

LSC: App 4/9/15
 UWUCC: App 9/15/15
 Senate: App 10/16/15

Program Revision Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Program Revisions (Check all that apply): <input checked="" type="checkbox"/> Program Revision <input checked="" type="checkbox"/> Program Title Change <input checked="" type="checkbox"/> Catalog Description Change <input checked="" type="checkbox"/> Liberal Studies Requirement Changes <input type="checkbox"/> Other: Click here to enter text.			
Current Program Information		Proposed Changes	
Current Program Title	Bachelor of Science in Education-Early Childhood Education/PreK-Grade 6	Proposed Program Title <i>(if changing)</i>	Bachelor of Science in Education-Early Childhood Education/Master of Education in Literacy-Reading Specialist
Current Narrative Catalog Description	From the 2009-2010 Undergraduate Catalog, p. 63, (when the program was last offered): This program is designed to assist students in becoming highly competent and effective teachers of children in Preschool through Grade 6. The program has an 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 the Teaching of Reading. This unique cohort program, combining coursework, 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. As all field experiences take place in specific school districts and communities in a collaborative professional development school model,	Proposed Narrative Catalog Description <i>(if changing)</i>	This program, which emphasizes early childhood education and literacy, is designed to assist undergraduate students in becoming highly competent and effective teachers of children in Preschool through Grade 4. As undergraduates, students in this program meet the academic requirements for certification in Early Childhood Education and earn a Bachelor of Science in Education degree. Students enrolled in this program have the opportunity to apply for Early Admission to the School of Graduate Studies and Research and begin taking graduate courses that apply toward the M.Ed. in Literacy program. Upon successful completion of the required graduate coursework, candidates become certified as Reading Specialists in Kindergarten through Grade 12 and earn a Master of Education degree in Literacy. This program prepares students to become professional educators who are well-qualified to utilize appropriate

Template G

	<p>student teaching abroad and the urban elementary education track are not options for students in this major. Twenty hours of service learning are a requirement of this program and are incorporated into major courses. The reading concentration for this major includes the following courses: ECED 220, ECED 451, EDUC 408, ELED 422, and ELED 425. Admission to this selective program requires satisfactory completion of an interview in addition to the college requirements for Step 1 in the 3-Step Process for Teacher Education. Students interested in this program should enroll in the university as Elementary Education majors. Interviews and candidate screening will be held in the fall and spring. Interview dates and relevant information are available at ww.iup.edu/pse/programs. A 3.0 GPA 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.</p>		<p>techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.</p> <p>During the semester in which they earn 90+ credits, students follow the School of Graduate Studies and Research Early Admission Policy and apply for early admittance to the M.Ed. in Literacy/Reading Specialist program at IUP. A minimum 3.25 GPA is required to apply for early admittance to the graduate program. Once accepted for early admission to this program, students begin taking graduate courses in Literacy to work toward earning Reading Specialist Certification and a Master of Education degree in Literacy. Acceptance into the graduate program is contingent upon the student maintaining and graduating with a 3.0 minimum GPA.</p> <p>Students who are accepted for early admission into the M.Ed. in Literacy program take the following courses as undergraduates, as long as they continue to have 90+ credits and a minimum 3.0 GPA: LTCY 600 Foundations of Literacy Instruction (in place of ECED 220 Differentiating Literacy Instruction through Children's Literature); LTCY 635 Literacy in Inclusive Classrooms (in place of EDEX 323 English Language Learners); LTCY 644 Issues and Trends in the Language Arts (in place of ECED 425 Methods of Teaching and Assessing Language Arts: PreK-Grade 4 Learners); and LTCY 701 Assessment and Acceleration (in place of CDFR 310 Child Observation and Assessment). A minimum 3.0 GPA is required to apply for teacher certification, to take major courses in the department, student teach, graduate with the B.S. degree, and be accepted into the M.Ed. in Literacy program.</p> <p>Students automatically become graduate students upon completion of the B.S. Ed. in Early Childhood Education as long as a minimum 3.0 GPA is</p>
--	--	--	---

Template G

			<p>maintained and criteria in the Early Admissions policy are met. In the event that a student would fail to maintain the requirements of early admission to the graduate program, they may reapply when qualified to do so. Students must meet the requirements leading to teacher certification as outlined in this catalog.</p>
<p>Current Program Requirements</p>	<p>Bachelor of Science in Education–Early Childhood Education/PreK–Grade 6 (*)</p> <p>Liberal Studies: As outlined in Liberal Studies section 53 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</p> <p>College: 24 Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr 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</p> <p>Major: 43 Required Courses: (1) CDFR 426 Techniques of Parent Education 3cr ECED 180 Orientation to the ECED/PreK–Grade 6 Program 1cr ECED 200 Introduction to Early Childhood Education 3cr ECED 220 Children’s Literature to Enhance Emergent</p>	<p>Proposed Program Requirements <i>(if changing)</i></p>	<p>Bachelor of Science in Education–Early Childhood Education/Master of Education-Literacy (*)</p> <p>Liberal Studies: As outlined in Liberal Studies Section with the following specifications: 43.5 Humanities: HIST 196 Mathematics: MATH 151 Natural Science: SCI 101, 102, 103, and 104 (3 of 4 required) Social Science: GEOG 101, 102, or 104; PSYC 101 Liberal Studies Electives: 3cr, MATH 152</p> <p>College: 23 Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr 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 (first placement) EDUC 342 Pre-student Teaching Clinical Experience II 1cr (second placement) EDUC 442 School Law 1cr EDUC 441 Student Teaching 10cr</p> <p>Major: 58 Required Courses: (1), (2) CDFR 310 Child Observation and Assessment (3), (4) 3cr ECED 112 Childhood Development Birth-Age 5 3cr ECED 117 Family, Community, and School Relationships in a Diverse Society 2cr.</p>

Template G

	<p>and Beginning Reading 3cr ECED 280 Maximizing Learning 3cr ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum 3cr ECED 314 Creative Experiences to Enhance Literacy Acquisition 3cr ECED 451 Teaching Primary Reading 3cr ECED 480 Professional Seminar: Teacher as Researcher and Advocate 1cr EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms 2cr EDEX 415 Preschool Education for Children with Disabilities 3cr EDUC 408 Reading in the Content Areas 3cr ELED 215 Child Development 3cr ELED 313 Teaching Mathematics in the Elementary School 3cr ELED 422 Diagnostic and Remedial Reading 3cr ELED 425 Language Arts Across the Curriculum 3cr</p> <p>Total Degree Requirements: 120</p> <p>(*) See requirements leading to teacher certification, titled "3-Step Process for 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.</p>		<p>ECED 200 Introduction to Early Childhood Education 3cr ECED 215 The Developing Child: K-4th Grade 3cr ECED 220 Differentiating Literacy Instruction through Children's Literature (4) 3cr ECED 250 Language Development 3cr ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners 3cr ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners 3cr ECED 351 Literacy for the Emergent Reader: PreK to Grade 1 Learners 3cr ECED 411 Social Studies for All PreK to Grade 4 Learners 3cr ECED 425 Methods of Teaching and Assessing Language Arts: PreK-Grade 4 Learners (4) 3cr ECED 451 Literacy for the Developing Reader: Grades 2-4 Learners 3cr ECED 499 Advocacy and Collaboration in Diverse Families and Communities 3cr ECSP 314 Creative Experiences and Play for All PreK to Grade 4 Learners 3cr EDEX 111 Introduction to Exceptional Persons 3cr EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence 3cr EDEX 323 Instruction of English Language Learners with Special Needs (4) 2cr MATH 320 Mathematics for Early Childhood 3cr MATH 330 Teaching Mathematics in the Elementary School 3cr</p> <p>Total Degree Requirements: 124.5</p> <p>(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.</p>
--	---	--	--

Template G

			<ol style="list-style-type: none"> (1) A 3.0 cumulative GPA is required to apply for teacher certification, register for major courses, and student teach. (2) In the semester in which students earn 90+ credits, they will apply to the School of Graduate Studies and Research for Early Admittance to the M.Ed. in Literacy/Reading Specialist Program. Students must have a minimum 3.25 GPA to apply. Students must follow the Early Admission to Graduate Program Policy. Students who are accepted will automatically become graduate students at IUP upon degree completion with a minimum 3.0 GPA, and fulfillment of criteria outlined in IUP's Early Admission to Graduate Program Policy. (3) Students must have a grade of "C" or better in PSYC 101 and CDFR 218 OR a grade of "C" or better in PSYC 101 and ECED 112 Child Development Birth-Age 5 to register for this course. (4) Students who are accepted for early admission to the M.Ed. in Literacy program take the graduate course outlined in the program's Catalog description rather than the undergraduate course listed.
--	--	--	--

Rationale for Proposed Changes

<p>Why is the program being revised?</p>	<p>The Department of Professional Studies in Education has undergone several recent changes that have contributed in part to a drop in enrollment. This program is being revised in an effort to expand our department offerings and thus to boost enrollment. The Pennsylvania Department of Education (PDE) recently eliminated certification in Elementary Education (K-6) and replaced it with certification in Early Childhood Education defined as Pre-K-Grade 4. The Dean of the College of Education at that time met the new requirements with a new dual-certification Early Childhood Special Education (ECSP) program co-offered by Professional Studies in Education and Special Education and Clinical Services. While these changes were being made, the early childhood program under revision remained "on the books" but inactive. This early childhood major included a reading concentration and emphasized the development of literacy in young children. The proposed program captures this emphasis on literacy by blending Early Childhood Education and coursework required to earn a Reading Specialist certification in Pennsylvania. The reading specialist program is obtained through the M.Ed. in Literacy program at IUP. Through the Early Admittance policy to graduate studies at IUP, this proposed program revision allows majors to earn dual certification in Early Childhood Education (undergraduate) and Reading Specialist (graduate).</p>
--	---

Template G

	<p>This revised program will be offered as a choice along with the continuing ECSP program to provide a new option for a major in our department.</p>
<p>Identify the Program Student Learning Outcomes (SLO). Mark any SLOs that are changing as a part of the Program Revision.</p>	<p>The student learning outcomes are the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial Early Childhood Professional Preparation Programs (NAEYC, 2012). Since the time that this program was last offered, the standards have been revised. There were previously five standards and there are now seven:</p> <ol style="list-style-type: none"> 1. Promoting child development and learning 2. Building family and community relationships 3. Observing, Documenting, and Assessing to Support Young Children and Families 4. Using Developmentally Effective Approaches 5. Using Content Knowledge to Build Meaningful Curriculum 6. Becoming a Professional 7. Early Childhood Field Experiences <p>The program will continue to use the most current NAEYC standards, which are available from NAEYC http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf</p>
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Current Students 	<p>Implication of the Change on the Program: This change will bring back a revised program that meets the current PDE certification requirements as well as the NAEYC accreditation standards. Through the change from the former Early Childhood/Pre-K-Grade 6 with a reading concentration to Early Childhood Pre-K to Grade Four with dual certification in Literacy, students will be offered an attractive and viable new major in the PSE program. Students who graduate from this program will receive Pennsylvania certification in Early Childhood Education and will also be able to teach literacy as reading specialists in grades K-12, which will expand their opportunities to obtain teaching positions.</p> <p>Other Changes that Affect this Program: ECED 112 Childhood Development Birth-Age 5 is a new course proposed by Dr. Shirley Johnson (The proposal is forthcoming pending approval and support by the Department of Communication Disorders, Special Education, and Disability Services. This department expressed concerns regarding the language related to “typical and atypical” in the original proposal that was on the April 2015 Senate agenda. The proposal was removed from the agenda and revised so that all references to “typical and atypical” were deleted.) ELED 215 Child Development was revised to become ECED 215 The Developing Child K-4th Grade. This course revision was approved by Senate in April 2015. ECED 499 Advocacy & Collaboration in Diverse Families & Communities is a new course that was approved by Senate in April 2015.</p>

ECED 220 Children’s Literature to Enhance Beginning and Emergent Reading has been revised and will also be renamed Differentiating Literacy Instruction through Children’s Literature. This proposal was written by Dr. DeAnna Laverick and will be submitted with this proposal. This course may be replaced by LTCY 600 Foundations of Literacy Instruction for those students who were accepted for early admittance into the M.Ed. in Literacy program.

ELED 425 Language Arts Across the Curriculum was revised to become ECED 425 Methods of Teaching and Assessing Language Arts PreK-Grade 4. This course revision was proposed by Dr. Kelli Paquette and will be submitted with this proposal. This course may be replaced with LTCY 644 Issues and Trends in the Language Arts for students who have been accepted for early admittance into the M.Ed. in Literacy program.

EDEX 323 English Language Learners was added to the program in lieu of EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms. This course may be replaced with LTCY 635 Literacy in Inclusive Classrooms for students who have been accepted for early admittance into the M.Ed. in Literacy program.

CDFR 310 Child Observation and Assessment was added to the program, as per the PDE requirement of having two assessment courses. An e-mail was received from Dr. Fredalene Barletta Bowers, Chairperson, Human Development and Environmental Studies Department, indicating that the CDFR faculty have agreed to register ECED students if they have the following prerequisites: Grade of “C” or better in PSYC 101 and CDFR 218 Child Development OR Grade of “C” or better in PSYC 101 and ECED 112. Students who are accepted for early admittance into the M.Ed. in Literacy program will take LTCY 701 Assessment & Acceleration instead of CDFR 310.

These changes are needed to meet the Pennsylvania requirements for certification. Revisions were made to existing courses to focus on PreK-Grade 4, rather than Elementary Education K-6, for which certification no longer exists.

Implication of the Change on Other Programs: This change may affect the enrollment in the current ECSP program currently offered jointly by the Department of Professional Studies in Education and the Department of Communication Disorders, Special Education, and Disability Services. In April 2015, the University Senate approved the proposal submitted by the Department of Communication Disorders, Special Education, and Disability Services to offer a B.S. in Special Education in which students pursue a fifth year of graduate studies to earn the M.Ed. in Literacy and/or Reading Specialist certification. The proposal to revise the Early Childhood PreK-Grade 6 program to become Early Childhood PreK-Grade 4/M.Ed. in Literacy program is the Professional Studies in Education Department’s equivalent to giving our majors another option. By having both departments offer additional choices for our majors, we hope to boost enrollment for students who want either Early Childhood Education (with the M.Ed. in Literacy) or Special Education (with the M.Ed. in Literacy), but not necessarily both Early Childhood and Special Education as the ECSP major currently stands. Our currently dropping enrollment creates a great need for the proposed program revision and addition to our department offerings. When our department has contacted students who applied to our ECSP program but ultimately selected admission to a different university, some applicants have indicated that their primary interest was not in dual certification in early childhood and special education. Because our department offered no other options, they went elsewhere. While we will continue to provide the ECSP program to students seeking that dual certification, the proposed revision will give us the opportunity to recruit an additional group of students to IUP and our department. We have received a letter of support for this revision from the Department of Communication Disorders, Special Education, and Disability Services.

