### CHANGE(S) IN PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th><strong>Current</strong></th>
<th><strong>Proposed</strong></th>
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<tr>
<td><strong>1. Number of transfer credits allowed</strong>&lt;br&gt;(Graduate School limit: 9 hours or 25% of coursework)</td>
<td>9</td>
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<td><strong>2. Residence requirement (if applicable)</strong></td>
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<td><strong>3. Language(s) and/or skill(s) required</strong></td>
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<td><strong>4. Termination criteria</strong></td>
<td>All graduate work must be completed within an 8 year period.</td>
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<td><strong>5. Plan A requirements</strong></td>
<td>6 Hour Thesis</td>
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<td><strong>6. Plan B requirements</strong></td>
<td>Integrative scholarly project; other requirements same as Plan A plus 6 additional hours of elective coursework</td>
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<td><strong>7. Distribution of course levels required</strong>&lt;br&gt;(At least one half must be at 600+ level &amp; two thirds must be in organized courses)</td>
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<tr>
<td><strong>8. Required courses (if applicable)</strong></td>
<td>FAM 652, FAM 690, FAM 710, FAM 654, 655, 659</td>
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*Students entering TEP must also complete continuous assessment requirements at entry, midpoint and exit.*
10. Final examination requirements

| Competency in one of the following six broad areas: 1) Education principles, life span development and child development; 2) Program planning and curriculum development and program implementation and classroom management; 3) Program administration, program evaluation and professional behavior; 4) Family and community; 5) Cultural pluralism and multicultural education; 6) Special education and assessment. |
| Satisfactory completion of the interactive final examination focusing on the Thesis (Plan A) or Integrative Scholarly Project (Plan B) and if desired by the advisory committee, a review of the integrative aspects of the students' graduate program. |
| Satisfactory completion of the interactive final examination focusing on the Thesis (Plan A). No Plan B |

* If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

NOTE: To the extent that proposed changes in 5, 6 or 8 above involve the addition of courses in other programs, please submit correspondence from the other program(s) pertaining to the availability of such courses to your students.
II. RATIONALE FOR CHANGE(S)
If the rationale involves accreditation requirements, please include specific references to those requirements.

Program revision necessary due to move of early childhood program from Department of Family Studies, College of Agriculture to the Department of Special Education & Rehabilitation Counseling, College of Education.

Signatures of Approval:

[Signatures]

Department Chair

Dean of the College

Date

Date

Date of Notice to the Faculty

Date

Date

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 11/98
Request for Change in Masters Degree Program  Special Education & Rehabilitation Counseling Early Childhood

Degree Title: Early Childhood

Proposed Major: Interdisciplinary Early Childhood Education

Current Number of transfer credits allowed: 9

Current Number of transfer credits allowed Proposed: 9

Plan A requirements: 6 Hours Thesis
Plan A proposed: 3 Hours Thesis

Plan B requirements: Integrative scholarly project: other requirements same as Plan A plus 6 additional hours of elective coursework
Plan B Proposed: None

Required courses: FAM 652, FAM 690, FAM 710, FAM 654,655,659

Required Courses Proposed: IEC 620, IEC 621, EDS 522, IEC 623, FAM 659 & EDP 656, 6 hours of research credit to be approved by thesis advisor.

Required distribution of courses with in program: Student will select courses to achieve an advised level of competency in four of the following six broad areas: 1) Education principals, life span development and child development; 2) Program planning and curriculum development and program I,[lamentation and class room management; 3) Program administration program evaluation and professional behavior; 4) family and community; 5) Cultural pluralism and multicultural education; 6) special education and assessment

Proposed Required distribution of courses with program: Students will select courses to achieve and advanced level of competency in one of the following six broad areas 1) Child development; 2) curriculum; 3) family and community; 4) Cultural Pluralis; and 5) Special Education 6) administration

Final Examination requirements: Satisfactory completion of the interactive final examination focusing on the Thesis (Plan A) or Integrative Scholarly Project (Plan) and if desired by the advisory committee, a review of the integrative aspects of the students’ graduate program.

Proposed Final examination requirements: Satisfactory completion of the interactive final examination focusing on the Thesis (Plan A). No plan B
Rational for changes Program revision necessary due to move of early childhood programs from Department of Family Studies. College of Agriculture to the Department of Special Education & Rehabilitation Counseling, College of Education