0. Form NP – New Program Proposal Form

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: BSEd Early Childhood Education

Degree/Certificate: Bachelor of Science in Education

Options: _____

_____

_____

Delivery Site(s): Maryville campus
Northwest Kansas City Center

CIP Classification: 1312.10 (Please provide a CIP code)

Implementation Date: Fall 2017

Cooperative Partners: n/a

Expected Date of First Graduation: Fall 2017

AUTHORIZATION

Timothy Mottet, Provost		June 30, 2016
Name/Title of Institutional Officer	Signature	Date

Gregory Haddock, Vice Provost	(660) 562-1145
Person to Contact for More Information	Telephone

1. Form OS - Off-Site Delivery of an Existing Program

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Northwest Missouri State University

Program Title: BSEd Early Childhood Education

Degree/Certificate: Bachelor of Science in Education

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Northwest Kansas City Center

Mode of Program Delivery: face-to-face

Geographic Location of Student Access: 6889 North Oak Trafficway, Gladstone, MO 64118

CIP Classification: 1312.10 (Please provide a CIP code)

Implementation Date: Fall 2017
(Semester and Year)

Cooperative Partners: Fall 2017

AUTHORIZATION

Timothy Mottet, Provost		June 30, 2016
Name/Title of Institutional Officer	Signature	Date

Gregory Haddock, Vice Provost (660) 562-1145

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

Year	*1*	*2*	*3*	*4*	*5*
Full-time	275	280	285	295	300
Part-time	6	10	12	15	20
Total	281	290	297	310	320

ii. Will enrollment be capped in the future?

There are no plans to cap this program. This program replaces the previous option where an Elementary Education Major would add a Minor in Early Childhood to seek teaching Certification. Existing majors will move to this new option. Some may be in place to graduate as early as the initial semester (Fall 2017) because of this alignment.

What method(s) or data were used to project student enrollment for this proposed program?

Office of the Registrar and Office of Institutional Research numbers were used to project full time students. Part time students were project on the basis of current numbers.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

There has always been a strong interest in the Early Childhood minor. The following are enrollment numbers from 2012 to the present.

2013-14: 172
2014-15: 191
2015-16: 278

As indicated in the proposal under the justification section, when 58 Early Childhood Minors were surveyed, 95% indicated that after graduation the top three grade levels they were most likely to teach were in the birth through third grade range. Also, 73% indicated that they would choose a Birth through grade three certification over a first to sixth grade certification. Inquiries at the Kansas City Center regarding a completion program in early Childhood is also an

2. Need (Form SE - Student Enrollment Projections)

indicator for the demand of this program.

The recent focus on Early Childhood initiatives at Regional, State, and National level suggest that money is being invested in the preparation of Early Childhood Teachers. This trend suggests that the market will continue to increase, as Federal initiatives such as 'Preschool for All' continue to be promoted. Furthermore, in Missouri, this certification is required if a prospective teacher wants to teach Kindergarten. (source: National Association for the Education of Young Children - NAEYC, DESE, Mo).

Additionally, the shift to an Early Childhood Major enhances the potential for degrees other than teacher certification. Thus, a range of study programs of shorter duration (e.g. CDA, CEU credits, etc.) and / or different foci (play therapy, music and art therapy) can be possible. Again, these are opportunities for later that have not been worked in but considered in the way that the current design is planned.

B. Societal Need:

i. General needs which are not directly related to employment

This is 'prime time' not only to build a quality Early Childhood Degree Major but to cater to societal needs. Recently the Maryville Daily Forum did an article on the need for Early Care in our Area. I am currently a part of a group initiated by SSM health care to discuss their expansion of the child care preschool facility. The feasibility study has been completed and the need for Early Care and Education Programs has been established. Talks for a partnership between NWMSU (Early Childhood) and SSM are in progress as we look for grants to build quality, affordability, and accessibility for young children as well as seek practicum contexts for training and preparation for our students. Head Start is also planning on looking into an 'early head start grant' when it opens up this year or the next. Apart from student placements, we will be able to provide training opportunities to Head Start and SSM (these are already being done on a limited basis as service) but CEU credits are much needed and not available in this area. Societal needs and rights of all children to receive quality education are central to our commitment in designing a quality degree program.

C. Methodology used to determine "B" and "C" above.

Currently our placement rate (2013-14) for Elementary Education is 93.8% (source: Office of Career Services). Since Early Childhood is a minor, data is not recorded separately. However, numbers show that the number of early childhood minors is a substantial part of the Elementary Education candidates.

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Similar programs exist but this is not a new market for Northwest Missouri State Univesity. The institution is already serving degree seekers who want to teach in early childhood education through the add-on minor for our Elementary Education major. This streamlines the student degree completion.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 124

B. Residency requirements, if any: n/a

C. General education: Total credits: 42 hours

Courses (specific courses OR distribution area and credits):

61-569 Multiculturalism in Ed (Degree Requirement) 3

D. Major requirements: Total credits: 75

Course	Title	Credits
62-111	The Ecology of Teaching and Learning (block)	1
62-112	Developmental Foundations of Education (block)	1
62-113	Professional Learning Community I	1
62-114	Introduction to Curriculum and Instruction (block)	1
62-115	Principles of Assessment (block)	1
62-116	Professional Learning Community II	1
62-117	Inclusive Classrooms and Positive Environments	1
62-118	Teaching as Communication	1
62-119	Professional Learning Community III	1
62-302	Emotion and Language Centered Curriculum for Infants and Toddlers	3
62-303	Observation and Assessment in Infant Toddler Settings	3
62-202	Understanding the 'Whole Child': Infants and Toddlers (Block) OR	1
62-304	Field Experiences in Infants Toddler Settings (block)	2
62-231	EC Professional Learning Community IV: Teacher as Researcher	1
62-421	Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood	3
62-402	Integrated Curriculum, Methods, and Strategies in Preschool and Kindergarten	3
62-532	Family & Community Resources in Early Childhood (F,S)	2
62-305	Understanding the 'Whole Child' in Preschool and Kindergarten (block)	1
62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	3
62-404	Practicum in Preschool (block)	2
62-405	Practicum in Kindergarten (block)	2
62-232	EC Professional Learning Community V: Reciprocative Teaching*	1
62-426	Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	3
62-425	Integrated Curriculum, Methods, and Strategies in Grades 1-3	3
62-427	Behavioral Guidance for Young Children	2
62-401	Understanding the 'Whole Child' in Grades 1-3	1

3. Program Structure: (Form PS - Program Structure)

Course	Title	Credits
4		
62-431	Practicum in Grades 1-3 (Block)	2
62-326	EC Professional Learning Community VI: Teaching as Inquiry and Decision-Making	1
08-405	Parenthood Education (F,S,Su)	3
62-330	Health, Nutrition and Safety of Young Children	2
62-442	Early Childhood Professional Capstone	3
62-441	Early Childhood Leadership and Program Management	3
62-472	Capstone Practicum Experience (block)	2
62-443	EC Professional Learning Community VII	1
61-473	Directed Teaching in Early Childhood	12
62-445	EC Professional Learning Community VIII	1

E. Free elective credits: 4 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Directed Teaching (12 credits) is required

G. Any unique features such as interdepartmental cooperation:

n/a

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: BSEd Early Childhood Education

Date: June 30, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

  Application for admission to the professional education program should be initiated in the trimester following the one in which the eligible student completes 45 hours of academic credit or upon transfer of 45 hours of credit acceptable to this institution. All students desiring to become teacher candidates must demonstrate basic educational competencies prior to formal admission into the professional teacher education program. To do this applicants must:

  1. Provide evidence (score) of completion of the ACT or SAT by having scores submitted to the University.

  2. Successfully complete COM 29102 Fundamentals of Oral Communication, with a grade of "C" or better.

  3. Successfully complete EDCI 62211 Observation and Activity in the Elementary School for elementary education programs; EDUC 61262 Middle School Teaching Practicum I for middle school programs; EDUC 61260 Secondary Teaching Practicum I for secondary education programs; EDUC 61260 for elementary-secondary programs; EDCI 62211 orEDUC 61262 or EDUC 61260 for special education programs; HPER 22260 Observation and Practicum I in Physical Education for the Physical Education program.

  4. Complete at least 45 semester hours of coursework and achieve a minimum major GPA and minimum GPA in education coursework with no more than seven hours below a "C" for all courses used to meet general education requirements. Reference minimum GPA in the Professional Education Handbook.

  5. Complete two composition courses or one honors composition, a math course (MATH 17171 for Elementary Education majors), COM 29102 Fundamentals of Oral Communication, and recommended Institutional Requirements (EDUC 61145 or EDCI 62130, EDUC 61252).

5. Program Characteristics and Performance Goals: (Form PG).

6. Achieve the minimum MoGEA (English, Mathematics, Science, Social Studies, Writing Sample) scores identified in the Professional Education Handbook.

7. Register for admission to the Professional Education Program at the Teacher Education Student Services (TESS) Office in Administration Building, Room 348, in accordance with the application procedure. This form will not be issued until all the above criteria have been met.

8. Take completed form to approved Professional Education advisor for signature and assignment of anticipated student teaching blocks or professional trimester.

9. Return signed form to the TESS Office for final approval by the TESS Office. A copy of the approved form will be sent to the student and advisor. Any changes in major or anticipated student teaching block/professional trimester must be submitted to and approved by the TESS Office once admission has been obtained.

- Characteristics of a specific population to be served, if applicable.

  ———

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

  Terminal degree in curriculum instruction with early childhood experience and previous practice / certification

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

  100%

- Expectations for professional activities, special student contact, teaching/learning innovation.

  No additional expectation

Enrollment Projections

- Student FTE majoring in program by the end of five years.

  Expectation is 300 majors at five years.

- Percent of full time and part time enrollment by the end of five years.

  Over 95% of the undergraduate students in this program will be full-time.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

  65 per year at three years, 70 per year at five years

5. Program Characteristics and Performance Goals: (Form PG).

- Special skills specific to the program.

  Education curriculum and ability to attain certification

- Proportion of students who will achieve licensing, certification, or registration.

  Expectation is 100%, actual practice is between 95 and 97%. (Some will teach in private settings not requiring certification).

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

  This is built into the requirements. Minimum MoGEA is required.

- Placement rates in related fields, in other fields, unemployed.

  94%

- Transfer rates, continuous study.

  none anticipated

6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

  Porgram is certified by NCATE / CAEP

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

  Current students have been somewhat dissatisfied with the path to teaching early childhood (BSEd Elem Ed major with add-on Early Childhood minor). This will streamline that experience.

- Expected satisfaction rates for employers, including timing and method of surveys

  Measured by formal DESE practice as well as monitored by program, expectation is high.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Northwest Missouri State has been preparing early childhood educators for many years.

8. Any Other Relevant Information:

Appendix A - program of study

Appendix B - rationale and statement for alignment with state goals

5. Program Characteristics and Performance Goals: (Form PG).

Appendix C - catalog copy

Appendix B – Program of Study proposed

Northwest Missouri State University

B.S. in Education – Early Childhood Suggested Schedule Effective Fall 2017

Major: Early Childhood

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION include the following: ACT score on file, met identified scores on Missouri General Education Assessment (MoGEA), completed Missouri Educator Profile (MEP), and G.P.A. OF 2.75 cumulative, 3.00 in the content area, and 3.00 in professional education coursework

First Year							
First Semester				**Second Semester**			
Courses		Hrs	Gr.	Courses		Hrs	Gr.
10-111	Composition I	3		10-112	Composition II	3	
04-102/103	General Biology & Lab	4		17-171	Fundamentals of Math	3	
73-101	University Seminar	1		29-102	Fundamentals of Oral Communication	3	
32-101	Introduction to Geography	3			Fine Arts Requirement: Art Appreciation OR Enjoyment of Music OR American Popular Music OR Jazz Appreciation	3	
xx-xxx	Information Technology Requirement: Education Computing & Technology or Computers & Information Technology	3		62-114	Introduction to Curriculum and Instruction (block)	1	
62-111	The Ecology of Teaching and Learning (block)	1		62-115	Principles of Assessment (block)	1	
62-112	Developmental Foundations of Education (block)	1		62-116	Professional Learning Community II	1	
62-113	Professional Learning Community I	1					
	Total	17			Total	15	
Second Year							
First Semester				**Second Semester (INFANTS AND TODDLERS)**			
Courses		Hrs	Gr.	Courses		Hrs	Gr.
34-102	Introduction to American Government	3		40-102/103	Physical Science / Lab	4	
62-371	Introduction to Literature	3		08-333 08-312	Developmental Psychology or Child Psychology	3	
08-303	Educational Psychology	3		62-302	Emotion and Language Centered Curriculum for Infants and Toddlers	3	
33-155	History: US to 1877	3		62-303	Observation and Assessment in Infant Toddler Settings	3	
	Humanities Requirement: Humanities 26-102 or 103 or 104 OR Philosophy 39-171 or 274 or 275 OR Communication 29-235 OR Political Science 34-105	3		62-202 OR 62-203	Understanding the 'Whole Child': Infants and Toddlers (Block) OR Constructive Pedagogy of the Reggio Emilia Approach (Study abroad during Spring break)	1	
62-117	Inclusive Classrooms and Positive Environments	1		62-304	Field Experiences in Infants Toddler Settings (block)	2	
62-118	Teaching as Communication	1		62-231	EC Professional Learning Community IV: Teacher as Researcher	1	
62-119	Professional Learning Community III	1					
	Total	15			*Must Pass MoGEA by 4th Semester Total*	17	
Third Year							
First Semester (PRESCHOOL & KINDERGARTEN)				**Second Semester (PRIMARY GRADES)**			
Courses		Hrs.	Gr.	Courses		Hrs.	Gr.
62-421	Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood	3		62-426	Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	3	
62-402	Integrated Curriculum, Methods, and Strategies in Preschool and Kindergarten	3		62-425	Integrated Curriculum, Methods, and Strategies in Grades 1-3	3	

Appendix B – Program of Study proposed

62-532	Family & Community Resources in Early Childhood (F,S)	2		62-427	Behavioral Guidance for Young Children	2	
62-305	Understanding the 'Whole Child' in Preschool and Kindergarten (block)	1		62-401	Understanding the 'Whole Child' in Grades 1-3	1	
62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	3		62-431	Practicum in Grades 1-3 (Block)	2	
62-404	Practicum in Preschool (block)	2		xx-xxx	Diversity IR	3	
62-405	Practicum in Kindergarten (block)	2		62-326	EC Professional Learning Community VI: Teaching as Inquiry and Decision-Making	1	
62-232	EC Professional Learning Community V: Reciprocative Teaching*	1					
	Total	17			Total	15	
Summer							
First Semester				**Second Semester**			
Courses		Hrs.	Gr.	Courses		Hrs.	Gr.
08-405	Parenthood Education (F,S,Su)	3		62-330	Health, Nutrition and Safety of Young Children	2	
	Total	3			Total	2	
Fourth Year							
First Semester				**Second Semester**			
Courses		Hrs.	Gr.	Course		Hrs.	Gr.
61-569	Multiculturalism in Ed (Degree Requirement)	3		61-473	Directed Teaching in Early Childhood	12	
62-442	Early Childhood Professional Capstone	3		62-445	EC Professional Learning Community VIII	1	
62-441	Early Childhood Leadership and Program Management	3					
62-472	Capstone Practicum Experience (block)	2					
62-443	EC Professional Learning Community VII	1					
	Total	12			Total	13	

Note: 1.Students requiring Iowa Certification must take 29-553 (Language Speech & Hearing of the Exceptional Child Fall & Summer) or 08-513 (Psychology of Language Dev)

Appendix B – Program of Study proposed

Northwest Missouri State University

B.S. in Education -- Early Childhood Suggested Schedule Effective Fall 2017

Major: Early Childhood With Certification in Early Childhood Special Education

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION include the following: ACT score on file, met identified scores on Missouri General Education Assessment (MoGEA), completed Missouri Educator Profile (MEP), and G.P.A. OF 2.75 cumulative, 3.00 in the content area, and 3.00 in professional education coursework

First Year

First Semester				Second Semester			
Courses		Hrs	Gr.	Courses		Hrs	Gr.
10-111	Composition I	3		10-112	Composition II	3	
04-102/103	General Biology & Lab	4		17-171	Fundamentals of Math	3	
73-101	University Seminar	1		29-102	Fundamentals of Oral Communication	3	
32-101	Introduction to Geography	3			Fine Arts Requirement: Art Appreciation OR Enjoyment of Music OR American Popular Music OR Jazz Appreciation	3	
xx-xxx	Information Technology Requirement: Education Computing & Technology or Computers & Information Technology	3		62-114	**Introduction to Curriculum and Instruction (block)**	**1**	
62-111	**The Ecology of Teaching and Learning (block)**	**1**		62-115	**Principles of Assessment (block)**	**1**	
62-112	**Developmental Foundations of Education (block)**	**1**		62-116	**Professional Learning Community II**	**1**	
62-113	**Professional Learning Community I**	**1**					
	Total	17			Total	15	

Second Year

First Semester				Second Semester (INFANTS AND TODDLERS)			
Courses		Hrs	Gr.	Courses		Hrs	Gr.
34-102	Introduction to American Government	3		40-102/103	Physical Science / Lab	4	
62-371	Introduction to Literature	3		08-333 08-312	Developmental Psychology or Child Psychology	3	
08-303	Educational Psychology	3		62-302	**Emotion and Language Centered Curriculum for Infants and Toddlers**	**3**	
33-155	History: US to 1877	3		62-303	**Observation and Assessment in Infant Toddler Settings**	**3**	
	Humanities Requirement: Humanities 26-102 or 103 or 104 OR Philosophy 39-171 or 274 or 275 OR Communication 29-235 OR Political Science 34-105	3		62-202 OR 62-203	**Understanding the 'Whole Child': Infants and Toddlers (Block) OR Constructive Pedagogy of the Reggio Emilia Approach (Study abroad during Spring break)**	**1**	
62-117	**Inclusive Classrooms and Positive Environments**	**1**		62-304	**Field Experiences in Infants/Toddler Settings (block)**	**2**	
62-118	**Teaching as Communication**	**1**		62-231	**EC Professional Learning Community IV: Teacher as Researcher**	**1**	
62-119	**Professional Learning Community III**	**1**					
	Total	15			*Must Pass MoGEA by 4th Semester* *Total*	17	

Third Year

First Semester (PRESCHOOL & KINDERGARTEN)				Second Semester (PRIMARY GRADES)			
Courses		Hrs.	Gr.	Courses		Hrs.	Gr.
62-421	**Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood**	**3**		62-426	**Authentic Assessment for Evidence-Based Decision Making in Grades 1-3**	**3**	
62-402	**Integrated Curriculum, Methods, and Strategies in Preschool and Kindergarten**	**3**		62-425	**Integrated Curriculum, Methods, and Strategies in Grades 1-3**	**3**	

Appendix B – Program of Study proposed

62-532	Family & Community Resources in Early Childhood (F,S)	2		62-427	Behavioral Guidance for Young Children	2	
62-305	Understanding the 'Whole Child' in Preschool and Kindergarten (block)	1		62-401	Understanding the 'Whole Child' in Grades 1-3 (Block)	1	
62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	3		62-431	Practicum in Grades 1-3 (Block)	2	
62-404	Practicum in Preschool (block)	2		xx-xxx	Diversity IR	3	
62-405	Practicum in Kindergarten (block)	2		62-326	EC Professional Learning Community VI: Teaching as Inquiry and Decision-Making	1	
62-232	EC Professional Learning Community V: Reciprocative Teaching	1					
	Total	17			Total	15	
Summer							
First Semester				**Second Semester**			
Courses		Hrs.	Gr.	Courses		Hrs.	Gr.
08-405	Parenthood Education (F,S,Su)	3		62-330	Health, Nutrition and Safety of Young Children	2	
				62-542	Curriculum and Methods in Early Childhood Special Education (June & July)	3	
	Total	3			Total	5	
Fourth Year							
First Semester				**Second Semester**			
Courses		Hrs.	Gr.	Course		Hrs.	Gr.
61-569	Multiculturalism in Ed (Degree Requirement)	3		61-473	Directed Teaching in Early Childhood	12	
62-442	Early Childhood Professional Capstone	3		62-445	Professional Learning Community VIII	1	
62-441	Early Childhood Leadership and Program Management	3					
62-472	Capstone Practicum Experience (block) OPTIONAL	2					
62-443	EC Professional Learning Community VII	1					
61-480	Directed Teaching in Early Childhood Special Education	3					
	Total	12-15			Total	13	

Note: 1.Students requiring Iowa Certification must take 29-553 (Language Speech & Hearing of the Exceptional Child Fall & Summer) or 08-513 (Psychology of Language Dev)

Appendix B – Program of Study proposed

ATTACHMENT 1: PROCESS AND RATIONALE FOR THE CONCEPTUALIZED PROGRAM

This proposal is a redesign of the professional education coursework required of all education majors for certification in the state of Missouri. The redesigned program creates clusters and sequences of courses and modules that develop and assess teacher candidate competencies in teaching and reflective practices. These courses/modules integrate the quality indicators from the Missouri Teacher Standards, standards in special education required of all teacher candidates, standards related to working with diverse student populations and in diverse school settings, including working with ELL students, and competencies related to classroom management including student motivation and engagement.

The major changes in requirements at the state level provided an opportunity to rethink how professional education instruction is delivered in our program. Beginning with the premise that becoming a quality educator is a developmental process that incorporated knowledge and skills with the opportunity to work with expert teachers to implement these practices and continually grow as a responsive professional, a program design which moved from a course-based model to an integrated competency-based model was explored. This program design addresses the call for performance-based assessments in that aligned assessments throughout the program would require candidates to demonstrate mastery of each competency. The developmental sequence of the competencies contained in the program extend the continuum incorporated into the Missouri Educator Evaluation System, allowing candidates to receive feedback on specific areas of strengths and weaknesses. This ongoing feedback will lead to each candidate's Professional Competency Profile, a state requirement candidates complete prior to program completion.

The program was conceptualized in three phases which are elaborated on below. Feedback received from the Department of Professional Education Advisory Committee indicated school administrators believe candidates need more field experiences prior to students teaching, thus targeted experiences aligned with the competencies were incorporated into each phase. Working through the sequenced modules outlined in this program redesign will ensure candidates have developmentally appropriate experiences promoting continual growth as a responsive educator.

With the Elementary Education department, the Early Childhood Program examined and restructured Missouri Teacher Standards in each area into three developmental levels. Each quality indicator was restated to indicate what students should understand (theoretical underpinnings), what candidates should know (the knowledge base – both content and pedagogical knowledge), and what candidates should be skilled at doing (implementation). These statements associated with the standards constitute the competencies candidates will be required to master.

The statements were then sorted into groups of interrelated competencies which build the foundation for each module in the program. Field experiences designed to provide candidates relevant opportunities for practice tied to targeted competencies are integrated in each phase of the redesign. Working through the curriculum and field experiences contained in the modules will ensure our candidates develop into high quality educators.

Phase I of the program is comprised of six instructional modules and related professional education community activities delivered over three trimesters. All education majors will complete all modules included in Phase I. Education majors will enroll in 3 credit-hours of

professional education for each of the first three trimesters of their programs. Phase I is completed prior to admission to teacher education and leads to candidates successfully completing the Missouri General Education Assessment (MoGEA) exam required for admission to teacher education.

Phase II of the program focuses on the Early Childhood special content and competencies. During this phase the program branches away completely from the Elementary, Special Education, and Secondary Program. To build quality programs in Early Childhood and Early Childhood Special Education, along the same paradigm shift towards the development and assessment of teacher candidate competencies, the program was conceptualized in terms of the age groups that it certifies teachers to teach. Birth to third grade is a wide age range and each age group beginning with infants and toddlers, moving to preschool and Kindergarten, finally to third grade is unique in their developmental characteristics. Therefore, each trimester addresses a different age group with a cluster of courses that focuses on theory, pedagogy, field experience / practicum and a structured context that supports reflective practice. The table on Page 3 of this document provides an overview of the program structure.

While we believe our traditional college students, i.e. those entering college directly from high school, will move through the phases of the program in a standard four-year program, we also believe moving to a competency-based program will facilitate a more seamless transfer for students entering our teacher education program with an AAT degree. We will be able to evaluate each student's mastery of particular competencies through an examination of artifacts rather than through equivalent course determinations. Transferring students will be able to gain credit for all competencies in which they can demonstrate mastery through an evaluation of artifacts aligned with the specific competency.

Phase III of the program is designed with a capstone Practicum experience offered in conjunction with a Professional capstone that provides students the opportunity to revisit topics such as Classroom management, Special needs and rights, school law, and professional preparation. During this time students will also take two courses that will support their intercultural competence and leadership development and prepare them for advocacy.

Please see Table on page 3 for an overview of the Early Childhood Program structure.

Appendix B – State Program Alignment of Education Programs

EARLY CHILDHOOD PROGRAM RE-DESIGN OVERVIEW

Major: Early Childhood Education (Birth to Grade 3); Major: Early Childhood Education with ECSE Certification (Birth to Grade 3)

	PHASE 1: **The socio-cultural context of teaching and learning**			**PHASE II:** **Content, Methods, and Pedagogy**			**PHASE III:** **Pre-service Practitioner experiences**	
Competency overview	1. Discerning oneself as a social and cultural being, one's practice, one's practical theory 2. Understanding children / students in the context of systemic relationships (Family, school, community, Culture)			Designing and Delivering integrated curriculum and instruction			Content planning and Delivery	
Course work And field experiences / practicum / student teaching	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	General Education courses + The Ecology of Teaching and Learning (Block 1) + Developmental Foundations of Education: (Block 2)	General Education courses + Introduction to Curriculum and Instruction: (Block 1) + Principles of Assessment: (Block 2)	General Education courses + Inclusive Classrooms and Positive Learning environments (Block 1) + Teaching as communica-tion (Block 2)	2 General Education courses (if not complete) + Infant toddler coursework and field experiences	Preschool and Kindergarten coursework + Practicum in Preschool + Practicum in Kindergarten	Diversity IR + Primary grades coursework + Primary Grades Practicum + Behavioral Guidance in Young Children	Multiculturalism in Ed Principles of leadership and Program Management Professional Capstone + Capstone Practicum Experience (7 weeks) • ECSE certification students will complete Student Teaching in SPED • EC Majors will choose the age group (Placements include but are not limited to	12 weeks Student teaching (Preschool, K, 1, 2, or 3)

Appendix B – State Program Alignment of Education Programs

		urban settings, High ELL populations, Head Start, etc.)
PROFESSIONAL LEARNING COMMUNITIES: The Art of Reflecting	**PROFESSIONAL LEARNING COMMUNITIES:** 'Teacher as researcher'	**PROFESSIONAL LEARNING COMMUNITIES:** Professional practice and collaboration

Summer online Courses: (Phase II)

- Parenthood Ed (May)
- Health, Nutrition, and Safety for Young Children (June)
- Curriculum and Methods in ECSE (June and July) for ECSE certification ONLY.

Appendix C – Catalog copy showing new courses

Note: due to alignment statement (previous section), new courses in elementary education have been proposed. The courses below have been added and modified from existing coursework as needed and serve other programs as well (e.g. BSEd Elem Educ).

Catalog (Current)

Health, Nutrition, and Safety of Young Children (62-330)

Course Description: Basic principles of health, nutrition, and safety with a focus on examining the age related needs of young children, the interaction between biology and environment as influencing factors of children's health and well-being, and policies/licensing regulations that govern related practices in educational settings. Students are exposed to methods for teaching children about food, health and safety, creating lunch and snack menus, and advocacy efforts related to the wellness and safety of young children. (F,S)

Major Requirements

Minor Requirements: Yes - Required for Elementary Education major with an EC minor

Total Hours: 2

Early Childhood Program Management (62-341)

Course Description: This course is designed to introduce students to child care and curriculum models; foundations of behavioral guidance in Early Childhood; program development and evaluation; and staff professional development. Students will engage in critical inquiry to align the philosophies of early childhood curriculum and behavioral guidance to policies and procedures of operating and managing an early childhood program. (F,S)

Prerequisite: EDCI 62-312 & EDCI 62-340 with Min Grade of D

Major Requirements

Catalog (Proposed)

Health, Nutrition, and Safety of Young Children (62-330)

Course Description: Basic principles of health, nutrition, and safety with a focus on examining the age related needs of young children, the interaction between biology and environment as influencing factors of children's health and well-being, and policies/licensing regulations that govern related practices in educational settings. Students are exposed to methods for teaching children about food, health and safety, creating lunch and snack menus, and advocacy efforts related to the wellness and safety of young children. (S, Su)

Major Requirements: Yes – required for EC Major and EC Major with certification in ECSE

Minor Requirements:

Total Hours 2

Early Childhood Leadership and Program Management (62-441)

Course Description: This course examines aspects of program administration and management in early childhood care and education programs Topics include but are not limited to supervision; health, safety, nutrition; state, local, and federal standards and regulations; professional decision-making; and fiscal management. In addition, this course includes the examination of leadership, advocacy, and contemporary issues in the field. As part of this course, students will have the opportunity to manage a local program serving children and families offering application aspects of leadership and management through direct field experience.

Minor Requirements: Yes- Required for Elementary Education major with an EC minor
Total hours: 3

Prerequisite: 62-326 Early Childhood Professional Learning Community VI
Corequisite: 62-442 Early Childhood Professional Capstone; 62-472 Capstone Practicum Experience; 61-569 Multiculturalism in Education; 62-443 Early Childhood Professional Learning Community VII

Major Requirements: Yes – required for EC Major and EC Major with certification in ECSE
Minor Requirements:
Total Hours: 3

Family and Community Resources in Early Childhood (62-532)

Course Description: Study of family and community resources used in working with parents and children, birth through grade 3. (F, S)

Prerequisite: EDCI 62-340 with Min Grade of D

Major Requirements

Minor Requirements: Yes - Required for Elementary Education major with an EC minor
Total hours: 2

Family and Community Resources in Early Childhood (62-532)

Course Description: This course is a study of family and community resources used in working with children birth through grade 3 and their families with an aim to empower parents as first educators of children. Candidates are introduced to family systems theories, family involvement research, and family development dynamics within pluralistic cultures to help them engage in relationship-based practice as teachers of young children.

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in in Preschool and Kindergarten; 62-404 Practicum in Preschool; 62-405 Practicum in Kindergarten; 62-232 Early Childhood Professional Learning Community V

Major Requirements: Yes – required for EC Major and EC Major with certification in ECSE
Minor Requirements:
Total Hours: 2

Curriculum and Methods in Early Childhood Special Education (62-542)

Appendix C – Catalog copy showing new courses

Curriculum and Methods in Early Childhood Special Education (62-542)

Course Description: This course is designed to develop skills to enable the prospective teacher of the young child with special needs (birth to age five years) to: (1) plan and organize appropriate curriculum content and learning sequences; (2) identify and implement appropriate instructional strategies, techniques, and environments; and (3) work effectively with parents and families, as well as other professionals and caregivers. (F)

Prerequisite: EDCI 62-340 OR EDCI 62-531 AND EDCI 62-541 AND EDCI 62-470 with Min Grade of D

Major Requirements

Minor Requirements: Required for Elementary Education major with an EC minor AND ECSE certification
Total hours: 3

Practicum in Early Childhood (62-543)

Course Description: Supervised practice in evaluating and teaching children from birth through grade 3. (F, S,SS)

Prerequisite: EDCI 62-340 & EDCI 62-531 with Min Grade of D AND Admittance to Teacher Education

Major Requirements

Minor Requirements: Yes - Required for Elementary Education major with an EC minor
Total hours: 4

Course Description: This course is designed to develop skills to enable the prospective teacher of the young child with special needs (birth to age five years) to: (1) plan and organize appropriate curriculum content and learning sequences; (2) identify and implement appropriate instructional strategies including assistive technologies, techniques, and environments; and (3) work effectively with parents and families, as well as other professionals and caregivers. (4) become knowledgeable about the elements of Individualized Educational Plans (IEPs) and processes including the legal and ethical aspects.

Prerequisite: 62-425 Integrated Curriculum, Methods, and Strategies for Grades 1-3

Major Requirements: Yes – required for Early Childhood Major with ECSE certification

Minor Requirements:

Practicum in Preschool (62-404)

Course Description: Supervised practice in culturally responsive teaching with preschool children in group settings

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in in Preschool and Kindergarten; 62-532 Family and Community resources in EC; 62-405 Practicum in Kindergarten; 62-232 Early Childhood Professional Learning Community V

Major Requirements – Yes required for EC Major and EC Major with certification in ECSE
Minor Requirements:

Appendix C – Catalog copy showing new courses

Directed Teaching in Early Childhood (62-473)

Course Description: A gradual induction into teaching in an early childhood setting through a progression which includes observation of the children and the work of the cooperating teacher, gradual participation, and finally directed teaching under the supervision of the cooperating teacher and the college coordinator. (F, S)

Prerequisite: Admittance to Teacher Education AND Permission of director of educational field experiences

Major Requirements

Minor Requirements: Yes - Required for Elementary Education major with an EC minor
Total hours: 1-6

Directed Teaching in Early Childhood Special Education (61-480)

Course Description: A gradual induction into teaching children in a preschool special education environment with emphasis on interpretation of individual tests and application of behavior management techniques. (F, S)

Prerequisite: Admittance to Teacher Education AND permission of director of educational field experiences

Major Requirements

Minor Requirements: Required for Elementary Education major with an EC minor AND ECSE certification

Total hours: 3

Total Hours: 2

Directed Teaching in Early Childhood (62-473)

Course Description: A gradual induction into teaching in an early childhood setting through a progression which includes observation of the children and the work of the cooperating teacher, gradual participation, and finally directed teaching under the supervision of the cooperating teacher and the college coordinator. (F, S)

Prerequisite: 62-443, Admittance to Teacher Education AND Permission of director of educational field experiences

Corequisite: 62-445

Major Requirements: Yes

Total hours: 1-6

Directed Teaching in Early Childhood Special Education (61-480)

Course Description: A gradual induction into teaching children in a preschool special education environment with emphasis on interpretation of individual tests and application of behavior management techniques. (F, S)

Prerequisite: Admittance to Teacher Education AND permission of director of educational field experiences

Corequisites: 61-569 Multiculturalism in Ed., 62-442 Early Childhood Professional Capstone, 62-441 Early Childhood Leadership and Program Management, 62-433 Early Childhood Professional Learning Community VII

Major Requirements

Minor Requirements: Required for Early Childhood Education major with ECSE certification

Appendix C – Catalog copy showing new courses

Total hours: 3

Appendix C – Catalog copy showing new courses

NEW COURSES:

Phase I

62-111 Ecology of Teaching
Beginning education students are introduced to the systemic relationships in which they develop as social and cultural beings. Through intentionally designed field experiences, students are oriented to the field of education and guided to examine the direct and indirect influences that impact teaching and learning. These influences include but are not limited to immediate family, interactions between school, home and community, federal and regional mandates and laws, as well as cultural and generational beliefs. This course requires 5 hours of field work in placements assigned by the instructor.
Credits: 1
Co-requisite: 62-113 Professional Learning Community I and 62-112 Developmental Foundations of Learning

62-112 Developmental Foundations
This field experience based course introduces students to methods of observation and 'noticing' of developmental constructs in educational settings. Through intentionally designed field work and guided discussion, students will learn to interpret their observations and 'noticings' from the lens of developmental and learning theories. Emphasis is placed on facilitating professional growth by acknowledging and reinforcing the importance of developmental foundations in educational goal-setting, developing an awareness of bias and assumptions in interpreting data, and the need to engage in culturally responsive practice. This course requires 10 hours of field work in placements assigned / approved by the instructor.
Credits: 1
Co-requisite: 62-113 Professional Learning Community I, 62-111 Ecology of Teaching

62-113 Professional Learning Community I
Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions

gained in **62-111** and **62-112** applied to their classroom contexts. By working in small groups of colleagues and peers, emerging learning will be transparent, targeted and collaborative.

Credits 1

Co-requisite: 62-111 Ecology of Teaching, **62-112** Developmental Foundations

62-114 Introduction to Curriculum and Instruction
This course/module builds on the experiences of students in the Developmental Foundations module and focuses on the development of curriculum and instruction based on the unique needs of individual students and culturally responsive pedagogy. Candidates will be introduced to national and state standards that frame curriculum development while at the same time realizing that instruction is driven by the analysis of student assessment results. This course requires 3-5 hours of field experience work.

Credits 1

Prerequisite: 62-113 Professional Learning Community **I Co-requisite: 62-116** Professional Learning Community II, 62-115 Principles of Assessment

62-115 Principles of Assessment
This module will serve as an introduction to the principles of assessment. Candidates will examine the foundation of assessment planning as well as the tools necessary to use assessment as the impetus for developing instruction that meet the needs of all learners. This course requires 3-5 hours of field experience work.

Credits 1
Prerequisite: 62-113 Professional Learning Community I
Co-requisite: 62-116 Professional Learning Community II, 62-114 Introduction to Curriculum and Instruction

Appendix C – Catalog copy showing new courses

62-116 Professional Learning Community II

Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions gained in **62-114** and **62-115** applied to their classroom contexts. By working in small groups of colleagues and peers, emerging learning will be transparent, targeted and collaborative.

Credits 1

Prerequisite: 62-113 Professional Learning Community I
Co-requisite: 62-114 Introduction to Curriculum and Instruction **62-115** Principles of Assessment

62-117 Inclusive Classrooms and Positive Learning Environments

This course will provide candidates with knowledge and understanding about the history of special education and inclusion, sources of referral to parents and teachers, identification procedures for individuals with disabilities (including the impact of language, culture, environment, and mental health issues), inclusive methods for teaching students with disabilities, those with gifts and talents, and English language learners. Candidates will be introduced to factors to consider when developing an inclusive and positive classroom environment such as emotional intelligence, strengths-based teaching, preventive strategies, student engagement strategies, and classroom management (including time, space, transitions, and procedures). A service project of 15 hours of interacting with individuals with disabilities is required.

Credits 1

Prerequisite: 62-116 Professional Learning Community II **Co-requisite: 62-119** Professional Learning Community III, 62-118 Teaching is Communication

Appendix C – Catalog copy showing new courses

62-118 Teaching is Communication

This course will offer an introduction to communication and its importance in teaching and learning, including verbal and non-verbal, media assisted, and socio-cultural differences. This course requires 3-5 hours of field experience work.

Credits 1

Prerequisite: 62-116 Professional Learning Community II
Co-requisite: 62-119 Professional Learning Community III, 62-117 Inclusive Classrooms and Positive Learning Environments

62-119 Professional Learning Community III

Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions gained in **62-117** and **62-118** applied to their classroom contexts. By working in small groups of colleagues and peers, emerging learning will be transparent, targeted and collaborative.

Credits 1

Prerequisite: **62-116** Professional Learning Community II
Co-requisite: **62-117** Inclusive classrooms and Positive Learning Environments, **62-118** Teaching is Communication

Phase II

TRIMESTER 4 COURSE/MODULE CLUSTER FOR EARLY CHILDHOOD AND EARLY CHILDHOOD SPECIAL EDUCATION

62-202 Understanding the Whole Child: Infants and Toddlers

This course orients candidates to the concept of the 'whole child' by focusing on the

developmental characteristics, needs, and capabilities of infants and toddlers across the following developmental domains: Physical, Cognitive, Language, Social and Emotional. Emphasized is the inter-connectedness of these domains, theories that further our understanding of these domains, particularly language acquisition and emotional intelligence, and explores the interaction between biology and socio-cultural environment as contributing factors to child development. As prospective teachers of young children, candidates will be facilitated to use this information to inform their planning of learning experiences for infants and toddlers while recognizing and valuing families as partners in supporting children's development. The positive image of the child as competent, capable, and an active learner lays the foundation and framework for a strengths-based approach to working with ALL children, including those with special needs and rights.

Credits: 1

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62-302 Emotion and Language Centered Curriculum for Infants and Toddlers; 62-303 Observation and Assessment in Infant Toddler Settings; 62-304 Field Experiences in Infant Toddler Settings; 62-231 Early Childhood Professional Learning Community IV

62-224 Constructivist Pedagogy of Reggio Emilia

The purpose of this course is provide students with an opportunity for a study abroad experience in participation with other early childhood professionals across the US who will visit the city of Reggio Emilia, Italy. This experience will afford students an opportunity to learn about a system of exemplary municipal infant-toddler centers and preschools in Reggio Emilia with an aim to advance students' understanding of constructivist practices and with these understandings strengthen practices with young children and families. As part of their

continuing professional growth, participating students will have the opportunity to serve as mentors as well as act as ambassadors for Northwest Missouri State University abroad and in the US, both locally and nationally.

Credits: 1

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62-302 Emotion and Language Centered Curriculum for Infants and Toddlers; 62-303 Observation and Assessment in Infant Toddler Settings; 62-304 Field Experiences in Infant Toddler Settings; 62-231 Early Childhood Professional Learning Community IV

62-302 Emotion and Language Centered Curriculum for Infants and Toddlers

This course informs candidates of the importance of emotion and language-centered curriculum for infants and toddlers. Recent research on brain development during the first three years of life, the role of emotional intelligence in learning, components of culturally responsive practice, and developmental foundations of language acquisition form the framework for guiding candidates to discuss, examine, and reflect on a 'primary caregiving model' for infants and toddlers. Candidates learn to plan developmentally appropriate, meaningful learning experiences based on State standards and early learning goals with an understanding of how content areas such as language & literacy, numeracy, scientific reasoning, visual and expressive arts, and physical motor activity are integrated in order to facilitate and support the development of the 'whole child', from birth to age 3. Environmental organization and design, along with teaching methods and interactive strategies that encourage and nurture active exploration and curiosity, are emphasized.

Credits: 3

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62-202 Understanding the Whole Child: Infants and Toddlers OR 62-203 Constructivist Pedagogy of Reggio Emilia; 62-303 Observation and Assessment in Infant Toddler Settings; 62-304 Field Experiences in Infant Toddler Settings; 62-231 Early Childhood Professional Learning Community IV

62-303 Observation and Assessment in Infant Toddler Settings

This course is designed to enable candidates to develop a knowledge base to purposefully assess children's developmental characteristics and learning outcomes and implement intervention strategies to maximize development and learning in young children. Emphasis in this course is on assessment tools and methodologies specific to use with children birth through age three. Developmentally appropriate methods of collecting data for decision-making as well as analysis and interpretation of observation and assessment results will be stressed to ensure competence of candidates in meeting state learning standards and national guidelines for appropriate practices. The role of the family in assessment, including the impact of cultural, economic, and linguistic diversity are central components of this course.

Credits: 3

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62- 202 Understanding the Whole Child: Infants and Toddlers OR 62-203 Constructivist Pedagogy of Reggio Emilia; 62-302 Emotion and Language Centered Curriculum for Infants and Toddlers; 62-304 Field Experiences in Infant Toddler Settings; 62-231 Early Childhood Professional Learning Community IV

62-304 Field Experiences in Infant Toddler Settings

Supervised practice in culturally responsive with infants and toddlers in group settings. 30 clock hours of contact time with the children is required.

Credits: 2

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62- 202 Understanding the Whole Child: Infants and Toddlers OR 62-203 Constructivist Pedagogy of Reggio Emilia; 62-302 Emotion and Language Centered Curriculum for Infants and Toddlers; 62-304 Field Experiences in Infant Toddler Settings; 62-231 Early Childhood Professional Learning Community IV

62-231 Early Childhood Professional Learning Community IV

In a collaborative context, candidates synthesize information gained through coursework and field experience to build and develop a 'teacher-researcher' stance in working with children. Opportunities to serve as critical colleagues that further each other's reflective thinking skills prepares candidates for professional collaboration in their future careers.

Credits: 1

Prerequisite: 62-119 Professional Learning Community III
Corequisite: 62-202 Understanding the Whole Child: Infants and Toddlers OR 62-203 Constructivist Pedagogy of the Reggio Emilia Approach; 62-302 Emotion and Language Centered Curriculum for Infants and Toddlers; 62-303 Observation and Assessment in Infant Toddler Settings; 62-304 Field Experiences in Early Childhood Settings

TRIMESTER 5 COURSE/MODULE CLUSTER FOR EARLY CHILDHOOD AND EARLY CHILDHOOD SPECIAL EDUCATION

Appendix C – Catalog copy showing new courses

62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood

This course will explore the Constructivist philosophy - pedagogy and conceptual framework, including underlying theories and contemporary influences in early childhood education. Candidates will examine notable Constructivist theorists, trends, theories influencing child development, and curriculum models that shape current evidence-based early childhood education programs (birth through third grade). Key elements of Constructivism - collaboration, learner autonomy, generativity, reflectivity, critical thinking and problem solving, and active engagement will be addressed. Connections will be made to integrated curriculum, encompassing project and process approaches for holistic learning and development designed (including reflective content planning and delivery based on collegial dialogue) to support meaningful learning for children and practitioners. An embedded field experience will offer candidates insight into application of the Constructivist philosophy in diverse early childhood education contexts, supporting culturally responsive practice.

Credits: 3

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in Preschool and Kindergarten; 62-532 Family and Community Resources in Early Childhood; 62-404 Practicum in Preschool; 62-405 Practicum in Kindergarten; 62-232 Early Childhood Professional Learning Community V

62-305 Understanding the Whole Child in Preschool and Kindergarten

This course orients candidates to the concept of the 'whole child' by focusing on the developmental characteristics, needs, and capabilities of preschoolers and Kindergarteners across the following developmental domains: Physical, Cognitive, Language, Social and Emotional. It emphasizes the inter-connectedness of these domains, theories that further our understanding of these domains, particularly language acquisition, emotional intelligence, and social cognition. As prospective teachers of young children, candidates will be facilitated to use this information to inform their planning of learning experiences for preschool and Kindergarten children while recognizing and valuing families as partners in supporting children's development. The positive image of the child as competent, capable, and an active learner lays the foundation and framework for a strengths-based approach to working with ALL children including those with special needs and rights.

Credits: 1

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in Preschool and Kindergarten; 62-532 Family and Community Resources in EC; 62-404 Practicum in Preschool; 62-232 Early Childhood Professional Learning Community V

62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten

This course informs candidates of the importance of play-based approaches to curriculum for preschool and Kindergarten children. The importance of process-oriented learning is emphasized and the role of a teacher is conceptualized as a curator of space and

materials that invite a sense of wonder, curiosity, and investigation. Acknowledging and valuing children's play as meaningful and productive, supporting interactions that empower children to pursue their quest, and ways to 'listen' to children thinking and learning through play form the framework for guiding candidates to discuss, examine, and reflect on Preschool and Kindergarten children's ways of knowing, understanding, and interpreting the world around them. Candidates learn to plan developmentally appropriate, meaningful learning experiences based on state standards and early learning goals with an understanding of how content areas such as language & literacy, numeracy, scientific reasoning, visual and expressive arts, and physical motor activity are integrated in order to facilitate and support the development of the 'whole child' in Preschool and Kindergarten. Environmental organization and design, along with teaching methods and interactive strategies that encourage and nurture active exploration and curiosity, are emphasized.

Credits: 3

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in Preschool and Kindergarten; 62-532 Family and Community Resources in Early Childhood; 62-404 Practicum in Preschool; 62-405 Practicum in Kindergarten; 62-232 Early Childhood Professional Learning Community V

62-403 Observation and Documentation as Assessment in in Preschool and Kindergarten

This course is designed to enable candidates to develop a knowledge base to purposefully assess children's developmental characteristics and learning outcomes and implement intervention strategies to maximize development and learning

in young children. Emphasis in this course is on assessment tools and methodologies specific to use with young children (preschool and kindergarten). Developmentally appropriate methods of collecting data for decision-making, as well as analysis and interpretation of observation and assessment results, will be emphasized to ensure competence of candidates in meeting state learning standards and national guidelines for appropriate practices. Additionally, acquired knowledge and application of state approved readiness tools will offer candidates a framework for utilizing, interpreting, and synthesizing assessment data from formal and informal contexts to support children's learning. The role of the family in assessment, including the impact of cultural, economic, and linguistic diversity are central components of this course.

Credits: 3

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-532 Family and Community Resources in Early Childhood; 62-404 Practicum in Preschool; 62-405 Practicum in Kindergarten; 62-232 Early Childhood Professional Learning Community V

62-405 Practicum in Kindergarten

Supervised practice in culturally responsive teaching with Kindergarten children in group settings

Credits: 2

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the

Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in in Preschool and Kindergarten; 62-532 Family and Community Resources in Early Childhood; 62-404 Practicum in Preschool; 62-62-232 Early Childhood Professional Learning Community V

62-232 Early Childhood Professional Learning Community V

In a collaborative context, candidates synthesize information gained through coursework and field experience, to build further on the 'teacher-researcher' stance introduced in the previous semester, by reflecting on the value of reciprocative teaching. Opportunities to serve as critical colleagues that further each other's reflective thinking skills prepares candidates for professional collaboration in their future careers.

Credits: 1

Prerequisite: 62-231 Early Childhood Professional Learning Community IV
Corequisite: 62-421 Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood; 62-305 Understanding the Whole Child in Preschool and Kindergarten; 62-402 Integrated Curriculum, Methods, and Strategies for Preschool and Kindergarten; 62-403 Observation and Documentation as Assessment in in Preschool and Kindergarten; 62-532 Family and Community Resources in Early Childhood; 62-404 Practicum in Preschool; 405 Practicum in Kindergarten

TRIMESTER 6 COURSE/MODULE CLUSTER FOR EARLY CHILDHOOD AND EARLY CHILDHOOD SPECIAL EDUCATION

62-401 Understanding the Whole Child in Grades 1-3

This course orients candidates to the concept of the 'whole child' by focusing on the

developmental characteristics, needs, and capabilities of children in grades 1 to 3, across the following developmental domains: Physical, Cognitive, Language, Social, Emotional and Moral. It emphasizes the development of Literacy, Numeracy, and Scientific Reasoning. As prospective teachers of young children, candidates will be facilitated to use this information to inform their planning of learning experiences for children in grades 1 to 3 while recognizing and valuing families as partners in supporting children's development. The positive image of the child as competent, capable, and industrious, lays the foundation and framework for a strengths-based approach to working with ALL children including those with special needs and rights.

Credits: 1

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-425 Integrated Curriculum, Methods, and Strategies for Grades 1-3; 62-426 Authentic Assessment for Evidence-Based Decision Making in Primary Grades; 62-427 Behavioral Guidance of Young Children; 62-431 Practicum in Grades 1-3; 62-326 Early Childhood Professional Learning Community VI

62-425 Integrated Curriculum, Methods, and Strategies in Grades 1-3

This course informs candidates of the importance of project based approaches to curriculum for primary grades. Building on knowledge, experiences, and reflections on Constructivist paradigms of learning and teaching, from previous courses in the program, this course deepens a prospective teacher's understanding of the learning process as fluid, negotiated, and self-propelled. This outlook forms the framework for guiding candidates to discuss, examine, and reflect on 'inquiry – based approaches' for teaching in grades 1 - 3. Candidates learn to plan developmentally appropriate, meaningful learning experiences based on state and common

core standards with an understanding of how content areas such as language, reading, writing, numeracy and math, scientific reasoning, visual and expressive arts, and social studies are integrated in order to facilitate and support the development of the 'whole child' in grades 1 - 3. Environmental organization and design along with teaching methods and interactive strategies that encourage, stimulate, and nurture active problem-solving and discovery oriented learning, are emphasized.

Credits: 3

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-401 Understanding the Whole Child in Grades 1-3; 62-426 Authentic Assessment for Evidence-Based Decision Making in Grades 1-3; 62-427 Behavioral Guidance of Young Children; 62-431 Practicum in Grades 1-3; 62-326 Early Childhood Professional Learning Community VI

62-426 Authentic Assessment for Evidence-Based Decision Making in Grades 1 – 3.

This course is designed to enable candidates to develop a knowledge of principles of appropriate and meaningful measures to assess student learning and mastery of concepts, personalize leaning, and monitor student progress. Emphasis in this course is on assessment tools and methodologies specific to use with students in grades 1-3. Developmentally appropriate methods of collecting assessment data for decision-making, as well as analysis and interpretation of observation and assessment results, will be stressed to ensure competence of candidates in meeting state learning standards and national guidelines for appropriate practices. Candidates will use emerging understandings of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction across disciplines. The role of the family in assessment, including the impact of

cultural, economic, and linguistic diversity are central components of this course.

Credits: 3

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-401 Understanding the Whole Child in Grades 1-3; 62-425 Integrated Curriculum, Methods, and Strategies in Grades 1-3; 62-427 Behavioral Guidance of Young Children; 62-431 Practicum in Primary Grades; 62-326 Early Childhood Professional Learning Community VI

62-431 Practicum in Grades 1 - 3

Supervised practice in culturally responsive teaching in Grades 1-3 in group settings

Credits: 2

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-401 Understanding the Whole Child in Grades 1 - 3; 62-425 Integrated Curriculum, Methods, and Strategies in Grades 1-3; 62-426 Authentic Assessment for Evidence-Based Decision Making in Grades 1-3; 62-427 Behavioral Guidance of Young Children; 62-326 Early Childhood Professional Learning Community VI

62-427 Behavioral Guidance of Young Children

This course is a focused study of approaches and practices geared towards developing emotionally intelligent children. Candidates engage in critical inquiry of models, approaches, and discipline programs adopted by school districts and examine them in the light of evidence – based knowledge of developmental socio-moral capabilities, constructivist theory, and the functioning of the brain. Behavior intervention strategies, tiered systems for supporting instruction and behavior, and procedural safeguards are explored.

Credits: 2

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-401 Understanding the Whole Child in Grades 1-3; 62-425 Integrated Curriculum, Methods, and Strategies in Grades 1-3; 62-426 Authentic Assessment for Evidence-Based Decision Making in Grades 1-3; 62-431 Practicum in Grades 1-3; 62-326 Early Childhood Professional Learning Community VI

62-326 Professional Learning Community VI

In a collaborative context, candidates synthesize information gained through coursework and field experience, to understand teaching as a process of inquiry and decision making from a teacher-researcher stance. Opportunities to serve as critical colleagues that further each other's reflective thinking skills prepares candidates for professional collaboration in their future careers.

Credits: 1

Prerequisite: 62-232 Early Childhood Professional Learning Community V
Corequisite: 62-401 Understanding the Whole Child in Grades 1-3; 62-425 Integrated Curriculum, Methods, and Strategies in Grades 1-3; 62-426 Authentic Assessment for Evidence-Based Decision Making in Primary Grades; 62-427 Behavioral Guidance of Young Children; 62-431 Practicum in Grades 1-3

Phase III

TRIMESTER 7 COURSE/MODULE CLUSTER FOR EARLY CHILDHOOD AND EARLY CHILDHOOD SPECIAL EDUCATION

62-472 Capstone Practicum Experience

Supervised Pre-student teaching experience with an age group / grade level of the candidate's choice. Placements for this experience will be determined on the basis of the candidate's prior

experience, with an aim to offer an opportunity for practice in a different setting.

Credits: 2

Prerequisite: 62-326 Early Childhood Professional Learning Community VI
Corequisite: 62-441 Early Childhood Leadership and Program Management; 62-432 Professional Capstone; 61-569 Multiculturalism in Education; 62-443 Early Childhood Professional Learning Community VII

62-442 Early Childhood Professional Capstone

Through this culminating course candidates re-visit content in Special Education, Classroom and Behavior management, School Law, and profession related topics in preparation for student teaching. Through a synthesis of previous coursework, opportunity to learn from school personnel and administrators, and a Capstone Practicum experience in a diverse setting, this course is designed to develop competency in functioning as an efficient and knowledgeable member in the field of education.

Credits: 3

Prerequisite: 62-326 Early childhood Professional Learning Community VI
Corequisite: 62-441 Early Childhood Leadership and Program Management; 62-472 Capstone Practicum Experience; 61-569 Multiculturalism in Education; 62-443 Early Childhood Professional Learning Community VII

62-443 Early Childhood Professional Learning Community VII

Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions gained in 62-442 Professional Capstone; 62-441 Early Childhood Leadership and Program Management; 62-472 Capstone Practicum Experience OR 61- 480 Directed Teaching in Early Childhood Special Education applied to their

classroom contexts. By working in small groups of colleagues and peers, learning will be emergent, targeted, and collaborative.

Credits: 1

Prerequisite: 62-326 Early Childhood Professional Learning Community VI
Corequisite: 62-441 Early Childhood Leadership and Program Management; 62-472 Capstone Practicum Experience OR 61-480 Directed Teaching in Early Childhood Special Education; 61-569 Multiculturalism in Education

TRIMESTER 8

62-445 Early Childhood Professional Learning Community VIII

Professional Learning communities will bring together teacher candidates to share and reflect upon the knowledge, skills and dispositions gained in 61-473 applied to their classroom contexts. By working in small groups of colleagues and peers, learning will be emergent, targeted, and collaborative.

Credits: 1

Prerequisite: 62-443 Early Childhood Professional Learning Community VII
Corequisite: 61-473 Directed Teaching in Early Childhood
B.S. Ed. Degree Requirements, Early Childhood Program
Northwest Core Requirements (42)
See Northwest Core Requirements

Directed Northwest Core Courses:
(must achieve grade of "C" or better)

PSYC 08299	Educational Psychology	3
Math 17171	Fundamentals of Mathematics	3
COM 29102	Fundamentals of Oral Communication	3
BIOL 04102	General Biology	3
BIOL 04103	General Biology Lab	1

PHSC 40102	The Physical Sciences	3
PHSC 40103	Physical Science Laboratory	1
MUS 19201	The Enjoyment of Music	3
	OR	
MUS 19202	Jazz Appreciation	3
	OR	
MUS 19222	American Popular Music	3
	OR	
Art 13102	Art Appreciation	3
GEOG 32101	Introduction to Geography	3

Institutional Requirements

Informational Technology Competency 3
Recommended: EDCI 62130

Multicultural Diversity Competency 3

Degree Requirements (3)

EDCI 61-569 Multiculturalism in Ed. 3

The degree requirement for Multiculturalism is separate from the Multicultural/Diversity Institutional Requirement

All students interested in teaching in a self-contained Kindergarten classroom in Missouri must complete the Major in Early Childhood Education.

Total Credit Hours: 126

Early Childhood Education Major: 126 hours:

B.S. Ed., Early Childhood Education Program (Certifies Birth through Grade 3)

Professional Requirements

Professional Education Courses and Beginning Clinical Experiences: Phase I

62-111	Ecology of Teaching	1
62-112	Developmental Foundations	1
62-113	Professional Learning Community I	1

Appendix C – Catalog copy showing new courses

62-114	Introduction to Curriculum and Instruction	1
62-115	Principles of Assessment	1
62-116	Professional Learning Community II	1
62-117	Inclusive Classrooms and Positive Learning Environments	1
62-118	Teaching As Communication	1
62-119	Professional Learning Community III	1
Psyc 08312 OR PSYC 08333	Child Psychology OR Developmental Psychology	3

Professional Education Courses and Mid-Level Clinical Experiences: Phase II

62-302	Emotion and Language Centered Curriculum for Infants and Toddlers	3
62-303	Observation and Assessment in Infant Toddler Settings	3
62-202 OR 62-203	Understanding the 'Whole Child': Infants and Toddlers (Block) OR Constructive Pedagogy of the Reggio Emilia Approach (Study abroad during Spring break)	1

Appendix C – Catalog copy showing new courses

62-304	Field Experiences in Infants Toddler Settings (block)	2
62-231	Early Childhood Professional Learning Community IV	1
62-421	Constructivist Philosophy, Theory, Curriculum Approaches, and Practice in Early Childhood	3
62-402	Integrated Curriculum, Methods, and Strategies in Preschool and Kindergarten	3
62-532	Family & Community Resources in Early Childhood	2
62-305	Understanding the 'Whole Child' in Preschool and Kindergarten (block)	1
62-403	Observation and Documentation as Assessment in Preschool and Kindergarten	3
62-404	Practicum in Preschool (block)	2
62-405	Practicum in Kindergarten (block)	2
62-232	Early Childhood Professional Learning Community V	1
62-426	Authentic Assessment for Evidence-Based Decision Making in Grades 1-3	3
62-425	Integrated Curriculum, Methods, and Strategies in Grades 1-3	3
62-427	Behavioral Guidance for Young Children	2
62-401	Understanding the 'Whole Child' in Grades 1-3	1
62-431	Practicum in Grades 1-3 (Block)	2
62-326	Early Childhood Professional Learning Community VI	1
08-405	Parenthood Education	3
62-330	Health, Nutrition and Safety of Young Children	2

CAPSTONE COURSES AND CULMINATING CLINICAL EXPERIENCES: Phase III

62-341	Early Childhood Leadership and Program Management	3
62-472	Capstone Practicum Experience	2
62-442	Early Childhood Professional Capstone	3
62-443	Early Childhood Professional Learning Community VII	1
61-473	Directed Student Teaching in the Early Childhood	12
62-445	Early Childhood Professional Learning Community VIII	1

Note: Directed teaching from other certification or other degrees may count up for up to 6 hours of the 12 required hours

Early Childhood Special Education Certification: 6-9 hours: (Certifies Birth through Grade 3)
This program is designed for the Early Childhood Education Major who desires to teach children with special needs and rights from birth through grade 3

Requirements
Early Childhood Education requirements (76 - 78)
See B.S.Ed Early Childhood; 62-472 Capstone practicum experience is optional for ECSE certification.

Early Childhood Special Education Requirements

62-542	Curriculum and Methods in Early Childhood Special Education	3
62-544	Practicum in Early Childhood Special Education (GRADUATE STUDENTS ONLY)	3

OR

Appendix C – Catalog copy showing new courses

61-480	Directed Teaching in Early Childhood Special Education (UNDERGRADUATE STUDENTS ONLY)	1-6

Total Credit Hours: 6-9

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Teaching English to Speakers of Other Languages

Degree/Certificate: Graduate Certificate (credential)

Options: _____

_____

_____

Delivery Site(s): Maryville campus
online

CIP Classification: 13.14.01 (Please provide a CIP code)

Implementation Date: Spring 2017

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2017

AUTHORIZATION

Timothy Mottet, Provost		June 30, 2016
Name/Title of Institutional Officer	Signature	Date

Gregory Haddock, Vice Provost	(660) 562-1145
Person to Contact for More Information	Telephone

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

Year	*1*	*2*	*3*	*4*	*5*
Full-time	_____	_____	_____	_____	_____
Part-time	5	5	5	5	5
Total	5	5	5	5	5

ii. Will enrollment be capped in the future?

There are no plans to cap enrollment

What method(s) or data were used to project student enrollment for this proposed program?

Having a MA in TESOL allows the option to serve students that do not want a full program using existing courswork.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

To accompany our proposed MA in TESOL, this graduate certificate will use some of the same courswork. Students recently completing their undergraduate program can take this course of study after graduation. They would be able to complete the MA program online if desired.

B. Societal Need:

i. General needs which are not directly related to employment

English is globally acknowledged as the World language. As it influences most parts of the world. there is a demand for people to both teach others to speak the language and use the language for work purposes. This credentialin TESOL will serve students wishing to teach abroad.

C. Methodology used to determine "B" and "C" above.

(Sources: TESOL.org: LatPro.com)

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

We are seeking to serve recent undergraduate completers with this program as an add on using exisiting courses in the proposed MA program.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 15

B. Residency requirements, if any: online

C. General education: Total credits: n/a

Courses (specific courses OR distribution area and credits):

D. Major requirements: Total credits: 15-18 hours

Core TESOL Credential/Certificate Program Courses (15-18 hours):

62-682 Materials & Curriculum Design for Teaching Ell/ESOL (3)

62-580 Methods & Techniques of Teaching ELL (3)

62-690 English for English Language Learners (3)

62-692: Assessment Strategies for Teaching ELL/ESOL (3)

62-686 Practicum: Teaching ELL/ESOL (3-6)

E. Free elective credits: 0 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Practicum required

G. Any unique features such as interdepartmental cooperation:

n/a

4. Financial Projections (Form FP - Financial Projections)

FINANCIAL PROJECTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenditures					
A. One-time:					
New/renovated space	____	____	____	____	____
Equipment	____	____	____	____	____
Library	____	____	____	____	____
Consultants	____	____	____	____	____
Other	____	____	____	____	____
Total for One-time Expenditures	$0	$0	$0	$0	$0
B. Recurring:					
Faculty	$5,034	$5,034	$5,034	$5,034	$5,034
Staff	____	____	____	____	____
Benefits	$1,510	$1,510	$1,510	$1,510	$1,510
Equipment	____	____	____	____	____
Library	____	____	____	____	____
Other	____	____	____	____	____
Total for Recurring Expenditures	$6,544	$6,544	$6,544	$6,544	$6,544
TOTAL (A + B)	$6,544	$6,544	$6,544	$6,544	$6,544
2. Revenues					
*State Aid - CBHE	____	____	____	____	____
*State Aid - DESE	____	____	____	____	____
Tuition/Fees	$9,039	$9,039	$9,039	$9,039	$9,039
Institutional/Resources	____	____	____	____	____
Other	____	____	____	____	____
TOTAL REVENUES	$9,039	$9,039	$9,039	$9,039	$9,039

* Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

____

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Graduate Certificate in Teaching English to Speakers of Other Languagesl

Date: June 30, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

  Credential/Certificate in Teaching English to Speakers of

  Other Languages program (not resulting in an education

  endorsement/certification for the USA)

  Admission Requirements:

  1. Undergraduate GPA: 3.0 on a 4.0 scale or a 2.7S GPA

  will be considered for conditional admission

  2. GRE (143 verbal) or TOEFL (79) or IELTS (6.5)

  3. Goals Statement: 2 page essay describing the

  applicant's career goals and how completion of the TESOL

  program will help the applicant to meet these goals.

- Characteristics of a specific population to be served, if applicable.

  Domestic and students

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

5. Program Characteristics and Performance Goals: (Form PG).

Terminal degree in ELL / ESOL and TESOL background

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

  100% ful time faculty

- Expectations for professional activities, special student contact, teaching/learning innovation.

  no extra requirements beyond contract expectation

Enrollment Projections

- Student FTE majoring in program by the end of five years.

  5 majoring in program at 5 years

- Percent of full time and part time enrollment by the end of five years.

  As an online program most students will be part-time (90%).

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

  4 graduates in three years, 4 in five years.

- Special skills specific to the program.

  n/a

- Proportion of students who will achieve licensing, certification, or registration.

  This is a graduate certificate, or credential, but not associated with teacher licensure or certification.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

  none for certificate

- Placement rates in related fields, in other fields, unemployed.

  95% or higher

- Transfer rates, continuous study.

  n/a

6. Program Accreditation

5. Program Characteristics and Performance Goals: (Form PG).

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

  Cert program not fall under NCATE accreditation because it is not aligned with certification.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

  Expectation is high based on 5-year review of progamming (current MSEd in ELL/ESOL)

- Expected satisfaction rates for employers, including timing and method of surveys

  Expectation is high based on 5-year review of progamming (current MSEd in ELL/ESOL)

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The institution is proposing a MA in TESOL. The institution has already offered the MSEd program in ELL / ESOL providing expertise in English language preparation background.

For students seeking courses on campus we have an intensive English program (English as a Second Language) that will support practicum experience for program seekers.

8. Any Other Relevant Information:

Appendix A - catalog copy

Credential/Certificate in Teaching English to Speakers of Other Languages program (not resulting in an education endorsement/certification for the USA)

Admission Requirements:

1. Undergraduate GPA: 3.0 on a 4.0 scale or a 2.75 GPA will be considered for conditional admission
2. GRE (143 verbal) or TOEFL (79) or IELTS (6.5)
3. Goals Statement: 2 page essay describing the applicant's career goals and how completion of the TESOL program will help the applicant to meet these goals.

Core TESOL Credential/Certificate Program Courses (15-18 hours):

62-682 Materials & Curriculum Design for Teaching ELL/ESOL (3)
62-580 Methods & Techniques of Teaching ELL (3)
62-690 English for English Language Learners (3)
62-692: Assessment Strategies for Teaching ELL/ESOL (3)
62-686 Practicum: Teaching ELL/ESOL (3-6)

0. Form NP – New Program Proposal Form

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Professional Writing Certificate

Degree/Certificate: Undergraduate Certificate (1 sem < 1 year)

Options: _____

_____

_____

Delivery Site(s): Maryville Campus
online

CIP Classification: 231301 (Please provide a CIP code)

Implementation Date: Fall 2016

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2018

AUTHORIZATION

Timothy Mottet, Provost		June 30, 2016
Name/Title of Institutional Officer	Signature	Date

Gregory Haddock, Vice Provost	(660) 562-1145
Person to Contact for More Information	Telephone

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

Year	*1*	*2*	*3*	*4*	*5*
Full-time	0	0	0	0	0
Part-time	3	7	8	8	10
Total	3	7	8	8	10

ii. Will enrollment be capped in the future?

There are no plans to cap enrollment.

What method(s) or data were used to project student enrollment for this proposed program?

The Department of English and Modern Languages hopes to test-market the Professional Writing Certificate to a small pool of students who have informally expressed interest in such a program. We will then increase promotion of the certificate within the university and to prospective students.

The undergraduate Professional Writing Certificate is intended to complement--rather than compete with--degrees offered outside English and Modern Languages. It offers students skills and certification in workplace-focused written communication without requiring students to declare a major or minor in Writing. As such, it will offer valuable curricula and credentials to students who plan to enter professions where they will need to communicate in writing, with a relatively small load of credit hours taken outside of their major area of study. In the longer range, we hope for this certificate to serve as scaffolding for the development of online courses and for a continuing education certificate that would be specifically marketed to professionals in the Kansas City area. While this proposal doesn't itself serve a new market, therefore, it is the foundation of a broader set of inititives intended to ultimately build new markets.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

The undergraduate Professional Writing Certificate fosters and formally recognizes a skill that surpasses all others--except for working in groups and leadership--on the National Association of Colleges and Employers's Job Outlook

2. Need (Form SE - Student Enrollment Projections)

2015 survey for desired attributes in a new hire: writing. According to the 2006 report, "Are They Really Ready To Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce," prepared by The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Societv for Human Resource Management. the categories of "Writing in English" and "Written Communications," were viewed as both very imporant to employers and as deficient in new hires: "Writing in English- over a quarter (26.2 percent) report that new workforce entrants with a four-year college diploma are 'deficient.' Almost 90 percent (89. 7 percent) say these skills are 'very important' for four-year college graduates. Written Communications- 27.8 percent of employer respondents report new entrants with four-year college diplomas as 'deficient.' For four-year college graduates, 93.1 percent say Written Communications is 'very important.'"

The English and Modern Languages Department views the undergraduate Professional Writing Certificate, therefore, as a valuable complement to professionally focused curricula throughout the universitv. It will help students develop essential written communication skills that employers demand, and will formally acknowledge these skills to employers.

STATEMENT FROM DEAN OF ENROLLMENT MANAGEMENT
The coursework included in the Certificate is aligned and reinforces our goal of providing students with profession-based experiences and preparing them to be successful communicators in their careers. Based on this alignment. I support the spirit of the curriculum. Additionally. because the certificate must be completed with a Bachelor's Degree; and it is not a standalone program. I support the structure of the certificate.
-Provided by Beverly Schenkel on 11JAN16

B. Societal Need:

i. General needs which are not directly related to employment

The priority that incoming students place on professional skills supports the creation of an undergraduate Professional Writing Certificate. The program reinforces Northwest Missouri State University's ability to provide a broad-based set of skills and credentials that equip graduates for immediate entry to and success in the workplace. The Professional Writing Certificate would complement the offerings of other programs. Those programs could promote the Professional Writing Certificate in recognition of NACE (and similar) survey data that reflect the value employers place on communication skills. This would increase the appeal of a range of programs to prospective students and of Northwest more generally, as a campus that values and inculcates a broad and relevant set of professional skills.

C. Methodology used to determine "B" and "C" above.

2. Need (Form SE - Student Enrollment Projections)

NACE data cited above reflects the emphasis that employers place on written communication skills when they hire recent college graduates. Melancon 2012 ("Current Overview of Academic Certificates in Technical and Professional Communication in the United States," Technical Communication, 59(3), pp. 207-222) provides a comprehensive review of professional writing certificate programs that US colleges have developed to satisfy this employer demand. While we reviewed a number of studies, Melancon (2012) is our primary source for setting the details of this proposed certificate. Melancon identifies 67 existing undergraduate and 43 graduate certificate programs. The majority of undergraduate programs are 12 to 18 credit hours. The 12-hour program proposed for Northwest would be among the shorter professional writing certificate programs offered nationally (approximately 17% of programs are 12 hours). This creates a competetitve advantage for the certificate at Northwest. allowing students to complete the certificate as quickly as possible and with the smallest burder in terms of credit hours.

Melancon also identifies courses that are offered in undergraduate writing certificate programs. Basic professional writing, writing in digital environments, and rhetoric are among the most commonly offered courses nationally. Writing for the Professions, Writing in the Online Age, and Writing and Rhetoric--all already offered as a regular part of Northwest's English curriculum-correspond to these courses. Advanced Professional Writing and Publication Skills offer additional sites within the existing course rotation to provide a range of other topics that are frequently offered nationally in professional writing certificate programs, including introduction to genres, editing, and document/information design.

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Among our peer institutions regionally, none offers an undergraduate Professional Writing Certificate. Several offer graduate-level writing certificates. The undergraduate focus of this proposal. therefore. represents an opportunity to address an underserved need for undergraduate recruitment. Among Missouri universities, UMSL and Webster offer equivalent undergraduate professional writing certificates. Rolla offers a similar undergraduate certificate in technical writing..

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 124

B. Residency requirements, if any: n/a

C. General education: Total credits: n/a

Courses (specific courses OR distribution area and credits):

———

D. Major requirements: Total credits: 12

Professional Writing Certificate, 12 hours

I. Core Requirements:

10-315 Writing for the Professions 3 cr.

10-430 Writing for the Online Age 3 cr.

10-515 Advanced Professional Writing 3 cr.

II. Approved electives from the following:

10-203 Writing and Rhetoric 3 cr.

10-512 Publication Skills 3 cr.

———

E. Free elective credits: n/a. (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

n/a

G. Any unique features such as interdepartmental cooperation:

n/a

4. Financial Projections (Form FP - Financial Projections)

FINANCIAL PROJECTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenditures					
A. One-time:					
New/renovated space	____	____	____	____	____
Equipment	____	____	____	____	____
Library	____	____	____	____	____
Consultants	____	____	____	____	____
Other	____	____	____	____	____
Total for One-time Expenditures	$0	$0	$0	$0	$0
B. Recurring:					
Faculty	$3,240	$7,560	$8,640	$8,640	$10,800
Staff	____	____	____	____	____
Benefits	$972	$2,268	$2,592	$2,592	$3,240
Equipment	____	____	____	____	____
Library	____	____	____	____	____
Other	____	____	____	____	____
Total for Recurring Expenditures	$4,212	$9,828	$11,232	$11,232	$14,040
TOTAL (A + B)	$4,212	$9,828	$11,232	$11,232	$14,040
2. Revenues					
*State Aid - CBHE	____	____	____	____	____
*State Aid - DESE	____	____	____	____	____
Tuition/Fees	$9,157	$21,365	$24,417	$24,417	$30,522
Institutional/Resources	____	____	____	____	____
Other	____	____	____	____	____
TOTAL REVENUES	$9,157	$21,365	$24,417	$24,417	$30,522

* Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

Note: calculation of tuition and revenue were taken from enrollments of BA and BS in English and Writing sharing 100% of the same coursework for these majors.

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Certificate in Professional Writing

Date: June 30, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

  No special admission is required for this certificate.

- Characteristics of a specific population to be served, if applicable.

  Current undergraduate students. Note, students must be enrolled as a degree seeking student completing a major program. This is not available as a stand-alone certificate

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

  Courses are totally within the English and Writing majors and therefore fit within the faculty who currently teach our programs.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

  100% taught by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

  No expectation beyond faculty duties for scholarship and professional development.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

  At the five year mark we seek to have 10 students enrolled in the certificate.

5. Program Characteristics and Performance Goals: (Form PG).

- Percent of full time and part time enrollment by the end of five years.

  Expectation and calculations of revenue and costs were based on full time students. Inevitably some students may be part-time at some point. Expectation is 95% or more will be full-time undergraduate students.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

  3-5 per year at three years, 8-10 per year at five years.

- Special skills specific to the program.

  English and writing capacity.

- Proportion of students who will achieve licensing, certification, or registration.

  n/a

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

  Students majoring in English programs typically score at the 60%tile or higher on the nationally normed General Educaton assessment exam. Expectation is that students earning a certificate in Professional Writing will be similar. However, these will be tracked by the students home major (program).

- Placement rates in related fields, in other fields, unemployed.

  Over the past three years 20% to 50% of the students continued in graduate programs. Beyond that, very few students completing the English degrees have found careers that align with the title "writer." With the institution's new focus on professional preparation and profession-based education, the desire is to increase this proportion.

  Career Services reports that rounly 70% of the 37 graduates in the past three years have responded to the employment survey. Two of those students were still seeking employment 6 months after graduation.

  Our expectation is that a certificate in Professional Writing will improve the chances at aligning a profession with that specific skill set.

- Transfer rates, continuous study.

  n/a

6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

  There are no plans for program accreditation. When a program is reviewed every five years this specific question is raised and the discipline faculty will re-evaluate the availability of accreditation and then the suitability for this program.

5. Program Characteristics and Performance Goals: (Form PG).

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

  The certificate will be reviewed every five years and it is typical to survey degree completers and alumni at that time. Expectation is high satisfaction.

- Expected satisfaction rates for employers, including timing and method of surveys

  Similar to alumni survey, employer feedback is typical at the five year review period.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The leadership of the institution challenged the academic discplines and faculty to consider how well-aligned their programs were to professional experiences. Previous program reviews and placement reports of graduates shows that many would feel that a degree in English as not as well-aligned with a specifc career goal, outside of graduate studies. The Department of English and Modern Languages surveyed their coursework, faculty expertise, and state landscape and have proposed new programs in writing, including this certificate. This will help students align career goals that include writing

8. Any Other Relevant Information:

Appendix A - catalog copy

Appendix A – Catalog copy

Catalog (Current)	Catalog (Proposed)
N/A	Certificate Description: Professional Writing Certificate The 12-hour Professional Writing Certificate prepares students for the writing they will do in their careers. It offers focused study and practice in the clear and effective written communication that employers demand. It helps students develop essential skills in critical thinking, in audience and subject analysis, and in clear and persuasive presentation of information. It engages students in modes, genres, and approaches of workplace writing. This certificate is a complement to any program, and will benefit students who plan to enter fields where employers will expect them to communicate effectively through writing, including business, public relations, computer sciences, and health sciences. **Professional Writing Certificate, 12 hours** I. Core Requirements: 9 10-315 Writing for the Professions 3 10-430 Writing for the Online Age 3 10-515 Advanced Professional Writing 3 II. Approved electives from the following: 3 10-203 Writing and Rhetoric 3 10-512 Publication Skills 3