LSC Use Only No: LSC Action-Date:	UWUCC USE Only No. 03-23a	UWUCC Action-Date: Appr 11/18/03	Senate Action Date: Appr 3/2/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person **Mary Anne Hannibal**	Email Address hannibal@iup.edu
Proposing Department/Unit **Professional Studies in Education (PSE)**	Phone **724-357-7927**

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**

____New Course _____Course Prefix Change _____Course Deletion

_____Course Revision _____Course Number and/or Title Change _____Catalog Description Change

Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing:*

2. **Additional Course Designations: check if appropriate**

_____ This course is also proposed as a Liberal Studies Course. _____ Other: (e.g., Women's Studies,

_____ This course is also proposed as an Honors College Course. Pan-African)

3. **Program Proposals**   **X**__Catalog Description Change   __**X**__Program Revision

____New Degree Program _____Program Title Change _____Other

____New Minor Program _____New Track

Bachelor of Science in Education - Early Childhood Education	Bachelor of Science in Education— Early Childhood Education/PreK-6
Current program name	*Proposed program name, if changing*

4. **Approvals**

		Date
Department Curriculum Committee Chair(s)	Barbara R Kupitz	10/13/03
Department Chair(s)	Taurie Nicholson Stamp	10/13/03
College Curriculum Committee Chair	Joseph Domaradi	10-16-03
College Dean	William	10-16-03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Domaradi TECC	1-29-04
UWUCC Co-Chairs	Gail Sechrist	11-18-03

* where applicable

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II. 1 Catalog description

Early Childhood Education /Elementary Education Blended Certification Program

The Early Childhood Education/Elementary Education Blended Certification Program is designed to assist students in becoming highly competent and effective teachers of children in Preschool - Grade 6. This program has a strong emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in reading. This unique program, combining course work, extensive field experiences and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.

Admission to this program requires satisfactory completion of an interview in addition to the university general requirements. Detailed information will be sent to the applicant upon request.

A minimum GPA, in accordance with Pennsylvania standards, is required to apply for teacher certification, to take major courses in the department and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Bachelor of Science in Education–Early Childhood Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 151 **Natural Science:** SCI 101, 102, 103, and 104 **Social Science:** GEOG 101, 102, or 104, PSYC 101 **Liberal Studies Electives:** 6cr, must include MATH 152, no courses with ECED prefix, not to include CDFR 218 One course must be designated as writing intensive.			53
College:			25
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology	3cr	
EDSP 102	Educational Psychology	3cr	
ECED 180	Orientation to the ECED/ELED Program	1cr	
Professional Education Sequence:			
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	
EDUC 441	Student Teaching	12cr	
EDUC 442	School Law	1cr	
Major:			42
Required Courses: (1)			
CDFR 426	Techniques of Parent Education	3cr	
ECED 200	Introduction to Early Childhood Education	3cr	

ECED 220	Children's Literature to Enhance Emergent and Beginning Reading	3cr	
ECED 310	Science and Health in the Literacy-based Early Childhood Curriculum	3cr	
ECED 280	Maximizing Learning	3cr	
ECED 314	Creative Experiences to Enhance Literacy Acquisition	3cr	
ECED 480	Professional Seminar: Teacher as Researcher and Advocate	1cr	
ECED 451	Teaching Primary Reading	3cr	
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
ELED 425	Language Arts Across the Curriculum	3cr	
ELED 215	Child Development	3cr	
ELED 422	Diagnostic and Remedial Reading	3cr	
EDUC 408	Reading in the Content Areas	3cr	
MATH 320	Mathematics for Early Childhood	3cr	
Total Degree Requirements:			120

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
(1) A 3.0 cumulative GPA is required to register for major courses.

II 2 a. Summary of Changes – Table Comparing Old and New Programs

Early Childhood Education /Elementary Education Blended Certification Program

The Early Childhood Education/Elementary Education Blended Certification Program is designed to assist students in becoming highly competent and effective teachers of children in Preschool - Grade 6. This program has a strong emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in reading. This unique program, combining course work, extensive field experiences and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.
Admission to this program requires satisfactory completion of an interview in addition to the university general requirements. Detailed information will be sent to the applicant upon request.
A minimum GPA, in accordance with Pennsylvania standards, is required to apply for teacher certification, to take major courses in the department and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Current Program		Proposed Change	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 151 **Natural Sciences:** SCI 101, 102, 103, and 104 **Social Science:** GEOG 101, 102 or 104; PSYC 101 **Liberal Studies Electives: :** 6 cr, must include MATH 152, no courses with ECED prefix; not to include CDFR 218	53	**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **Mathematics:** MATH 151 **Natural Sciences:** SCI 101, 102, 103, and 104 **Social Science:** GEOG 101, 102 or 104; PSYC 101 **Liberal Studies Electives:** 6 cr, must include MATH 152, no courses with ECED prefix; not to include CDFR 218	53
College: **Preprofessional Education Sequence**	24	**College:** **Preprofessional Education Sequence**	25
COMM 103 Digital Instructional Technology	3	COMM 103 Digital Instructional Technology	3
EDSP 102 Educational Psychology	3	EDSP 102 Educational Psychology	3
		ECED 180 Orientation to the ECED/ELED Program **(new course)**	1
Professional Education Sequence:		**Professional Education Sequence:**	
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3	EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3
EDUC 242 Pre-student Teaching Clinical Experience I	1	EDUC 242 Pre-student Teaching Clinical Experience I	1
EDUC 342 Pre-student Teaching Clinical Experience II	1	EDUC 342 Pre-student Teaching Clinical Experience II	1
EDUC 441 Student Teaching	12	EDUC 441 Student Teaching	12
EDUC 442 School Law	1	EDUC 442 School Law	1

Major: Required Courses: (1)	43	Major: Required Courses: (1)	42
ECED 200 Introduction to Early Childhood Education	3	ECED 200 Introduction to Early Childhood Education	3
ECED 220 Language Development and Children's Literature	3	ECED 220 Children's Literature to Enhance Emergent and Beginning Reading (**new title: this course also applies to the reading concentration**))	3
ECED 310 Integrated Curriculum I (Math, Science)	3	ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum (**new title - broader focus**)	3
ECED 311 Integrated Curriculum II (Social Science)	3	ECED 314 Creative Experiences to Enhance Literacy Acquisition (**ECED 312 and ECED 315 combined with a literacy focus**)	3
ECED 312 Aesthetic Experiences for Young Children	3		
ECED 315 Development and Learning Through Play	3	ECED 451 Teaching Primary Reading (**applies to reading concentration**)	3
ECED 451 Teaching Primary Reading	3	EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms	2
EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms	2	EDEX 415 Preschool Education for Children with Disabilities	3
EDEX 415 Preschool Education for Children with Disabilities	3	ELED 215 Child Development	3
EDUC 499 Multicultural/Multiethnic Education	2	ECED 280 Maximizing Learning (**ELED 257 & ELED 357 combined**)	3
ELED 215 Child Development	3	CDFR 426 Techniques of Parent Education	3
ELED 257 Pedagogy I	3	MATH 320 Mathematics for Early Childhood	3
ELED 357 Pedagogy II	3	ECED 480 Professional Seminar: Teacher as Researcher and Advocate (new course)	1
CDFR 426 Techniques of Parent Education	3	ELED 425 Language Arts Across the Curriculum (**added for reading concentration**)	3
MATH 320 Mathematics for Early Childhood	3	ELED 422 Diagnostic and Remedial Reading (**added for reading concentration**)	3
		EDUC 408 Reading in the Content Areas (**added for reading concentration**)	3
Total Degree Requirements:	120		
(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) A 3.0 cumulative GPA is required to register for major courses.		**Total Degree Requirements:**	120
		(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) A 3.0 cumulative GPA is required to register for major courses.	

II. 2. b. List of all associated course changes

New Courses:
ECED 180 Orientation to the ECED/ELED Program
ECED 314 Creative Experiences to Enhance Literacy Acquisition
ECED 280 Maximizing Learning
ECED 480 Professional Seminar: Teacher as Researcher and Advocate

Course Deletions:
ECED 315 Development and Learning Through Play
ECED 311 Integrated Curriculum II
ECED 312 Aesthetic Experiences for Young Children

Course Title Changes and Catalog Description Changes:
ECED 310 Science and Health in the Literacy-based Early childhood Curriculum
ECED 220 Children's Literature to Enhance Emergent and Beginning Reading

Catalog Description Change:
ECED 200 Introduction to Early Childhood Education

II. 3. Rationale for Change

With grant funding from Heinz Endowments through SSHE, the Professional Studies in Education (PSE) Department is restructuring its Early Childhood Teacher Certification program. The goal of the restructured program is to prepare highly competent and sincerely caring teachers who are exceptionally capable of teaching young children to read. The design of the program is grounded in the latest research on teacher preparation and addresses the need to have all children reading by grade three, as mandated by the No Child Left Behind Legislation.

A major concern of both PSE faculty and administration is that recruitment of students in an Early Childhood Certification program is extremely difficult because of the overlapping Early Childhood Education (ECED)/ Elementary Education (ELED) certifications in PA. ECED certification is N-Grade 3 and ELED certification is K-Grade 6. Students are actively discouraged from seeking the sole ECED certification because it limits their job possibilities, as public school administrators seek the mobility in placement inherent in the broader ELED certification. While PSE offers dual ECED/ELED certification programs, these programs require 17-21 additional hours in 1 1/2 – 2 extra semesters beyond the 120 credit/four year program of study. Financially this is a burden to students and, therefore, the vast majority of students opt for the broader ELED certification. This overlapping certification issue has led to an ECED program enrolling fewer than the required number of majors for a viable program. This newly restructured program is designed to prepare students to meet the academic requirements necessary for both ECED and ELED teacher certification and for an academic

concentration in reading. This new program has a strong focus on: literacy acquisition, family and community influences on children's learning, and the role of assessment and evaluation as integral components of teaching excellence. Enrollment will be limited to one cohort of 30 students, as all field experiences for these majors will be in currently established professional development school districts. Admission to this program will be selective and an interview with PSE faculty, following established guidelines, will be required as part of the admission process.

By offering a blended ECED/ELED teacher certification program, with an emphasis on early childhood education, our recruitment issue becomes moot and the early childhood education program at IUP thrives. With the increased focus on the importance of the early childhood years and the need for excellent teachers of reading at the early childhood level, this blended certification program will help PA meet two of the nation's educational goals: having "all children read by grade 3" and having "a highly qualified teacher in every classroom".

III. Implementation

III. 1. Students currently enrolled in the program will complete the ECED program of study as defined in the course catalog the year of enrollment in the program. The new ECED/ELED program of study will apply to students enrolling in Fall 2004 and, possibly, to students currently declaring ECED as a major, but not yet having met the criteria for admission to the teacher certification program. With judicious academic advisement, and the possibility of enrolling in the ELED program as an alternative program of study, no students should be adversely affected by this program change.

III. 2. Faculty resources are adequate.

III. 3. All other resources are adequate.

III. 4. An increase in the number of students in this major will fill classes that currently suffer from inadequate enrollment. As only one cohort per year will be accepted, there will be no additional burden on the PSE faculty.

IV.   Periodic Assessment

IV. 1. The Undergraduate Curriculum Committee in the Professional Studies in Education Department meets regularly and reports to the faculty at monthly meetings to assess the congruence of courses with teacher preparation standards. There is also an Undergraduate Early Childhood Education Program Coordinator and a committee of Early Childhood experts in PSE who provide on-going assessment of the program's effectiveness. The grant monies funding this restructuring of the ECED program are also funding an evaluation, designed and conducted by Dr. Mary Ann Rafoth, of the effectiveness of the new program. In addition, the College of Education has graduating student teachers complete an exit survey and an electronic portfolio to provide additional formative information to assist the department in program evaluation.

IV. 2. Frequency of the evaluations

Departmental Curriculum Committee – Monthly
Early Childhood Undergraduate Program Committee – Monthly
College of Education Exit Surveys –Yearly
Electronic Portfolios – Yearly
NAEYC and NCATE – Every Five (5) Years
PDE - Every Five (5) Years

IV. 3. Identify the Evaluating Entity

Evaluation will occur regularly through the work of the Departmental Curriculum Committee, the Early Childhood Undergraduate Program Committee, College of Education, and through periodic reviews by the National Association for the Education of Young Children (the NCATE accreditation organization for this major) and the Pennsylvania Department of Education (PDE).

INDIANA UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF PROFESSIONAL STUDIES IN EDUCATION
A SUGGESTED COURSE SEQUENCE FOR *EARLY CHILDHOOD EDUCATION/ELEMENTARY EDUCATION BLENDED CERTIFICATION* MAJORS
Matriculating in Fall 2004 or after

DRAFT

REVISED PROGRAM

Students **must** successfully complete the prescribed **6 credits of math and English in the first 48 credits (3 semesters)** to be eligible for the Teacher Certification Program.

FRESHMAN ---

Semester 1

ENGL 101	College Writing	4
COMM 103	Digital Instructional Technology	3
MATH 151	Elements of Mathematics I	3
SCI 101	Fundamentals of Physics	2.5
	Liberal Studies Elective (Do not take CDFR 218)	3
TOTAL CREDITS		**15.5**

Semester 2

ENGL 121	Humanities Literature	3
PSYC 101	General Psychology	3
SCI 102	Fundamentals of Chemistry	2.5
MATH 152	Elements of Mathematics II	3
THTR/ARHI/MUHI 101		3
ECED 180 Orientation to ECED/ELED Program		**1**
TOTAL CREDITS		**15.5**

SOPHOMORE --

Semester 3

HPED 143	Health & Wellness **OR**	3
FDNT 143	Nutrition & Wellness	
ENGL 202	Research Writing	3
HIST 195	History of the Modern Era	3
EDSP 102	Educational Psychology	3
SCI 103	Fundamentals of Earth & Space Science	2.5
_____	Social Science Elective	3
TOTAL CREDITS		**17.5**

*With all requirements met for Teacher Certification (Step 1)

Semester 4 Prof Sequence I

ECED 200	**Introduction to Early Childhood Education**	**3**
ELED 215	**Child Development (EC Section)**	**3**
EDUC 242	**Pre-Student Teaching Experience I**	**1**
ECED 280	***Maximizing Learning***	**3**
ECED 451	***Teaching Primary Reading***	**3**
SCI 104	Fundamentals of Environmental Biology	2.5
TOTAL CREDITS		**15.5**

JUNIOR ---

Semester 5

ELED 425	**Language Arts Across the Curriculum**	**3**
ECED 220	Language Development & Children's Literature (w)	3
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2
GEOG ____	Geography	3
ELED 422	**Diagnostic and Remedial Reading**	**3**
TOTAL CREDITS		**14**

Semester 6 Prof Sequence II (Spring Only)

EDUC 442	**School Law**	**1**
EDUC 342	**Pre-Student Teaching Experience II**	**1**
ECED 310	***Integrating Science and Health into a Literacy-based EC Curriculum***	**3**
EDUC 408	***Reading in the Content Area***	**3**
ECED 314	***Creative Experiences to Enhance Literacy Acquisition***	**3**
EDEX 415	Preschool Education for Children with Disabilities	3
TOTAL CREDITS		**14**

SENIOR ---

Semester 7

LBST 499	Senior Synthesis	3
PHIL/RLST ____	Philosophy/Religion Course	3
CDFR 426	Techniques of Parent Education	3
EDSP 477	Assessment of Student Learning: Design & Interpretation of Educational Measures	3
MATH 320	Math for Early Childhood	3
TOTAL CREDITS		**15**

Semester 8

EDUC 441	Student Teaching	12
ECED 480	**Professional Seminar: Teacher as Researcher and Advocate**	**1**
TOTAL CREDITS		**13**

TOTAL CREDITS REQUIRED: 120

A 3.0 cumulative QPA is required to apply for teacher certification starting January 2004. Students entering certification after that date must maintain a 3.0 to take major courses or student teach.

Students will be required to take a Non-Western Cultures course if the courses taken in Geography and Social Science electives do not fulfill this requirement. Some Non-Western Cultures courses can count as liberal studies electives.

INDIANA UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF PROFESSIONAL STUDIES IN EDUCATION
A SUGGESTED COURSE SEQUENCE FOR EARLY CHILDHOOD EDUCATION MAJORS
Matriculating in Fall 2003 or after

CURRENT PROGRAM (handwritten)

Students **must** successfully complete the prescribed **6 credits of math and English in the first 48 credits (3 semesters)** to be eligible for the Teacher Certification Program.

FRESHMAN

Semester 1			Semester 2		
ENGL 101	College Writing	4	ENGL 121	Humanities Literature	3
COMM 103	Digital Instructional Technology	3	PSYC 101	General Psychology	3
MATH 151	Elements of Mathematics I	3	SCI 102	Fundamentals of Chemistry	2.5
SCI 101	Fundamentals of Physics	2.5	MATH 152	Elements of Mathematics II	3
Liberal Studies Elective (Do not take CDFR 218)		3	GEOG ____	Geography	3
			EDUC 499	Multicultural/Multiethnic Education	2
TOTAL CREDITS		**15.5**	**TOTAL CREDITS**		**16.5**

SOPHOMORE

*With all requirements met for Teacher Certification (Step 1)

Semester 3			Semester 4 Prof Sequence I		
HPED 143	Health & Wellness **OR**	3	ECED 200	**Introduction to Early Childhood Education**	**3**
FDNT 143	Nutrition & Wellness		ELED 215	**Child Development (EC Section)**	**3**
ENGL 202	Research Writing	3	EDUC 242	**Pre-Student Teaching Clinical Experience I**	**1**
HIST 195	The Modern Era	3	ELED 257	**Pedagogy I (EC Section)**	**3**
EDSP 102	Educational Psychology	3	ECED 312	**Aesthetic Experiences for Young Children**	**3**
SCI 103	Fundamentals of Earth & Space Science	2.5	SCI 104	Fundamentals of Environmental Biology	2.5
_____	Social Science Elective	3			
TOTAL CREDITS		**17.5**	**TOTAL CREDITS**		**15.5**

JUNIOR

Semester 5			Semester 6 Prof Sequence II (Spring Only)		
ECED 315	Development and Learning Through Play	3	EDUC 442	**School Law**	**1**
ECED 220	Language Development & Children's Literature (w)	3	EDUC 342	**Pre-Student Teaching Clinical Experience II**	**1**
MATH 320	Mathematics for Early Childhood	3	ELED 357	**Pedagogy II (w)**	**3**
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classrooms	2	ECED 310	**Integrated Curriculum I**	**3**
			ECED 311	**Integrated Curriculum II**	**3**
THTR/ARHI/MUHI 101 Introduction to (Fine Arts)		3	ECED 451	**Teaching Primary Reading**	**3**
			EDEX 415	Preschool Education for Children with Disabilities	3
TOTAL CREDITS		**14**	**TOTAL CREDITS**		**17**

SENIOR

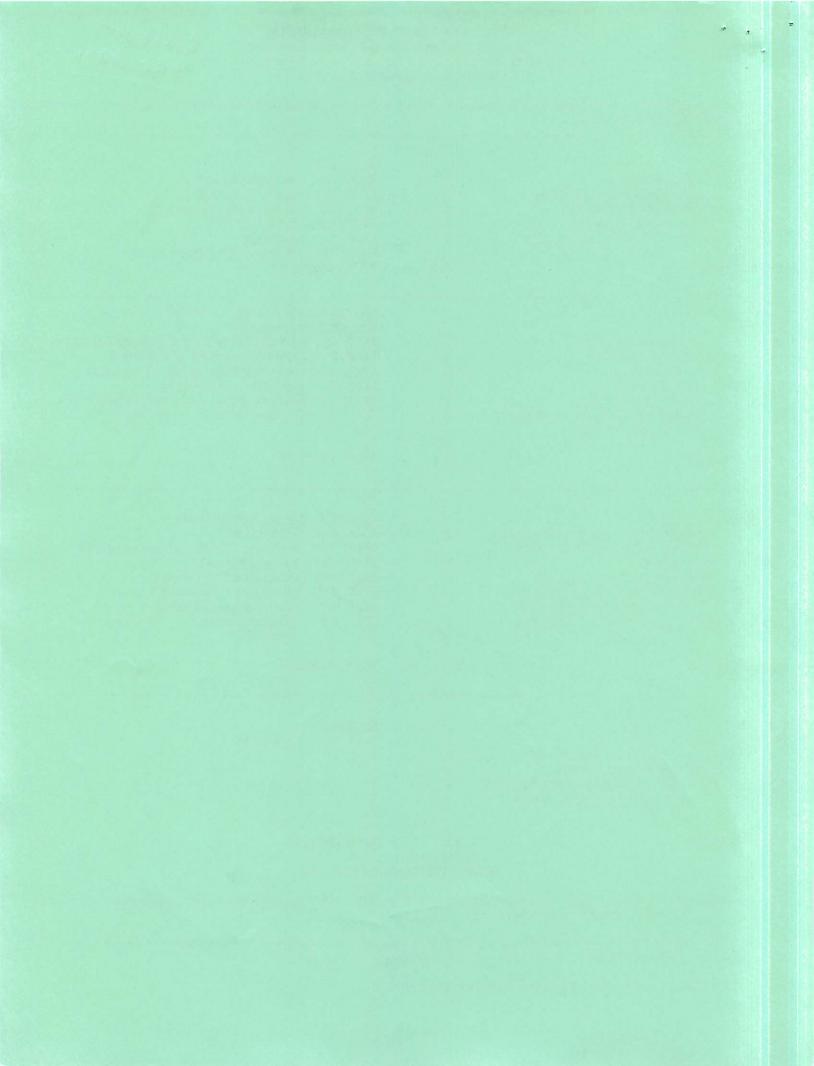| Semester 7			Semester 8		
LBST 499	Senior Synthesis	3	EDUC 441	Student Teaching	12
PHIL/RLST ____	Philosophy/Religion Course	3			
CDFR 426	Techniques of Parent Education	3			
EDSP 477	Assessment of Student Learning: Design & Interpretation of Educational Measures	3			
TOTAL CREDITS		**12**	**TOTAL CREDITS**		**12**

TOTAL CREDITS REQUIRED: 120

A 3.0 cumulative QPA is required to apply for teacher certification starting January 2003. Students entering certification after that date must maintain a 3.0 to take major courses or student teach.

Students will be required to take a Non-Western Cultures course if the courses taken in Geography and Social Science electives do not fulfill this requirement. Some Non-Western Cultures courses can count as liberal studies electives.

* ELED 110 Pathways to Teaching (1 cr.) is strongly suggested for freshmen.

STANDARDS SUMMARY

Standard 1. Promoting Child Development and Learning
Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships
Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4. Teaching and Learning
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Sub-Standard 4a. Connecting with children and families
Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches
Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education
Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum
Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Standard 5. Becoming a Professional
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.