



Missouri Department of Higher Education

Building Missouri's future...by degrees

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): PARK UNIVERSITY

Program Title: Early Childhood Education

Degree/Certificate: Bachelor of Science degree

Options: Click here to enter text.

Delivery Site(s): Parkville, Missouri

CIP Classification: 13.1210 (Please provide a CIP code)

Implementation Date: August 17, 2009

Cooperative Partners: Click here to enter text.

AUTHORIZATION:

Jerry Jorgensen, Provost

8-1-11

Name/Title of Institutional Officer

Signature

Date

Michelle E. Myers

816-584-6335

Person to Contact for More Information

Telephone

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PROGRAM STRUCTURE

- A. Total credits required for graduation: 135-147
- B. Residency requirements, if any: Minimum 30 credit hours at Park University (15 in major core)
- C. General education: Total credits: 58

Courses (specific courses OR distribution area and credits):

<u>Biology & Lab 4 cr.</u>	<u>New Student Seminar 3 cr.</u>
<u>Physical/Earth Science 3 cr.</u>	<u>Natural Science 9 cr.</u>
<u>English 105 3 cr.</u>	<u>Humanities 9 cr.</u>
<u>English 106 3 cr.</u>	<u>Social Science 9 cr.</u>
<u>College Algebra 3 cr.</u>	<u>Liberal Learning 9 cr.</u>
<u>Writing in Education 3 cr.</u>	

- D. Major requirements: Total credits: 89
- E. Early Childhood Education Core 89 cr.

Course #	Course Title	Credits
SO302	The Study of the Family	3 cr.
BI214	Personal & Community Health	3 cr.
EDU107	Career Inquiry in Education	2 cr.
EDU203	Educational Psychology	3 cr.
EDU207	Technology in Education	3 cr.
EDU210	The School as a Social System	3 cr.
EDU310	Issues in Diversity and World Cultures	3 cr.
EDC220	Child Growth & Dev. for ECE & ELEM Teachers	3 cr.
EDC222	Early Childhood Principles	3 cr.
EDE311	Child Lit for ECE & ELEM Teachers	2 cr.
EDC325	Issues for Exceptional Children	3 cr.
EDE335	Art, Music & Movement for ECE & ELEM Teachers	3 cr.
EDC340	Language & Literacy Development	3 cr.
EDC354	Observation, Assessment & Screening	3 cr.
EDC355	Social & Emotional Learning	3 cr.
EDC357	Family Involvement in ECE	3 cr.
EDC358	Early Childhood Program Mg	2 cr.
EDC359A	Infants and Toddlers	3 cr.
EDC359B	Integrating the Curriculum Pre-K	3 cr.
EDC359C	Integrating the Curriculum K-3	3 cr.
EDC360A	Infant & Todd Practicum for ECE Certification	2 cr.
EDC360B	Pre-K Practicum for ECE Certification	2 cr.
EDC360C	K-3 Practicum for ECE Certification	2 cr.
EDE378	Science for ECE & Elem Teachers	2 cr.
EDE380	Literacy for ECE & EED Teachers	6 cr.
EDE385	Diagnosis & Remediation for Math Difficulties	3 cr.
EDC410	Early Child Dir Teaching w/ Seminar	14 cr.
		89 credit hours



F. Free elective credits: 0

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

All education candidates complete a directed teaching (i.e., student teaching) experience and must successfully complete a candidate work sample project with the specified grade level of P-12 students as well as a comprehensive summative portfolio to graduate.

H. Any unique features such as interdepartmental cooperation:

In the School for Education, program faculty work closely with discipline specific faculty to assure content relevancy of courses for our teacher candidates.

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Form PS-Program Structure



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Park University
Program Name B.S.E. Early Childhood Education
Date July 27, 2011

(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.
Potential candidates are required to complete the Professional Curriculum and meet the following criteria for formal admission into School For Education programs:
Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.
 - Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"
 - Cumulative GPA of 2.75 including transfer courses
 - 2.5 GPA in Core classes
 - WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
 - C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
 - ACT test scores (on file in Admissions office)
 - Completion of EDU 107, MA131, EN105, EN106, EDU 203 (a grade of C or higher is required in EDU107)
 - Letter of recommendation from professor outside of the School for Education
 - Initial electronic portfolio approved by advisor
 - Missouri Highway Patrol background Check
 - FBI Finger Print check
 - Child abuse and Neglect Screening
- Characteristics of a specific population to be served, if applicable.
This program is open for all eligible candidates including traditional, nontraditional, and transfer students.

Faculty Characteristics

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

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All full-time faculty teaching education courses will have a minimum of a Master's Degree with previous teaching in a P-12 setting. While qualified adjunct faculty will also teach in the program, full-time faculty are responsible for curriculum development, program implementation and coordination.

- 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. Faculty are required to teach 24 credit hours per academic year inclusive of summer terms and excluding release time for scholarly and/or administrative responsibilities.
- Expectations for professional activities, special student contact, teaching/learning innovation. Faculty are expected to be active in professional associations and engaged in area P-12 schools. Additionally, faculty evaluate the candidate work sample and portfolio as part of the requirements for student graduation.

Enrollment Projections

- Student FTE majoring in program by the end of five years. We estimate that 40% of the students enrolled in the program will be full-time students. Within five years we expect to have 400 students majoring in all initial certification programs.
- Percent of full time and part time enrollment by the end of five years. We estimate full time enrollment to be 40 % and part time enrollment to be 60% at the end of five years.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation. At three years, we expect 40 graduates per annum at three years and at five years after implementation 55 graduates for all initial certification programs.
- Special skills specific to the program. Graduates are eligible to apply for certification from DESE for eligibility to teach in school settings.
- Proportion of students who will achieve licensing, certification, or registration. All graduates are eligible to apply for certification. We expect that 100% of our graduates apply for the teaching certificate.
- 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

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and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

All candidates score at or above the minimal cut scores on the specified PRAXIS examination.

- Placement rates in related fields, in other fields, unemployed.
We anticipate an 85 to 95% placement rate within the education field.
- Transfer rates, continuous study.
We anticipate 100% of graduates who remain in the profession of education to enroll in and advance degree programs of study within five years of undergraduate degree completion.

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. The School For Education will seek national accreditation from the National Council for Accreditation of Teacher Education(NCATE) within the review cycle for re-accreditation with DESE (i.e., 2013-2014).

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys. Graduating student surveys will be conducted via paper mailing each year to ascertain degree of satisfaction with this educational experience. A five-year follow-up survey will also be conducted to inform the extent that the degree program prepared the graduate for success as an educator.
- Expected satisfaction rates for employers, including timing and method of surveys. First year and five year follow-up surveys are planned. The paper survey will be mailed following the conclusion of the academic year.

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Form PG – Program Characteristics and Performance Goals