

Teach Out Plan & Substantive Change Request: Creating a Single Undergraduate
Inclusive Childhood Education Program across NVU's Campuses
4/26/21

Description of the Changes

In January 2021, the education faculty of Northern Vermont University Johnson & Lyndon unanimously approved a motion to move forward with unification. At this time, the faculty on both campuses also approved a plan to teach-out Lyndon's undergraduate elementary education program ([Multidisciplinary Studies for Inclusive Teaching](#)), including the special education and early childhood concentrations available to students in this program. This substantive change report requests approval to both teach out Lyndon's current program and offer the current NVU-Johnson Inclusive Childhood Education program across both campuses beginning Fall 21. The Curriculum Committees and Faculty Assemblies of both institutions have approved this plan.

The [Letter of Intent to Close](#) and each of the current 26 candidate's individual teach-out plans for Lyndon's Multidisciplinary Studies for Inclusive Teaching program can be found within this [folder](#). Inside the folder, you will find subfolders for each of the current cohorts of NVU-Lyndon EDU students. In these subfolders are spreadsheets for each student which show the following:

- A full listing of required coursework for the program of study, with indication of completion status and completion date (or anticipated completion date) of all courses required for graduation and licensure,
- A semester-by-semester breakdown of how the student will be able to complete the coursework required for graduation and licensure,
- Additional notes as necessary to explain any individual circumstances that might not be apparent in the listing of courses and completion dates.

Please note that students who have completed less than a full year of coursework in the NVU-Lyndon programs will be transitioned to the Inclusive Childhood Education program. We are able to make this transition without adding additional semesters of coursework to any of the students' plans of study. Students who have completed at least one year of coursework in Lyndon's current program have been given plans that allow them to complete their degree and licensure through the Multidisciplinary Studies for Inclusive Teaching program in their previously existing time-frame. All students have been presented drafts of their plans in 1-1 advising meetings or have meetings scheduled prior to the end of the Spring 2021 semester. We will be using a [standardized cover letter](#) to obtain student acknowledgement of the teachout plan requirements and timeline for coursework, Vermont Licensure Portfolio, and successful Praxis completion.

Although both elementary education focused programs have led to years of qualified and successful educators, the decision to teach out the Lyndon program and maintain the Johnson program across both campuses comes from the need and desire to streamline our offerings to cut costs, maximize our utilization of personnel across our campuses, and increase the accessibility of course offerings for our students.

We have chosen to specifically maintain the Inclusive Childhood Education (ICHED) program for a few reasons. The Inclusive Childhood Education program received full approval through 2027 during NVU-Johnson's last ROPA review in 2020, while Lyndon's programs received 2-year conditional approval. In addition, there are five core education courses required for the ICHED program, and they are currently taught by full-time faculty. That staffing consistency has not existed at Lyndon for a few years. Additionally, Johnson's core courses are already available and regularly scheduled as in-person or online courses. Adding one in-person section to each course on the Lyndon campus is feasible given the staffing of the unified department.

The Inclusive Child program consists of 3 types of courses:

- 1) Required Education Courses (63 credits)
- 2) Required Elementary Education Liberal Arts & Sciences Concentration (30-31 credits)
- 3) Foundational Skills

All of these approved elements remain consistent in the cross-campus iteration of the Inclusive Childhood Education curriculum. It follows the same [4-year plan and curriculum map](#) that was approved by the VSBPE through Johnson's ROPA approval process in 2020. Students, regardless of home campus, who successfully complete all elements of this program, will be recommended for a k-6 elementary education and k-8 special education endorsement.

The only change made to the approved program is minor, yet benefits students across both campuses. In the Required Elementary Education Liberal Arts & Sciences Concentration portion of the curriculum, equivalent courses offered on the Lyndon campus were added to the options students from both campuses can choose from to meet the requirements. This provides more student choice and offers more flexibility in degree completion.

Effects on Students

Students matriculating on the Johnson campus will feel few effects of the change, beyond the following added benefits:

- 1) Access to the Lyndon sections of all required EDU courses.
- 2) Access to additional Liberal Arts & Sciences course options offered through the Lyndon campus.
- 3) Membership in a broader cross-campus cohort of students, with several EDU courses offered in a format that will encourage simultaneous participation from students on both campuses.

Students matriculating on the Lyndon campus will feel varying effects based on their program of study. None of the changes will result in additional semesters of coursework required beyond the students' original plan of study.

Students who have completed less than one full year of coursework in the NVU-Lyndon programs being taught out will see the following:

- 1) A new plan of study, which, upon successful completion, will result in licensure recommendations for elementary education and special education licensure without the need for additional coursework. In the existing Lyndon program, students would have to opt into additional coursework in order to secure anything other than a recommendation for elementary education licensure.
- 2) Credit for foundational coursework has been granted wherever possible to minimize the impact of transitioning after having already completed coursework in the existing NVU-Lyndon program.
- 3) Access to the Johnson sections of all required EDU courses.
- 4) Access to additional Liberal Arts & Sciences course options offered through the Johnson campus.
- 5) Membership in a broader cross-campus cohort of students, with several EDU courses offered in a format that will encourage simultaneous participation from students on both campuses.
- 6) No change in their access to licensure options that were present at the time of their enrollment. This primarily affects students who are enrolled in the NVU-Lyndon Early Childhood Education concentration, which is being discontinued with this transition to the ICHED program. We have included the required coursework for completion of this concentration in our course scheduling for the next two years for all students who had interest in the additional ECE (Age 3 - Grade 3) endorsement to complete the required coursework prior to the cessation of the program.

Students who have completed at least one full year of coursework in the NVU-Lyndon programs being taught out will feel minimal effects of the change. Their teachout plans and departmental course offerings have been tailored to mirror their initial plans of study, with the caveat that the remaining timeframe for completing the existing programs has been limited to two years. Students have been advised that if they are unable to successfully complete the proposed plans of study in the two-year time-frame, we will need to revise their plans of study, likely resulting in additional coursework or independent study. These students will also see the following benefits:

- 1) Access to the Johnson sections of all required EDU courses
- 2) Access to additional Liberal Arts & Sciences course options offered through the Johnson campus.

Measures of Effectiveness

The measures of effectiveness for this plan will be similar to those of the plan to monitor the success of the overall unification of our departments. The main goal will be to insure that students in the Inclusive Childhood Education program receive equal access to all of the resources needed to be successful in the program, and that both campuses provide the same high quality education. As such, we will measure the effectiveness of these changes in a few ways:

- 1) We will compare data for the Inclusive Childhood Education program across institutions from the following sources, in order to assess the fidelity of the programs across campuses. We want to ensure equal opportunities for success regardless of a students' home campus:
 - a) VLPs
 - b) Program Completer Surveys
 - c) Employer Surveys
- 2) We will monitor Praxis II rates to make sure students across both campuses are receiving the content area instruction they need to successfully achieve licensure.
- 3) We will track completion rates across both campuses to monitor the overall success of the program, paying particular attention to the consistency in rates across campuses.
- 4) We will track time from entry into the program to completion across both campuses to make sure the current course schedule and offerings are meeting student needs.
- 5) We will monitor the progress of Lyndon students with teach-out plans through a check-in each semester to make sure each student is on track to complete by August 1, 2023.