

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Honours Bachelor of Early Childhood
Leadership

2012

ECL1 Curriculum Modification for 2012-13

Fanshawe College

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PROGRAM/CURRICULUM "RATIONALE FOR CHANGES"

All requests for changes to programs of instruction must be submitted to the Registrar's Office by December 1st each year for changes to be implemented for the following September intake. All changes require the approval of the Dean and possibly the VPA's Office, if significant.

REMINDER: We need to ensure that changes are made properly and in a timely manner to: maximize student success; optimize employment preparation; meet all quality and integrity responsibilities to MTCU, PQAPA and our Board of Governors; and meet community expectations.

- ↳ The **Program/Curriculum "Rationale for Changes"** should be completed using this template and all areas must be completed. An electronic copy of this document should be submitted to the Registrar's Office.
- ↳ The Dean/Chair responsible for the program should consult with other affected schools and obtain the appropriate sign-offs on a paper copy of this document. Once all consultations and sign-offs have occurred, the paper copy should be submitted to the RO
- ↳ Course Request Forms must also be submitted electronically to Strategy and Planning for all new courses. These will be forwarded to Scheduling following approval of the changes by the Dean and possibly the VPA's Office.

1.0 Program Requiring Changes

Program Title:	Early Childhood Leadership Degree	
Program Alpha & Number:	ECL 1	
Effective Catalog Year:	2012/2013	

Please answer each of the questions below, if applicable. Missing or incomplete information may delay approval and/or implementation of the proposed changes.

2.0 Rationale for Changes

2.01 Provide a brief description of the reasons for the proposed changes.

The ECL Consortium (G. Brown, Sheridan & Fanshawe) have adapted new program map/audit to implement new PEQAB Degree requirements adding more Breadth Electives. Students who entered level 1 in Fall'12 are not affected in the first 4 semesters and will transition into the new degree audit in level 5. This provides them with enough Breadth Electives to meet new requirements.

2.02 Students

- Are changes a response to student feedback? Or our Programs Data Report - Weak Factors? (summarize how changes address this issue)
- How will changes affect student learning and success? (describe evidence to support this)
- How will changes affect cost of the program for students? (e.g., materials fees; equipment fees - laptop program; OSAP implications)

- How will changes affect the flow of the program?

2.03 Relationship of Program to Industry

- How do changes reflect trends in the field or in industry? (Provide data regarding industry and/or professional trends.)

2.04 Program Learning Outcomes

- How do the changes align with Ministry outcomes? (Provide a copy of the completed program map indicating gaps/overlaps that are being corrected)

2.05 Relationships with Other Fanshawe College Programs

- Is this course in a laddered program or part of any other Fanshawe College program?

2.06 Relations with Other Post-Secondary Programs

- How will the changes affect transfer agreements with other post-secondary institutions?
- What discussions have been initiated with these institutions regarding the changes?

2.07 Changes on Fit of Program with general College Requirements for Programs

- How do changes affect the fit of the program with the College's strategic plan, program mix, general education requirements, marketing?
- Are changes consistent with Colleges policies/practices? (Identify specific areas where policies/practices need to be altered if program changes approved.)

3.0 Consultation Regarding Proposed Changes

3.01 Consultation With Program Advisory Committee

- Indicate feedback from the program advisory committee regarding the changes.

3.02 Consultation With Other Programs/Schools/Services

- What programs/schools/services have been consulted?
- What feedback and suggestions have been offered through consultation?

4.0 Resource Implications of Proposed Changes

4.01 Staffing

- Outline all staffing consequences, both for the program and related areas.

4.02 Services

- Outline all consequences on other areas.

4.03 Space or Technology Requirements

- Outline how changes affect space and/or technology requirements.

4.04 Budgetary Implications

- Outline budgetary implications (include consequences on other schools such as increase/decrease in teaching hours required)
- Outline changes to materials fees.

Approvals: Chair of School and Dean of Faculty; possibly VPA's Office, if significant

Approved

Not Approved / Requires Changes

12/12/12

Chair of School/Campus (signature)

Date

Dean of Faculty (signature)

Date

Dec 14/12

Chair of Servicing School, if required (signature)

Date

long change + liberal studies

Dec 14, 2012

Date

Vice-President, Academic, if required (signature)

Date

Course/Program Curriculum Changes: Principles

Program Title:	Early Childhood Leadership Degree	
Program Alpha & Number:	ECL 1	
Effective Catalog Year:	2012/13	
Late Request:	2012/13	

<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> — Date of last program review: ✓ Clearly describe the reasons for and benefits of the change; ✓ Has the Chair of the Servicing School approved the proposed changes? ✓ Has the Chair/Dean approved the proposed changes? ✗ Is the program map complete and included? ✗ Answer the questions regarding the effects of the changes – see Program/Curriculum "Rationale for Changes" checklist attached
<input type="checkbox"/>	Changes must be to the benefit of the student with no disadvantages; therefore, if courses needed to complete the program are no longer offered, the School must develop a viable pathway to graduation.
<input type="checkbox"/>	Quality assessment of existing programs is achieved through continuous monitoring by the program team.
<input type="checkbox"/>	Reviews validate that the program learning outcomes are relevant/current and that they continue to be met by the graduation requirements in the program.
<input type="checkbox"/>	The essence of a program is represented in its learning outcomes; the graduation requirements identify the courses & activities whose successful completion is necessary to the mastery of the learning outcomes.
<input type="checkbox"/>	Process should be lean – no unnecessary new steps.
<input type="checkbox"/>	Once students start a program in a specific catalog, no changes to that degree audit may be made, e.g., a course change is proposed for third level. December 1 st , 2010 for 2011/2012 catalogue means the new course would not be delivered until September 2012.
<input checked="" type="checkbox"/>	Changes must be documented – retained by the School as well as archived with the Office of the Registrar.
<input checked="" type="checkbox"/>	Communication of changes must be made to all affected stakeholders.

Comments: Catalog 12/13 – were the 2 courses actually moved btw level 3 & 4 – If not, no point to include in DA chg. request. How did degree get approved without inclusion of breadth courses in cm?

Recommended for Approval Yes No

Signature Jerry Boyd Date Dec. 19/12

Degree Audit Report

Catalog: 2012/2013

Program: ECL1
Department: HUM - Human Services
Academic Level: DG
CCD: 4 - 4 Year Degree-Applied & Collab

Name: Bachelor of Applied Arts (Early Childhood Leadership)

Grade Scheme: LG2
Major: ECL1 - Early Childhood Leadership
Co-Op Indicator: N/A

Div: HUM - Human Services Division

Academic Program Requirement

Total Credits: 138.40
GPA Requirement: 2.000
Minimum Grade: D

Residency Reqmt: 35.00
Residency Reqmt GPA: 2.000

Academic Requirement: ECL1.12 Bachelor Applied Arts - Early Childhood Leadership

Major: ECL1
Grade Scheme: LG2
Minimum GPA: 2.000
Minimum Grade:

Subrequirement: Core Courses

Take all of the following Mandatory (Core) Courses:
 The Minimum Cumulative GPA for Core Courses is 2.5
 (ECED-7002 and ECED-7001 are for ECE bridging students only)
 (ECE bridging students are required to take an additional 3 General Education Credits - Normally taken in Level 6, if not taken during the Bridging Program)

Group 1
 Level 1

			Total Hours	Total Credits	GE
<i>FL</i>	ECED-7004	Human Development-Foundations	45.00	3.00	
	HLTH-7001	Personal Wellness	45.00	3.00	
	ECED-7005	Observing, Recording & Assessing	45.00	3.00	
	COMM-7009	Interpersonal Communication	45.00	3.00	

Group 2
 Level 2

			Total Hours	Total Credits	GE
<i>W13</i>	ECED-7006	Human Development-The Early Years	45.00	3.00	
	HLTH-7002	Wellness & the Young Child	45.00	3.00	
	ECED-7007	Social & Physical Environment	45.00	3.00	
	FLDP-7001	Field Practicum 1	254.00	8.00	

Group 3
 Take ECED-7008 or ECED-7002

			Total Hours	Total Credits	GE
	ECED-7008	Reflection & Critical Thinking	45.00	3.00	
	ECED-7002	Intro to Early Childhood Leadership	45.00	3.00	

Degree Audit Report

Group 4
Level 3

		Total Hours	Total Credits	GE
	ECED-7009	45.00	3.00	
	ECED-7003	45.00	3.00	
	ECED-7010	45.00	3.00	
	ECED-7013	45.00	3.00	
	MGMT-7001	45.00	3.00	

f13

BUS

MOVE TO Level 4

Group 5
Level 4

		Total Hours	Total Credits	GE
	ECED-7012	45.00	3.00	
	PHIL-7011	45.00	3.00	
	SOCI-7016	45.00	3.00	
	FLDP-7002	254.00	8.00	

v.14

HUM

MOVE TO LEVEL 3

Group 6
Take ECED-7011 or ECED-7001

		Total Hours	Total Credits	GE
	ECED-7011	45.00	3.00	
	ECED-7001	45.00	3.00	

Group 7
Level 5

		Total Hours	Total Credits	GE
	ECED-7014	45.00	3.00	
	MGMT-7002	45.00	3.00	
	MGMT-7003	45.00	3.00	

Add: Gen Ed - Take a 3 credit Gen Ed elective course

Add: Gen Ed - Take a 3 credit Gen Ed elective course

F14

Group 8
Level 6

		Total Hours	Total Credits	GE
	ECED-7016	45.00	3.00	
	ECED-7017	45.00	3.00	
	ECED-7018	45.00	3.00	

Add: Gen Ed - Take a 3 credit Gen Ed elective course

w15

Group 9
Internship (Co-op Work Term)

		Total Hours	Total Credits	GE
	COOP-ECL1W	1.00	1.00	

ECL1 Co-op Work Term

Group 10
Level 7

		Total Hours	Total Credits	GE
	ECED-7019	45.00	3.00	
	ECED-7020	45.00	3.00	
	MGMT-7005	45.00	3.00	
	FLDP-7004	210.00	7.40	

Add: Gen Ed - Take a 3 credit Gen Ed elective course

F15

MOVE TO LEVEL 6

Group 11

Degree Audit Report

Level 8

			Total Hours	Total Credits	GE
<i>w16</i>	ECED-7021	Current Issues-Leadership for Quality	135.00	9.00	

Subrequirement: Non-Core Courses

Take the following Mandatory (Non-Core) Courses:
The Minimum Cumulative GPA for Non-Core courses is 2.0

Group 1
Level 1

			Total Hours	Total Credits	GE
	COMM-7008	Composition & Rhetoric	45.00	3.00	

Group 2
Level 2

			Total Hours	Total Credits	GE
	PSYC-7044	Principles of Psychology	45.00	3.00	**

Group 3
Level 5

			Total Hours	Total Credits	GE
<i>F14</i>	LAWS-7001	Employment Law & Legislation	45.00	3.00	
	ECED-7015	Building-Organizational Team	45.00	3.00	

BUS
HUM } **DELETE**

Group 4
Level 6

For Bridging Students only - Take a 3 credit General Education Elective Course (if not taken in Bridging Program)

			Total Hours	Total Credits	GE
<i>w15</i>	ACCT-7001	Accounting for Non-Accountants	45.00	3.00	DELETE

BUS

Group 5
Level 7

Gen Ed - Take a 3 credit General Education elective course

			Total Hours	Total Credits	GE
<i>i15</i>	MGMT-7004	Business Administration	45.00	3.00	DELETE

BUS

Group 6
Level 8

Gen Ed - Take a 3 credit General Education elective course

			Total Hours	Total Credits	GE
<i>w16</i>	SOCI-7017	History of Social Policy in Canada	45.00	3.00	**


Subrequirement: Gen Ed - Electives

Take 3 General Education Credits - Normally taken in Levels 5, 6, 7 and 8

Subrequirement: Check Residency

Students Must Complete a Minimum of 35 of the Program Credits at Fanshawe to meet the Residency Requirement and

Degree Audit Report

Approved By Chair/Manager: 

12/12/12
Department and Date:

Approved by Dean:

Date:


General Education Approved By(as appropriate):

Dec 14, 2012
Date:

MLP - LECB

Dec 14, 2012

AG.
Jan 3/13