

Cover Sheet: Request 14281

EEC 3404: Families, Diversity and Multicultural Considerations in Early Childhood

Info

| | |
|------------------------|---|
| Process | Course Modify Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Tara Mathien tmathien@coe.ufl.edu |
| Created | 9/26/2019 2:16:53 PM |
| Updated | 1/20/2020 2:31:37 PM |
| Description of request | This course will become part of the proposed BAE in Early Childhood Education. Modifying course credit hours from 4 credits to 3 credits. |

Actions

| Step | Status | Group | User | Comment | Updated |
|---|----------|--|---------------|---------|------------|
| Department | Approved | COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000 | Holly Lane | | 9/27/2019 |
| No document changes | | | | | |
| College | Approved | COE - College of Education | Nancy Waldron | | 12/19/2019 |
| CCC_Family Involvement and Multicultural Issues_11.21.19 (2).docx | | | | | 11/21/2019 |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 12/19/2019 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|Modify for request 14281

Info

Request: EEC 3404: Families, Diversity and Multicultural Considerations in Early Childhood
Description of request: This course will become part of the proposed BAE in Early Childhood Education. Modifying course credit hours from 4 credits to 3 credits.
Submitter: Nancy Waldron waldron@coe.ufl.edu
Created: 12/19/2019 4:23:05 PM
Form version: 4

Responses

Current Prefix EEC

Course Level 3

Number 404

Lab Code None

Course Title Families, Diversity, and Multicultural Considerations in Early Childhood

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 4

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 3

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale This course is currently listed as a 4-credit course offering. However, in the new program of study designed for the BAE in Early Childhood Education, the course will be designated as 3-credits. This change in credit will support the designated sequence of courses for the degree program. Content unrelated to the State of Florida Educator Accomplished Practices (FEAPs) has been infused across the curriculum in other courses. Content for this course will be focused on that required by the FEAPs associated with multicultural aspects of serving diverse families and children.

EEC 3404 - Families, Diversity and Multicultural Considerations in Early Childhood

Semester Fall 2020

3 credits

Instructor: Tara Mathien, EdD
Office: I-303 Norman Hall
Phone: 352-273-4285

Schedule: M 12:50-3:50pm
Room: I-121
Office Hours: Mondays 10am-12pm
Email: tmathien@coe.ufl.edu

Course Description:

The role of family and influence of community on development and learning of young children in diverse society.

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Express understanding of the principles of partnership with children and families with diverse backgrounds (culturally, linguistically, and ability diverse; (*NAEYC 2a, DK Competency 1.5, FEAP 2d, DEC, KI.5*)
2. Apply these principles to multiple case studies, including narratives that include English Language Learner (ELL) families; (*Reading 1.A.9, 1.B.5, 2.C.3, 4.2*)
3. Identify and describe family-centered practices and family capacity-building practices; (*Reading 2.B.3, FEAP 5d, DK Competency 1.7, 1.8*)
4. Identify and describe opportunities that engage and empower families. (*DK Competency 1.5*)
5. Articulate relevant state and federal laws pertaining to the public education of young English Learners; (*DK Competency 6.5*)
6. Describe the historical and contemporary contexts of ethnic, racial, cultural, and linguistic populations in the United States; (*Reading 4.1*)
7. Articulate strategies to create and promote multicultural, anti-biased classroom environments and learning experiences for diverse learners; (*DK Competency 1.5, FEAP 2d*)
8. Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations with respect to expectations about children and families related to cultural relativism, developing relationships, and cultural competence (*NAEYC 2b*)

Required Textbook(s):

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust* (7th ed.). Boston, MA: Pearson.

Gollnick, D. M., & Chinn, P. C. (2013). *Multicultural education in a pluralistic society, 9th edition* . Upper Saddle River, NJ: Pearson.

Recommended/Excerpts posted to CANVAS:

Henderson, A.T., Mapp, K.L., Johnson, V.R., and Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships* . New York, NY: The New Press.

Tabors, P. O. (2008). *One child, two languages, 2nd edition* . Baltimore, MD: Paul H. Brookes.

Peregoy, S.F. & Boyle O.F. (2013). *Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers* (7th edition). White Plains, NY: Longman Publishers.

Additional readings may be posted to CANVAS

Assignments

(1) **Class Attendance/ Participation** (50 points). Each student is expected to attend all class sessions, complete reading assignments in advance, and be prepared to participate in class and discussion. Students are also expected to attend their field experiences as intended and complete associated assignments (5 hours/ week). Participation will also include activities that will require physical presence in class to complete for credit.

(2) **Family Partnership Project** (100 points).

In small groups, students will be partnered with a local family and conduct 3 home visits over the course of the semester that will last approximately 1.5-2 hours each. Contact will be provided in class.

1. Home visit #1: family conversation (using Turnbull Conversation guide), family needs assessment, and background

2. Home visit #2: parent/student/child evidence-based practice activity together (with specific

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goals/objectives), provide 1-2 community resources, family ideas to do with their child between now and next visit

3. Home visit #3: parent/student/child evidence-based practice activity together (with specific goals/objectives), follow up from last visit, what worked/what didn't, family implementation interview

(3) **Course Exams** (50 points total). Understanding of course topics/concepts and readings will be assessed through two comprehensive exams (mid-term and final) that will be given online via CANVAS and will include short answer and/or essay questions.

(4) **Case Study Presentation** (50 points). Working in pairs (or small groups), students will be assigned a family to present on as a case study. The case study should include components that outline the demographics of the family and utilize elements found in the family systems theory. The case study presentation will be approximately 20 minutes and will outline the home visits, which will include an interview with the family, a needs assessment, and evidence-based activity planning and execution. A resource of suggested interview questions (including the Turnbull Conversation guide) will be provided via CANVAS. Each level of the theory should be addressed in the presentation. To the fullest extent, identifying information should be removed and pseudonyms should be utilized. Students will identify and describe opportunities that engage and empower families. Students should select an established or emerging evidence-based practice to teach the child and include this in the presentation. Additionally, students will create a handout to serve as a resource for the caregivers and fellow classmates. This handout should provide a brief summary of the evidence supporting the practice, the step-by-step process of how to implement the practice, and a brief description of the importance of generalizing the skill being taught (rubric attached in Appendices). This assignment will be connected to the Family as Faculty field experience. A rubric with more detailed explanations will be provided via CANVAS.

(5) **Case Study Reflection** (25 points). Individually, students will write a 3-4 page action plan for the child/family that they presented on synthesizing possible interventions. Components of this reflection should consider the diverse needs of the family. The action plan should highlight the protective and risk factors for this family. Corresponding evidence should be provided. Students should reflect on the caregiver and child's responsiveness to the practice, how they might adapt it, and how they might extend the practice (rubric attached in Appendices)

(6) **Bi-weekly Journals** (25 points). Students will be expected to complete bi-weekly journals via CANVAS (total of 6). Guiding questions will be provided to help students focus their reflections. This experience will provide students with an opportunity to reflect on experiences from a family with a child with a delay, disability, or a child with a diverse culture. 3 journals will be completed per experience (Baby Gator and Head Start) in which you identify considerations for ESOL learners, how to identify a need of families - how do you know it isn't monocultural in perspective, alternative explanations for why you have identified a need the family has, families that do not share your perspective, etc.

(7) **Final Diversity Reflection** (50 points). Using all of course readings, course discussions, and experiences from the semester, write a 5-6 page reflection. Compare and contrast experiences utilizing the family systems theory. This assignment will align with the Baby Gator and Head Start field experiences. Consider the needs of diverse groups of families and of individual families within groups. Consider also funds of knowledge that families may have. Also, think about the multiple ways that families can be engaged in their child's development and education, both inside and outside the classroom and in natural environments outside of the classroom. (rubric attached in Appendices)

5. Multicultural Thematic lesson planning activities (50 points each placement)

You will be required to plan and conduct weekly learning experiences based on classroom needs and inclusive family involvement components. You will be responsible for promoting understanding and valuing of differences – cultural, racial, language, gender, religious, and differing abilities. (*Specific assignment guidelines will be provided in class*)

At a minimum, students will focus on the following activities:

| | |
|------------------------------|--|
| Week 1 | Familiarize yourself with the program, classroom environment, and children and families served / help out when needed / complete a summary of research conducted on the placement - demographics served, community information, supports and needs for cultural, linguistic, and ability diverse children and families |
| Week 2 | Find an article to send home to parents about an ECE topic pertinent to the age group or interests/needs of the children in the classroom (refer to BBS Ch. 10) – <i>must get teacher/director approval before sending home</i> |
| Week 3 | Send home an idea for parents to do with their children based on an activity done in the classroom or the interests of the children – <i>must get teacher/director approval before sending home</i> |
| Week 4 | Work one on one and with small groups of children, noting language and cultural needs |
| Week 5 | co-teach a lesson with the classroom teacher - will include a reflection of the lesson after |
| Week 6 | lead a group lesson with the support of the classroom teacher - will include a reflection of the lesson after |
| Throughout experience | Attend at least 1 parent event (conferences, back to school night, parent workshop, etc.) |

Points

Class Attendance/ Participation

50 points
Family Partnership Project

100 points
Course Exams

50 points
Case Study Presentation

50 points
Case Study Reflection

25 points
Bi-Weekly Journals

25 points
Final Diversity Reflection

50 points
Multicultural Lesson Planning Activities 100 points

Total

450 points

Grading Scale

A 94-100%
A- 90-93%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 63-66%
D- 60-62%
E <60%

Course and University Policies

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 responsible for all information presented in the course regardless of an absence.

Absences 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. 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>

E-Learning Website

Students can access the class’s e-learning website by going to the UF homepage and typing “COE online” into the search box or using the following link: <http://elearning.ufl.edu>

Log into CANVAS using your Gatorlink username and password. This website will have a copy of the course syllabus, assignments, class announcements and other useful information. Some assignments can only be completed through the online website. All assignments will be submitted to the instructor through the class website

Accommodations for Students with Disabilities

Students requesting accommodations 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.

Those students adjudged to have committed a violation of the Academic Honesty Guidelines (e.g., cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication) shall be subject to the sanctions listed in Paragraph XI of the Student Conduct Code. For additional information about the University of Florida Student Judicial Process or Academic Honesty Guidelines, contact the Office of Student Services, P202 Peabody Hall (phone 392-1261).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

Student Assistance and Emergencies

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: <http://www.police.ufl.edu/> or 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

Weekly Course Schedule

| Week | Content | Reading(s) | Assignment |
|------|--|--|---|
| 1 | Begin with Understanding Families and Family Systems | Families, Professionals, and Exceptionality (FPE), Chapters 1 & 2; Peregoy & Boyle: Chapter 1 | Review syllabus requirements; Qu on families; |
| 2 | Continue Family Systems; Understanding | Gollnick & Chinn Chapter 1 | |

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|----|--|---|---|
| | family partnerships and the Foundations of Multicultural Education | Peregoy & Boyle: Chapter 2 | |
| 3 | <i>Fostering Collaboration with diverse families</i> <i>Guest Speaker</i> – Doris Tellado, Early Steps Florida Family Partnership project planning | Gollnick & Chinn (2-3) FPE Chapter 3 | Family Partnersh begins; 1st journal due o |
| 4 | How Families Function Across the Family Life Cycle | Peregoy & Boyle: Chapter 3 | |
| 5 | Ecological System Model / Evidence based practice investigation | http://www.floridahealth.gov/alternatesites/c/kids/providers/early_steps/training/document Peregoy & Boyle: Chapter 6, 9, 10 | 2nd journal due o CANVAS Case Study check CANVAS |
| 6 | Families Historical and Current Roles; Public Policy; Diversity in U.S. Classrooms | Marks, M. Pressley, M. and Coley, J.D. (1993). Three teacher's adaptations of reciprocal teaching in comparison to traditional reciprocal teaching. The Elementary School Journal, 94, pp. 267-283. Gollnick & Chinn (7) Florida Consent Decree Tabors (1) | 1st experience fo should be comple |
| 7 | Bilingualism: Language Acquisition or Learning Disabilities | Peregoy and Boyle: Chapter 8 Tabors (2-3) | 3rd journal due o Midterm exam |
| 8 | Meeting Families' Needs: Young Children with Special Needs Exceptionality & Issues of Disproportionality in Special Education | FPE Chapter 10 Gollnick & Chinn (6) Klingner et al. reading (CANVAS) | |
| 9 | Meeting Families' Needs: Differences Across Race, Class, and Sexual Orientation | Gollnick & Chinn (4-5) | 4th journal due o (Head Start) |
| 10 | Cross-Cultural Communication with Families of English Learners | Tabors (8) Lynch & Hanson reading (CANVAS) | 2nd experience f study should be o Case study check |
| 11 | Case Study debrief Second Language Acquisition in Young Children; Theories of Second Language Acquisition | Working groups – evidence-based practices for specific needs/children/families Tabors (4-5) | 5th journal due o |
| 12 | Second Language Acquisition in Young Children; Individual Differences in Second Language Learning; Language Loss | Tabors (6-7) | |
| 13 | Families as Partners / Evaluation | FPE Chapter 9 & 12 | 6th journal due o CANVAS); |

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|----|--|---|---|
| | | | 3rd experience for should be complete |
| 14 | Anti-bias Curricula; Teaching Tolerance, Empowerment; Social Justice | Gollnick & Chinn 10 Paley reading (CANVAS) | Case Study Reflection |
| 15 | Diversity & Developmentally Appropriate Practices in Early Childhood | Tabors (9-10) | Final Diversity Reflection Due Exam |
| 16 | Case study presentations | | |

**The instructor reserves the right to amend or change this syllabus or the course schedule as needed. Final changes will be communicated via e-mail and made available on CANVAS. It is the responsibility of the student to check e-mail messages and course announcements to stay current.*

Comparison: Current UEC Program & Proposed BAE in ECE Program

New course Modified Course

Current UEC ProTeach Program

Proposed BAE in ECE Program

| | | | |
|--|-----------|---|-----------|
| Semester 5 Fall Junior Year | 15 | Semester 5 Fall Junior Year | 15 |
| EDF 3122 The Young Child | 3 | EDF 3122 The Young Child | 3 |
| EDF 3609 Social Foundations of Education | 3 | EEX 4294 Differentiated Instruction | 3 |
| EEX 3012 Intro to Special Education | 3 | EEC 3XXX Intro to Early Childhood Education | 3 |
| LIN 3710 Language Acquisition | 3 | EEC 3941 Practicum in Early Childhood Education | 3 |
| EEX 4754 Family Involvement in ECSE | 3 | EEC 3404 Family Diversity & Multicultural EC | 3 |

| | | | |
|--|-----------|--|-----------|
| Semester 6 Spring Junior Year | 15 | Semester 6 Spring Junior Year | 15 |
| EEC 3421 EC Math & Science | 3 | EEC 4252 Inclusive EC Curric/Teach/Assessment I | 3 |
| EEX 3226 Assessment in ECSE | 3 | EDF 3433 Measurement and Evaluation | 2 |
| EEC 3941 Practicum ECE | 3 | EEC 3941 Practicum Early Childhood Education | 3 |
| RED 3309 Emergent Lit Beginning Reading Instruct | 3 | EEC 3213 Language and Literacy Development in EC | 3 |
| EEX 4790 Multicultural Issues ECSE | 3 | EEC 4712 Soc-Emot Lrng & Behavior Support in ECE | 4 |

| | | | |
|---------------|--|---------------------------------------|----------|
| Summer | | Summer Senior Year | 6 |
| N/A | | EEC 3421 EC Math Science & Technology | 6 |

| | | | |
|---|-----------|---|-----------|
| Semester 7 Fall Senior Year | 15 | Semester 7 Fall Senior Year | 12 |
| EEC 4712 Social Competence in Early Childhood | 3 | EEC 4XXX Internship in Early Childhood Education | 3 |
| EEX 4064 Ed Programming for Infant/Toddler | 3 | RED 3309 Emergent Lit Beginning Reading Instruct | 3 |
| EEC 4215 Early Childhood Science and Social Studies | 3 | EEC 4XXX Integrated Soc Stud, Humanities, Arts EC | 3 |
| EPD 4033 Severely Handicapped | 3 | EEC 4XXX Inclusive EC Curric/Teach/Assessment II | 3 |
| EEX 4812 Practicum: ECSE | 3 | | |

| | | | |
|--|-----------|--|-----------|
| Semester 8 Spring Senior Year | 15 | Semester 8 Spring Senior Year | 12 |
| EME 4401 Technology | 3 | EEC 4XXX Internship in Early Childhood Education | 6 |
| EDF 3433 Measurement and Evaluation | 3 | EEC 4XXX Practicum in Early Literacy | 3 |
| LAE 4604 Early Childhood Language Arts | 3 | TSL 4324 ESOL Strategies for Content Area Teachers | 3 |
| EEX 3062 ECSE Curriculum & Management | 3 | | |
| EEX 4905 EC Curriculum & Management | 3 | | |
| Program continues to Master's year (below) | | Program culminates Major Credits: 60 | |
| Semester 9 Summer Graduate Year | 6 | Semester | |
| EEC 6615 Early Childhood Background & Concepts | 3 | N/A | |
| RED 5399 Practicum in Beginning Reading Instruct | 3 | | |

| | | | |
|---|-----------|-----------------|--|
| Semester 10 Fall Graduate Year | 15 | Semester | |
| EEC 6933 Internship in Early Childhood | 12 | N/A | |
| EEX 6786 Transdisciplinary Teaming Excp. Students | 3 | | |

| | | | |
|--|-----------|-----------------|--|
| Semester 11 Spring Graduate Year | 15 | Semester | |
| EEC 6304 Creativity & the Arts in EC | 3 | N/A | |
| EEC 6525 Issues in Child Care Administration | 3 | | |
| TSL 5142 ESOL Curriculum /Methods/Assessment | 3 | | |
| LAE 6407 Early Childhood Children's Literature | 3 | | |
| EEX 6125 Intervention for Language & Learning | 3 | | |

PROPOSED BAE in ECE PROGRAM: COURSE DESCRIPTIONS

SEMESTER 5 (FALL)

EDF 3122 The Young Child: Studies growth and development during infancy and early childhood.

EEX 4294 Differentiated Instruction : Provides preservice teachers with information and expertise related to instruction to that

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effectively meets the academic needs of all students in inclusive settings.

EEC 3XXX Introduction to Early Childhood Education: Provides an overview of early childhood education for all children from age three through grade 3, including legal bases, historical and cultural perspectives, organization, programming, developmentally appropriate principles and evidenced-based practices. Considerations for diversity of socio-economic status, culture, ability, language, race, ethnicity and gender guide all aspects of the course.

EEC 3941 Practicum in Early Childhood Education : Field experience in pre-service early childhood education.

EEC 3404 Family Involvement and Multicultural Issues in Early Childhood: The role of family and influence of community on development and learning of young children in diverse society

SEMESTER 6 (SPRING)

-
EEC 4252 Inclusive EC Curriculum, Teaching and Assessment I: Develops knowledge of best practices in curriculum, management, and teaching in the early childhood years. Includes the contribution of child development theory and research to the design and implementation of appropriate early childhood programming, and discusses using theme-based units and play for integrating curriculum.

-
EDF 3433 Measurement and Evaluation: Surveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

EEC 3941 Practicum in Early Childhood Education : Field experience in pre-service early childhood education.

EEC 3213 Language and Literacy Development in Early Childhood : This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

EEC 4712 Social-Emotional Learning & Behavior Support in ECE: Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional learning, self-responsibility and self-regulation in early childhood programs. Practices build from focus on development of positive relationships, to environmental arrangements, to specific teaching practices, to use of individualized interventions based on functional assessment.

SEMESTER (Summer)

-
EEC 3421 Early Childhood Math, Science, and Technology : Students will learn to teach young children mathematics and science through processes of problem-solving, reasoning, communication, and inquiry. Students will explore the appropriate use of technology to amplify the learning environment and experience in preschool and the primary grades to develop digital citizens and computational thinkers.

SEMESTER 7 (FALL)

-
EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

RED 3309 Emergent Lit Beginning Reading Instruction: Provides students with knowledge to support emergent literacy in young children and teaching beginning reading in the early primary grades. Designed to provide students with theoretical and practical knowledge and experiences that prepare them to teach in a variety of applicable educational settings.

EEC 4XXX Integrated Social Studies, Humanities, and the Arts in ECE: This course is designed to develop students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for young children in preschool through grade 3, with an emphasis on integrated experiences

EEC 4XXX Inclusive EC Curriculum, Teaching and Assessment II: This course is designed to develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the second in a two-course sequence.

SEMESTER 8 (SPRING)

EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

EEC 4XXX Practicum in Early Literacy: This practicum course provides students with an opportunity to practice and demonstrate competence in early literacy assessment, instruction, and intervention in an early childhood classroom setting. Students will apply their literacy knowledge and skills with PreK-3 students. The practicum will include both small-group and whole-class instruction.

TSL 4324 ESOL Strategies for Content Area Teachers: Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.

School of Special Education, School Psychology, and Early Childhood
1403 Norman Hall, PO Box 117050

352-273-4275
Gainesville, FL 32611-7050

352-392-2655 Fax

December, 2019

TO: University Curriculum Committee

FROM: Nancy Waldron, Associate Dean, College of Education
Tara Mathien, Program Coordinator, Early Childhood Education

RE: New degree proposal – Bachelor of Arts in Education, Early Childhood Education major

The College of Education is proposing a new undergraduate degree/major in the College of Education, the Bachelor of Arts in Education, Early Childhood Education major. The proposed degree will prepare students for the Florida Department of Education’s PreK/Primary Educator professional certification, also known as the “age three to grade three” certification. The new degree/major will be 120 credit hours, and is designed as a cohort program to be completed in four years. In addition to teaching children age three to grade three, graduates of this program may also pursue careers as teaching coaches for early childhood programs or as child care program administrators. The proposed program also provides foundational preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

The College of Education presently has an early childhood teacher preparation program called the Unified Early Childhood (UEC) ProTeach program, which is a 5-year cohort program through which students earn a BA degree in Special Education and an M.Ed. in Early Childhood Education. The current UEC ProTeach program prepares students for two Florida Department of Education teacher certifications: PreK/Primary and Birth to 5. Enrollment in the UEC ProTeach program has experienced a steady decline in applicants in recent years, with fewer students staying to complete the 5th

year and graduate from the program. This decline in students interested in the teaching profession, is occurring across the nation but is particularly being noted in programs that require completion of a graduate degree. In order to respond to the current teacher shortage and need for highly qualified teachers entering the field sooner, the proposed Bachelors program in Early Childhood Education will replace the UEC ProTeach program.

In addition to preparation for PreK/Primary certification, the proposed program is designed to provide students Florida’s English for Speakers of Other Languages (ESOL) Endorsement and Florida’s Reading Endorsement, both of which are required by the State within a teacher’s first few years of teaching. With a basis in universal design and instructional practices for all learners, the program is designed to prepare students with the necessary content and skills to teach diverse children, with and without disabilities, within an inclusive environment. The program integrates knowledge and skills for working with children and families from culturally, linguistically, ability, and economically diverse backgrounds.

After completing General Education requirements in semesters 1 to 4, students are admitted to the program as Juniors and progress through the program in semesters 5 to 8. The program begins with foundational courses that build knowledge and skills related to core concepts for the field, including family relationships; typical and atypical child development; multicultural considerations; differentiating instruction to meet diverse needs; and

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historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of instruction, assessment, and guiding children's learning and development. Field experiences occur in every semester of the junior and senior years, beginning with focused practicum in a variety of early childhood settings/classrooms and culminating in a 1 year internship placement. The new degree/major is intended to begin in Fall 2021 and will be offered on campus.