

Submit on blue paper

COURSE / CURRICULUM MODIFICATION
COLLEGE Education and Human Development

Circulated: 1/24/2020
 Comments Due: 2/5/2020
1920-515

****COURSE CHANGE**

- ☐ Create new course
☐ Eliminate course
☐ Modify existing course (mark all that apply):
☐ Title ☐ Description ☐ Prerequisite
☐ Course content
☐ Course number (old course number to be deleted)
☐ Credit Hours ☐ Term offered
☐ Contact Hours
☐ Method of instruction (see table on reverse)
☐ Web-centric
☐ Web-based (definitions on reverse)

Requested Course change effective date: _____
 (Semester/Year)

Implemented by Registrar, effective:

**reviewed by Undergraduate Council if it has broad impact

PROGRAM CHANGE

- Program Name:** Inclusive Early Childhood
☐ Minor change to program requirements/checksheet
☐ Change program name
☐ *Create new program and new program code (check one):
☐ degree ☐ major ☐ minor
☐ specialization ☐ certificate
☒ *Major change to program requirements/checksheet
☐ *Program to be available 100% online
☒ *Add, delete, modify program matriculation requirements
☐ *Suspend admission to and/or eliminate a program

Requested Program effective date: Fall 2020
 (Semester/Year)

Implemented by Registrar, effective:

*reviewed by Undergraduate Council

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of program change (limit 675 characters):
 (If this is a new course or if the "Method of instruction" box is checked above):

The program is being modified to comply with the Ohio state law change regarding licensure of Inclusive Early Childhood (SB 216). The program will now prepare teachers for dual licensure in grades Prekindergarten to grade 5. (the current program prepares Birth to grade 3). As a result the program has been restructured, some courses have been dropped and two courses have been added. The senior year will be a full year of student teaching, one semester in an Intervention Specialist placement and one semester in a general education placement. The overall number of credit hours has been reduced from 140 to 137.

Maximum Class Size _____ Grading method: ☐ A/F ☐ S/U only ☐ A/B/C/NC (No Credit) ☐ S/NC (No Credit)
 Method(s) of Instruction _____ and contact hours _____

See page two for Methods of Instruction definitions and approved combinations

What other colleges or departments/programs may be affected by this proposal? English and Math Departments

*Please attach comments from affected units and circulate them with the curriculum modification request.

	Position	Name (print or type)	Signature	Date
1	Proposer Tel: 419- 3727298 Position: Assistant Professor	Alicia Mrachko	<i>Alicia Mrachko</i>	11-26-19
ADEQUATE LIBRARY MATERIALS ARE AVAILABLE (For NEW COURSE or NEW PROGRAM only):				
2	Dean, University Libraries			
APPROVED:				
3	Chair or School/Program Director	Trinka Messenheimer, Mark Seals	<i>[Signature]</i>	11.27.19 11.27.19
4	Chair, College/School Curriculum Committee	Jessica Kiss	<i>Jessica Kiss</i>	12-5-19
5	Dean of College	Mary Murray	<i>Dr. Mary M. Murray</i>	12-9-19
6	Secretary, UGC (major changes only)	Sarah Meussling		
ACTIONS OF UNDERGRADUATE COUNCIL ARE REVIEWED BY THE FACULTY SENATE COMMITTEE ON ACADEMIC AFFAIRS (CAA).			Materials sent to CAA on:	
7	Provost/VPAA	John M. Fischer		
REVIEWED AND IMPLEMENTED BY:				
8	Registrar			

SUBMITTING CURRICULUM MODIFICATION REQUESTS

A complete curriculum modification request includes a cover (blue) sheet and responses to either the "Course Change Request Form" or the "Program Change Request Form," as appropriate (<http://www.bgsu.edu/provost/undergraduate-education/curriculum-modification-blue-sheets.html>).

The type of change will determine the way the proposal will be routed for approval. Changes that have minimal impact on other programs or on student requirements do not require review by the Undergraduate Council. For instance, "Minor changes to program requirements/checksheet" are those, such as small changes to the list of courses required for a major that have little or no effect on other academic units or on students' likely academic progress. Please NOTE: The creation of a new course is a "Course Change," but the addition of a course to program requirements is a "Program Change" requiring a separate blue sheet – neither change requires review by Undergraduate Council.

Any change that has a substantial impact on programs or students will require Undergraduate Council approval. For instance, "Major changes to program requirements/checksheet" are those that involve extensive new patterns of requirements for existing majors and minors (including entrance requirements from pre-major programs), or that have a significant impact on other departments' programs / student requirements. Similarly, if a course change has wide impact on students in other programs, it will be reviewed by Undergraduate Council. Proposals for new degrees should be prepared in consultation with the office of the Provost/VPAA; they require approval by the Board of Trustees and the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents). The Department of Higher Education new program/degree guidelines are available in the office of the Provost/VPAA. Program changes that include contractual arrangements with other institutions must be reviewed by University Counsel prior to signing. They also require Provost/VPAA approval and may require approval by the Board of Trustees.

CATALOG DESCRIPTION for a new or modified course, OR BRIEF OVERVIEW of other change:

1. *For requests to introduce or modify a course*, type the new description of the course (limit, 675 characters) exactly as it should appear in the Undergraduate Catalog, including course number, title, credit hours, semesters offered, description, and prerequisites. Indicate contact hours per week associated with primary methods of instruction (e.g., LE(2), LB(3)) – see table for brief definitions and approved combinations), class size, and grading method.
2. *For all other requests*, provide an identifying title for the proposal and a succinct description of the proposed change.

CHECKPOINT PROCEDURES

1. All proposals are circulated to the college offices for review (see #3, below). Anticipating that review, the person initiating the proposal should identify any academic units that may have a specific interest in the proposal. During review, the college offices are expected to attach comments from the identified units (and other units, as appropriate). The proposer may speed the process by soliciting comments prior to review by the colleges.
2. The Dean of University Libraries must certify that adequate library materials are available for any new course or new program. This may be a time-consuming step, so the proposer is encouraged to begin work with the library while the proposal is in draft form. Following library review and approval by the department chair or school/program director the proposal is forwarded to the dean for transmittal to the college curriculum committee.

Methods of Instruction (defined by OBR)

Contact the BGSU Registrar for full descriptions.

LE	Lecture	DI	Discussion
SE	Seminar	RE	Recitation
LB	Lab	CL	Clinical
PR	Practicum	FE	Field Experience
ST	Studio	IS	Individual Studies
TU	Tutorial	SP	Self-Paced
OT	Other		

Web-centric: Course requires at least one class meeting, but web materials will be used to substitute for at least half of the regularly scheduled class meetings. Extensive use of the web will be required.

Web-based: 100% online course – students do not meet in a traditional classroom setting.

Approved Combinations

LE/LB	Lecture/ Lab	SE/FE	Seminar/ Field Experience
DI/RE	Discussion/ Recitation	TU/SP	Tutorial/ Self-Paced
LE/RE	Lecture/ Recitation	LE/LB	Lecture/Lab/ Recitation
LE/RE/PR	Lecture/Recitation/Practicum		

3. Following review and approval by the curriculum committee and the Dean, the original and any supplemental statements should be submitted to the Office of the Provost/VPAA. All proposals will be circulated to the other colleges by the Secretary of Undergraduate Council. If no objection is raised within 14 days, proposals not requiring review by Undergraduate Council will be transmitted to the Provost/VPAA for approval. All other proposals will be forwarded to Undergraduate Council.

Modifications to courses cross-listed as graduate courses should be processed simultaneously through the Graduate College.

PROGRAM CHANGE REQUEST FORM

This sheet is an overview of the content and format of proposals for a new undergraduate program, or for elimination or modification of an existing program. Most program changes must be reviewed by Undergraduate Council and, in some cases, by the Board of Trustees and/or the Ohio Board of Regents. As a result, a proposal for program changes should generally be prepared in consultation with the Office of the Senior Vice President for Academic Affairs and Provost. Some of the information in the proposal must be summarized on the COURSE/CURRICULUM MODIFICATION REQUEST cover sheet ("blue sheet") that will accompany it through the approval process. *Depending on the nature of the request, it may not be necessary to provide all the information below. Please use your own responses to the checkbox items on the "blue sheet" as a guide for deciding which items below are relevant to your proposal.* Please use the outline headings shown below to prepare your document; omit any that do not apply.

A. THE MODIFICATION

1. *For all proposals:* Describe briefly the nature of the proposed change.

The program is being modified to comply with the Ohio state law change regarding licensure of Inclusive Early Childhood (SB 216). The program will now prepare teachers for dual licensure in grades Prekindergarten to grade 5. (the current program prepares Birth to grade 3). As a result the program has been restructured, some courses have been dropped and two courses have been added. The senior year will be a full year of student teaching, one semester in an Intervention Specialist placement and one semester in a general education placement. The overall number of credit hours has been reduced from 140 to 137.

The curriculum modification process is intended to change program requirements as represented in the Undergraduate Catalog and on checksheets. For this reason, all curriculum modifications for new programs or program revisions must include:

- 1.1 A checksheet that shows and highlights the proposed change(s). (Please make the *changes* on the checksheet *obvious*, preferable with revision markings).
 - 1.2 Catalog pages (printed from the current version of the online catalog) showing the proposed changes. (Please use revision markings or some other device to make *changes obvious*). If a new program is being proposed, then new catalog copy should be submitted. Care should be taken to ensure that the proposed changes to the catalog match the proposed changes to the checksheet.
2. List courses to be taken out of program requirements. (If courses are to be eliminated from course inventory, submit a separate "course change" for that action).
 - EIEC 1110 Continuum of Early Childhood**
 - EIEC 2230 Infants and Toddlers in Natural Environments**
 - EIEC 2240 Curricula for Infant and Toddlers Early Care and Education**
 - EIEC 2300 Introduction to Educational Technology**
 - ENG 3420 Children's Literature**
 - EIEC 3150 Instructive and Assistive Technology**

***None of these courses are being eliminated from the course inventory**
 3. List courses to be added to program requirements. (If new courses are to be added to course inventory, submit a separate "course change" for that action).
 - EIEC 2500 Introduction to the Profession**
 - EIEC 3360 Content Reading**

EDTL 1320 Introduction to Elementary Math

4. *For proposals to make major changes to program requirements:* Describe any change to the sequence of courses within a major/minor/area of specialization/certificate.

All courses for the Methods (preparation for student teaching) will be housed in the two (2) junior semesters, fall and spring. The senior year will be student teaching each semester with one seminar course each semester. This is a change from the current program where the two methods semesters occur in fall of junior and fall of senior year, then the student teaching occurs in the spring semesters of junior and senior year.

5. Will this change result in modification of student learning outcomes? ☒ yes ☐ no
If yes, list all changes to the student learning outcomes related to the curriculum modification and describe the plan for assessing those outcomes.

See 2 attached sheets (1) CAEP/CEC standards crosswalk, and (2) Key Assessments

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for checksheets in the fall of that year.

B. RATIONALE *[Required for all proposals]:*

1. Reason/Need for the change. For new programs, explain how this fits with the Academic Plan.

The State of Ohio passed a new law (H.B. 216) in Spring 2018 that increased the licensure band from Pre-Kindergarten to Grade 3 to Pre-Kindergarten to Grade 5 for Inclusive General and Special Education licenses. The state also now requires that we use our accrediting body, Council for the Accreditation of Educator Preparation (CAEP), standards. Previously the general education standards were from the National Association for the Education of Young Children (NAEYC). We have modified the existing Inclusive Early Childhood Program to reflect the law changes as required with Freshmen entering beginning Fall 2020.

2. Student implications (describe the basis for each estimate)

- 2.1 Prospective demand for a new degree/major/minor (level of student interest).

The demand for the program is currently high (enrollment approximately 900 students) and this will remain.

- 2.2 Effect on required hours in degree/major/minor.

Hours were decreased from 140 to 137

- 2.3 Number of students affected and in what way.

No current students will be affected. They will continue under the current program until graduation.

- 2.4 Effect on elective hours of majors/minors.

Electives (BGP courses) have not changed.

- 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?

N/A

- 2.6 If requirements for matriculation from a pre-major program are to be added or modified, how will those changes affect student enrollment and progress toward graduation?

The requirements are projected to reduce program size in the major.

- 2.7 Is this a degree program whose normal time to degree is something other than four

calendar years for a baccalaureate degree and two calendar years for an associate degree? If so, how many hours/years to obtain the degree?

N/A

C. IMPLICATIONS FOR EXISTING PROGRAMS *[For all proposals]:*

1. How will the proposed change affect the integrity of other programs to which it is related, including the demand for courses or degrees in other programs
 - 1.1 in the department/school?
N/A
 - 1.2 in the college?
N/A
 - 1.3 in other university departments/colleges?
This will reduce the need for ENG 3420. The content will now be embedded in EIEC 3130 Emergent Reading, and 3310 ELA Methods and Pedagogy
 - 1.4 at other universities?
N/A
2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*
English has been contacted regarding ENG 3420 Children's Literature. Correspondence is attached.
Math department collaborated with our Math Ed faculty to create the appropriate Math sequence in our freshman year. Correspondence is attached.
3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?
This change is required to comply with new licensure requirements from the State of Ohio and accreditation from Council for the Accreditation of Educator Preparation (CAEP).
4. What effect will the proposed change have on the ability of the department/school/college/university to meet goals for recruitment, retention, and diversity?
N/A

D. STAFFING IMPLICATIONS/QUALIFICATIONS

1. *For new programs, or if an existing degree/major/minor/area of specialization is to be modified:*
Are faculty and staff with expertise available now? ☒ yes ☐ no
If not, how will they be identified/recruited?
2. *For all proposals:* How will this change affect the allocation of faculty and staff in the department/school/college? **N/A**
3. *For all proposals:* How will this change affect faculty work load? **N/A**

E. AVAILABILITY OF RESOURCES

1. *For all proposals:* Indicate any unique space requirements for new or modified curricula, and space likely to be released by the elimination or modification of existing curricula, and space likely to be released by the elimination or modification of existing curricula.
N/A
2. *For all proposals:* Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified curriculum. How will these costs be covered? Indicate any cost savings to be generated if an existing degree/major/minor/area of specialization is to be eliminated.

N/A

3. *For all programs, or if an existing degree/major/minor/area of specialization to be modified:*
Indicate any unique library, computer, or instructional media resources that will be needed for new or modified curricula. Are they already available?

N/A

F. TIMETABLE FOR IMPLEMENTATION [For all proposals]

1. Provide a detailed timetable for events that will occur as the proposed program change is accomplished (e.g. addition or elimination of courses, hiring of faculty).

All students in old program will be taught out by Spring of 2024.

Fall 2020 Freshmen begin new program; Sophomore, Juniors and Seniors will continue in old program

Fall 2021 Freshman and Sophomore courses in new program will be available; Juniors and Seniors will continue in old program

Fall 2022 Freshman, Sophomore, and Junior courses in new program will be available; Seniors will continue in old program

Fall 2023 All courses in new program will be available; no students in old program

G. OTHER INFORMATION

1. Provide other information that may be helpful in the review process, as appropriate.

CAEP 1	Understanding and Addressing Each Child's Developmental and Learning Needs
ECSE.K1.1	Theories of typical and atypical early childhood development
ECSE.K1.2	Biological and environmental factors that affect pre-, peri-, and postnatal development and learning
ECSE.K1.3	Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life
ECSE.K1.4	Impact of medical conditions and related care on development and learning
ECSE.K1.6	Factors that affect the mental health and social-emotional development of infants and young children
ECSE.K1.7	Infants and young children develop and learn at varying rates
ECSE.K1.8	Impact of child's abilities, needs, and characteristics on development and learning
ECSE.K1.9	Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development
ECSE.K1.10	Impact of language delays on behavior
ECSE.K2.1	Impact of social and physical environments on development and learning
ECSE.K1.5	Impact of medical conditions on family concerns, resources, and priorities
ECSE.K3.3	Developmental and academic content
CEC 1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
CAEP 1.a.	Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

ECSE.S1.2	Develop and match learning experiences and strategies to characteristics of infants and young children
ECSE.S2.1	Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
ECSE.S3.4	Plan and implement developmentally and individually appropriate curriculum
ECSE.S5.1	Facilitate child-initiated development and learning
ECSE.S5.3	Link development, learning experiences, and instruction to promote educational transitions
CEC 1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
CAEP 1.b.	Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

ECSE.S1.1	Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
ECSE.S3.2	Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
ECSE.S5.1 3	Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds
CEC 1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
CEC 2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
CEC 2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
CEC 6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
CAEP 1.c.	Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.
ECSE.S1.3	Support and facilitate family and child interactions as primary contexts for development and learning
ECSE.S1.4	Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations
ECSE.K4.1	Role of the family in the assessment process
ECSE.S4.1	Assist families in identifying their concerns, resources, and priorities

ECSE.S4.2	Integrate family priorities and concerns in the assessment process
ECSE.S5.7	Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
ECSE.S5.1 1	Develop individualized plans that support development and learning as well as caregiver responsiveness
ECSE.S6.3	Respect family choices and goals
ECSE.S6.7	Implement family services consistent with due process safeguards
ICSI.7.K2	Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
ICSI.7.K3	Concerns of families of individuals with exceptionalities and strategies to help address these concerns
ECSE.S7.2	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ECSE.S7.3	Support families' choices and priorities in the development of goals and intervention strategies
ECSE.S7.4	Implement family-oriented services based on the family's identified resources, priorities, and concerns
ECSE.S7.6	Involve families in evaluation of services
ECSE.S7.8	Employ adult learning principles in consulting with and coaching family members and service providers
ECSE.S7.9	Assist the family in planning for transition
CEC 7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
CAEP 2	Understanding and Applying Content and Curricular Knowledge for Teaching

CEC 3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
CEC 3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
CAEP 2.a.	Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
CAEP 2.b.	Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
CAEP 2.c.	Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
CAEP 2.d.	Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry
CAEP 3	Assessing, Planning, and Designing Contexts for Learning
ECSE.S2.2	Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments
ECSE.S2.5	Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences
ECSE.K3.1	Concept of universal design for learning
CAEP 3.a.	Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
ECSE.K4.3	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
ECSE.S4.3	Assess progress in the five developmental domains, play, and temperament

ECSE.S4.4	Select and administer assessment instruments in compliance with established criteria
CEC 4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
CEC 4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
CEC 4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
CEC 4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
CAEP 3.b.	Candidates use assessment results to improve instruction and monitor learning.
ECSE.K4.4	Connection of curriculum to assessment and progress monitoring activities
ECSE.S4.5	Use informal and formal assessment to make decisions about infants and young children's development and learning
ECSE.S4.8	Participate as a team member to integrate assessment results in the development and implementation of individualized plans
ECSE.S4.9	Emphasize child's strengths and needs in assessment reports
ECSE.S4.10	Produce reports that focus on developmental domains and functional concerns
ECSE.S4.11	Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

CAEP 3.c.	Candidates plan instruction including goals, materials, learning activities and assessments.
CAEP 3.d.	Candidates differentiate instructional plans to meet the needs of diverse students in the classroom
ECSE.S5.6	Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines
CEC 3.3.	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
CAEP 3.e.	Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
ECSE.S1.5	Establish communication systems for young children that support selfdetermination

ECSE.S2.4	Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
ECSE.S3.3	Implement and evaluate preventative and reductive strategies to address challenging behaviors
ECSE.S5.4	Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
ECSE.S5.5	Use strategies to teach social skills and conflict resolution
CAEP 3.f.	Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.
ECSE.K3.2	Theories and research that form the basis of developmental and academic curricula, and embedded and differentiated instructional strategies
ECSE.S4.6	Gather information from multiple sources and environments
ECSE.S5.8	Design intervention strategies incorporating information from multiple disciplines
ECSE.S6.5	Apply evidence-based and DEC recommended practices for infants and young children including those from diverse backgrounds

CEC 5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
CAEP 4	Supporting Each Child's Learning Using Effective Instruction
ECSE.S7.1 0	Implement processes and strategies that support transitions among settings for infants and young children
CEC 5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
CEC 5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
CAEP 4.a.	Candidates use a variety of instructional practices that support the learning of every child.
ECSE.S2.3	Embed learning opportunities in everyday routines, relationships, activities, and places
ECSE.S4.7	Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
ECSE.S5.9	Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction
CEC 5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
CEC 5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
CAEP 4.b.	Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
CEC 3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
CAEP 4.c.	Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

CEC 5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
CAEP 4.d.	Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
CEC 4.4.	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
CAEP 4.e.	Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
CAEP 4.f.	Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
CAEP 4.g.	Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.
ECSE.S5.2	Use teacher-scaffolded and initiated instruction to complement child-initiated learning
ECSE.S5.1 0	Align individualized goals with developmental and academic content
ECSE.S5.1 2	Develop an individualized plan that supports the child's independent functioning in the child's natural environments
CEC 2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
CEC 5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
CEC 5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
CAEP 5	Developing as a Professional

ECSE.S2.6	Implement basic health, nutrition and safety management procedures for infants and young children
ECSE.K4.2	Legal requirements that distinguish among at-risk, developmental delay and disability
ECSE.S6.2	Integrate family systems theories and principles into professional practice
ECSE.K6.3	Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
ECSE.K6.4	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
ICSI.7.K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
ECSE.K6.1	Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs
ECSE.K6.2	Trends and issues in early childhood education, early childhood special education, and early intervention
ECSE.S6.1	Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
ECSE.S6.6	Advocate on behalf of infants and young children and their families
ECSE.S2.7	Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services
CEC 2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
CEC 6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
CEC 6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
CAEP 5.a.	Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.
ICSI.7.K1	Models and strategies of consultation and collaboration

ECSE.K7.1	Structures supporting interagency collaboration, including interagency agreements, referral, and consultation
ECSE.S7.5	Provide consultation and coaching in settings serving infants and young children
ECSE.S7.1	Apply models of team process in early childhood
ECSE.S7.7	Participate as a team member to identify and enhance team roles, communication, and problem-solving
CEC 6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
CEC 7.1	Beginning special education professionals use the theory and elements of effective collaboration.
CEC 7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
CEC 7.3	Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.
CAEP 5.b.	Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
ECSE.S3.1	Apply current research to the five developmental domains, play and temperament in learning situations
CEC 6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
CEC 6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
CAEP 5.c.	Candidates participate in peer and professional learning communities to enhance student learning.
ECSE.S6.4	Participate in activities of professional organizations relevant to early childhood special education and early intervention

CEC 6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
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Note: All EDFI, EDTL and EIEC courses must be taken for a letter grade. S/U is not permitted.

Professional Education & Content Requirements		15 hrs
_____	EDTL 2010 Introduction to Education	3
_____	EIEC 2500 Intro to Inclusive Elem Educ	2
_____	EDTL 1320 Intro to Teaching Elem Math	3
_____	MATH 2130 Math for Early Childhood	4
_____	BGP in quantitative Literacy	3
Sophomore Block I		14 hrs
_____	EIEC 2110 Intro to Young Child w/ Excep.	3
_____	EIEC 2150 PE/Art/Music	3
_____	EIEC 3100 Inclusive Pre-K Experience	2
_____	EDFI 3020 Educational Psychology	3
_____	EIEC 3130 Emergent Reading	3
Sophomore Block II		12 hrs
_____	EIEC 2140 Communication Development	3
_____	EIEC 2210 Cultural and Linguistic Diversity#	3
_____	EIEC 2200 Consultation, Collab. & Transition	3
_____	EIEC 2220 Work w/Families in Ed. Context	3
Junior Block I PreK-5 Methods		18 hrs
_____	EIEC 3110 Intentional Teaching	3
_____	EIEC 3120 Phonics	3
_____	EIEC 3310 ELA Methods & Pedagogy	3
_____	EIEC 3320 Math Methods & Pedagogy	3
_____	EIEC 4110 PBIS	3
_____	EIEC 4120 Advanced Assess for Prog Plan.	3
Junior Block II PreK-5 Methods		18 hrs
_____	EIEC 3300 Pre-K to 5 Practicum, Inclusive	3
_____	EIEC 3330 Soc. Stud. Methods & Pedagogy	3
_____	EIEC 3340 Science Methods & Pedagogy	3
_____	EIEC 3350 Adapting & Accomodating Instr.	3
_____	EIEC 3360 Content Reading	3
_____	EIEC 4210 Literacy Assessment (online)	3
Senior Block I: PreK-5 Student Teaching		15 hrs
_____	EIEC 4800 IEC Student Teach. Internship: IS	12
_____	EIEC 4810 IS Student Teaching Seminar	3
Senior Block II: PreK-5 Student Teaching		15 hrs
_____	EIEC 4900 Student Teaching Internship, K-5	12
_____	EIEC 4910 K-5 Student Teaching Seminar	3

Can also be used to fulfill a BG Perspective requirement

IEC program revisions



Kate Dailey

Alicia Ann Mirachko

Friday, November 8, 2019 at 4:46 PM

[Show Details](#)

Alicia,

Thank you for including BG Firelands Inclusive Early Childhood faculty in the revisions to the Inclusive Early Childhood Program. I am confident that we have the appropriate full time and adjunct faculty to implement these changes, and we will have them in place for the Fall 2020 semester. Once your revisions have been approved by your college review committee, BG Firelands will develop a proposal for the corresponding changes to our associate degree.

If you need anything further from us, please let me know.

Sincerely,

Kate Dailey

Kate Dailey, PhD
Associate Dean
BGSU Firelands
Huron, Ohio
419-372-0664

Re: Request



Lee Nickoson

Tue 11/12/2019 11:24 AM

Trinka Ellen Messenheimer ✉



Thank you, Trinka, for sharing news of this change in Program requirements. Although it is surely disappointing news, I understand the dictate you've been given.

Will the change of requirements be in place for Fall 2020?

Thank you,

Lee

From: Trinka Ellen Messenheimer <trinka@bgsu.edu>

Sent: Tuesday, November 12, 2019 11:02 AM

To: Lee Nickoson <leenick@bgsu.edu>

Subject: Request

Lee,

I have been charged with asking you for a letter . . . the Inclusive Early Childhood Education Program is required to rewrite it's program to now be grades K-5. As this process is moving forward they are being required to reduce hours as well. The design committee has dropped the requirement of ENG 3420 Children's Literature. We are aware that this will make an impact on this course as it will leave only Intervention Specialists still being required to take this course.

Please let me know if you are able to write a letter of acknowledgement of this action.

Trinka

Dr. Trinka Messenheimer

Director | School of Counseling & Special Education | 451 Education Building | Bowling Green | OH | 43403
| 419.372.7395 | trinka@bgsu.edu

MEMO

DATE: November 13, 2019

FROM: Junfeng Shang, Chair
Mathematics and Statistics



RE: Support Letter for the change on Inclusive Early Childhood (IEC) Math Component

The Inclusive Early Childhood (IEC) Education program is being revised due to the state teaching license being changed from PK-3 to PK-5. A part of their program revision includes the IEC math component which consists of EDTL 1320 (Introduction to Teaching Elementary School Mathematics) being the pre-requisite for MATH 2130 (Mathematics for Early Childhood Teachers), and those two courses being a 2-course sequence for IEC majors. Dr. Christina Miller and Ms. Sandra Zirkes in the Math Department have been instructing Math 2130 for many years. They have had ongoing discussions with Thomas Roberts, the math education faculty on the IEC program committee, and they agree with this plan.

The Math Department is supportive of the program revision on the IEC math component described above.

Bachelor of Science in Education. Leads to dual licensure in pre-K – 3 (early childhood) and pre-K – 3 (early childhood intervention specialist) and Department of Developmental Disabilities certification for birth – 3 early intervention specialist. This degree program is designed to be completed in 4 years. Changing majors, academic issues or other unforeseen circumstances may require additional semesters for completion

BG PERSPECTIVE (BGP) REQUIREMENTS:

Course _____	Credits _____
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Must complete at least 1 course in each of the following:

English Composition and Oral Communication _____

Quantitative Literacy _____

Must complete at least 2 courses in each of the following:

Humanities and the Arts _____

Natural Sciences - at least one Lab Science required _____

Social and Behavioral Sciences _____

Complete total required BGP credit hours by selecting courses from any of the above categories:

UNIVERSITY REQUIREMENTS

Note: Designated courses in the Humanities and the Arts, and the Social and Behavioral Sciences domains may be used to fulfill both a BGP requirement and one of the following university requirements:

Cultural Diversity in the U.S. _____

International Perspective _____

Composition Requirement:

____ WRIT 1120 Research Writing _____

Total BGP Credits: Must be at least 36

PROFESSIONAL EDUCATION & CONTENT REQUIREMENTS
11 HRS

_____	EDTL 2010: Introduction to Education @	3
_____	EDTL 2300: Introduction to Education Technology @	2
_____	MATH 2130 @	3
_____	ENG 3420: Children's Literature	3

IEC SPECIALIZATION
96 HRS

_____	EIEC 1110: Continuum of Early Childhood Development @	3
_____	EIEC 2100: Inclusive Persp. on EC Classrooms @	1
_____	EIEC 2110: Intro to Young Children w/ Exceptional Needs @	3
_____	EIEC 2120: Foundations of Inclusive ECE @	2
_____	EIEC 2140: Communication, Development In Young Children @	3
_____	EIEC 2150: Creative & Expressive Arts & Movement for IEC @	3
_____	EDFI 3020: Educational Psychology @	3
_____	EIEC 2210: Cultural & Linguistic Diversity in ECE @	3
_____	EIEC 2220: Working w/ Families of Young Children @	3
_____	EIEC 2230: Infant & Toddlers in Natural Environment @	3
_____	EIEC 2240: Curricula for Infant and Toddler Early Care and Education @	3
_____	EIEC 3100: Inclusive Pre-K Field Exp. @	2
_____	EIEC 3110: Intentional Teaching for Young Children @	3
_____	EIEC 3120: Phonics in IEC Classrooms @	3
_____	EIEC 3130: Emergent & Beginning Reading @	3
_____	EIEC 3140: Introduction to Assessment in IEC Settings @	3
_____	EIEC 3150: Instructional & Assistive Tech @	3
_____	EIEC 4110: Positive Behavior Supports For Young Children @	3
_____	EIEC 4120: Advanced Assessment for Program Planning @	3
_____	EIEC 4800: IEC Student Teaching - Pre-K @	8
_____	EIEC 4810: Pre-K Student Teaching Seminar @	1
_____	EIEC 3300: K-3 Practicum in Inclusive Classroom @	2
_____	EIEC 3310: Reading & Writing Methods for IEC Classrooms @	3
_____	EIEC 3320: Math Methods for IEC Classrooms @	3
_____	EIEC 3330: Social Studies For IEC Classrooms @	3
_____	EIEC 3340: Science Methods for IEC Classrooms @	3
_____	EIEC 3350: Adapting & Accommodating Instruction in IEC Classrooms @	3
_____	EIEC 4210: Literacy Assessment for Instruction @	3
_____	EIEC 4220: Consultation, Collaboration, & Transitions @	3
_____	EIEC 4900: IEC Student Teaching: K-3 @	10
_____	EIEC 4910: K-3 Student Teaching Seminar @	1

Important information on the back.

Note: All EDFI, EDTL and EIEC courses must be taken for a letter grade. S/U not permitted.

NOTES:

- @ Grade of C or higher required
- Meet with academic advisors on a regular basis. Names of advisors are listed via MyBGSU account.
- A minimum of 122 total hours is required for a bachelor's Degree
- A minimum of 40 hours of courses at the 3000-4000 level is required for a bachelor's degree.
- Undergraduate Students and degree holders seeking initial licensure must meet all specified requirements, including passing Praxis II tests.
- Degree Audit (DARS) is available on MyBGSU

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Professional Education & Content Requirements 12 hrs

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Sophomore Block I 14 hrs

_____	EIEC 2110 Intro to Young Child w/ Excep.	3
_____	EIEC 2150 PE/Art/Music	3
_____	EIEC 3100 Inclusive Pre-K Experience	2
_____	EDFI 3020 Educational Psychology	3
_____	EIEC 3130 Emergent Reading	3

Sophomore Block II 12 hrs

_____	EIEC 2140 Communication Development	3
_____	EIEC 2210 Cultural and Linguistic Diversity#	3
_____	EIEC 2200 Consultation, Collab. & Transition	3
_____	EIEC 2220 Work w/Families in Ed. Context	3

Junior Block I PreK-5 Methods 18 hrs

_____	EIEC 3110 Intentional Teaching	3
_____	EIEC 3120 Phonics	3
_____	EIEC 3310 ELA Methods & Pedagogy	3
_____	EIEC 3320 Math Methods & Pedagogy	3
_____	EIEC 4110 PBIS	3
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Junior Block II PreK-5 Methods 18 hrs

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_____	EIEC 3330 Soc. Stud. Methods & Pedagogy	3
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_____	EIEC 3350 Adapting & Accommodating Instr.	3
_____	EIEC 3360 Content Reading	3
_____	EIEC 4210 Literacy Assessment (online)	3

Senior Block I: PreK-5 Student Teaching 15 hrs

_____	EIEC 4800 Student Teaching Internship, IS	12
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