in Children (3 units)*
- ECE 251 - Curriculum in Early Childhood Education (3 units) *
- EDU 214 - Technology in Education (3 units) - Counts as Required Program Elective for ECE B.S.
- Scientific Reasoning (3 units)
- Oral Communication (3 units)

Associate's Fourth Semester (15 units)

- ECE 262 - Early Language and Literacy Development (3 units) *
- Fine Arts (3 units)
- Humanities (3 units)
- ECE 200 - The Exceptional Child (3 units) *
- Foundations: Humanities/Fine Arts (3 units)

Bachelor's Fifth Semester (15 units)

HDFS 431A Advanced Human Development: Infancy	(3 units)
EDSP 471 Introduction to Early Childhood Special Education	(3 units)
EDSP 476 Curriculum & Intervention ECSE: Birth-3	(3 units)
HDFS 391 Introduction to Research	(3 units) CO9, CO12
HDFS 428 Preschool Curriculum I	(3 units)

Bachelor's Sixth Semester (15 units)

EDEL 443 Methods for Teaching PK-8 Science	(3 units)
EDES 300 Language Arts and Literature PK-3	(3 units)
EDSP 477 Curriculum & Intervention in ECSE: Ages 3-8	(3 units)
HDFS 429 Advanced Preschool Curriculum II	(3 units)
HDFS 431B Advanced Human Development: Childhood	(3 units)

Bachelor's Seventh Semester (16 units)

ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 credits of ECE 493	4

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 18 of 31

EDEL 453 Methods for Teaching PK-8 Social Studies	(3 units)
HDFS 438 Children and Families in a Multi-Ethnic Society	(3 units) CO10, CO13
[After] Required Program Elective	3
[After] Required Program Elective	3

Bachelor's Eighth Semester (14 units)

COM 412 Intercultural Communication	(3 units) CO10, CO11, CO13
ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 credits of ECE 493	4
HDFS 435B Child Socialization: A Systems Perspective for IETP Students	(3 units)
[After] Required Program Elective	3
[After] ECE 492: Student Teaching Seminar in ECE	1

Legend

* Course fulfills specific program requirements for the bachelor's degree.

Disclaimer: The provisions of this transfer agreement do not constitute a contract, expressed or implied, between any applicant or student and the University of Nevada, Reno. The university reserves the right to make changes in degree requirements, degree offerings, schedules, course offerings, and other university standards to meet circumstances which may arise after publishing this information online.

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Early Childhood Education, B.S. (TMCC)

Contact Information

University of Nevada, Reno

Transfer Center

(775) 784-4700 option 2

http://www.unr.edu/transfer

Fitzgerald Student Services Building, Second Floor

College of Education Advising Center

(775) 784-4298

coeadvisement@unr.edu

WRB 2005

TMCC Academic Advisement

(775) 673-7062

http://www.tmcc.edu/advisement/

Red Mountain Building, Room 111

To ensure a successful transition to the University and graduation in four years, students must work with academic advisors at UNR and TMCC throughout their career.

Students may earn an Associate of Arts, Associate of Science or Associate of Business degree after transferring to the University via reverse transfer. Talk with an academic advisor at TMCC and/or UNR about this opportunity.

The Co-Admission program may provide the least costly route to a bachelors degree, including personalized academic advising from both institutions, certainty on how your specific courses will transfer and the exchange of transcripts between institutions at no additional cost to you.

Description

Students who start their career at Truckee Meadows Community College may complete a Bachelor of Science degree with a major in Early Childhood Education by following the course of study described below.

TMCC Program to be completed - Associate of Arts, Early Childhood Education

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 20 of 31

- A candidate for a bachelor's degree must earn a minimum of 120 units, at least 40 of which must be in courses numbered 300 or above. A minimum of 30 upper-division units (300-level or above) must be completed in residence at the University of Nevada, Reno.
- Students who graduate from a Nevada System of Higher Education (NSHE) community college with an Associate of Arts, Associate of Science, or an Associate of Business degree automatically fulfill lower-division general education requirements (CO1-8) at the University unless specific general education courses are required for completion of the student's major program.
- To find out how other courses transfer, visit Transferology.
- See the Early Childhood Education, B.S. program description for more information on degree requirements.

NOTE: This transfer agreement has been created specifically for the programs listed above and only applies to students who 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.

Recommended Schedule

For information about the Core Objectives (CO) 1-14, please visit the Core Curriculum chapter in the catalog.

Approved substitutions for bachelor's degree requirements:

- TMCC: ECE 250 = UNR: HDFS 250
- TMCC: ECE 204 = UNR: HDFS 204
- TMCC: ECE 251 = UNR: EDU 205
- TMCC: ECE 200 + ECE 251 = UNR: ECE 275

Associate's First Semester (15 units)

- ENG 101 - Composition I (3 units) **OR**
- ENG 113 - Composition I for International Students (3 units)
- MATH 120 - Fundamentals of College Mathematics (3 units) *
- HDFS 201 - Lifespan Human Development (3 units) *
- ECE 250 - Introduction to Early Childhood Education (3 units)*
- ECE 190 - Professionalism in Early Care and Education (3 units) - Counts as Required Program Elective for B.S. in ECE *

Associate's Second Semester (15 units)

- ENG 102 - Composition II (3 units) **OR**
- ENG 114 - Composition II For International Students (3 units)
- ECE 204 - Principles of Child Guidance (3 units) *
- HDFS 232 - Diversity in Children (3 units) *
- SOC 101 - Principles of Sociology (3 units) *
- Fine Arts (3 units)

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 21 of 31

Associate's Third Semester (15 units)

- HDFS 202 - Introduction to Families (3 units) *
- NUTR 121 - Human Nutrition (3 units) *
- Science (with or without lab) (3 units)
- ECE 130 - Infancy (3 units) - Counts as Required Program Elective in ECE B.S. *
- ECE 251 - Curriculum in Early Childhood Education (3 units) *

Associate's Fourth Semester (15 units)

- ECE 231 - Preschool Practicum: Early Childhood Lab (3 units) - Counts as Required Program Elective in ECE B.S.*
- CH 203 - American Experiences & Constitutional Change (3 units)
- ECE 210 - Observation, Documentation, & Assessment of Young Children (3 units) - Counts as Required Program Elective in ECE B.S. *
- EDU 207 - Exploration of Children's Literature (3 units) *
- ECE 200 - The Exceptional Child (3 units) *

Bachelor's Fifth Semester (15 units)

HDFS 431A Advanced Human Development: Infancy	(3 units)
EDSP 471 Introduction to Early Childhood Special Education	(3 units)
EDSP 476 Curriculum & Intervention ECSE: Birth-3	(3 units)
HDFS 391 Introduction to Research	(3 units) CO9, CO12
HDFS 428 Preschool Curriculum I	(3 units)

Bachelor's Sixth Semester (15 units)

EDEL 443 Methods for Teaching PK-8 Science	(3 units)
EDES 300 Language Arts and Literature PK-3	(3 units)
EDSP 477 Curriculum & Intervention in ECSE: Ages 3-8	(3 units)
HDFS 429 Advanced Preschool Curriculum II	(3 units)
HDFS 431B Advanced Human Development: Childhood	(3 units)

Bachelor's Seventh Semester (16 units)

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ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 credits of ECE 493	4
EDEL 453 Methods for Teaching PK-8 Social Studies	(3 units)
HDFS 438 Children and Families in a Multi-Ethnic Society	(3 units) CO10, CO13
[After] Required Program Elective	3
[After] Required Program Elective	3

Bachelor's Eighth Semester (14 units)

COM 412 Intercultural Communication	(3 units) CO10, CO11, CO13
ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 credits of ECE 493	4
HDFS 435B Child Socialization: A Systems Perspective for IETP Students	(3 units)
[After] Required Program Elective	3
[After] ECE 492: Student Teaching Seminar in ECE	1

Legend

* Course fulfills specific program requirements for the bachelor's degree.

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(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 23 of 31

Early Childhood Education, B.S. (WNC)

Contact Information

University of Nevada, Reno

Transfer Center

(775) 784-4700 option 2

http://www.unr.edu/transfer

Fitzgerald Student Services Building, Second Floor

College of Education Advising Center

(775) 784-4298

coeadvisement@unr.edu

WRB 2005

WNC Counseling Services

(775) 445-3267

http://www.wnc.edu/counseling/

Carson City, Bristlecone 103

To ensure a successful transition to the University and graduation in four years, students must work with academic advisors at UNR and WNC throughout their career.

Students may earn an Associate of Arts, Associate of Science or Associate of Business degree after transferring to the University via reverse transfer. Talk with an academic advisor at WNC and/or UNR about this opportunity.

The Co-Admission program may provide the least costly route to a bachelors degree, including personalized academic advising from both institutions, certainty on how your specific courses will transfer and the exchange of transcripts between institutions at no additional cost to you.

Description

Students who start their career at Western Nevada College may complete a Bachelor of Science degree with a major in Early Childhood Education by following the course of study described below.

WNC Program to be completed - Associate of Arts (+ Certificate of Completion in ECE has also been embedded)

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 24 of 31

- A candidate for a bachelor's degree must earn a minimum of 120 units, at least 40 of which must be in courses numbered 300 or above. A minimum of 30 upper-division units (300-level or above) must be completed in residence at the University of Nevada, Reno.
- Students who graduate from a Nevada System of Higher Education (NSHE) community college with an Associate of Arts, Associate of Science, or an Associate of Business degree automatically fulfill lower-division general education requirements (CO1-8) at the University unless specific general education courses are required for completion of the student's major program.
- To find out how other courses transfer, visit Transferology.
- See the Early Childhood Education, B.S. program description for more information on degree requirements.

NOTE: This transfer agreement has been created specifically for the programs listed above and only applies to students who 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.

Recommended Schedule

For information about the Core Objectives (CO) 1-14, please visit the Core Curriculum chapter in the catalog.

Approved substitutions for bachelor's degree requirements:

- WNC: ECE 250 = UNR: HDFS 250
- WNC: ECE 204 = UNR: HDFS 204
- WNC: ECE 251 = UNR: EDU 205
- WNC: ECE 200 + ECE 251 = UNR: ECE 275

Associate's First Semester (15 units)

- ENG 101 - Composition I (3 units)
- MATH 120 - Fundamentals of College Mathematics (3 units) *
- HDFS 201 - Lifespan Human Development (3 units) *
- ECE 250 - Early Childhood Education (3 units) *
- EPY 150 (3 units) - Strategies for Academic Success - Counts as Required Program Elective for ECE B.S.*

Associate's Second Semester (15 units)

- ENG 102 - Composition II (3 units)
- HDFS 202 - Introduction to Families (3 units)*
- NUTR 121 - Human Nutrition (3 units)*
- ECE 204 - Principles of Child Guidance (3 units)*
- Fine Arts (3 units)

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 25 of 31

Associate's Third Semester (15 units)

- SOC 101 - Principles of Sociology (3 units) *
- Science (3 units)
- Humanities (3 units) - Recommend CH 201 or CH 202
- HDFS 232 - Diversity and the Young Child (3 units)*
- ECE 251 - Curriculum in Early Childhood Education (3 units) *

Associate's Fourth Semester (15 units)

- U.S. & Nevada Constitutions (3 units) - Recommend CH 203
- ECE 200 - The Exceptional Child (3 units)*
- Elective (3 units) - Counts as Required Program Elective for ECE B.S.
- ECE 231 - Preschool Practicum (3 units) - Counts as Required Program Elective for ECE B.S.*
- EDU 207 - Exploration of Children's Literature (3 units) *

Bachelor's Fifth Semester (15 units)

HDFS 431A Advanced Human Development: Infancy	(3 units)
EDSP 471 Introduction to Early Childhood Special Education	(3 units)
EDSP 476 Curriculum & Intervention ECSE: Birth-3	(3 units)
HDFS 391 Introduction to Research	(3 units) CO9, CO12
HDFS 428 Preschool Curriculum I	(3 units)

Bachelor's Sixth Semester (15 units)

EDEL 443 Methods for Teaching PK-8 Science	(3 units)
EDES 300 Language Arts and Literature PK-3	(3 units)
EDSP 477 Curriculum & Intervention in ECSE: Ages 3-8	(3 units)
HDFS 429 Advanced Preschool Curriculum II	(3 units)
HDFS 431B Advanced Human Development: Childhood	(3 units)

Bachelor's Seventh Semester (16 units)

ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 credits of ECE 493	4

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 26 of 31

EDEL 453 Methods for Teaching PK-8 Social Studies	(3 units)
HDFS 438 Children and Families in a Multi-Ethnic Society	(3 units) CO10, CO13
[After] Required Program Elective	3
[After] Required Program Elective	3

Bachelor's Eighth Semester (14 units)

COM 412 Intercultural Communication	(3 units) CO10, CO11, CO13
ECE 493 Supervised Internship in Early Childhood Education	(1 to 12 units) CO14
[After] Students register for 4 units of ECE 493	4
HDFS 435B Child Socialization: A Systems Perspective for IETP Students	(3 units)
[After] Required Program Elective	3
[After] ECE 492: Student Teaching Seminar in ECE	1

Legend

* Course fulfills specific program requirements for the bachelor's degree.

Disclaimer: The provisions of this transfer agreement do not constitute a contract, expressed or implied, between any applicant or student and the University of Nevada, Reno. The university reserves the right to make changes in degree requirements, degree offerings, schedules, course offerings, and other university standards to meet circumstances which may arise after publishing this information online.

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 03/09/23) Ref. ARSA-4, Page 27 of 31

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: University of Nevada, Reno   **Program: Early Childhood Education B.S.**

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 _24 FTE	Headcount	FY 3: FY _26 FTE	Headcount	FY 5: FY _28 FTE	Headcount
A. New enrollments to the Institution	15	20	30	50	40	100
B. Enrollments from Existing Programs	35	40	45	50	60	50

II. REVENUE

	FY 1: FY _24 On-going	One-time	FY 3: FY _26 On-going	One-time	FY 5: FY _28 On-going	One-time
1. New Appropriated Funding Request	$0	$0	$0	$0	$0	$0
2. Institution Funds	$115,200		$169,277		$188,481	
3. Federal (e.g. grant, appropriation)	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues (registaration fee) from Increased Enrollments*						
5. Other Student Fees (associated with the program)*	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0
Total Revenue	$115,200	$0	$169,277	$0	$188,481	$0

Note : Total Revenue (Section I) should match Total Expenditures (Section III)

Revised November 2018

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 _24		FY 3: FY _26		FY 5: FY _28	
	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs						
1. FTE (**Total FTE for all personnel types**)	3.1875	0	4.0875	0	4.2875	0
Faculty	0.5		0.9		1.1	
Adjunct Faculty	1.6875		1.6875		1.6875	
Grad Assts	0.5		1		1	
Research Personnel						
Directors/Administrators						
Administrative Support Personnel	0.5		0.5		0.5	
Other: _____						
	Expenditures for personnel type below must reflect FTE levels in Section A.1.					
2. Faculty	$45,250		$76,050		$88,750	
3. Adjunct Faculty	$10,170		$10,170		$10,170	
4. Graduate Assistants	$9,750		$19,500		$19,500	
5. Research Personnel						
6. Directors/Administrators						
7. Administrative Support Personnel	$21,893		$22,801		$23,835	
8. Fringe Benefits	$26,401	$0	$38,089	$0	$42,628	$0
9. Other:						
Total Personnel Costs	$113,464	$0	$166,610	$0	$184,883	$0

Revised November 2018

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 _24		FY 3: FY _26		FY 5: FY _28	
	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures						
1. Travel						
2. Professional Services						
3. Other Services						
4. Communications						
5. Materials and Supplies	$1,736		$2,667		$3,598	
6. Rentals						
7. Marketing materials and Advertising						
8. Miscellaneous						
Total Operating Expenditures	$1,736	$0	$2,667	$0	$3,598	$0

Revised November 2018

	FY 1: FY _24		FY 3: FY _26		FY 5: FY _28	
	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay						
1. Library Resources						
2. Equipment						
Total Capital Outlay	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):	$115,200	$0	$169,277	$0	$188,481	$0
Note : Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)						

Budget Notes (optional):

Year 1 Budget Notes:
In the first year, 0.5 FTE for Faculty (split amongst 5 faculty members - average salary $90,500), 3 LOAs being paid $3390 for a 3 credit course each (.5625 FTE each), 1/2 a 20 hour PhD Grad Student (being paid $19,500) and 0.5 FTE Administrative Assistant 4 (being paid $43,785.36) will be employed. $1,736 will be spent on Supplies including: supplies needed for hands-on coursework (art materials, curriculum guides, assessments, and the like).

Year 3 Budget Notes:
In the third year we plan to hire a new Assistant Professor (.4 FTE devoted to ECE; salary of $77,000). In addition, 0.5 FTE for other Faculty (split amongst 5 faculty members - average salary $90,500), 3 LOAs being paid $3390 for a 3 credit course each (.5625 FTE each), a 20 hour PhD Grad Student (being paid $19,500) and 0.5 FTE Administrative Assistant 4 (being paid $45,601.92) will be employed. $2,667 will be spent on Supplies including: supplies needed for hands-on coursework (art materials, curriculum guides, assessments, and the like).

Year 5 Budget Notes:
In the 5th year we plan to hire another new Assistant Professor (.4 FTE devoted to ECE; salary of $77,000). In addition, 0.40 FTE for Year 3 new Assistant Professor (salary of $77,000) and 0.30 FTE for other Faculty (split amongst 3 faculty members - average salary $90,500), 3 LOAs being paid $3390 for a 3 credit course each (.5625 FTE each), a 20 hour PhD Grad Student (being paid $19,500) and 0.5 FTE Administrative Assistant 4 (being paid $47,669.04) will be employed. $3,598 will be spent on Supplies including: supplies needed for hands-on coursework (art materials, curriculum guides, assessments, and the like).