

# [MAJOR] ECE- EARLY CHILDHOOD EDUCATION Panel

## Course Approval Decision Criteria

### **Course Approval Criteria**

An institutionally-approved syllabus in electronic form is required by the panel for its review. The course syllabus must clearly include the following elements:

- Course prefix, number, and title
- IAI Code
- Semester credit hours
- Course description (institution's catalog description recommended)
- Course objectives
- Detailed weekly/daily topical course outline. This should go beyond chapter numbers and titles.
- Course delivery modes (lecture, discussion, etc.)
- Textbook(s) /Learning Resources/Required Readings used (textbook must be current) - see information below
- Means or methods of evaluation of student learning
- Grading scale
- Any prerequisites required for the course
- Daily or weekly topical outline of material to be covered (Do not list just chapter titles)

### **Course Description**

- Please provide complete catalog copy for this course.
- Corresponds with the IAI course description.

### **Textbooks/Learning Resources**

- The choice of required text must provide evidence of course content and focus. Texts reflect and support writing, speaking or content outcomes and requirements. As institutions pursue the opportunity to expand into online/open resource electronic text material, the panel has sought to provide some necessary guidance on citing these learning resources in submitted syllabi and documents. If any online reading or resource materials are used, provide accessible evidence which may be a complete working url or bibliographic citation. This site/resource must be active, working, and viewable by the panel. Active hyperlinks are acceptable but cannot be embedded in an online learning system.

### **Student Learning Outcomes**

- Student outcomes must be included to provide additional evidence that the course focus is aligned with the IAI description and should be stated in such a manner that it is clear how one would assess them.

### **Evaluation**

- The methods of evaluation of student work should demonstrate sufficient rigor. For instance, although attendance may be required, it should not account for a substantial part of the final course grade.
- Include a grading scheme.

### **Course Specific Concerns**

#### **ECE 913 - The Exceptional Child (3 Semester Credits)**

It must be clear that IFSP and IEP requirements are included in some manner in the course description, outcomes, and content/outline:

“Study of applicable federal and state laws and requirements conducted, including: Individuals with Disabilities Education Act, Individualized Family Service Plan, Individualized Education Programs, and inclusive programming. Fulfills requirements of School Code 25.25.”

If these elements are not explicit in the course description, they should be clearly present in the outcomes and content/outline.

### **Common Reasons Courses are not Approved**

In order to facilitate prompt approval of course submission, it may be helpful to be aware of some common reasons for which courses are not approved:

- Course title does not match course description
- Course content does not match course description
- Course is too broad in scope - outline contains too many topics
- Course is too narrow in scope - outline has too few topics to fulfill course description
- Course is not a lower division course
- Course syllabus has weak or un-measurable objectives
- Course syllabus has no means of evaluation or grading scale
- Course outline/schedule lack sufficient detail

**ECE Major Panel**  
**Course Syllabus Checklist**

**Course Description**

- A complete description for this course is required; a catalog description may be substituted if it is sufficiently informative. The course description should compare favorably to the description given on the iTransfer website.

**Prerequisites**

- The committee must review both courses in the sequence in order to accept the first course as a prerequisite.

**Course Objectives**

- The course goals and an outline of the course content are expected.

**Student Outcomes**

- Student outcomes must be included to provide additional evidence that the course focus is aligned with the IAI description and should be stated in such a manner that it is clear how one would assess them.

**Topical Outline (Daily/Weekly Schedule)**

- The Early Childhood Education panel will review the schedule for evidence of the content of the course for a full semester or equivalent. Provide detailed outlines of all topics, assignments and activities.
- Do not list simply, 'Chapter 1, Chapter 2" etc. Listing the chapter titles from the published text is not sufficient either. More detail is required.
- A lab weekly lab schedule including a concise description of each laboratory experience is required including equipment/instrumentation used.

**Methods of Evaluation**

- Specific assignments are required. In particular, the lab assignments must include a brief description.
- Include a grading scheme.

**Grading Criteria and Scale**

- The points or percentages attached to course work are required. Indicate how grades are determined.

**Textbooks/Learning Resources**

- The choice of text is required and may provide evidence of course content and focus. The author and date of publication of text is required. Text should be current.
- If there are supplemental texts that will be used, these should also be listed.
- Texts reflect and support writing, speaking or content outcomes and requirements. As institutions pursue the opportunity to expand into online/open resource electronic text material, the panel has sought to provide some necessary guidance on citing these learning resources in submitted syllabi and documents. If any online reading or resource materials are used, provide accessible evidence which may be a complete working url or bibliographic citation. This site/resource must be active, working, and viewable by the panel. Active hyperlinks are acceptable but cannot be embedded in an online learning system.