

15 Pre-major

Circulated: 1/24/2020
Comments Due: 2/5/2020
1920-528

Submit on blue paper

COURSE / CURRICULUM MODIFICATION REQUEST

COLLEGE Education and Human Development

**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: Intervention Specialist

- ☐ 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):

Due to requirements from our accrediting body the Council for the Accreditation for Educator Preparation (CAEP), unit wide matriculation standards need to be in place for all teacher education programs. The changes include transition from premajor to major (nationally normed achievement measures), therefore the Intervention Specialist Program must establish a pre-major and major. Students entering the university will be admitted into our Intervention Specialist Pre-Major and will have to meet established requirements in order to move into the Intervention Specialist Major. Attached are requirements from CAEP that have been agreed upon and will be used by the unit.

(If this is a new course or if the "Method of instruction" box is checked above):

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? None

**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- 3727280 Position: Associate Teaching Professor	Kristi Borchardt	<i>Kristi Borchardt</i>	11/13/19
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	<i>[Signature]</i>	11.13.19
4	Chair, College/School Curriculum Committee	Jessica Kiss	<i>Jessica Kiss</i>	12-5-19
5	Dean of College	Dawn Shiney	<i>Mary Murray</i>	12/11/19
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.
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.

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		

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.

Due to requirements from our accrediting body the Council for the Accreditation for Educator Preparation (CAEP), unit wide matriculation standards need to be in place for all teacher education programs. The changes include transition from premajor to major (nationally normed achievement measures), therefore the Intervention Specialist Program must establish a pre-major and major. Students entering the university will be admitted into our Intervention Specialist Pre-Major and will have to meet established requirements in order to move into the Intervention Specialist Major. Attached are requirements from CAEP that have been agreed upon and will be used by the unit.

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).

NA

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).

NA

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.

There are no changes to the sequence of program requirements. Just additional requirements for admission to program through the use of a pre-major.

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.

6. Program changes approved before the January deadline for the Catalog update will be recorded in the Catalog and will be in effect for check sheets 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 Council for the Accreditation for Educator Preparation (CAEP) requires unit wide (all teacher education programs) conformity to meet specific admission requirements that include matriculation from a pre-major to a major. Currently, the Intervention Specialist Program does not have a pre-major with specific requirements to move into the major. In compliance with the unit, a pre-major/major must be created. In order to move from the pre-major to the major, students must complete at least 60 semester hours, have a current FBI/BCI background and dispositions check*, Grade of C or higher in EDFI 3020 & 2980, EDIS 2500, Second year block courses and MATH 2130/2150, GPA of 3.0 and ACT/SAT/PRAXIS required score* (blue sheet submitted already for this separately unit wide*) We are adding these requirements to all teacher education programs to be in alignment with requirements before our 2021 CAEP review. This also fits with the Academic Plan as it will help us more closely monitor our program for further growth and recruitment.
2. Student implications (describe the basis for each estimate)
 - 2.1 Prospective demand for a new degree/major/minor (level of student interest).
No change
 - 2.2 Effect on required hours in degree/major/minor.
No change
 - 2.3 Number of students affected and in what way.
This will affect all of our teacher candidates, however it will not affect them in a negative manner as the majority of our candidates already meet these requirements in order to be admitted into our methods block their senior year.
 - 2.4 Effect on elective hours of majors/minors.
No change
 - 2.5 If a degree/major/minor is to be eliminated, how will current students in the program be accommodated?
NA
 - 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?
We will continue to have competitive enrollment to our major as we currently do and over time will increase our caliber of students. It is possible we will see a dip in enrollment briefly but it is not expected this will last as these changes become the norm in all of our teacher education programs. These changes will begin with the incoming first year students therefore current students will not be affected in their progression towards graduation. If students are unable to meet the minimum levels of academic proficiency, an academic advisor will work with them to help them determine alternative degree pathways at the University.
 - 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?

NA

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?
No change
 - 1.2 in the college?
No change
 - 1.3 in other university departments/colleges?
No change
 - 1.4 at other universities?
No change
2. What individuals in other departments/schools/colleges, if any, have been consulted about this proposal? *[attach correspondence where appropriate]*
NA
3. What effect will the proposed change have on accreditation of this program or of associated programs in the college/university?
This change will help us to meet the requirements for accreditation of our teacher education programs by CAEP which is required by state law in Ohio.
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?
This change brings our program into alignment with the rest of the teacher education programs within our college. Having uniformity among programs within our college will be a positive tool towards recruitment and retention.

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? **No change**
3. *For all proposals:* How will this change affect faculty work load? **No change**

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.
No change
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.
NA

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?

NA

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).
This change will be implemented for the first year students in fall of 2020. These students will have two years before they will need to meet the criteria to move from the pre-major into the major. During this time, we will ensure that all students are aware of the requirements through a variety of sources such as academic advising, Canvas announcements and e-blasts. Students entering on the 2020 degree audits will be the first time that students will not be able to move from pre-major to major if they have not met these requirements as currently there is not a pre-major/major established.

G. OTHER INFORMATION

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

BGSU Educator Preparation Programs Benchmarks

Benchmark 1: Admission to BGSU	<ul style="list-style-type: none"> • Official high school transcript (or GED or International baccalaureate diploma or certificate) • Official ACT or SAT results
Freshman Educator Preparation Program Theme: The Profession and Professionalism	
Benchmark 2: Progress Check: End of Freshman year (or after 30 semester hours):	Unit Wide Criteria: (Individual programs may add additional criteria)
	<ul style="list-style-type: none"> • Non-Academic: Completed 30 Semester Hours • Non-Academic: FBI/BCI Background Check • Non-Academic: Dispositions • Academic: Overall Check Sheet GPA 2.6+ (Level 1 SST)
Sophomore Educator Preparation Program Theme: The Learners	
Benchmark 3: Transition from Pre-Major to Admission to Major (after 60 semester hours)	Unit Wide Criteria: (Individual programs may add additional criteria)
	<ul style="list-style-type: none"> • Non-Academic: Completed 60 Semester Hours • Non-Academic: FBI/BCI Background Check • Non-Academic: Dispositions • Academic: Overall Check Sheet GPA 2.85+ (Level 1SST) • Academic: Grade of C or higher in EDFI 3020, EDFI 2980, EDIS 2310 (PEHE alternative?) • Academic: ACT/SAT Praxis I Reading/Writing/Math • Academic: Key Assessment: EDFI 3020 paper
Junior Educator Preparation Program Theme: Instructional Strategies and Learning Environments	
Benchmark 4: Transition to Professional Year: (after 90 semester hours)	Unit Wide Criteria: (Individual programs may add additional criteria)
	<ul style="list-style-type: none"> • Non-Academic: Completed 90 semester hours • Non-Academic: FBI/BCI Background Check • Non-Academic: Dispositions • Non-Academic: Professional Year Placement Interviews • Academic: Overall Check Sheet GPA 3.0 (CAEP) • Academic: Key Assessment: Content Reading Key Assessment • Academic: Pass Program required OAE Content Exams
Senior Educator Preparation Program Theme: Professional Year	
Benchmark 5: Transition from Methods to Teacher Internship	Unit Wide Criteria: (Individual programs may add additional criteria)
	<ul style="list-style-type: none"> • Non-Academic: Completed 105 hours • Non-Academic: FBI/BCI Background Check • Non-Academic: Dispositions • Academic: Overall Check Sheet GPA 3.0 (CAEP) • Academic: Pass all required OAE Content Exams • Academic: Satisfactory Final Methods Evaluation from CMT/UM
Benchmark 6: Transition from Internship to Graduation	Unit Wide Criteria: (Individual programs may add additional criteria)
	<ul style="list-style-type: none"> • Non-Academic: Complete all Check Sheet requirements • Non-Academic: Dispositions • Academic: Overall Check Sheet GPA 3.0 • Academic: Pass all remaining OAE Exams Prior to Graduation • Academic: Pass edTPA • Academic: Satisfactory Final Teaching Internship Evaluation

