

## Cover Sheet: Request 14276

### EEC 3421: Teaching Math and Science 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                | 9/25/2019 5:46:39 PM                                                                                                                                                                                    |
| Updated                | 1/20/2020 2:32:08 PM                                                                                                                                                                                    |
| Description of request | This course will become part of the proposed BAE in Early Childhood Education. Modifying course credit hours from 3 to 6 adding technology content, which is reflected in Title change and description. |

#### Actions

| Step                                    | Status   | Group                                                                                          | User          | Comment | Updated                  |
|-----------------------------------------|----------|------------------------------------------------------------------------------------------------|---------------|---------|--------------------------|
| Department                              | Approved | COE - School of Special Education, School Psychology, and Early Childhood Studies<br>011808000 | Holly Lane    |         | 9/27/2019                |
| No document changes                     |          |                                                                                                |               |         |                          |
| College                                 | Approved | COE - College of Education                                                                     | Nancy Waldron |         | 12/19/2019               |
| CCC_Math Science and Tech_11.21.19.docx |          |                                                                                                |               |         |                          |
| University Curriculum Committee         | Pending  | PV - University Curriculum Committee (UCC)                                                     |               |         | 11/21/2019<br>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 14276

### Info

**Request:** EEC 3421: Teaching Math and Science in Early Childhood

**Description of request:** This course will become part of the proposed BAE in Early Childhood Education. Modifying course credit hours from 3 to 6 adding technology content, which is reflected in Title change and description.

**Submitter:** Tara Mathien tmathien@coe.ufl.edu

**Created:** 12/17/2019 11:28:39 AM

**Form version:** 4

### Responses

**Current Prefix** EEC

**Course Level** 3

**Number** 421

**Lab Code** None

**Course Title** Teaching Math and Science 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?** Yes

**Current Course Title** Teaching Math and Science in Early Childhood

**Proposed Course Title** Early Childhood Math, Science, and Technology

**Change Transcript Title?** Yes

**Current Transcript Title** Teaching Math and Science in Early Childhood

**Proposed Transcript Title (21 char. max)** EC Math, Scnce, Tech

**Change Credit Hours?** Yes

**Current Credit Hours** 3

**Proposed Credit Hours** 6

**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** 6

**Change Course Description?** Yes

**Current Course Description** Techniques and methods for teaching preschool to third grade mathematics and science. Topics include psychological understandings, problem solving processes, integration of mathematics and science curricula, organizing for instruction, teaching methodology,

alternative assessments and applying the process approach to learning activities through use of centers, cooperative learning, hands-on manipulatives and discovery type experiments.

**Proposed Course Description (50 words max)** Techniques and methods for teaching preschool to third grade mathematics and science with appropriate technology integration. Topics include processes of problem solving, reasoning, communication, and inquiry related to instruction and teaching methodology. Appropriate use of technology to amplify the learning experience and develop digital citizens and computational thinkers.

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** This will be a required course in the proposed BAE in Early Childhood Education. This is a new course creation that reflects current national trends in early childhood math and science methods courses to include developmentally appropriate technology content. By offering this course as a 6-credit course, rather than 3-credit course, we are able to provide more in-depth content exploration for math, science, and technology that will be needed for career preparation. Previously, the course included math and science content only. The newly modified course content will include technology in an integrated manner to supplement the math and science curriculum, as reflected in current trends in the early childhood field.

EEC 3421: EC Math, Science, and Technology  
Summer 2020  
6 Credits

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

Schedule: M/W 9:30am-12:15pm  
Room: I-121  
Office Hours: Mondays 12pm-2pm  
Email: [tmathien@coe.ufl.edu](mailto:tmathien@coe.ufl.edu)

### Course Description:

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.

### Course Objectives:

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

1. learn how young children develop science and mathematical concepts and skills. (*Math Competency 1.1-1.9, Science Competency 1.1-1.8*)
2. learn how to plan, implement, and evaluate a developmentally and individually appropriate curriculum to enhance children's understanding of math, science, and technology concepts, related skills, and dispositions (*DK 4.4*)
3. become fluent in creating lesson plans that incorporate state and national standards related to math, science, and technology content. (*Math Competency 1.1-1.9, Science Competency 1.1-1.8*)
4. learn how to create an environment and use materials, which facilitate the development of children's understanding of math, science, and technology, including the use of general and assistive technology. (*FEAP 2g, FEAP 2i*)
5. Identify principles, methods, and theories of learning as they have been applied to diverse learners in a range of educational contexts. (*DK Competency 4.4*)
6. Identify strategies to employ emerging technologies and environments, using cloud-based collaborative tools, game-based learning, and various multimedia. (*LAR Competency 2.2.6*)

### Required Textbook(s):

Charlesworth, R. (2016). *Math and Science for Young Children (8th)*. Belmont, CA: Cengage Learning.

### Additional readings include:

- Anderson, P. (2007). What is Web 2.0? Ideas, Technologies and Implications for Education. The Joint Information Systems Committee: Technology and Standards Watch (pp 1-26).
- Baumgartner, J. (2016). 360 Video: Virtual Reality's Path to The Mainstream. *TWICE: This Week in Consumer Electronics*, 31 (15), 12. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=aph&AN=118366567&site=ehost-live>
- Broin, D. O. & Raftery, D. (2011). Using Google Docs to support project-based learning. *All Ireland Journal of Teaching and Learning in Higher Education*, 3(1).
- Lee, K. (2012). Augmented Reality in Education and Training. *TechTrends: Linking Research & Practice to Improve Learning*, 56 (2), 13–21. <https://doi.org/10.1007/s11528-012-0559-3>
- National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24783>. (Selected chapters)
- National Association for the Education of Young Children. (2012). Position Statement: Technology and Interactive Media. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS\\_technology\\_WEB.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf)
- Pitt, M. B., Borman-Shoap, E. C., & Eppich, W. J. (2015). Twelve tips for maximizing the effectiveness of game-based learning. *Medical Teacher*, 37(11), 1013–1017. <https://doi.org/10.3109/0142159X.2015.1020289>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of Game-Based Learning. *Educational Psychologist*, 50 (4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- West, R. E. (2018). *Foundations of Learning and Instructional Design Technology: The Past, Present, and Future of Learning and Instructional Design Technology*. EdTechBooks.org. Retrieved from [http://edtechbooks.org/lidtfoundations/proper\\_way](http://edtechbooks.org/lidtfoundations/proper_way) (Selected chapters)
- Woodley, C., & Sims, R. (2011). E-Portfolios, professional development and employability: Some student perceptions. *Campus-Wide Information Systems*, 28 (3), 164-174.

### Assignments

#### 1. Class Preparedness / Participation (50 points)

**Original file: CCC\_Math Science and Tech\_11.21.19.docx**

Each student is expected to attend all class sessions, complete reading assignments in advance, and be prepared to participate in class and discussion. Participation will also include activities that will require physical presence in class to complete for credit.

**2. Course Exams (200 points)**

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.

**3. Curriculum project planning work (100 points)**

- a. One math lesson plan
- b. One science lesson plan
  - one of these lessons must integrate a technology component
- c. Cade Museum content – orientation and volunteer days

**4. Curriculum project implementation (150 points)**

- a. Implement math lesson (in practicum setting)
- b. Implement science lesson (in practicum setting)
- c. Revised lesson plans (with changes and rationale included from 1st draft)
- d. Reflection – synthesis of your experiences that led you to creating the plans, how you included CADE inspiration work for classroom plans, overall thoughts/changes/etc.

**5. Curriculum project check ins (20 points each)**

- a. Check in 1 – needs assessment (include evaluation of classroom environment for math, science, and technology content)
- b. Check in 2 – topic statement and rationale (including inspiration from CADE and how it is appropriate for the classroom you are placed in)
- c. Check in 3 – review of learning standards and curriculum map for your placement. Discuss how your topic ideas would meet specific curricula and learning goals

**6. Curriculum project presentation (80 points)**

- a. Work samples from each implemented lesson
- b. Photos or video (release is needed)
- c. Overview and assessment of the lessons you conducted

**7. Digital storytelling assignment (40)**

- a. students will investigate various examples of digital storytelling in the early classroom environment
- b. choose 1 math or science topic to create a digital story
- c. using technology, the natural environment, and grade-level learning standards to create a digital story that could be used for a classroom setting
- d. digital stories will be shared in class

**Evaluation Grading Scale**

Attendance, Preparedness, and participation

50

Midterm exam

100

Curriculum project planning work

100

Curriculum project check ins

60 (3x20 pts. Each)

Curriculum project presentation

80

Curriculum project implementation

150

Digital Storytelling Assignment

40

Final exam

100

**Total points**

**680**

Grade 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/](http://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](mailto: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/<br>Date | Content                                                                                                                                                                                    | Reading(s)                                                                                                                                                                        | Assignm       |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1             | Introduction, Syllabus review, Concept development /<br>Basics of science, engineering, math, and technology<br><br>Major influencers for STEM standards                                   | 1. Ch. 1 & 2<br><br>2.<br><a href="https://www.naeyc.org/sites/default/shared/downloads/PDFs/resources/">https://www.naeyc.org/sites/default/shared/downloads/PDFs/resources/</a> | CADE musei    |
| 2             | CADE Museum field trip/orientation to project<br><br>Fundamental math Skills:<br>1:1 correspondence<br>Number sense<br>counting<br><br>EC Standard for science<br><br>Digital storytelling | Review: curriculum project description<br><br><a href="https://www.tandfonline.com/doi/p">https://www.tandfonline.com/doi/p</a><br><br>Ch. 3                                      |               |
| 3             | Early geometry, parts and wholes, and applications of fundamental concepts<br><br>Using multimedia integration to support                                                                  | Ch. 4 & 5<br><br>Broin, D. O. & Raftery, D. (2011).<br>Using Google Docs to support                                                                                               | 1. Check in 1 |

|   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                         |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>Using multimedia integration to support learning – choosing thoughtfully and intentionally</p> <p>Ordering, measurement, and data collection and analysis</p> <p>Exploring web-based resources</p>                                                                              | <p>Using Google Docs to support project-based learning. <i>All Ireland Journal of Teaching and Learning in Higher Education</i>, 3(1).</p>                                                                                                                                                                                   |                                                                                                                                                                         |
| 4 | <p>Symbols and Higher Level Concepts</p> <p>Whole number operations, patterns, fractions</p> <p>Early coding and gaming</p> <p>Guest Speaker: Caley Rappa – 1<sup>st</sup> grade teacher</p> <p>Hands on math and science philosophy to lessons</p>                                | <p>Ch. 6 &amp; 7</p> <p><a href="https://www.naeyc.org/resources/p/coding-stories-and-games">https://www.naeyc.org/resources/p/coding-stories-and-games</a></p>                                                                                                                                                              | midterm exam                                                                                                                                                            |
| 5 | <p>Place value, geometry, data analysis, and measurement</p> <p>Field visit - using technology with young children (PKY)</p> <p>-spending time with STEAM-based small groups</p>                                                                                                   | <p>Ch. 8 &amp; 9</p> <p>West, R. E. (2018 ). <i>Foundations of Learning and Instructional Design Technology: The Past, Present, and Future of Learning and Instructional Design Technology</i> . EdTechBooks.org. Retrieved from <a href="http://edtechbooks.org/lic">http://edtechbooks.org/lic</a> (Selected chapters)</p> | <p>Check in 2</p> <p>math lesson 1 submitted</p>                                                                                                                        |
| 6 | <p>Earth and Space sciences – standards, grade level content areas</p> <p>Online Environments &amp; LMS</p> <p>Guest Speaker</p>                                                                                                                                                   | <p>Ch. 11</p> <p>Plass, J. L., Homer, B. D., &amp; Kinzer, C. K. (2015). <i>Foundations of Game-Based Learning. Educational Psychologist</i> , 50 (4), 258–283. <a href="https://doi.org/10.1080/0">https://doi.org/10.1080/0</a></p>                                                                                        | Depot Park field prep                                                                                                                                                   |
| 7 | <p>Life and Physical sciences – standards, grade level content areas</p> <p>Digital storytelling presentations</p> <p>Depot Park field trip – life and physical sciences application activity</p>                                                                                  | Ch. 10                                                                                                                                                                                                                                                                                                                       | <p>1. Check in 3</p> <p>2. Digital stories</p> <p>3. CADE volume must be completed this week</p> <p>4. curriculum planning work</p> <p>5. science lessons submitted</p> |
| 8 | <p>Emerging technologies and integration across curricular areas</p> <p>Science and Math strategies to support early learning environments – center-based learning, manipulatives, collaborative work spaces, active learning approach</p> <p>Curriculum project presentations</p> | <p>Ch. 12</p> <p>Baumgartner, J. (2016). 360 Video: Virtual Reality’s Path to The Mainstream. <i>TWICE: This Week in Consumer Electronics</i> , 31 (15), 12. Retrieved from <a href="http://search.ebscohost.com/login.a">http://search.ebscohost.com/login.a</a></p>                                                        | <p>exam</p> <p>curriculum project work completed</p>                                                                                                                    |

*\*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**

|                                          |           |                                                 |           |
|------------------------------------------|-----------|-------------------------------------------------|-----------|
| <b>Semester 5 Fall Junior Year</b>       | <b>15</b> | <b>Semester 5 Fall Junior Year</b>              | <b>15</b> |
| 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         |

|                                                  |           |                                                  |           |
|--------------------------------------------------|-----------|--------------------------------------------------|-----------|
| <b>Semester 6 Spring Junior Year</b>             | <b>15</b> | <b>Semester 6 Spring Junior Year</b>             | <b>15</b> |
| 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         |

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

|                                                     |           |                                                   |           |
|-----------------------------------------------------|-----------|---------------------------------------------------|-----------|
| <b>Semester 7 Fall Senior Year</b>                  | <b>15</b> | <b>Semester 7 Fall Senior Year</b>                | <b>12</b> |
| 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         |                                                   |           |

|                                                  |           |                                                    |           |
|--------------------------------------------------|-----------|----------------------------------------------------|-----------|
| <b>Semester 8 Spring Senior Year</b>             | <b>15</b> | <b>Semester 8 Spring Senior Year</b>               | <b>12</b> |
| 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               |           |
| <b>Semester 9 Summer Graduate Year</b>           | <b>6</b>  | <b>Semester</b>                                    |           |
| EEC 6615 Early Childhood Background & Concepts   | 3         | N/A                                                |           |
| RED 5399 Practicum in Beginning Reading Instruct | 3         |                                                    |           |

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

|                                                |           |                 |  |
|------------------------------------------------|-----------|-----------------|--|
| <b>Semester 11 Spring Graduate Year</b>        | <b>15</b> | <b>Semester</b> |  |
| 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

**Original file: ECE Curriculum Plans \_ Current and proposed programs[1].docx**

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.

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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 5

th

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.