

Cover Sheet: Request 12187

EEC3941 Practicum in Early Childhood Education

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Shaira Rivas-Otero srivas@coe.ufl.edu
Created	12/19/2017 2:44:28 PM
Updated	3/11/2019 11:11:13 AM
Description of request	Changing course from 3 credit hours to variable credits (1-3) and repeatable (up to 6). This change is consistent with program changes that will require students to complete multiple semesters of practicum.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		12/19/2017
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		4/20/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Andrew Figueroa	Added to May agenda.	4/23/2018
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please see comments in UCC review email. Questions regarding S/U & variable credit.	5/17/2018
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		3/11/2019
EEC 3941 syllabus_Updated_3.11.19.docx					3/11/2019
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/11/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 12187

Info

Request: EEC3941 Practicum in Early Childhood Education

Description of request: Changing course from 3 credit hours to variable credits (1-3) and repeatable (up to 6). This change is consistent with program changes that will require students to complete multiple semesters of practicum.

Submitter: Nancy Waldron waldron@coe.ufl.edu

Created: 3/11/2019 10:36:01 AM

Form version: 6

Responses

Current Prefix EEC

Course Level 3

Number 941

Lab Code None

Course Title Practicum in Early Childhood Education

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 3

Proposed Credit Hours Variable

Change Variable Credit? Yes

Current Min and Max Credits 1

Proposed Min and Max Credits 1-3

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? Yes

Repeatable Credit From Non-repeatable to Repeatable

Maximum Repeatable Credits 6

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale Changing course credit hours from 3 to variable (1-3) and repeatable (up to 6) which will allow the completion of practicum field experiences to be taken over multiple semesters within the Unified Early Childhood Program. Allowing repeatable credit would enable the program to offer students to experience time spent in all of the age ranges in which they will be certified. For example, they would take this course the first semester and focus on the birth to age three range. The second semester taking this practicum would focus on the three to five year old age. Students are involved in field experiences aligned with most of the ages in which they will be certified. However, enabling them to repeat this course will offer us the opportunity to include field work in multiple semesters in their program of study. The current program requires 2 semesters (3 credits each semester) of practicum. The faculty is presently considering program changes that would permit students to complete practicum over 3 semesters, and therefore in the future some practicum experiences may be better reflected by 1-2 credits per semester.

**EEC 3941: Practicum in Early Childhood
SPRING 2018
3 credits**

Dr. Tara Mathien
Office: 1345L

PHONE: 352-273-4285
Office hours: Wednesday 1-3pm

tmathien@coe.ufl.edu

Course Description:

Credits: 3; Prereq: enrollment in Unified Early Childhood PROTEACH.
Field experience in pre-service early childhood education. (S-U)

Important Dates:

Seminar meets Wednesday 3:00-4:50pm NRN 270

Placement 1: January 15, 2018 – February 23, 2018

Placement 2: February 25, 2018 – April 20, 2018 [This six-week placement includes UF, Alachua, and Levy school spring breaks]

Students will complete 10.5 hours per week in their placements. Ten hours for participation in classroom instructional activities and ½ hours for conferencing and planning with placement teacher.

Required readings will be posted to CANVAS website.

Student Learning Outcomes:

By the end of this course, students will...

- 1. Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)**
- 2. Implement knowledge and skills learned in professional development in the teaching and learning process (FEAP 5f)**
- 3. Understand that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida (FEAP 6a)**

Professional Dispositions and Skill Standards

In addition to maintaining high scholastic standards, students completing field placement experiences must, as part of their academic training, develop the professional and personal dispositions and skills necessary to work effectively with individuals of diverse needs and backgrounds. Practicum students are expected to:

- Relate to peers, professors, mentor teachers, and supervisors in a professional manner.

- Comply with legal, ethical, and programmatic standards during the training program.
- Demonstrate the ability to receive, integrate, and utilize feedback from peers, instructors, mentor teachers, and supervisors.
- Demonstrate willingness to self-explore, grow, and compensate for deficiencies.

POLICIES AND STANDARDS

Guidelines for Professional Conduct

To ensure a productive and successful practicum experience, practicum students are expected to adhere to the following guidelines for professional conduct:

- Dress in a professional manner appropriate for the classroom and school to which you are assigned. At all times, you should be identifiable as a professional teacher by your dress, demeanor, and general conduct.
- Notify your mentor teacher and your UF supervisor of an impending absence. Dependability, consistent attendance, and promptness are expected and required. If illness requires that you miss a day of internship, that time must be made up. Maintain positive working relations with your mentor teacher, others in your schools, and your UF supervisor.
- Maintain confidentiality. Although you may have access to personal information about a student, this information is to be used only to enhance that student's education. Such information should always be kept confidential.
- Use tact. Consider each interaction with students, parents, your mentor teacher, your UF supervisor, or anyone else in the school environment to be an opportunity to conduct and communicate in professional manner.
- Demonstrate initiative, interest, and enthusiasm. Be open to and accepting of advice, suggestions, criticism, and praise offered during discussions with your mentor teacher and UF supervisor. Demonstrate that you can make appropriate changes based on these discussions.
- Remember that your mentor teacher and the administrators at your school are providing a service to you and to the University of Florida. Graciously accept this opportunity and represent the University well.

Absences and Schedule Changes

Attendance logs are to be kept in the host teacher's classroom. Remember: 10 hours of classroom participation and ½ hour conferencing with your host teacher per week.

Class Attendance Policy

The Unified Early Childhood Education Program (UEC) is designed to prepare students for the teaching profession and supports and guides students to acquire habits and skills that will facilitate their successful entry into the field of education. The attendance policy adopted for this course supports these goals. Students are expected to attend and participate in all class meetings.

- Students are expected to attend every class session. However, if you are ill or have flu-like symptoms, please stay home and take care of yourself.
- Students are expected to arrive on time and to remain for the entire class period.
- Participation in group activities and discussion in class are expected.
- Students are responsible for all information presented in the course regardless of an absence. It is not the responsibility of the instructor to provide the student with this information or materials distributed in class. You may request to obtain these from a class member.

Absences in the practicum setting should only occur for UF acceptable reasons as is specified in the UF undergraduate catalog. Documentation of absences due to medical issues is required, e.g. a note from a medical provider. It is your responsibility to schedule make-up days with your cooperating teacher and your UF supervisor.

Contact your Cooperating Teacher and your Field Advisor immediately if you find that you need to alter your classroom placement schedule or if you are absent from your placement for any reason.

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

UF Student Honor Code

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

EVALUATION AND GRADING

Academic Expectations

Faculty expectations of students' academic, professional, and personal development are explicit in admission and grade point policies, course syllabi, and internship placement evaluations; meeting deadlines, knowledge of departmental policy, and periodic contact with course instructors and UF supervisors is expected. All students are expected to read all documents related to academic and field placement experiences.

Florida Educator Accomplished Practices (FEAPs)

Students will demonstrate competence with the Florida Educator Accomplished Practices during their practicum experience. Students are expected to perform their classroom and instructional responsibilities in accordance with professional standards described by the FEAPs. This includes responsibilities in the FEAP domains, e.g. Instructional Design and Planning; Learning Environment; Instructional Delivery and Facilitation; Assessment; Continuous Professional Development.

Grading: Grades will be reported as S or U.

Grades of Satisfactory

To receive a grade of satisfactory, the student must complete **all** requirements including, (1) acceptable performance as measured by indicators on the final mentor teacher and UF supervisor evaluation at the "Accomplished" or "Exceptional" level, (2) receiving no zero indicators in the "Unsatisfactory" category of any section, (3) completing/resolving any issues associated with development of a Performance Improvement Plan, if applicable, and (4) attending and participating in seminar sessions. Additionally, students must complete all assignments for the course:

- Cooperating Teacher Observations and Evaluations [one for each placement]
- Field Advisor Observations and Evaluations [two for each placement]
- Weekly Reflection Journals [12 total]
- 126 hours documented [signed by classroom teacher]

- Record of Teaching Experiences [one for each placement]
- Seminar Attendance and Participation
- Completion of all other assignments
- Two FEAP Tasks – Professional Development Workshop and Ethics Case Study and Paper
- Mandated reporter training (online)
- Personal goal statement
- LiveText FEAPS evaluation

For detailed descriptions of all assignments and forms to be used, please see the course Handbook posted on CANVAS.

CANVAS: Students should log in to the CANVAS website at least once each week. The CANVAS website provides weekly modules with assignment descriptions and due dates, important reminders, and updates. All required forms are provided on the course CANVAS website. Students will upload weekly journal and other assignments on the CANVAS website. Students will complete pre-seminar preparation work via content posted to the CANVAS website. Student grades are provided on the CANVAS site, as well.

Grades of Unsatisfactory

Students receiving grades of unsatisfactory must repeat the practicum as determined through the Performance Improvement Process.

Completion of the practicum assignments and participation in seminars also influence the final grade for the course. Failure to complete and hand in assignments may result in an Incomplete or Unsatisfactory grade for the semester. The UEC program requires that formative evaluations (observations and final evaluations) be completed by the mentor teacher and the UF supervisor. The Teacher Education Early Experience Rating Sheet will be completed by the mentor teacher at the end of each six-week placement.

Grades of Incomplete

Grades of incomplete for the practicum are allowed only under extremely unusual circumstances and require approval and coordination involving the UF supervisor, field placement coordinator, and program coordinator.

Weekly Course Schedule

*links to referenced readings will be posted in CANVAS

Week of	Weekly topics	Pre-Seminar tasks Due by Wednesdays 2:59pm	Weekly Assignments Due by Sundays 11:59pm
1/8-1/12 Seminar only	<p>Practicum overview, expectations, placements / professionalism</p> <p>establishing relationships</p> <p>classroom/school cultures (communication, expectations, etc.)</p>	<p>1. review assignment grid and handbook</p>	<p>1. Practicum Student Information Form (one copy to mentor teacher/one copy to supervisor)</p> <p>1. weekly time schedule</p>
1/15-1/19 <i>No school 1/15</i> Week 1 (first placement)	<p>ethics workshop</p> <p>what is a mandated reporter?</p>	<p>1. complete mandated reporter training online http://www.myflfamilies.com/service-programs/abuse-hotline/training (must set up free account)</p> <p>2. read 3 sets of codes of ethics found on CANVAS</p> <p>RTE1: 9 / RTE2: 5-9</p>	<p>1. journal</p> <p>1. code of ethics paper & case study</p> <p>3. confirm observation dates with university</p>

	SFEA President guest speaker		supervisor and mentor teacher for informal and formals
1/22-1/26 Week 2	lesson planning linking goals and assessments *creating a quick lesson plan in partners for placement (do lesson in placement by next week)	Review: 1. http://www.cpalms.org/Public/search/Standard 3. sample lesson plan posted on CANVAS 4. https://www.scholastic.com/teachers/articles/teaching-content/new-teachers-guide-creating-lesson-plans/ 5. Objective Tips handout on CANVAS 6. additional readings posted on CANVAS RTE1: 1-4, 8	1. journal 2. personal goal statement (<i>must be turned in prior to informal observation if scheduled for this week</i>) 3. possible informal observation
1/29-2/2 Week 3 PKY Reading block visit	differentiation – providing challenge and supports using assessment data to inform future lessons	Readings will be posted to CANVAS 1. Students bring assessment data from last week's lesson plan to use for in class activity 2. Observe a reading block in your placement setting RTE1: 7, 10	1. Journal 2. possible informal observation (must be completed by this week)

1/30 9:50-11:15	Monique		
2/5-2/9 Week 4	Differentiation case studies IEP, ELL, 504, UDL, etc. Guest lecture - Monique	Review: Readings will be posted to CANVAS http://www.cast.org/our-work/about-udl.html#.Wk-DAIQ-f-Y Sample IEP and 504 Compare/contrast reading blocks for differentiation RTE1: 5, 6 / RTE2: 4	1. Journal
2/12-2/16 Week 5	Choosing the best instructional approach – coteaching models Guest speaker – Jessica Mead	Review: http://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching http://education.byu.edu/cpse/co_teaching/co_teach_models.html (click each link to view a short video of examples of co-teaching) Characteristics of effective teachers.pdf RTE1: 11-15	1. journal 2. possible formal observation

<p>2/19-2/23</p> <p>Week 6</p>	<p>Classroom management:</p> <p>Discipline Strategies</p> <p>School-wide plans and resources</p> <p>Guest speaker – Angela Jones</p>	<p>1. revised goal statement</p> <p>1. RTE1: 4 & 11</p>	<p>1. possible formal observation (must be complete by this week)</p> <p>2. journal</p> <p>3. data collection packet: attendance log, record of teaching experiences, evaluation of mentor teacher, teacher education early field experience rating sheet</p>
<p>2/26-3/2</p> <p>Week 1 (2nd placement)</p>	<p>Classroom management continued:</p> <p>Rules and consequences, challenging behavior</p> <p>Guest speaker – Dr. Joyce</p>	<p>Review:</p> <p>Classroom management techniques</p> <p>Classroom management for new teachers</p> <p>RTE2: 2, 3</p> <p>RTE1: 1,2,3</p>	<p>1. Practicum Student Information Form (one copy to mentor teacher/one copy to supervisor)</p> <p>2. weekly time schedule</p>

3/5-3/9	No seminar or placement (UF spring break)		
3/12-3/16 Week 2 Seminar will start at 4:00 this week!	Scaffolding Zone of Proximal Develop. Guest lecture - Monique	RTE1: 4, 5, 8 / RTE2: 5, 6, 7, 8, 9 Review: Scaffolding NCQTL Dual Language Learner Engagement tips	1. journal 2. possible informal observation
3/19-3/23 Week 3	Effective language interactions Questioning and communicating with children Praise vs. encouragement	RTE1: 9, 10, 11, 12, 13 Review: Talking to Children Powerful Language	1. journal 2. possible informal observation (must be completed by this date)
3/26-3/30	No seminar or practicum (Alachua and Levy County)		

	<i>schools spring break)</i>		
4/2-4/6 Week 4	Family engagement Dr. McLean Project Prepare presentation	RTE1: 14, 15 Review: Parents as Partners in Education: Families and Schools Working Together, Berger and Riojaas-Cortez RTE2: 11, 12	1. journal
4/9-4/13 Week 5	Teaching from a box vs. unpacking the box: creativity with curriculum mapping	Review: https://www.huffingtonpost.com/liz-ryan/creativity-business b 1487220.html https://ctl.yale.edu/ActiveLearning http://wonderteacher.com/7-ideas-for-replacing-worksheets-with-wonder RTE2: 10	1. possible formal observation
4/16-4/20 Week 6 last week of practicum	Developing your teaching philosophy amidst a variety of teaching models and settings – (Reggio, High Scope, charter, magnet, etc.)	Review: Curriculum model investigations Professional practices for teachers	1. possible formal observation (must be submitted by this date) 2. Professional development

			workshop assignment
4/23-4/27 Seminar only	Conclusion, wrapping up, what's ahead Senior panel Q&A Dr. Super crisis management presentation	Final version goal statement	1. data collection packet: attendance log, record of teaching experiences, evaluation of mentor teacher, teacher education early field experience rating sheet