TO: The Executive Committee
FROM: The Committee on Instruction and Curriculum (CIC)
SUBJECT: 17-18 CIC 11: Hybrid Modification for the MS in Early Childhood Education

ACTION REQUESTED: That the Senate accept the information that the Hybrid Modification for the MS in Early Childhood Education has been approved

BACKGROUND INFORMATION:
The Senate process for approving transformed programs for the semester calendar is defined by 14-15 CIC 36. CIC discussed the revision of the Hybrid Modification for the MS in Early Childhood Education in its October 16 meeting, where it was unanimously approved. The proposal may be viewed within Curriculog; the summary is attached.
MS In Early Childhood Education

7. Semester Conversion Request for Online/Hybrid Program Modification

General Information

***READ BEFORE YOU BEGIN***

Use this form to request to move existing fully on-ground programs, to an online or hybrid format, if any there is any pathway in your program that leads to a 50% or more online or hybrid offering and no prior approval was granted, you will need to complete this form.

STEP ONE: Turn on help text, by clicking the Show Help Text icon above this section of the form.

STEP TWO: Complete all required fields below.

STEP THREE (*CONDITIONAL*): Complete form 2b. General Education Course Request for any courses within your program that are intended to meet General Education-Breadth Requirements.

First Term: Fall 2018

Effective Catalog: 2018-2019

Department Name:* Department of Teacher Education

Program Name:* MS In Early Childhood Education

Requesting to move this Program to:* Fully-Online Format

Click Here to list all courses to be offered in an online or hybrid format.

Attach list of courses to this proposal by scrolling to the top of this form and selecting the files icon in the proposal toolbox.
1. Discuss the **instructional methods that will be used** for offering the program content in an online or hybrid format

**Strategies for offering online/hybrid format:**

Courses will be developed so that they may be facilitated as on ground, online, or hybrid delivery models. Lectures/demonstrations and assignments related to different aspects of the course will be constructed in accessible formats. Online delivery models will feature the use of the University's Learning Management System (presently Blackboard), supplemented with modalities allowing for synchronous and/or asynchronous interaction among students, and between students and the instructor. The manner of course delivery will be agreed upon by the Department Chair and the Course Instructor based on the instructor's expertise and the needs of the students.

2. Discuss faculty's current training and experience, **and how the department will ensure that future faculty will know how to teach online or in a hybrid format.**

**Faculty Experience:**

The Department Chair shall only assign online or hybrid courses to faculty who meet one or more of the following criteria:

- (1) Academic preparation in online/hybrid teaching, as evidenced by successful completion of graduate coursework in online/hybrid teaching; OR

- (2) Scholarship in online/hybrid teaching (publications, conference presentations, professional consultancies in online/hybrid teaching); OR

- (3) Participation in: (a) University online/hybrid teaching programs (offered by the Office of Faculty Development, Online & Hybrid Support, etc.); (b) the 2013-2014 and 2014-2015CEAS e-Learning Initiative; OR

- (4) Successful teaching of online/hybrid courses in at least three quarters, as evidenced by positive student evaluations and peer evaluations of online/hybrid course materials.

**Faculty Support/Training:**

Faculty teaching this course in online and hybrid courses will have the following sources of support/training:

- (1) The CEAS Online/Hybrid Mentoring Team. Two CEAS faculty with the highest levels of expertise in online/hybrid teaching will each receive 3
semester units of assigned time annually to provide support and training to CEAS faculty teaching online and/or hybrid courses.

(2) University resources, including the Office of Faculty Development and Online & Hybrid Support.

3. Discuss, below, how the department will **assess the quality of the online and/or hybrid instruction** to ensure it is equal or superior to the program’s on-ground instruction.

**NOTE:** Assessment of learning is NOT addressed through STUDENT EVALUATIONS.

**Assessment of Learning:**

In addition, to student evaluations, the quality of online and hybrid courses will be assessed through the following processes:

(1) Peer online observations of online/hybrid courses, consistent with section 15.14 of the CBA; and

(2) Secondary analysis of student work completed in online/hybrid courses and analyzed as part of the Department’s ongoing assessment Program Learning Outcomes.

4. How will changing the teaching format to online or hybrid affect the **resources needed** for the program?

**Resource Implications:**

There are no resource implications.

**The following department(s) has (have) been consulted and raised no objections:**

Did not consult any departments outside of my own/no other departments are impacted.