Program Change Proposal for Early Childhood Education

1) Change/Program Description

Replace the current 12-credit hour block, E354: Teaching and Learning in Kindergarten/Primary III, with four individual 3-credit hour content area courses: E328: Science in Elementary Schools; E343: Mathematics in Elementary Schools; E325: Social Studies in Elementary Schools; E341: Methods of Teaching Reading II.

2) Rationale
What student and/or future professional education/licensure needs will this proposal address?
What evaluation evidence prompted the recommended change/program?

When the Early Childhood Education Program was revised E354, was created by combining content from the four courses (E325, E343, E328 and E341). The intent was to teach the content areas in an interdisciplinary manner and to support collaboration among instructors. Dividing E354 into the four content area courses would provide faculty and students with clearer, more specific information on each student's progress in each individual course as well as a grade for each course on students' transcripts. Currently students receive 1 grade for all 12 hours. Receiving a single grade for course that covers four distinct content areas has created some difficulties. For example there have been a few students who have not successfully completed the work in one content area (e.g. reading). In such cases the faculty has written a 'remediation contract' stipulating what the student must do to earn a passing grade. However, these have become increasingly difficult to monitor. Additionally, faculty believe it is important that the transcript accurately reflect students' work in each of the four courses.
This change however, would not preclude faculty collaboration on the integration of course content. The four courses were part of the previous Early Childhood Education Program and are currently used in the Elementary Education Program so there would be no need to develop new courses.

3) Faculty Staffing
What are the anticipated necessary faculty resources? How do these align with the faculty needs/resources of existing programs?

There would be no change in faculty resources. Four faculty currently teach E354 as a block course. Under the proposed change each of the four courses would be taught by a faculty member. These courses were part of the previous Early Childhood Education Program and currently used in the Elementary Education Program so there would be no need to develop new courses.

4)   Principle/Standard Documentation
Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Division of Professional Standards Board (DPS) standards. Documentation should include updated program review matrix. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.

There would be no change in course content thus the program still addresses the Six Guiding Principals, the respective Division of Professional Standards Board (DPS) standards and the Indiana K-12 standards.

5)   Integration with Existing Programs
How does the proposal contribute/depart from the existing program(s)?

As noted above, dividing E354 into four discrete courses will provide students and others with a more accurate assessment of students' learning and mastery of course content. Rather than receiving one grade for 12 credit hours students will receive a separate grade for each of the four courses. Additionally, should a student fail to receive a passing grade in one or more of the courses, remediation will be clearly defined as repeating a specific course(s).

6)   Implementation Time Line
Propose an implementation time line in terms of the first class of students for whom the change is required/available.   State the proposed semester of the first class(es) offering.

The change would begin in the spring semester of 2009.

7)   Assessment Plan
Provide a description of plans for self-assessment of the change/new program and the process of ongoing program review.

Faculty who teach in the ECE program meet prior to the beginning of the semester to collaborate on course content, assignments, field experience expectations and a number of other issues. During the semester the faculty typically meet 2-3 times or more often if needed. The purpose of these meetings is to discuss any areas of concern pertaining to the progress of students, course content, field experience placements, etc. These meeting provide a means to formally and informally assess program changes.

8) **Documented Program Faculty and/or Department Chair Review and Approval** (include approval from dean outside of School of Education, as appropriate)
Include documentation which indicates that the proposed changes have been reviewed by program faculty and/or department chair to reflect support of the change and revised program documentation (see #4) and support of the faculty resources noted in #3.

See attached letters

9) Appropriate University Forms

No university forms are needed.

Increase in Program Hours in Early Childhood Education Program

1) **Change/Program Description**
   Describe succinctly the change/program being proposed.

The request is to raise the total number of program hours in the Early Childhood Education program from a minimum of 125 hours to a minimum of 126 hours. The additional hour would be added to E450: Student Teaching Senior Seminar I. The number of hours for E450 would change from 2 to 3. E450 is currently listed in the course catalogue as variable course credit 1-15, thus, there is no need to submit a course change. Rather, should this change be approved the variable hours for E450 would be set at 3 hours rather than 2 hours.

2) **Rationale**
   What student and/or future professional education/licensure needs will this proposal address?
   What evaluation evidence prompted the recommended change/program?

The 1 hour increase in E450 is warranted because it reflects the current effort required of students enrolled in the course. Over the years the amount of work students do in the course has increased. The additional hour, thus, more accurately reflects the students' workload in E450. As part of the workload for E450 students write: a personal philosophy of teaching, a philosophy of classroom behavior management, and a resume and cover letter for applications. All of these items become part of the students' professional portfolios. Although students have been gathering materials for their portfolios during the previous semesters, it is during E450 that they incorporate them into the final product. This activity involves a significant amount of work in both conceptualizing how to present the materials, and in the final preparation and compilation of the materials into the portfolio. Additionally, there are course readings on which students must comment using on-line discussion forums. The on-line discussions continue throughout the semester and have become a significant means of students sharing their student teaching experiences with one another and their instructor. Guiding students in the development of the above mentioned documents and portfolio as well as monitoring and contributing to the on-line forums have increased the instructor's workload. Thus the additional hour also reflects the increase in instructor's work load. Taken together, we believe the additional hour is justified because it more accurately reflects the students' workload and that of the instructor.

3) **Faculty Staffing**
   What are the anticipated necessary faculty resources? How do these align with the faculty needs/resources of existing programs?

There would be no change in faculty resources.

4) **Principle/Standard Documentation**

Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Division of Professional Standards Board (DPS) standards. Documentation should include updated program review matrix. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.

There would be no change in the way the program addresses the School's Six Guiding Principles, the respective Division of Professional Standards Board (DPS) standards and the Indiana K-12 academic standards.

5) Integration with Existing Programs
How does the proposal contribute/depart from the existing program(s)?

As noted above, the change would better reflect the amount of instructor effort put toward teaching the course.

6) Implementation Time Line
Propose an implementation time line in terms of the first class of students for whom the change is required/available. State the proposed semester of the first class(es) offering.

We would like to have the change in place for fall 2008.

7) Assessment Plan
Provide a description of plans for self-assessment of the change/new program and the process of ongoing program review.

The faculty who teach during the senior year conduct monthly meetings. The purpose of the meetings is to discuss students' progress and to conduct ongoing assessment of their courses.

8) Documented Program Faculty and/or Department Chair Review and Approval (include approval from dean outside of School of Education, as appropriate)
Include documentation which indicates that the proposed changes have been reviewed by program faculty and/or department chair to reflect support of the change and revised program documentation (see #4) and support of the faculty resources noted in #3.

See attached.

9) Appropriate University Forms