



DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

PUBLIC

INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Please use this form as a worksheet and submit new program information through the Academic Program Actions Portal

<https://web.dhewd.mo.gov/academicprogramaction/login.faces>

Sponsoring Institution:

Program Title: Child Development

Degree/Certificate:

If other, please list:

Options:

Delivery Site: On campus

CIP Classification: Child Development 19.0706

Implementation Date: 8/26/2024

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

Please list similar or comparable programs at Missouri public institutions of higher education.

**For public institutions only*

Missouri State University, Southeast Missouri State University,

CERTIFICATIONS:

The program is within the institution's CBHE approved mission. *(public only)*

The program will be offered within the institution's CBHE approved service region. *(public only)*

The program builds upon existing programs and faculty expertise

The program does not unnecessarily duplicate an existing program in the geographically-applicable area.

The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
N/A
- Characteristics of a specific population to be served, if applicable.
Non-traditional students who work full-time and have no interest in being a certified teacher.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. The faculty member should have expertise in the field of child development.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
23-25 credit hours
- Expectations for professional activities, special student contact, teaching/learning innovation. The faculty members should meet with cohorts of students to ensure retention outside of normal class hours to check on progress, as these students tend to struggle in higher education for a variety of reasons.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
62 students
- Percent of full time and part time enrollment by the end of five years.
85%

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	34	35	38	37	32
Part Time	6	6	0	3	9
Total	40	41	38	40	41

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
50 students

- Special skills specific to the program.
Students will gain knowledge about development and will be able to provide developmentally appropriate practice to increase the quality of child care in the area.
- Proportion of students who will achieve licensing, certification, or registration.
Some students may be interested in certification but most are not interested in teaching in public school. As a result, most students will likely not be interested in pursuing certification.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Students must pass EDU 379 which involves recording oneself teaching and using a valid and reliable assessment tool (Missouri Teacher Candidate Assessment Rubric) to evaluate their ability to interact with young children.
- Placement rates in related fields, in other fields, unemployed.
[Click here to enter text](#)

Graduate Outcomes for Early Childhood Majors					
	Continuing Education	Full-Time jobs	Part-time jobs	Seeking jobs	Military
2021-22	0	7	0	1	0
2020-21	0	17	0	1	0
2019-20	3	6	1	3	0
2018-19	1	26	1	1	0
2017-18	0	13	0	3	0

- Transfer rates, continuous study.
[Click here to enter text](#)

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.
There are no existing accreditation agencies for child development.

6. Program Structure

A. Total credits required for graduation: 120 credits

B. Residency requirements, if any:
N/A

C. General education: Total credits:
44 credits

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title
Oral Communication	3	
ENG 104	3	College Writing and Rhetoric
ENG 108	3	College Writing and Research
Mathematical Science	3	
Natural Sciences	8	
Civics Course	3	
PSY 101	3	General Psychology
PSY 240	3	Life-Span Developmental Psychology
Humanities & Fine Arts	9	
SOC 110	3	Introduction to Sociology
SOC 230	3	Social Problems

D. Major requirements: Total credits: 43 credits

Course Number	Credits	Course Title
CRJ 110	3	Introduction to Juvenile Justice
EDU 150	3	Psy Dev Child/Adolescent for Edu
EDU 300	3	Introduction to Early Childhood Edu
EDU 313	3	Fam/Com/Sch Partnering for EC
EDU 314	3	Issues and Trends for EC
EDU 315	3	Psychology and Education of the Exceptional Child
EDU 316	3	Organizing, Developing, and Managing Environments for Young Children
EDU 334	3	Play-Based Instruction
EDU 344	3	Early Childhood Assessment
EDU 348	3	Language Development for Educators
EDU 374	3	Literacy Development in Early Childhood
EDU 379	1	Project Construct Coaching Practicum
PSY 319	3	Child/Adolescent Psychology
SOC 330	3	The Family
SWK 410	3	Family and Child Welfare

E. Free elective credits: 33 credits
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:
Practicum experience

G. Any unique features such as interdepartmental cooperation:

[Click here to enter text](#)

7. Need/Demand

Student demand

There are numerous paraprofessionals in the community who would like to get a bachelor's degree in Child Development. There is also available funding (e.g., TEACH grant, United Way Success by 6, Grow Your Own) for paraprofessionals to get a bachelor's degree. Furthermore, the likelihood of a salary increase goes up, with a degree in child development

which will also in turn have a positive impact on retention for childcare workers.

Market demand

There is a strong need to increase the quality of childcare in St. Joseph as well as surrounding districts. Directors of childcare facilities are aware and eager to address this need.

Societal demand

There is a strong need to increase the quality of childcare, as research shows that early childhood is a critical period in children's development. Yet, there are not enough high-quality childcare workers.

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

We have received support from the director of Head Start, the director of Children's Initiatives and other stakeholders. They know of a number of future students who are interested in the degree.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**