

Status: PENDING

PROGRAM REQUEST
Early Childhood Education

Last Updated: Zircher, Andrew Paul
06/09/2011

Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
Administering College/Academic Group	Education & Human Ecology
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Early Childhood Education
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	
Proposed Degree Title	Bachelor of Science in Education

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				127	
Required credit hours offered by the unit	Minimum			52	
	Maximum			55	
Required credit hours offered outside of the unit	Minimum			34	
	Maximum			42	
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Through their course and field work, students will:
 1. 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.
 2. Know about, understand, and value the importance and complex characteristics of children's families and communities.
 3. Know about and understand the goals, benefits and uses of assessment
- 4. 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.
 5. Identify and conduct themselves as members of the early childhood profession.

Assessment

Status: PENDING

PROGRAM REQUEST
Early Childhood Education

Last Updated: Zircher, Andrew Paul
06/09/2011

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

- National standardized examination
- Certification or licensure examinations

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- External program review
- Comparison or benchmarking

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

Status: PENDING

PROGRAM REQUEST
Early Childhood Education

Last Updated: Zircher,Andrew Paul
06/09/2011

In order to effectively advise and ensure that students who intend to seek licensure are high quality, the School of Teaching and Learning requests the establishment of a pre-major for its proposed B.S.E.d majors that lead to licensure. The Pre-major establishes criteria for student admission to the major, as well as reduces costs to the students and the university (reduction in back-ground checks needed for entering the classroom as a student teacher, costs for supervision, and limiting the number of professional development credits needed for Columbus City Schools are just a few examples).

Any student, upon admission to the university, may declare the Education pre-major. From there, they will be closely advised through the completion of their General Education and teaching content coursework. When a student has completed the majority of this work (expected to be approximately the beginning of Rank 3 status), the student may then apply to the appropriate major licensure program. Applications will consist of the completion of content exams (currently hosted by Praxis), competitive GPA with a minimum of 2.75 , and a statement of intent that will be reviewed by a committee consisting of faculty, program managers and academic advisors from the licensure area. Admission will begin on a rolling basis but a more specific deadline may be established once the number of applications received each year has stabilized and become predictable.

Students transferring to the university would be advised into the pre-major or apply directly to the major depending upon completion of pre-major requirements.

Attachments

- Early Childhood Conversion Letter.pdf
(Letter from Program-offering Unit. Owner: Mercerhill,Jessica Leigh)
- ECE BSEd Attachment 1.docx
(Program Proposal. Owner: Mercerhill,Jessica Leigh)
- ECE Curriculum Map_mapped.docx
(Curricular Map(s). Owner: Clark,Caroline Taylor)
- EHE Dean's Approval - Semester Conv - Teaching Learning - 060911.pdf: Dean's Approval Letter
(Letter from the College to OAA. Owner: Zircher,Andrew Paul)

Comments

- This major was originally submitted to Academic Affairs Su 2010. The documentation here is assuming that the originally submission was never reviewed. *(by Mercerhill,Jessica Leigh on 05/20/2011 03:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mercerhill,Jessica Leigh	05/25/2011 03:57 PM	Submitted for Approval
Approved	Clark,Caroline Taylor	05/26/2011 12:07 PM	Unit Approval
Approved	Zircher,Andrew Paul	06/09/2011 04:06 PM	College Approval
Pending Approval	Cameron,Erin Marie Soave,Melissa A	06/09/2011 04:06 PM	CAA Approval



Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

Date: June 9, 2011

To: Randy Smith, Vice Provost for Academic Programs
Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for School of Teaching & Learning

I am pleased to present the package of semester conversion materials for the School of Teaching & Learning. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

School Notes

Teaching & Learning (T&L) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. T&L faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Teaching & Learning.” The “Education” designation no longer makes sense because the college of that name has ceased to exist. Also, Ph.D. degrees from other units with the “Education” designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Teaching & Learning, a two-course common core provides cohesiveness to the degree program that spans nine separate areas of study.

T&L also has been quite busy preparing to re-introduce a series of teacher preparation degree programs (B.S.Ed.). Though T&L offered B.S.Ed. degrees long ago, they essentially were suspended during the Holmes Model years when the school’s teacher preparation was a graduate-only undertaking. With recent changes in state legislation (HB1), T&L has responded by bringing its undergraduate teacher preparation programs back, but in updated forms. It is important to note that all of T&L’s proposed teacher education degrees and endorsement areas align with the standards of our national and state accrediting bodies, most notably the National Council for the Accreditation of Teacher Education (NCATE). Note: Endorsement areas are additional content areas that may be added to teaching licenses.

Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Teaching and Learning	New	Name changed to align with unit name. Otherwise, straight conversion. Includes a two-course common core.	Nov. 30, '10	Dec. 3, '10
Ed.S. Education: Teaching and Learning	Converted	Straight conversion.	June 1, '11	June 3, '11
M.A. Teaching and Learning	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
M.Ed.	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
Graduate Interdisciplinary Specialization in Applied Developmental Science in Education	New	Generated from EHE Curriculum Collaboration Seed Grant, '10. Coordinates Applied Developmental Science faculty in college.	Nov. 30, '10	Dec. 3, '10

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
B.S.Ed. in Integrated Language Arts/English Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10
B.S.Ed. in Foreign Language Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10
B.S.Ed. Middle Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Dec. 9, '10	Jan. 7, '11
B.S.Ed. Science and Mathematics Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Teaching English to Speakers of Other Languages	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Early Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
Technology Education	Deactivated	Program no longer deemed viable as configured.		
Endorsement and ESL Programs (non-degree)	Converted	Package of endorsements programs that educators might add to their licenses. Endorsements meet state licensure requirements.		

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	32	New	Nov. 19, '10	Dec. 3, '10
New undergraduate courses	6	New	Nov. 19, '10	Dec. 3, '10
Total new Courses	38			
Re-envisioned graduate courses	132	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	75	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Total re-envisioned courses	210			
Graduate courses	25	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	26	Converted	Nov. 19, '10	Dec. 3, '10
Total converted courses	51			
Total number of all courses	299			

Unique Considerations

The Technology Education program in T&L is being deactivated. This is, in part, a response to the 2008 OSU Doctoral Program Assessment and Plan.

Many of the 32 new graduate courses that are being proposed are courses that have already been taught multiple times as group studies courses.

College Approval

I have carefully reviewed all semester conversion materials for the School of Teaching & Learning, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Teaching & Learning.



College of Education and Human Ecology

School of Teaching and Learning
333 Arps Hall
1945 North High Street
Columbus, OH 43210-1172

Phone (614) 292-1257
Fax (614) 292-7695

Dear Semester Conversion Committee,

Enclosed is our conversion documentation for the Bachelor of Science in Education: Early Childhood Education. This program is currently accompanied in the School of Teaching and Learning by the following programs:

Bachelor of Science in Education: Early and Middle Childhood Pre-Education
Master of Education
Specialist in Education
Doctor of Philosophy
Endorsement Programs:
Early Childhood Generalist Endorsement (Grades 4-5)
Middle Childhood Generalist Endorsement
TESOL Endorsement
Reading Endorsement
P-6 Mathematics Specialist Endorsement
English as a Second Language Curriculum:
American Language Programs
Composition
Spoken English

As part of the conversion process, we are proposing the following undergraduate majors:

Bachelor of Science in Education: English Education
Bachelor of Science in Education: Foreign Language Education
Bachelor of Science in Education: Middle Childhood Education
Bachelor of Science in Education: Science and Mathematics Education
Bachelor of Science in Education: Teaching English to Speakers of Other Languages
Bachelor of Science in Education: Early Childhood Education

The Doctor of Philosophy in Teaching and Learning is the same program that it was under the previous umbrella of Ph.D. in Education. In order to more explicitly demonstrate the unique core requirement for the Teaching and Learning program, we are requesting a new program name.

The addition of this program and these majors bodes to have a positive fiscal impact on the School of Teaching & Learning and for EHE. We predict that over 1,000 university undergraduates will select the Pre-Education major and, subsequently enter the B.S. Ed programs listed above. Moreover, the current M.Ed. programs are predicted to maintain robust enrollment patterns of 30-50 students annually per program area. As part of these new program proposals, several courses have been submitted as GECs, which should also positively impact the fiscal profile of T&L and EHE. B.S. Ed and M.Ed. programs have been designed to allow for overlapping courses, particularly in the methods and field-based components, which will allow for fully enrolled courses that maintain pedagogical integrity. Likewise, the Ed.S. program overlaps with the M.A. and Ph.D. programs in ways that are fiscally and pedagogically sensible.

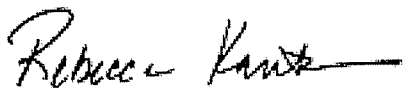
In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused on the curriculum taught by that faculty group, and included considerable discussion of how best to move forward under semesters. Faculty from multiple areas participated in more than one group, and any faculty member with an interest or investment in an area was allowed input. Across winter and spring 2010 quarters, these faculty groups met to engage in intense, valuable discussions, working to accommodate externally imposed expectations that accompany various licensure programs and to develop curricula that reflect the values and expertise of the T&L faculty. Faculty also worked, in good faith, to cut old courses, develop new ones, and merge others in order to have a robust set of programs and courses that truly reflect the best of what T&L has to offer students.

Since our licensure and endorsement areas are restricted by accreditation and state requirements, program conversions have been fairly direct with some innovations taking place at the course level. Likewise, since the M.A. and Ph.D. programs had just undergone major revision a few years ago, faculty decided to make a direct conversion of these as well; however the Ph.D. is being renamed to Ph.D. in Teaching and Learning to reflect the difference in curriculum from the other Schools in the College. The Education Specialist degree was approved this Spring, so it too is undergoing a direct conversion. Once faculty completed their work, the Director of the School then reviewed these proposals to be sure they were in alignment with conversion requirements and to address overarching School needs. Faculty endorsed this approach at a T&L faculty meeting and approved the semester conversion materials being forwarded to the Graduate Studies Committee for final vetting and forwarding to the EHE Semester Conversion Committee.

All new program proposals and courses were vetted by the T&L Graduate Studies Committee. Feedback from the committee was incorporated before approval, and the proposals being submitted here reflect the outcome.

As School Director, I ask that you approve this program for implementation in 2012 and will be happy to answer any questions that may arise.

Sincerely,



Rebecca Kantor
Director, School of Teaching and Learning

May 19, 2011

Dear Education and Human Ecology College Curriculum Committee members,

With the passage of HB 1, the state of Ohio ushered in a period of reform in teacher education. One of the major paradigm shifts in this bill is the introduction of a “residency” period that follows the teacher preparation program and accompanies the first few years after hiring. During the residency, the university and schools share the responsibility to support the entry of the novice teacher into the teaching profession.

The BSED Early Childhood Education described in this proposal is intended to provide a new licensure program in addition to the Master’s level (M.Ed) licensure program currently offered by the School of Teaching in Learning. The license is built upon the standards and competencies deemed critical to the specialized professional association that guides the field. The program described in this proposal aligns completely with these standards and competencies.

The School of Teaching and Learning Director and faculty will be researching and examining all aspects of the implementation and delivery of the combined BSED and M.Ed pathways to licensure from fiscal perspectives. We plan to reconceive supervision, management, teaching and student services, including advising, in a more integrated and efficient manner. Currently, for example, our doctoral students provide most of the supervision. In the semester planning, we envision moving to a model where doctoral students provide some UG instruction and some supervision (perhaps for a year for those who are truly interested in teacher education). Program Managers who currently manage placements and the administrative aspects of the program for a .6 FTE and teach courses if they are a 1.0 FTE appointment, will likely teach fewer courses but serve as advisors for all UG and M.Ed students in their licensure program. In addition, Faculty instructional resources will shift from pedagogical oversight of the M.Ed and M.Ed teaching to pedagogical leadership of both BSED and M.Ed but teach only in the M.Ed except on regional campuses. We will also reconceptualize supervision. We will examine models of early field experiences that involve several students in one classroom. Technology will provide a valuable tool for reducing the number of site visits that have to occur. Cooperating teachers will take on new roles in supervision and coaching. In Sum, we will find models and options over the next two years to meet the requirement that the new BSED programs be fiscally sustainable – i.e., they will at least break even within three years.

I look forward to receiving your feedback and would be happy to answer any questions that arise in the review of this proposal.

Sincerely,

Rebecca Kantor
Director, School of Teaching and Learning

Program Rationale:

The major proposed here is intended to provide students with preparation to teach at the early childhood level (pre-kindergarten to grade 3). The components of this major have been designed to meet state and national standards, Ohio licensure requirements, and the Ohio State University requirements in four years with no additional coursework. The program features coursework intended to produce teachers with strong content knowledge background as well as pedagogical knowledge to prepare high quality teachers in early childhood. The opportunity for students to initiate their pedagogical study while still completing their content coursework provides rich opportunities for the development of pedagogical content knowledge. The BSED adds flexibility to our current programs by providing a pathway for students who arrive at OSU with the intention to become middle childhood teachers to reach their educational goals in four years.

The large number of credit hours required in the program result from State requirements combined with national standards which we have to follow for accreditation purposes.

Courses within the School of Teaching and Learning:

Education - T&L 2368	Introduction to Children's Literature	3
Education - T&L 4174	Family Participation in Early Childhood School Programs	3
Education - T&L 5005	The Changing Context in Equity, Diversity, and Exceptionality	3
Education - T&L 5101	Teaching and Learning With Drama: Introduction	3
Education - T&L 5102	Language Arts for Children Ages 3 to 9	3
Education - T&L 5108	Teaching and Learning of Mathematics in Grades PreK-3	2
Education - T&L 5109	Teaching and Learning of Mathematics in Grades PreK-3 II	2
Education - T&L 5110	Classroom Communities and Issues of Guidance	3
Education - T&L 5123	Early Childhood Pedagogy	3
Education - T&L 5129	Teaching and Learning of Science in Grades PreK-3 Part I	2
Education - T&L 5130	Teaching and Learning of Science in Grades PreK-3 Part II	2
Education - T&L 5137	Teaching and Learning of Social Studies in Grades PreK-3	3
Education - T&L 5189	Planned Field Experience	3
Education - T&L 5191	Supervised Student Teaching Internship	10
Education - T&L 5195	Reflective Seminar	2
Education - T&L 5339	Evaluation and Instructional Decision-Making in Literacy	3
Education - T&L 5453	Critical Reading in the Content Fields	3
Education - T&L 5469	Understanding Phonics and its Role in Reading Instruction	3
Education - T&L 5502	Inclusion: Philosophical, Social, and Practice Issues	3

Courses from other units:

Art Education 3900	Art and Curriculum Concepts for Teachers	2
Education - PAES 2189.01	Field Experience: Intro Experience in a School System	3
Education - PAES 2251	Introduction to the Special Education Profession	2
Education - PAES 5650	Introduction to Exceptional Children	3
Education - P&L 2309	Psychological Perspectives on Education	3
Education - P&L 3206	School and Society	3
Education - P&L 4403	Teaching as a Profession	3
HDFS 2200	Family Development	3
HDFS 2410	Child Development	3
Mathematics 1125	Mathematics for Elementary Teachers I	5
Mathematics 1126	Mathematics for Elementary Teachers II	5
Music 3370	Music for Elementary Teachers	2

Early Childhood Education

SEMESTER PROPOSAL 5/19/11

Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology

Name _____

Advisor _____

COURSE & NUMBER	SEM	GR	YR	COURSE & NUMBER	SEM	GR	YR
UNIVERSITY REQUIREMENTS (46-50)				PRE-MAJOR REQUIREMENTS (21-30)			
Writing (6)				ART ED 3900 – Art & Curr Concept for Tch	2		
English 1110.01 or 1110.02 or 1110.03	3			EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3		
2 nd level writing (2367)	3			EDUPAES 2251- Intro to Special Ed	2		
				EDUPAES 5650 – Intro to Exceptional Child	3		
Literature (3)	3			EDUPL 2309 – Pysch Prspctv on Ed	3		
(T&L 2368 recommended)				EDUPL 3206- School and Society	3		
Arts (3)	3			EDUPL 4403 – Tching as Profession	3		
				EDUTL 2368 – Intro Childs Lit *	3		
Math (3-7)				HDFS 2200 – Family Development *	3		
Math 1125	5			HDFS 2410 – Child Development *	3		
Math 1126	5			MUSIC 3370 – Music for Elem Tch	2		
				<i>*May overlap with General Education</i>			
				Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the major. A minimum GPA of 2.75 in the above coursework is required for admission to the major. Please note: Major admission is competitive and meeting the minimum requirements does not guarantee admission.			
Data Analysis (3)	3						
Science (10)	10						
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science. (HUMN NTR 2310 recommended)				MAJOR REQUIREMENTS (52)			
				EDUTL 5005 – Equity & Diversity in Ed	3		
				EDUTL 5101 – Tch & Lrn with Drama	3		
				EDUPL 5502- Incl: Philos, Soc, & Prac Iss	3		
Historical Study (3 hours)	3			EDUTL 5110 – Clsrm Com & Issues of Guide	3		
				EDUTL 5123 – Early Child Pedagogy	3		
Social Sciences (6)	6			EDUTL 5137 – Tch & Lrn Soc Stds Pre-K-3	3		
Take two social science courses from University approved GE list. Choose from 2 different subcategories				EDUTL 5102 – Lang Arts for Child Ages 3-9	3		
(HDFS 2200, 2410, T&L 4005 recommended)				EDUTL 5108 – Tch & Lrn Math Pre-K-3 I	2		
				EDUTL 5109 – Tch & Lrn Math Pre-K-3 II	2		
Culture & Ideas or Historical Studies (3)	3			EDUTL 5339 – Eval & Instr Dcsn-Mkng in Literacy	3		
				EDUTL 5129 – Tch & Lrn Science Pre-K-3 I	2		
Open Option (6)				EDUTL 5130 – Tch & Lrn Science Pre-K-3 II	2		
Choice (HDFS 2200, 2410, and T&L 4005 recommended if not taken above)	3			EDUTL 5453 - Critcl Rdg in Content Fields	3		
Choice	3			EDUTL 5469 – Understnd Phonics	3		
				EDUTL 4189- Adv Fld Exp (Elementary)	1		
EHE 1100 (1)	1			EDUTL 4189- Adv Fld Exp (Pre-K)	1		
				EDUTL 5195- Rflectve Seminar	2		
				EDUTL 5191- Sprvsd Stdnt Tching Internship	10		
FREE ELECTIVES (0)				CREDIT HOURS REQUIRED	127-136		

Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.
Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

NAEYC Standards	1	2	3	4	5	6	7
Required Courses Offered by EDUTL							
EDUTL 5005 – Equity & Diversity in Ed	I	A		I			
EDUTL 5101 – Tch & Lrn with Drama	B	B		B	A		
EDUPL 5502- Incl: Philos, Soc, & Prac Iss	I		A	A			
EDUTL 5110 – Clsrn Com & Issues of Guide	I	A		I			
EDUTL 5123 – Early Child Pedagogy	I			B		B	
EDUTL 5137 – Tch & Lrn Soc Stds Pre-K-3	B	I		I	A		
EDUTL 5102 – Lang Arts for Child Ages 3-9	B		I	I	A		
EDUTL 5108 – Tch & Lrn Math Pre-K-3 I	B		B	B	B		
EDUTL 5109 – Tch & Lrn Math Pre-K-3 II	B		A	I	A		
EDUTL 5339 – Eval & Instr Dcsn-Mkng in Literacy	B		I	I	A		
EDUTL 5129 – Tch & Lrn Science Pre-K-3 I	B			B	B		
EDUTL 5130 – Tch & Lrn Science Pre-K-3 II	B			I	A		
EDUTL 5453 – Critcl Rdg in Content Fields	B		A	I	I		
EDUTL 5469 – Understnd Phonics	B		B	B	B		
EDUTL 4189- Adv Fld Exp (Elementary)						I	I
EDUTL 4189- Adv Fld Exp (Pre-K)						B	B
EDUTL 5195- Rflctve Seminar	B	B				I	
EDUTL 5191- Sprvsd Stdnt Tching Internship						A	A

Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They 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 each child.

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They 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. 2a: Knowing about and

understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning.

Standard 3: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They 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 the development of every child.

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child.

Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6: Candidates prepared in early childhood degree programs 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.

6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession.

Standard 7: Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)