

Use this form to propose a new degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the System Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University NSU - Northern State University

Degree AS : Associate of Science

Name of Major X999 : New Major Requested

Early Childhood Education

Specialization No

Required? Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.

College/Department 5E : NSU School of Education/NESE : Elementary and Secondary Ed

Planned CIP Code 13.1210

WICHE WRRGP

Eligibility

Program Description

1. Provide the working program description that may appear in the university catalog.

The AS in Early Childhood Education prepares students to provide children with strategies that help them develop the social, emotional, and cognitive skills needed to become lifelong learners. Students will learn the theory, education, and practice needed to provide meaningful and impactful early childhood education.

2. Does the university request any exceptions to any Board policy for this program?

Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

None

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

NSU is statutorily authorized to offer university academic programs in accordance with SDCL § 13-59.1 in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. NSU has the authority to credential certificates, associate degrees, baccalaureate degrees, and master's degrees provided formal approval by the Board of Regents.

Northern's AS in Early Childhood Education will stack into Northern's BSEd in Elementary Education, BSEd in Special Education, and BSEd programs in secondary education.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

N/A

4. How does the program connect to the Board of Regent's Strategic Plan?

NSU's AS in Early Childhood supports Goal 4 of the SDBOR's Strategic Plan, Workforce Development and Economic Development, "South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy."

The SDBOR Program Gap Analysis (EMSI Study) identified a need to expand Early Childhood Education programs, citing a gap of 207 in Figure 3.2 Directors of the Aberdeen Boys and Girls Club and the Youth Development Center have consistently sought candidates trained in early childhood education for employment. With the addition of this program, NSU will be able to help meet the demands of that workforce need. Creating formalized training that also enables students to obtain a degree serves a need in the community and surrounding areas. Northern State University serves a large region, and centers and preschools dedicated to meeting the needs of very young children are seeking prospects for early childhood teachers through NSU. Providing this opportunity fulfills a need in this area that is unmet.

https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf

Program Summary

5. If a new degree is proposed, what is the rationale?

This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

N/A

6. What modality/modalities will be used to offer the new program?

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date	
On Campus	Yes	Fall 2023	
	Yes/No	Location(s)	Intended Start Date
Off Campus Location	Yes	Huron Community Campus	Fall 2023
	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	Online; HyFlex	Fall 2023

Does another BOR institution already have authorization to offer the program online? No

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

8. What are the student learning outcomes for this program?

Upon successful completion of the AS in Early Childhood Education, graduates will:

1. Create environments that are healthy, respectful, supportive, and challenging for every child
2. Engage in responsive interactions with children that support their learning
3. Facilitate children’s learning through play, exploration, investigation, and inquiry
4. Plan and implement appropriate curriculum and instruction that integrates technology to address learning outcomes for young children
5. Demonstrate professionalism as an early childhood educator and fulfill ethical responsibilities to children, families, and colleagues

9. For associate’s and bachelor’s degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	1, 2, 4
Critical and Creative Thinking	4, 5
Information Literacy	
Teamwork	5
Problem Solving	
Civic Knowledge and Engagement	1
Intercultural Knowledge	1, 5
Ethical Reasoning	5
Foundational Lifelong Learning Skills	3
Integrative Learning	3

10. Enter the number of credit hours required to graduate

Credit Hours	60
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11. Complete the following tables to provide a degree program curriculum summary.

A. Table 1 –Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	%Total Hours
System General Education Requirements	24	
Subtotal - Gen Ed Requirements	24	%
Program Requirements		
Required Support Courses		
Major Requirements	35	

Credit Hours In Program		
	Hours Per Requirement	%Total Hours
Major Electives	0	
Subtotal - Program Requirements	35	%
Free Electives	1	
Subtotal - Free Electives	1	%
Degree Total	60	%

*Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

The individual curriculum tables should be included as a word document attached to the TDX ticket.

C. Table 3 – Insert Major Requirements (within department)

The individual curriculum tables should be included as a word document attached to the TDX ticket.

D. Table 4 – Insert Major Electives

The individual curriculum tables should be included as a word document attached to the TDX ticket.

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

The program has been developed in consultation with the SD Department of Education coursework requirements for the ECE endorsement and in alignment with the NAEYC (National Association for the Education of Young Children) key competencies for early childhood educators.

The faculty in NSU's Teacher Education program cross-walked the SD DOE standards with curriculum required for the Early Childhood Education minor to ensure the standards are being met. In addition, the faculty reviewed the national standards as a guide for confirming the curriculum. One new class was developed, Early Childhood Special Education.

In 2020, the NAEYC revised the key competencies/standards for Early Childhood Educators (<https://www.naeyc.org/our-work/families/10-naeyc-program-standards>):

- Child development and learning in context
- Family-teacher partnerships and community connections
- Child observation, documentation, and assessment
- Developmentally, culturally, and linguistically appropriate teaching practices
- Knowledge, application, and integration of academic content in the early childhood curriculum
- Professionalism as an Early Childhood Educator

The curriculum offered at several peer and regional institutions offering an associate degree in Early Childhood Education were considered. Three of those referenced include:

Lake Area Technical College AAS in Human Services Technician: Child Development Option:
<https://www.lakeareatech.edu/wp-content/uploads/2023/02/HST-Child-Development-Option.pdf>
[CIP Code data accessed through College Navigator shows 22 degrees conferred in all Human Services options in 2021-2022. Data specifically for the Child Development Option are not available.]

College of Central Florida AS in Early Childhood Education.
https://catalog.cf.edu/preview_program.php?catoid=11&poid=1063
[CIP Code data accessed through College Navigator shows 24 degrees conferred in 2021-2022]

Florida Southwestern College AS in Early Childhood Education.
https://catalog.fsw.edu/preview_program.php?catoid=10&poid=577
[CIP Code data access through College Navigator shows 10 degrees conferred in 2021-2022.]

14. What program accreditation is available, if any?

NAEYC

15. Will the proposed program pursue accreditation or certifications?

No

If no, why has the department elected not to pursue accreditation for the program?

The program will not offer initial teacher certification, so it will not fall under Northern State University's CAEP accreditation. However, Northern State University will follow best practices and professional standards as outlined by CAEP in the creation and delivery of this program.

Two national-level PRAXIS exams are available for early childhood education programs, one of which would be required if the program were NAEYC accredited. The SD DOE articulates either the exam or coursework to qualify an individual for the early childhood education endorsement. Because the AS in ECE will not lead to teacher certification or an endorsement, the Praxis will not be required for program completion. NSU is better meeting workforce development needs by offering students the option to pursue coursework as a preparation for the SD DOE endorsement. NSU has ensured courses in the AS in Early Childhood Education stack into the BSEd in Elementary Education and the BSEd in Special Education, both of which lead to initial licensure, require Praxis exams, and are accredited by CAEP.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?

Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

No consultants assisted with development of the curriculum.

NSU faculty developed the program in consultation with the SD Department of Education coursework requirements for the ECE endorsement and in alignment with the NAYEC key competencies for early childhood educators.

Upon the advise of institutional partners, including the Huron School District, the Aberdeen YMCA Youth Development Center, the Aberdeen School District Birth to 3 program, and Northeast South Dakota Head Start, Northern's AS in Early Childhood Education requires courses in personal finance, interpersonal communication, and motor learning and development. The personal finance course will help graduates who decide to open their own in-home childcare center. The interpersonal communication course is designed to give students deep skills in communications so they are better prepared to work with parents. The motor learning and development course is valuable because developing fine and gross motor skills is essential part of birth to 3 development.

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	No
Collaborative assignments and projects	Yes
Common intellectual experiences	Yes
Diversity/global learning	
ePortfolios	
First year experiences	Yes
Internships	Yes

Learning communities

Service learning, community-based learning

Writing intensive courses

Undergraduate research

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in...").

Students in the AS: Early Childhood Education will engage in a 3 credit field experience course during the two years of their program.

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
Create environments that are healthy, respectful, supportive, and challenging for every child	ECE 328/L; ECE 365; CMST 201; ECE 413; SPED 440; ECE 196; SPED 460; SPED 210; EDFN 102; SPED 100	Lesson plans
Implement a wide variety of developmentally appropriate strategies, approaches, and tools to positively influence each child's development and learning	ECE 328/L; ECE 365; CMST 201; ECE 413; SPED 440; PE 452; ECE 196; SPED 210 ; SPED 100; IDL 190	Lesson plans
Facilitate children's learning through play, exploration, investigation, and inquiry	ECE 328/L; ECE 365; CMST 201; ECE 413; SPED 440; PE 452; ECE 196	Lesson plans
Plan and implement appropriate curriculum and instruction that integrates technology to address learning outcomes for young children	ECE 365; CMST 201; ECE 413; SPED 440; ECE 196	Lesson plans
Demonstrate professionalism as an early childhood educator and fulfill ethical responsibilities to children, families, and colleagues	BADM 284; IDL 190; ECE 328/L; ECE 365; CMST 201; ECE 413; SPED 440; PE 452; ECE 196; SPED 460; SPED 210; EDFN 102	Field experience

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

Employer surveys and continuation into bachelor's degree program that leads to certification.

Duplication and Competition

21. Do any related programs exist at other public universities in South Dakota?

A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate none.

SDSU offers a BS in Early Childhood Education. USD offers a BSEd in Early Childhood and Elementary Education.

BHSU offers a BS in Early Childhood Special Education.

According to the records in Banner, SDSU uses the CIP 13.1210 (Early Childhood Education and Teaching) for this degree, and USD also uses the CIP 13.1210 for this degree. According to IPEDs data accessed in College Navigator, SDSU conferred 59 degrees attached to this CIP code in 2021-2022 and USD conferred 0 degrees attached to this CIP code in 2021-2022. However, according to NSU's Director of Institutional Research, a university can change the CIP code when reporting to IPEDs; so the CIP code in IPEDs may not match the CIP code in Banner. Perhaps USD's graduates in this program are reported with the elementary education students, and if so, they would be among the 69 degrees conferred under Elementary Education and Teaching in their IPEDs report.

BHSU offers a BS in Early Childhood Special Education. BHSU uses the CIP 13.1209 (Kindergarten/Preschool Education and Teaching) for this degree. According to IPEDs data accessed in College Navigator, BHSU conferred 2 degrees attached to this CIP code in 2021-2022.

All of these are bachelor's degrees. NSU is proposing a AS in Early Childhood Education.

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

The program is being developed with support from superintendents in the Aberdeen and Huron areas as well as child care providers in northeastern South Dakota. The program will help two groups of students: those working in the childcare industry and those who will earn the degree as their first step in eventually earning a BSEd in elementary or special education.

Those interested in entering the childcare workforce see an AS in Early Childhood Education as their terminal degree. Students may be recent high school graduates or they may be working in childcare already and seeking the credentialing of an associate degree. For more about those interested in the childcare workforce, please also see the response to question 28, below, which addresses the demands for Northern's AS in Early Childhood Education in northeastern South Dakota.

The AS in Early Childhood Education will also appeal to many students who graduate from high school and are looking for opportunities to start their college education with a two year program. We expect these students to be primarily from the Aberdeen and Huron areas. Earning an associate degree before moving onto a bachelor's is becoming increasingly attractive to first generation students and New Americans who may not be ready for a 4-year commitment to education away from family. The courses in Northern's AS in Early Childhood Education stack into Northern's BSEd in Elementary Education and BSEd in Special Education, which enables student to take stair steps toward their 4 year degree and earn an important credentialing along the way.

B. If yes, would this program be a candidate for Regental system collaboration?

No, as Northern already offers a related program the Bachelor's level, Northern will utilize the courses we already offer.

22. Do any related programs exist at any non-Regental college or university within 100 miles of the university?

List those programs here:

Lake Area Technical College AAS in Human Services Technician: Child Development Option:
<https://www.lakeareatech.edu/wp-content/uploads/2023/02/HST-Child-Development-Option.pdf>

A. If yes, use IPEDS to identify the enrollment in those programs.

CIP Code data accessed through College Navigator shows 22 degrees conferred in all Human Services options in 2021-2022. Data specifically for the Child Development Option are not available.

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

Please see question 28, below. Mike Quast from the YMCA Youth Development Center and Juli Schultz from Northeast South Dakota Head Start both attested that their staff are not pursuing degrees at LATC. They are either working toward CDA credentialing or one employee at Head Start is working on an online associate degree from a university in Colorado. Both the YMCA Youth Development Center and Northeast South Dakota Head Start see high need and high demand for Northern's AS in Early Childhood Education and do not see it competing with LATC's degree because their employees are looking for a program in Aberdeen at Northern.

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

23. What is the expected growth of the industry or occupation in South Dakota and nationally? Include the number of openings, as well as the percentage of growth when possible.

The national teacher shortage extends to early childhood educators. The pandemic shuttered most childcare centers and closed the doors to preschools. The re-opening of schools highlighted the critical need for structured, quality early childhood education. A search of open early childhood positions through the search engine “Simply Hired,” revealed over 100 open positions in early childhood settings in South Dakota alone. Nearly all descriptions list an associate degree in Early Childhood Education as a preferred qualification, and many require the degree. Additionally, Early Childhood Education is a growing field. According to the Bureau of Labor Statistics, the job outlook for individuals working in early childhood education is strong, with employment expected to grow 18% (much faster than average) over the next eight years (<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>).

According to the School Administrators of South Dakota Preschool Levels of Excellence program, to earn a “proficient” level of recognition, which is the lowest level of recognition, preschool teachers must possess an Associate Degree in the field. Only 43 of the preschools in South Dakota have earned this distinction, with many of them located in the southeast region of the state. Due to the lack of data regarding this field in South Dakota, there is limited information available relating to accountability in Early Childhood Education in the state. Adding this program at NSU serves an educational need in this region, which will positively impact area preschools and their students, as well as improve accountability within the field.

24. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

The SDBOR Program Gap Analysis (EMSI Study) identified a need to expand Early Childhood Education programs, citing a gap of 207 in Figure 3.2 Directors of the Aberdeen Boys and Girls Club and the Youth Development Center have consistently sought candidates trained in early childhood education for employment. With the addition of this program, NSU will be able to help meet the demands of that workforce need. Creating formalized training that also enables students to obtain a degree serves a need in the community and surrounding areas. Northern State University serves a large region, and centers and preschools dedicated to meeting the needs of very young children are seeking prospects for early childhood teachers through NSU. Providing this opportunity fulfills a need in this area that is unmet.

25. What salaries can program graduates expect to earn in South Dakota and nationally?

Quality childcare needs have increased over time, especially as many families in South Dakota are dual income households. A recent report from C.J. Keene indicated that South Dakota employers are losing close to \$150 million each year due to the challenges South Dakota families are facing in filling these childcare needs. The state recognizes the loss of revenue from the childcare gap and is allocating resources to improve childcare access.

(<https://listen.sdpb.org/education/2023-01-06/gaps-in-early-childhood-education-costing-south-dakota-employers-millions>)

26. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

The employment outlook for work in the field of early childhood education is strong, and individuals who possess a degree are more qualified to facilitate the holistic development of the whole child with the theory, framework, and application captured in the coursework required for the degree.

In the state of South Dakota, practitioners of early childhood education can participate in the South Dakota Pathways to Professional Development Career Lattice which is a statewide registry that documents educational and professional accomplishments. It's a way for practitioners and facilities to accumulate an accurate record of their education and receive recognition for their professional commitment. An associate degree in Early Childhood Education is recognized in Level 5.

Student Demand

27. Provide evidence of student enrollment at peer institutions that offer the same/similar program using data obtained from IPEDS.

Peer Institution: Regional and Competitive institutions. Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Eastern Florida State College	FL : Florida	AS Early Childhood Education	21	21
South Texas College	TX : Texas	AA Early Childhood Education	320	320
St. Petersburg College	FL : Florida	AA Early Childhood Education	13	13

28. What evidence suggests there is interest from prospective students for this program at the university?

Community partners invested in quality childcare and early learning experiences, including the YMCA Youth Development Center and Northeast South Dakota Head Start, have asked Northern to offer an AS in Early Childhood Education. Both Head Start and the YMCA Youth Development Center see the AS degree as essential to promoting upward mobility for their staff within their organizations, and they also see the degree as vital to succession planning to fully staff their centers at a high caliber.

Juli Schultz, Director of Northeast South Dakota Head Start, explained that her program serves counties from Sisseton to Mobridge and from Aberdeen to Huron. The program has 33 teachers, and it is preferred for the teachers to have an associate degree. However, in rural South Dakota, not all of the teachers have degrees. Eighty percent of the 9 lead teachers have bachelor's degrees. Most of the first assistant and second assistant teachers are working on or have earned CDAs (Child Development Associate). Head Start much prefers the AS in Early Childhood Education over the CDA, and Juli Schultz will support her teachers working on their AS in Early Childhood Education from Northern.

Mike Quast, Director of the Aberdeen YMCA and Youth Development Center states that among their 16 full time staff, 5 have bachelor's degrees; 5 have associate degrees; and 6 do not have a degree. He will encourage those 6 to enroll in Northern's AS in Early Childhood Education. They have 92 part time staff, 10 of whom have earned degrees and 56 who are working on degrees. Mike Quast believes more of their part time staff will complete their degrees once an AS is available in Aberdeen at Northern.

Northeast Area Head Start and the YMCA Youth Development Center will help promote the program, providing a continual stream of interested and motivated students, especially with the potential for this program to be offered with flexible learning.

Additionally, since June 2022, the Teacher Education Department faculty have received five direct inquiries via phone call, email, and daily conversations from prospective students regarding the possibility of enrolling in an Early Childhood Education program at Northern State University. The individuals inquiring about the possibility of this type of program were interested in a stand-alone program, not a minor program that would be completed in addition to a four-year degree.

Enrollment

29. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

The students in this program are expected to be new to the university and NSU does not expect new students to be re-directed from other programs at the university.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

The faculty are already teaching the courses and seats are available; so the total number of students required to break even is 0.

32. Discuss the assumptions informing your enrollment estimates.
(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

The students in this program are expected to be new to the university and NSU does not expect new students to be re-directed from other programs at the university.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

- * increased marketing to high school students
- * communicate career pathways for high school students and make clear the stackable nature of the credentials.
- * consult with the Teacher Education Council to get feedback on how to better market the program.

34. Discuss the marketing and recruitment plan for the program
Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

All marketing materials, both for current NSU students and incoming NSU students will have a similar message about the workforce needs in early childhood education facilities.

Northern's partners in early childhood education, including the YMCA Youth Development Center (the third largest child care center in SD) and Northeast South Dakota Head Start, will promote Northern's AS in Early Childhood Education to their employees.

Northern will market the program to students who started degrees in elementary education but left college before earning 60 credits or an associate's degree.

Northern will market this stackable pathway in education to high school students enrolled in the Northern Academy, NSU E-Learning, Rising Scholars, Huron Community Campus, and High School Dual Credit.

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed No

Financial Health Summary

	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
Tuition & Fee Revenues	38192	66948	66499	70542	89638	109857
Program Expenses	42140	40640	40640	41140	40640	80779

Financial Health Summary

	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
NET	-3948	26308	25859	29402	48998	29078
Other Supporting Revenues						
NET (Other)	-3948	26308	25859	29402	48998	29078

36. Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

Northern may need to train additional university supervisors with expertise in early childhood education.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

Northern State University has authority to teach courses with the ECE prefix and regularly teaches the 18 credits in the ECE minor along with early childhood education courses in Special Education. The faculty in Teacher Education will continue to teach the majority of the major courses in the proposed program. No new faculty lines are requested. NSU regularly has 10-15 available seats in courses with the ECE prefix which enables the university to easily accommodate the influx of students in the AS ECE program without burdening faculty workloads or requiring a new faculty line. Northern has several faculty members in the Millicent Atkins School of Education with the appropriate credentials.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	Yes, existing fee
Explanation	Fees associated with field experiences and discipline fees will apply.

39. Use the table below to describe potential risks to the program's implementation over the next four years.

For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Enrollment	Low	Low	Embed entry level courses in the Northern Academy.
Cost to the university	Low	Low	All courses are already offered and faculty are assigned to teach the courses.

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
N/A		
/		

Reviewer Name	Title	Institution
/		
/		
/		
/		

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

Approvals

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University	Date
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12/31/1969

Academic Affairs, Provost	Date
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12/31/1969

Finance and Administration, Vice President	Date
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4/12/2023

Veronica Paulson

Enrollment Management, Vice President	Date
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3/10/2023

Marcus Garstecki