

FORT WAYNE SENATE AGENDA
MONDAY
DECEMBER 12, 2011
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of November 14, 2011
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – S. Davis
 - b. Purdue University – P. Dragnev
5. Report of the Presiding Officer – R. Barrett
6. Committee reports requiring action
 - a. Indiana University Committee on Institutional Affairs (Senate Reference No. 11-11) – S. Davis
 - b. Faculty Affairs Committee (Senate Document SD 11-10) – M. Masters
 - c. Executive Committee (Senate Document SD 11-11) – K. Pollock
 - d. Executive Committee (Senate Document SD 11-12) – K. Pollock
7. Question Time (Senate Reference No. 11-12)
8. New business
9. Committee reports “for information only”
Curriculum Review Subcommittee (Senate Reference No. 11-13) – A. Livschiz
10. The general good and welfare of the University
Rose Costello and Melissa Helmsing discussing training programs
11. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Approving
R. Barrett
M. Codispoti
S. Davis
M. Dixon
P. Dragnev
K. Pollock, Chair

Non Voting
A. Downs

Absent
A. Ushenko

Attachments:

- “Slate for the Election of the Indiana University Faculty Board of Review” (SR No. 11-11)
“Changes to College of Arts and Sciences Promotion & Tenure document” (SD 11-10)
“Approval of replacement member of the Indiana University Committee on Institutional Affairs”
(SD 11-11)
“Support for IU South Bend – IU Medical Plans Benefits Resolution (11/18/2011)” (SD 11-12)
“Question Time – re: “What is the current status of the Transitions to Teaching program?”
(SR No. 11-12)
“Proposal for Major in Early Childhood Education with Two Concentrations: B-5 and P-3” (SR
No. 11-13)

MEMORANDUM

TO: Indiana University Senators

FROM: Stanley Davis, Chair
Indiana University Committee on Institutional Affairs

DATE: 28 November 2011

SUBJ: Slate for 2012-2013 Faculty Board of Review Election

Here is the slate of Indiana University tenured faculty members who have indicated their willingness to serve on the IPFW Faculty Board of Review. Members of this body will be elected by Senators with Indiana University affiliation at the Senate meeting on December 12.

jp

Slate

Hardin Aasand
Sheena Choi
Stan Davis
Ahmad Karim
Joseph Khamalah
Lidan Lin
Ann Obergfell
Audrey Ushenko
Linda Wright-Bower

TO: Faculty Senate

FROM: Faculty Affairs Committee
Mark Masters, Chair

RE: Changes to COAS P & T document

DATE: November 14, 2011

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, the Faculty Affairs Committee finds the changes to the College of Arts & Sciences Promotion & Tenure document to be primarily clarification and language;

BE IT RESOLVED, the College of Arts & Sciences Promotion & Tenure Document be amended as indicated on the attached copy.

Approving:

Margit Codospoti
Marcia Dixson
Peter Dragnev
Mark Masters
William McKinney

Absent:

David Liu
Audrey Ushenko

12.0 PROCEDURES FOR PROMOTION AND TENURE

Fort Wayne Senate Document SD 88-13 charges each school/division faculty (1) to approve department/program promotion and tenure committee composition and functions (Section 1.1) and (2) to establish, with approval by the Senate, school/division promotion and tenure committee composition and functions (Section 1.3). This section of the Governance Document is subordinate to Senate legislation, and revisions to this section require Senate approval.

12.1 ~~Nominations~~ Candidates and ~~the~~ Their Cases

12.1.1 ~~Any member of the Arts and Sciences Faculty may nominate for promotion or tenure any tenure-track Arts and Sciences Faculty member, except those instructors with contingency appointments stating they will be promoted to assistant professor upon becoming terminally qualified. Faculty members may nominate themselves.~~ Each Faculty member must be considered for tenure not later than during the penultimate year of the probationary period.

12.1.2 Each ~~nominee~~ candidate for promotion and/or tenure is responsible for the preparation and submission of the case according to ~~university~~ applicable guidelines and schedules. Supporting documentation, such as copies of abstracts, papers, or books cited in the case itself, should be included in a file labeled "Supporting Documentation" but is not considered part of the case. The ~~nominee~~ candidate shall determine the content of the case and of the Supporting Documentation file. No change in the case or the Supporting Documentation file may be made without the consent of the ~~nominee~~ candidate.

12.2 Decision Levels

All cases for promotion and/or tenure shall pass sequentially through the following decision levels before being forwarded to the campus committee:

12.2.1 The department committee, whose composition and functions shall be established according to a procedure adopted by the Faculty of the department and approved by the Arts and Sciences Faculty, subject to Senate review. In establishing their committees, departments should be guided, where possible, by two principles: that all tenured or tenure-track members of the department should be consulted about each case for promotion and/or tenure; and that those persons possessing the same or higher rank or the status to which a candidate aspires should have major responsibility in formulating the department's recommendations.

~~12.2.2~~ 12.2.1.1 If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the Dean the names of Faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the Dean shall appoint enough Faculty

members to bring the committee membership to between three and five.

~~12.2.2.2~~ 12.2.1.2 The letter appointing a Faculty member to more than one academic unit shall identify that department whose promotion and tenure process shall apply to the appointee.

12.2.2 The department chair. (Promotion and/or tenure cases of department chairs proceed directly from the department committee to the College committee.)

~~**12.2.3** The Arts and Sciences Promotion and Tenure Committee, comprising six Faculty members—two each from the humanities (Communication, English and Linguistics, History, Modern Foreign Languages, Philosophy, Women's Studies), the natural sciences (Biology, Chemistry, Geosciences, Mathematical Sciences, Physics), and the social sciences (Anthropology, Audiology and Speech Sciences, Political Science, Psychology, and Sociology).~~

The Arts and Sciences Promotion and Tenure Committee, comprising six tenured Voting Faculty members—two each from the Sciences, the Social Sciences, and the Humanities (as defined in Section 1.6 above).

12.2.3.1 Terms shall be two years. Each year three committee members shall be elected, one from the **hH**umanities, one from the **sS**ocial **sS**ciences, and one from the **natural sS**ciences.

12.2.3.2 The committee members shall be elected as follows: Each department with no continuing committee members shall nominate one tenured Faculty member. If a department has fewer than three tenured Faculty members eligible to serve, the department may choose to submit no nominee. Department chairs or program directors whose departments have pending tenure or promotion cases and members of the campus promotion and tenure committee are ineligible to serve. The Voting Faculty of the College shall elect by preferential ballot the three committee members, one from the **hH**umanities, one from the **natural sS**ciences, and one from the **sS**ocial **S**ciences. The ballot shall identify each **nominee's candidate's** department, rank, and tenure status.

12.2.3.3 The committee shall choose a chair from among its voting members. The first meeting shall be called by the Dean, who shall be invited to be a nonvoting observer of the committee.

12.2.3.4 Each **nominee-candidate** may select from among the tenured or tenure-track faculty a nonvoting representative who will be available to answer questions pertaining to the case. **The representative will have the option of making an opening statement.** The representative is bound by the same rules of confidentiality as committee members and shall withdraw before the committee's vote is taken. A **nominee-candidate** may not act as the representative before the committee, nor shall a committee member act as representative.

12.2.3.5 Each case is to be duplicated in full and distributed to all committee members by the committee chair. The Supporting Documentation file is to be maintained in confidence by the Arts and Sciences office and made available to committee members upon request.

12.2.3.6 A tie vote of the committee shall be considered neither an endorsement nor a rejection of the ~~nominee's~~ candidate's application for promotion and/or tenure.

MEMORANDUM

TO: Fort Wayne Senate

FROM: K. Pollock, Chair
Executive Committee

DATE: November 20, 2011

SUBJ: Approval of replacement member of the Indiana University Committee on Institutional Affairs

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "... Senate Committees ... shall have the power to fill Committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Indiana University Committee on Institutional Affairs; and

WHEREAS, The Indiana University Committee on Institutional Affairs has appointed Michael Nusbaumer as the replacement member for the remainder of the 2011-2012 academic year;

BE IT RESOLVED, That the Senate approve this appointment.

<u>Approving</u>	<u>Absent</u>	<u>Non Voting</u>
R. Barrett	A. Ushenko	A. Downs
M. Codispoti		
S. Davis		
P. Dragnev		
M. Dixon		
K. Pollock, Chair		

Note: Questions concerning this document should be addressed to Kathy Pollock at ext. 15751.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair
Executive Committee

DATE: December 12, 2011

SUBJECT: Support for IU South Bend – IU Medical Plans Benefits Resolution (11/18/2011)

DISPOSITION: To the Presiding Officer to be forwarded to IU Administration and IU South Bend Senate

WHEREAS, IPFW has approximately 50 faculty who are on IU benefits; and

WHEREAS, these IPFW faculty experienced a significant increase in insurance costs, thus diminishing their total compensation;

BE IT RESOLVED, That the IPFW Senate supports the attached IU South Bend resolution, “IU Medical Plans Benefits Resolution”.

Approving

Barrett
Codispoti
Davis
Dixon
Dragnev
Pollock (Chair)

Absent

Ushenko

Non voting

Downs

Attachment

IU Medical Plans Benefits Resolution

Passed by unanimous vote of the IU South Bend Academic Senate

November 18, 2011

Whereas the administration of Indiana University has greatly altered the medical plan benefits available to its Faculty, resulting in significant increase in costs to its Faculty and diminishment of their effective compensation;

Whereas The Constitution of the Faculty of Indiana University states:

'The Trustees and administration should consult the faculty concerning: ... B. Budgets. C. Faculty compensation and benefits ... Consultation of the faculty shall be through representatives authorized by faculty governance institutions. Consultation should occur sufficiently in advance of action to permit faculty deliberation.' Article II, Section 2.3.

Whereas no such meaningful consultation occurred by the "Trustees or administration" regarding the changes to "Faculty compensation and Benefits";

Be it resolved that the Faculty of Indiana University South Bend calls on the IU Administration to make available to IU employees in 2012 the medical plan benefits that have been available for 2011 and alter costs and benefits in the future only after meaningful consultation with the faculty 'through representatives authorized by faculty governance institutions' and that such 'Consultation should occur sufficiently in advance of action to permit faculty deliberation.'

Question Time

What is the current status of the Transitions to Teaching program?

Ann Livschiz
Department of History

To: IPFW Senate

From: Ann Livschiz, Chair
Curriculum Review Subcommittee

Date: October 28, 2011

Re: Proposal for Major in Early Childhood Education with Two Concentrations: B-5 and P-3

The Curriculum Review Subcommittee supports the proposal for the Major in Early Childhood Education with Two Concentrations: B-5 and P-3, and finds that the proposal requires no Senate review.

Approving:

Ronald Duchovic

Il-Hee Kim

Carol Lawton

Ann Livschiz

Barbara Resch

Becky Salmon

Susan Skekloff

Lubomir Stanchev

Nichaya Suntornpithug

Not Approving

Absent



February 9, 2011

Dear VCAA McKinney and Curriculum Review Subcommittee Members,

I am submitting two proposals in Early Childhood Education for your approval. These program changes are necessary because of recent changes to licensing requirements through the Indiana Department of Education as well as federal-level changes to degree requirements for Head Start teachers.

This proposal includes a new major in Early Childhood Education (ECE) within our existing Bachelors of Science in Education program. There will be two concentrations within the ECE major: B-5 (nonlicensure) and P-3 (licensure). To help distinguish the programs, I'd like to highlight that the nonlicensure program is designed to cover learning and development for children prenatal through age 5, while the licensure program is designed to cover preschool, kindergarten, and primary (preschool – grade 3).

Both programs were created to 1) articulate with Ivy Tech's Associate Degree; and 2) honor the IU System-wide articulation agreement for elementary education. In addition, even though one concentration is nonlicensure, both were designed with REPA requirements for general education, professional education, and pedagogy in mind.

This new major with two concentrations was approved by the Department of Educational Studies (August, 2010), the School of Education (September, 2010), and received positive feedback from the IU Education Council (December, 2010).

Please let me know if you have any questions regarding this proposal,

Terri Jo Swim, Ph.D.,
Educational Studies,
Program Coordinator in ECE/Elementary Education
swimt@ipfw.edu or 481-6442



February 7, 2011

Dear VCAA McKinney and Curriculum Review Subcommittee Members,

I am writing a letter of support for the Early Childhood Education (ECE) program as developed by Dr. Terri Swim. As a way to maintain our strong public identity and visibility within the professional community, Dr. Swim created this program in collaboration with local teachers, directors, and administrators. Recent changes to licensing requirements through the Indiana Department of Education as well as federal-level changes to degree requirements for Head Start teachers makes this major both timely and valuable.

As you will see, this new major in ECE has two areas of concentration: birth – 5 (nonlicensure) and P-3 (licensure). Having two concentrations is necessary for our program to be responsive to the diverse needs of the local professional community. More important, however, is the fact that the new major articulates with Ivy Tech Community College's Associate Degree. For the first time in Northeast Indiana, candidates can move from an Associate Degree to a Bachelor Degree and then to a Masters Degree. Creating a career lattice of this nature demonstrates our vision and leadership for the profession as well as our commitment to workforce development.

A handwritten signature in black ink, appearing to read "B. Kanpol".

Barry Kanpol, Ph.D.,
Dean of the College of Education and Public Policies,
kanpolb@ipfw.edu or 481-6456

**Proposal for
A new Major in Early Childhood Education with
Two Concentrations: B-5 and P-3
Under the existing degree of B.S. in Education
Indiana University - Purdue University Fort Wayne**

February 10, 2011

prepared by Terri Jo Swim, Department of Educational Studies

1. Name of proposed new program

Primary Major: Early Childhood Education

With Two Concentrations: Early Childhood Pre-K to Grade 3
Early Childhood Birth to Age 5

2. Title of degree to be conferred

B.S. in Education

3. Field of study, department, and school involved

Early Childhood Education (ECE) with two concentrations:

- 1) birth – age 5 (Nonlicensure) and
- 2) preschool through grade 3 (Licensure)

Department of Educational Studies (EDST)

College of Education and Public Policy (CEPP)

4. Objectives of the proposed program

The faculty members in the early childhood education program are committed to acquiring National Recognition of the early childhood education program. As such, the objectives of this program are derived directly from the National Association for the Education of Young Children's (NAEYC) standards for teacher preparation (revised 2009). Candidates will receive instruction on the entire early childhood period – birth through age 8, but they will specialize in the age of children for their concentration. The NAEYC standards for teacher preparation are the basis for program objectives and are aligned with syllabi, key assessments, and scoring guides in all courses. These standards cover six areas:

- a. Child development,
- b. Families and communities,
- c. Observation, documentation, and other forms of assessment,
- d. Teaching and learning (developmentally appropriate instruction),
- e. Academic content knowledge and planning instruction, and
- f. Professional Conduct.

(for additional details on each area, see <http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>)

5. Proposed date of initiation of the new program
Spring 2012

6. A statement describing the relationship of the proposed program to the mission and scope of the campus

As a unit in a university committed to excellence in teaching and student learning, the Department of Educational Studies realizes the importance of challenging candidates to think critically about the knowledge they are gaining, how to apply that knowledge, and how to best improve the quality of life for families and children in Northeast Indiana. Thus, the Bachelor of Science in Education with a primary major in ECE embraces a public identity of transformative scholar-practitioners who make a difference in public arenas: in the lives of children, families, schools, and communities. Partnerships with public and private institutions are necessary to build bridges between research and practice, and theory and experience, while constantly working within those communities to foster learning and a just, democratic society. Most important, however, is that establishing this program of study provides a career lattice for early childhood educators in Northeast Indiana. Students can now move seamlessly from an Associate Degree at Ivy Tech Community College into the Bachelors at IPFW, and then continue at IPFW for their Master’s in Education. Having such a lattice is noteworthy in terms of workforce development. This program receives strong support from the administration at Ivy Tech Community College – Northeast (see attached letter).

As mentioned above, the NAEYC national standards for teacher preparation serve as the foundation for the program. The ECE program also requires candidates to demonstrate that they meet college and university outcomes. The CEPP’s Conceptual Framework outlines knowledge, performance, and disposition indicators for its graduates. The components of the Conceptual Framework will be directly measured in a way consistent with other programs within the school. After being aligned with national and college standards, the ECE program will be aligned with the Baccalaureate Framework to insure that all six components are assessed in a rigorous manner. The following table articulates this alignment (using the NAEYC national standards as the anchor) and provides preliminary thoughts on program assessments for gathering data on the components.

NAEYC Professional Standards	CEPP Conceptual Framework	Baccalaureate Framework	Planned Assessments
Child development	Habits of Mind	Acquisition of Knowledge Application of Knowledge Critical Thinking and Problem Solving	Case study Video analysis Student Teaching/Practicum Evaluation
Families and communities	Democracy and Community	Acquisition of Knowledge Application of Knowledge	Family case plan Dispositions Assessment

	Advocacy	Personal and Professional Values A sense of community	Student Teaching/Practicum Evaluation
Observation, documentation, and other forms of assessment	Habits of Mind Advocacy	Acquisition of Knowledge Application of Knowledge Critical Thinking and Problem Solving Communication	Case Study Documentation of student learning Student Teaching/Practicum Evaluation
Teaching and learning (developmentally appropriate instruction)	Democracy and Community Habits of Mind	Acquisition of Knowledge Application of Knowledge Personal and Professional Values Critical Thinking and Problem Solving	Experience Plans Praxis II exam(s) Video analysis Assessment/analysis of student learning Student Teaching/Practicum Evaluation
Academic content knowledge and planning instruction	Habits of Mind	Acquisition of Knowledge Application of Knowledge Critical Thinking and Problem Solving	Content knowledge assessment Experience plans Praxis II exam(s) Video analysis Assessment/analysis of student learning Student Teaching/Practicum Evaluation
Professional Conduct	Advocacy	Acquisition of Knowledge Application of Knowledge Personal and Professional Values Communication	Advocacy plan Dispositions assessment Student Teaching/Practicum Evaluation

7. A statement describing the relationship of the proposed program to already existing programs at the campus.

Because of the differentiation of missions for institutions of higher education in Indiana, the IPFW Associate of Science in early childhood education was eliminated. Enrollment for that program was halted at the beginning of Fall 2010. In addition, in response to REPA

changes within the Indiana Department of Education, the concentration in early childhood education was suspended in the Bachelor elementary program. Thus, there are no current AS or BS programs which focus on early childhood education.

Two concentrations within the proposed major are needed because of the different segments of the early childhood education community. The B-5 (Nonlicensure) concentration is needed to meet the needs of public and private early childhood programs, especially Early Head Start and Head Start, which serve infant, toddler, and preschool children in the Northeast Indiana community. The P-3 (Licensure) combines courses from the B-5 concentration with courses in the Elementary Education [K-6] major. This concentration is needed to meet the needs of public and private early childhood programs serving preschool and primary children (P-3) in the Northeast Indiana community. Given the importance of quality early childhood education on later academic achievement, it is vital that all early childhood education teachers are prepared to address the unique and specific educational and developmental needs of young children. In addition, these programs must be affordable and attainable to teachers in the community (see Section 9, T.E.A.C.H. program).

8. A statement describing the relationship of this program to similar programs in other regional and Indiana post-secondary educational institutions.

The closest public and private institutions offering early childhood education programs are IU-SB, IU-K, Ball State (two programs), Bethel College, PU-WL, and PU-NC. In addition, Saint Mary-of-the-Woods, which is located near Terre Haute, offers an early childhood education program online, reaching students throughout the state. All but one of Ball State's programs and Bethel College's program lead to a teaching license for children preschool through grade 3 (P-3). It is important to note that many Early Head Start, Head Start, and community preschool teachers desire to specialize in the education of very young children and their job descriptions do not require a teaching license. When the early childhood education program is approved, IPFW would join six other institutions offering an early childhood licensure program and two others offering a non-licensure program, but IPFW would be the only one serving Northeast Indiana.

This proposed degree does not conflict with programs at Ivy Tech Community College– Northeast. In fact, it builds on and expands opportunities related to that degree program (see Section 9).

9. A statement describing cooperative endeavors explored and/or intended with other institutions particularly those located in the same geographic region.

This program is designed to be offered initially as a bachelor's completion program for Ivy Tech Community College graduates. Students can start their higher education by earning an Associate Degree in early childhood education from Ivy Tech Community College. 60 credits from that program will transfer to IPFW and fulfill bachelor's program requirements. 60-69 additional credits will be completed in the Bachelor of Science in Education with a primary major in ECE, depending on the concentration selected. Students who have an Associate Degree from another institution will be evaluated on a case-by-case basis.

The Teacher Education And Compensation Helps (T.E.A.C.H.) program operated by the Indiana Association for the Education of Young Children (IAEYC) has approved this degree. This organization provides scholarships toward the costs of tuition and books to IPFW candidates who meet their qualifications. It is vital that the degree meets T.E.A.C.H. criteria because it makes the Bachelor of Science affordable and attainable for teachers currently working in public and private early education settings, including Head Start. In addition, this program adds to the professional knowledge base of early childhood educators. Possessing depth of knowledge in child development and early education is related to educators providing better care and education to young children because of their increased sensitivity to children's needs.

The federal government has raised the standards for qualification of teachers in Head Start to include a bachelor's degree. Thus, this degree was designed in partnership with local Head Start agencies. They are very supportive of the direction IPFW is taking to provide a high quality, rigorous program that addresses their workforce needs (see attached letters).

10. A statement indicating need for the program in terms of manpower supply and demand.

Recent changes to licensure requirements by the Indiana Department of Education have resulted in a need to redesign our existing programs. In 2002, the elementary education licensure was redesigned to have two tracks: early childhood education (p-3) and middle childhood (4-6 grades). The 2010 changes made elementary education a K-6 degree. The licensure changes also created a new, stand-alone degree in early childhood education – P-3. In addition, the changes in Head Start educational requirements (discussed above) have resulted in administrators and teachers in Northeast Indiana wanting a choice in bachelor level programs.

With increased pressure for accountability, many public and private elementary schools have added preschool programs in their buildings. High quality preschool programs are seen as necessary for helping young children be “ready” for school. Thus, they need teachers with specialized knowledge and licensure in early childhood education to staff those classrooms.

Other pressures exist for teachers working in private, non-profit, or ministry child care centers and preschools. As mentioned above, Head Start teachers must have a degree in early childhood education or an equivalent program. While they want to expand and deepen their understanding of young children birth through age 5, they do not have to possess a state teaching license in order to meet their job requirements. Thus, they have been exerting pressure to have the B-5 concentration proposed here, which provides an avenue for professional development not previously available. The creation of this degree is significant to developing the early childhood workforce in Northeast Indiana.

According to *Indiana Child Care Workforce Study* (2007, most recent data available), there were 311,655 children under the age of 6 who were in some form of child care. In Allen County 26,391 (7.7%) children were under the age of 5. Allen

County is home to 254 child care centers, registered ministries, and family child care centers; 197 such facilities are in 10 surrounding counties. Graduates of IPFW’s proposed ECE program would be qualified to work in all of these settings in addition to public and private elementary schools (i.e., P-3 concentration). More important, however, is the critical need to supply a highly educated workforce that can appropriately meet the educational needs of young children in Northeast Indiana.

Indiana Child Care Workforce Study (2007)
Percent of Staff with Associate in ECE or related field

County	Directors	Teachers	Family child care provider
Statewide	66	28	22
Allen	30	17	5
Adams	40	13	17
DeKalb	38	0	0
Kosciusko	17	11	0
Huntington	0	16	0
Wabash	43	4	8
Whitley	50	0	0
Noble	17	4	0
Wells, Blackford, and Jay combined	43	4	4

The table above demonstrates that Northeast Indiana is clearly behind the state average in having AS degreed teachers. Adams County is the closest to meeting the state averages, yet there is still a sizeable gap for number of directors and teachers having an associate degree. IPFW needs to demonstrate leadership in creating rigorous, attractive programs that address this serious gap in educational backgrounds within the workforce.

Because faculty members at Ivy Tech Community College – Northeast have been working tirelessly over the last three years to address this situation, there are many teachers in Northeast Indiana with an Associate Degree who could benefit from the proposed degree programs. Ivy Tech Community College – Northeast, has 250 students enrolled in or who have graduated from the Associate of Science in ECE program that articulated with IPFW’s “old” degree – B.S. in Elementary Education with a Concentration in ECE. This proposal creates a comparable program for these students to complete a bachelor’s program that is in compliance with the state’s new licensure requirements. It is vital that we create a program for these students to articulate into as a way of honoring our previous commitments. By proposing two options, we now can offer a second concentration that was previously unavailable to these students, making IPFW a more desirable choice for completing their higher education.

We know that there is a clear need for a Bachelor’s program to raise the number of high-quality early childhood educators in Northeast Indiana, as only 10% of all

teachers had a BS in early childhood education or child development (Indiana Child Care Workforce Study, 2007). In addition, 41% of teachers and 20% of directors surveyed, who were not currently taking courses, reported an interest in attending college to earn a degree (Indiana Child Care Workforce Study, 2007).

So far, 114 students have directly contacted T.E.A.C.H. (IAEYC) regarding the availability of ECE programs in Northeast Indiana. This number is known to be a low figure given that once teachers and directors discovered that the program was not available, they shared this information with others. Hence, interested teachers may not have contacted T.E.A.C.H. directly. According to representatives of three local Head Start agencies, at least 40 employees are ready to immediately start working towards their Bachelors degree. (Those numbers may or may not overlap with figures provided by T.E.A.C.H.)

While it is important to analyze workforce needs, it is also important that we shift the focus to child and family needs. When this shift is made an even more desperate picture emerges. In the state of Indiana in 2007, the percentage of children enrolled and on wait lists were:

	Infants	Toddlers	Two's	Preschool
Enrolled	7	10	14	59
On wait list	26	16	17	39

The conclusion to be drawn here is that there are many more children and families who need quality care than there are spaces for them. Providing this new major with two concentrations would alleviate some of the workforce constraints in regard to hiring qualified teachers.

11. A statement describing resources over and above present levels required to initiate the program

No new resources are needed to initiate the program. Early childhood education faculty responsibilities will shift from focusing on the current AS and BS programs to the new programs.

12. Proposed Curriculum

Graduates of the Early Childhood Education bachelor's degree program will be prepared to be effective educators and caregivers who also further their knowledge of effective pedagogy including constructivist teaching and documentation strategies based on best-practice research. Candidates will have opportunities to work with children and families in varied field experiences so that they demonstrate the knowledge, skills, and dispositions that are necessary to meet the diverse needs of preschool and primary children who are typically and atypically developing.

The proposed Bachelor of Science in Education with a primary major in ECE prepares candidates to be committed to continuous professional development as they understand that the body of knowledge needed to teach and support young children and

their families is ever growing and changing. Moreover, it scaffolds candidates to be leaders in the early childhood field and larger community who are committed to program reform and child advocacy based on the belief that children possess all of the competencies and capabilities to be successful. This commitment impacts future educators as they create rich, responsive environments, providing opportunities for children to successfully develop in all domains and learn in all content areas.

Proposal for BS in Education
Primary Major: Early Childhood Education
 With articulation agreement with Ivy Tech Community College

The program described below is a bachelor's completion program for students who have completed an A.S. Degree in ECE at Ivy Tech Community College. Students with A.S. degrees or individual courses from another institution would earn transfer credits based on individualized transcript reviews.

The following courses can be completed at Ivy Tech as part of the A.S. in ECE degree.

	Cr.	Description	Ivy Tech Community College – Northeast course
IPFW General Education Category Area I	6	Reading and Writing Listening/Speaking	ENGL 111 COM 101
IPFW General Education Category Area II	6	Natural and Physical Sciences (Biology, Chemistry/Physics, or Geology/Astronomy; one with a lab)	BIOL 101 (includes lab) or SCIN 111/CHEM 101, or ASTR 101
IPFW General Education Category Area III + EDST requirement	9	The Individual, Culture, and Society (American History, Sociology, World History)	HIST 101 or 102 SOCI 111 HIST 235 or 236
IPFW General Education Category Area IV + EDST requirement	9	Humanistic Thought (World Literature, Philosophy, Music or Art appreciation)	ENGL 220, 221, 224, or 225 PHIL 101 or 102 ARTH 111 or HUMA 118
Pre-professional Education	6	Introduction to teaching profession Computers in education	ECE 260 Early Childhood Professionalism (+ PPST) EDUC 201 Using Comp in Educ
Professional ECE courses	24		ECE 100 Introduction to ECE ECE 103 Curriculum in the EC Classroom ECE 120 Child Growth and Development ECE 230 Exceptional Child ECE 243 Cognitive Curriculum ECE 204 Families in Transition ECE 210 Early Childhood Administration ECE 235 Preschool Practicum
	60		

**Courses to be completed at IPFW
Primary Major in Early Childhood Education
P-3 Concentration**

Fall	Spring**
IPFW GE Area I Quantative Reasoning MA 10100 EDST* General Education requirement Eng W233 IPFW General Education Area V FINA T255 Studio Art or MUS Z241 Music Fundamentals	EDST General Education requirement MA 10200
Pre-professional Education Requirements: Q200 Intro to Scientific Inquiry E349 Teaching and Learning for All Young Children I: Focus on B-3 M301 Field Experience (B-3 yrs)	Admission to School of Education: E352 Teaching and Learning in Preschool/ Kindergarten F400 Issues in Infancy and Early Childhood Mental Health P450 Child Development Seminar M470 Practicum (3-6 yrs)
15 credits	15 credits
Fall	Spring
EDST General Education requirement MA 10300 EDST General Education requirement Eng L390	
Education: K305 Teaching the Exceptional Learner H340 Education and American Culture F300 Topical Exploration in Literacy Education P315 Child Development M301 Field Experience (primary)	Education: E327 SS and the Family E333 Inquiry in Math & Science K307 Method Teaching Students Spec E370 Language Arts & Reading I E337 Classroom Learning Environments M301 Field Experience (primary)
18 credits	15 credits
Fall	
IPFW General Education Area VI	
EDUC M426 Student Teaching: ECE	
6 credits	
	Total Credits at IPFW = 69 Total Program = 129

* EDST = Department of Educational Studies

** Students would have to meet admission requirements by end of Fall to be admitted into Education courses in Spring. Admission to the School of Education requires:

1. Pass PPST. Recommendation: Take PPST after at least ENGL 111 and at least one non-remedial math course. Cut off scores: Reading (176), Writing (172), and Math (175).
2. Completion of A.S. in Early Childhood Education with a minimum 2.50 cumulative GPA.
3. Maintain 3.0 cumulative GPA in all IPFW coursework.
4. Grade of 3.0 or better in: COM 101 (ITCC), ENGL 111 (ITCC), ENG W233, EDUC 201 (ITCC).
5. Grade of 2.0 or better in: MA 10100 and EDUC Q200.
6. Submit a valid Indiana State Police Limited Criminal History Report. Criminal reports are valid for one year. Students must provide a valid LCH report for each semester and practicum.



IVY TECH
COMMUNITY COLLEGE

October 20, 2008

Dr. Terri J. Swim
Department of Educational Studies--IPFW
Neff Hall, Room 250
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

Dear Dr. Swim:

I am pleased to write this letter confirming the enthusiastic support of Ivy Tech Community College, Northeast for a new Bachelor of Science degree in Early Childhood Education (ECE) at IPFW. It is my understanding that the first two years of this degree curriculum will be taken entirely at Ivy Tech Community College. This structure offers a beneficial and economic means of providing the degree curriculum with maximum efficiency and without redundant lower-level courses being offered on both campuses. The final two years will be taken at IPFW.

This degree will provide preparation for occupations in early childhood educational centers such as Head Start and other licensed childcare agencies. In addition, this new stand-alone degree will provide pre-school teachers in the elementary schools with the opportunity to meet teacher licensing requirements for the State of Indiana.

As you know, Ivy Tech Community College now offers both an AS degree in education and an associate degree program in early childhood education. Rebecca Carothers, our program chair in early childhood, has assured me that she has been working with you in developing this new structure so that our current 2 + 2 articulation agreement in early childhood education will remain in force until your new ECE degree is implemented.

This new ECE degree at IPFW is consistent with our desire to continue expanding the Crossroads articulation partnership between IPFW and Ivy Tech, and to better serving the workforce demands in northeast Indiana. Professor Carothers has assured me that she is happy to continue working with you and your faculty to further develop your education articulation with Ivy Tech. If I can provide any more information that will be useful to you in getting the approval of the Indiana Commission of Higher Education, I will be pleased to do so.

All best regards,

Russell D. Baker, Ed. D.
Vice Chancellor of Academic Affairs
Ivy Tech Community College, Northeast

3800 NORTH ANTHONY BOULEVARD
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November 4, 2008

Dean Barry Kanpol
School of Education
IPFW
2101 Coliseum Blvd.
Fort Wayne, Indiana 46802

Dear Dean Kanpol:

I am writing this letter to support the need for IPFW to move forward to adopt a program of study leading to a Bachelor degree in Early Childhood Education. Currently, I have early childhood lead teachers who need to access this degree and they have nowhere locally to do so.

As the Director of CANI Head Start, I am under mandate by the federal government to "By September 30, 2013 at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children."

As you can probably note from the above requirement, there is urgency to my request as well. The urgency is evidenced by the fact that a teacher who already has an Associate degree and begins in the spring semester of 2009 and takes just one class each semester including summer will not be able to achieve their bachelor degree by September 30, 2013.

Why did I calculate just one class per semester? Two reasons: one is because CANI Head Start teachers work a 40 hour week during the school year and so it is difficult to take more than 1 – 2 classes per semester; secondly, CANI Head Start has only so many dollars to budget towards reimbursement for classes. One thing that could help is that if IPFW does implement a bachelor degree program in early childhood education which TEACH Indiana can accept, then CANI Head Start will be able to spread dollars farther for assistance with class registration and book costs.

Currently, I have approximately 19 teachers who have an Associate degree and should begin coursework toward a bachelor degree. In addition, I have approximately 26 teacher assistants who if they ever want to move up to the lead teacher position will need to pursue coursework toward a bachelor degree in early childhood education.

So, I hope that you can see that we, CANI Head Start, have a significant need for IPFW to offer a Bachelor degree in Early Childhood Education. If you have any questions, please do not hesitate to contact me at maryleefreeze@canihelp.org or 260-420-2833 ext. 274.

Sincerely,



Mary Lee Freeze
CANI Head Start Director

COMMUNITY ACTION PROGRAM

WEATHERIZATION • UTILITY ASSISTANCE • HEALTHY FAMILIES
CHILDCARE VOUCHERS • FAMILY DEVELOPMENT • HOUSING ASSISTANCE
EMERGENCY ASSISTANCE • SELF-DEVELOPMENT WORKSHOPS • HEAD START





*Garrett-Keyser-Butler
Community Head Start and
Early Head Start Program*

November 7, 2008

Dean Barry Kanpol
School of Education
IPFW
2101 Coliseum Boulevard
Fort Wayne, Indiana 46802

Dear Dean Kanpol:

I would like to take this opportunity to urge you to consider implementing an Early Childhood Education Bachelor degree at IPFW.

Current Head Start regulations require that 50 % of Head Start teachers have a Bachelor Degree in Early Childhood Education by 2013. As far away as that sounds, it is too close for comfort. A degree in elementary education does not meet the requirements. In addition, we are accredited by NAEYC and their requirements are moving towards teachers with four year ECE degrees.

We currently employ 9 teachers. Of those teachers, 2 meet the new requirement by having added early childhood courses to their elementary education degree. Two others are taking early childhood education courses at IVY Tech to add to their elementary education degree. At the present time, there is no institution of higher learning that offers a four-year early childhood education degree within a reasonable distance for our current staff to access.

Our program would support the addition of the Early Childhood Education Bachelor degree. We currently employ five teachers who could enroll in such a program. Of course, staff turnover can change that number.

Thank you for your kind consideration to this matter.

Sincerely,

Sharon K. Molargik
Director



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