

ARMF – Academic Resource Management Form

2016

Effective Spring

Directions: This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the resource review, forms may be forwarded electronically by the initiator and from one administrative level to another.

Procedures:

1. Initiator of proposal for curriculum/program change completes ARMF and submits to appropriate chairperson/supervisor.
2. Chairperson/supervisor reviews ARMF, provides comments, and forwards to appropriate Dean.
3. Dean reviews ARMF, provides comments, and forwards to Office of Provost.
4. Office of Provost sends electronic copies of ARMF to a committee called the Academic Resource Management Committee (ARMC) composed of the Provost, Academic Deans, Vice President of Finance and Administration (or designee), and University Faculty Senate President (or designee).
5. Office of the Provost will schedule a meeting. An electronic copy of the proposal will be sent to all faculty five working days in advance of the meeting.
6. Meeting dates will be held on a regular schedule – third Tuesday of the month - during the academic year beginning in September and ending in April. An additional meeting date will be offered in July.
7. During the meeting, the initiator will present information on his/her proposal to the ARMC. The initiator may invite others to present information on behalf of the proposal.
8. Following the presentation, the ARMC will vote on the proposal. The vote will determine whether the Committee:
 - a. recommends immediate use of resources in support of the proposal,
 - b. recommends that the proposal be held in abeyance until such time when resources may be available, or
 - c. does not recommend use of resources for the proposal.
9. Recommendation is forwarded by ARMC to initiator.

Name(s) of proposal initiator(s): Click here to enter text.

Department(s)/College(s): Click here to enter text.

Type of curriculum change (check one):

<input type="checkbox"/> New major requiring new courses/resources
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<input type="checkbox"/> New Concentration in existing degree/program

<input type="checkbox"/> Curricular customization of existing program for off-campus cohort group

<input type="checkbox"/> New Minor or certificate requiring 3 or more new courses and/or new resources
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<input type="checkbox"/> Existing program redirection or shift in emphasis (3 or more new courses and/or new resources). If program is adding the same number of courses as it is eliminating (= no net change in number of

courses), no ARMF is necessary.

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.

Early Childhood Special Education (ECSE)

Within this degree program, teacher candidates will be prepared to work with general and special education students from ages birth to 8. Students will learn about developmentally appropriate practices for working with young children, various curriculum approaches and ways to integrate content areas to address diverse learning needs, and ways to address behavioral and physical needs of diverse learners. The majority of the courses that will be taken within this program already exist as courses in the Early Childhood (EC) and Intervention Specialist (ECIS) programs. Both programs are nationally accredited. Attached you will find the program worksheet and course sequence for the implementation of the program Fall 2017

2. Target date for implementation.
This degree program will be ready to admit its first cohort in Fall 2017.
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

The ECSE program was inspired by a grant proposal that was accepted by the Ohio Dean's Compact on Exceptional Children in November 2015. The proposal describes our intent to integrate essential knowledge, skills, and dispositions of working with all students, including those with special needs, within the early childhood age groups (infants & toddlers, Pre-K/K, Grades 1-3) with an existing Teacher Education program. We chose to integrate the EC and ECIS programs because students who receive early intervention tend to be more successful than those who do not are not diagnosed or receive intervention and continue to fall further and further behind their peers. We believe it is important to train the teachers with whom our students first come into contact so they are able to provide strong foundations that allow all students to succeed. This program will lead to a dual license, a much-preferred option to a single license. Dual licenses are now quite popular and encouraged by many states.

4. Are there similar programs at other Ohio or regional universities? If so, where? What is the enrollment in the other programs?

Included within the call for grant proposals were examples of similar blended programs that pair special education with a specific school level. The University of Akron recently began offering two dual licensure programs; one combines early childhood with intervention specialist and the other combines middle childhood with middle childhood interventional specialist. In the fall of 2016, the University of Cincinnati will begin offering a dual licensure program with middle childhood and special education. The University of Dayton will offer dual licensure in middle childhood and intervention specialist. They will also offer additional certificates in Dyslexia, Autism, STEM, and TESOL. These programs will begin in 2019. Kent State will begin offering a dual licensure program of middle childhood education and special education after they have

received approval from the Ohio Department of Higher Education. In April 2015, Xavier University received approval from the Ohio Board of Regents to begin offering a dual licensure program in early childhood intervention specialist and early childhood with Montessori credentials. Enrollment numbers are not available for these programs because they are new or have not yet begun.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established SSU programs:

As stated earlier, the ECSE program combines courses from SSU's already established early childhood and early childhood intervention specialist programs. Students within the ECSE program will be required to take the same GEP and TAG courses as students in the EC and ECIS programs. They will also take many of the EC, ECIS, and EDUC courses as these students. They will take two new courses that are specific to working with young children with exceptional needs.

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

While seeking to gain support from external partners during our grant proposal writing process, we were able to determine that this program would be a valuable one and would help our graduates find employment easily. This information came from a series of needs-based surveys and input from our Advisory Council Members. Here are some of the comments we received from our external partners.

Scott Holstein, Assistant Superintendent of South Central Ohio Educational Service Center: Due to the fact that the ESC hires Early Intervention Specialists to teach in preschool programs, our agency would benefit from a candidate pool that might be created with the help of this proposed program.

Charles Kemp, Supervisor of Special Education:

The need in our area for dual certified (PreK-3 content specialists and Pk-3 intervention specialists) early childhood practitioners has never been greater since more and more young children are presenting at school with layers of needs that include more than just academic deficiency. The dual licensure would equip new teachers with the tools needed in today's classrooms.

Recent discussions with our staff revealed the felt need for preservice educators to have the content knowledge of general education teachers, but also the practical knowledge of an intervention specialist in order to meet the needs of today's children. As a district we would welcome this type of candidate for early childhood open positions in our district.

Betsy Fannin, LCESC Curriculum Supervisor:

Lawrence County Educational Service Center (LCESC) has a cooperative unit for countywide special education services. Not only do we need quality teachers in our program, we fall short to fill all special education positions due to a lack of intervention specialists. Presently, we have a teacher on a long-term substitute license in one of our classrooms. It would be so much better if we had a highly trained teacher to work with the students that struggle the most. In recent years we have been blessed to have a lot of early childhood teachers, but we see that void still needs filled. The special gift of working with the very young belongs to special teachers with patience, kindness and passion to teach in preschool and early childhood. I would not want that quality teacher to not pursue an early childhood degree because they do not feel it is marketable. This makes this dual degree an ideal way to meet the needs of our schools and support the passion of an early childhood future teacher.

Tammy Guthrie, Early Education Supervisor SCBDD: I think there is an area of need for the EC/IS program. One of our new teachers has signed up for the hours he will need to continue with the license into year 2, however he is interested in obtaining a Master's Degree in another area of education which makes it a burden to immediately take additional hours after graduating. Students will always be able to use the knowledge gained through taking IS classes. Maybe it will also help reduce the mindset that still exists between general and special education of considering students as "mine/yours." Education teachers in general are not graduating with enough knowledge for working with students having disabilities.

The nationwide Teacher Shortage Area (TSA) lists for the 2015 - 2016 school years have been completed. A copy of this report showing the nation's teacher areas by State is posted on the U.S. Department of Education's Web site at the following location:

<http://www2.ed.gov/about/offices/list/oep/pol/tsa.doc>. *Preschool handicapped, exceptional children (with disabilities), and special education* have been listed as areas of shortage in Ohio since 1990. This data echoes the sentiments of our external partners. There continues to be a need for teachers who are trained to work with young children with special needs.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

The program developers conducted a needs-based survey inquiring from the students if they would prefer a dual license program to what they currently have. Students overwhelmingly were in favor of the dual license program. Survey results of the first needs-based survey are attached and the second, most recent survey information can be found in the following links:

<https://www.surveymonkey.com/results/SM-SDP8WCJS/>

8. To what extent will this initiative draw new students to SSU? To what extent will it draw students from existing programs?

This initiative will draw new students to SSU for several reasons. 1) Students will be attracted to the fact that they will graduate in 4-years and have two licensure areas, as opposed to the one licensure area other early childhood educators will earn. 2) Since these blended programs are fairly new to the state, SSU is one of few programs like this and will benefit from this unique

characteristic, hence making a highly coveted program. 3) We will have funds from the grant award to launch an extensive marketing plan in which we will visit and/ or mail materials to high schools throughout the state and more specifically our region.

9. Approximately how many students are expected to enroll? Include rationale for estimates.

25 students in the first year? — 30-40 after three years?

Currently we have about 15 students in the IS program and 40 in the EC program. Given that not all students will want to take the dual program even though it is popular, a majority will enroll in this program. The program developers plan to market the program and get more students enrolled. The money to market the program is included in the grant.

10. At which SSU campuses/regional centers or other sites will the initiative be offered?

This initiative will be offered on SSU's main campus in the Department of Teacher Education Building.

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

Like many of the undergraduate courses at SSU, this program will be designed for face-to-face on-campus delivery. However, when there is demand for online courses, some courses will be offered as hybrid, distance-learning courses. These alternative course offerings will be submitted to the Distance Learning Committee for approval.

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative. Please attach a three year budget to include faculty salaries plus benefits, library materials estimate, equipment and classroom materials estimate, and renovation estimate.

Please see ECSE estimated budget attached.

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

The faculty currently teaching the EC and IS courses will be teaching courses within the new program. The program developers do not foresee reallocation of department or college resources.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

There will be no new space needs as a result of the ECSE program. The majority of the courses offered are already part of the EC and/or the IS degree program curricula. The students in this new program will take majority of their courses with students in the other two courses. Only two new courses will be offered, and they will be offered within the Teacher Education Building as


the schedule allows.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

The EC and ECIS programs have already been accredited by CEC and NAEYC. The program developers seek to blend these two programs to develop a new concentration, which is a dual license program. Ohio Department of Higher Education/Ohio Board of Regents will review this new program.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

Preliminary discussions within the department of teacher education and the department of mathematics, English and Psychology have occurred. All stakeholders gave positive feedback and are part of the curriculum development team.

Department Faculty's signature:  Date 04/11/2016

Note: Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments: [Click here to enter text.](#)

Department Chair's signature:  Date 4/12/2016

Note: If this is an interdepartmental initiative, include additional Department Chairs' signatures

Comments: [Click here to enter text.](#)

Dean's signature: _____ Date _____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and Deans' signatures

Comments: [Click here to enter text.](#)

Provost's Signature: _____ Date _____

☐ Recommendation of immediate availability of resources in support of the proposal.
Comments and/or suggestions: [Click here to enter text.](#)

☐ Recommendation for proposal to be held in abeyance.
Comments and/or suggestions: [Click here to enter text.](#)

☐ Not recommended for use of resources.

Comments and/or suggestions: [Click here to enter text.](#)

Early Childhood Special Education

Program	Year 1 17-18	Year 2 18-19	Year 3 19-20	Notes and Assumptions
Total Students	25	30	35	Assumes all students are Ohio residents.
Students in Housing	12	15	17	Assumes 50% of all students will reside in student housing.
Hours in DTE	465	558	651	Assumes 62% of hours in DTE.
Hours in Other Programs/Departmen	285	342	399	Assumes 38% of hours outside DTE.
				*Omits SSI to cover support services: Graduate Center, Registrar, Financial Aid, Technology, Custodiz
DTE Revenue				
Tuition & General Fees	142,681	171,217	199,753	Assumes 0% tuition increase each year.
Course & Misc. Fees	6,975	8,370	11,235	Assumes \$15/credit hour + 10 EDXX 3285 @ \$147/course in Year 3.
Housing & Meal Plans	6,006	7,508	8,509	Assumes no increase to housing/meal margin each year.
Total Revenue	155,662	187,095	219,497	
Costs				
Faculty	19,712	20,106	20,508	Assumes 25% of Dunham load; 12.5% of Ochieng-Sande. Does not include coverage of current course
Support Staff/Admin.	0	0	0	No additional support staff.
Graduate Assistants	0	0	0	No additional GAs.
Benefits	7,293	7,439	7,588	Assumes 37% benefits rate each year.
Materials (Library)	500	500	500	
Equipment	2,500	2,500	2,500	
Recruitment--funds included in the	0	0	0	
Total Costs	30,005	30,545	31,096	
Major Gain (Loss)	125,657	156,550	188,401	