Cover Sheet: Request 14279

EEC 3XXX Introduction to Early Childhood Education

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kristen Kemple kkemple@ufl.edu
Created	9/26/2019 12:34:05 PM
Updated	1/20/2020 3:37:16 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. An introductory course for early childhood teacher education program (age 3 to grade 3).

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
No document changes					
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|New for request 14279

Info

Request: EEC 3XXX Introduction to Early Childhood Education
Description of request: This course will become part of the proposed BAE in Early Childhood Education.
An introductory course for early childhood teacher education program (age 3 to grade 3).
Submitter: Kristen Kemple kkemple@ufl.edu
Created: 12/16/2019 4:40:58 PM
Form version: 5

Responses
Recommended Prefix EEC
Course Level 3
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Intro to Early Childhood Educa
Transcript Title Intro to EC Education
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Overview of the profession of early childhood education for all children from age 3 through grade 3, including legal bases, ethical guidelines, professional expectations, historical and cultural perspectives, organization, programming, developmentally appropriate principles and evidence-based practices. Considerations for diversity guide all aspects of the course.
Prerequisites Students admitted to the early childhood education program.

Co-requisites N/A
Rationale and Placement in Curriculum This will be a required course in the proposed BAE in Early Childhood Education. This is a new course creation that provides a foundational introduction to the field of early childhood education for children from age 3 to grade 3 and will be taken in the first semester of the program.

Course Objectives By the end of this course, students will:

•   Identify and analyze ethical and professional standards guiding the work of early childhood professionals
•   Identify and compare theories in the field of ECE and explain their implications for early childhood practice
•   Identify and describe curriculum and program models of early childhood curriculum
•   Identify and analyze the impact of federal and state laws on education and services for children in early childhood programs, including legal requirements that distinguish among at-risk, developmental delay, and disability, and support for children who are dual language learners
•   Identify professional organizations, websites, and scholarly journals in the field of early childhood education

- Identify and analyze current issues in early childhood education for all children
- Identify developmental processes and characteristics and explain their implications for practice in early childhood programs

Course Textbook(s) and/or Other Assigned Reading Required Texts (available for rent or purchase):

Morrison, G.S. (2018). Early Childhood Education Today. 14th Edition. NY: Pearson.

Copple, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth to age eight. 3rd Edition. Washington, DC: NAEYC. (this is undergoing its once-per-decade revision, there will be a new edition by the time the new program begins). Students will use this text in several courses during their program.

Additional Required Readings (accessible on line or through Canvas site):

Allen, K.E. & Cowdery, G.E. (2015). The Exceptional Child: Inclusion in Early Childhood Education. Stamford, CT: CENGAGE Learning. Chapter 2 "Federal legislation and early intervention and prevention"

Allen, K.E. & Cowdery, G.E. (2015). The Exceptional Child: Inclusion in Early Childhood Education. Stamford, CT: CENGAGE Learning. Chapter 3 "Inclusive programs for young children"

Division for Early Childhood of the Council for Exceptional Children (2014). DEC Recommended Practices https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/ Students will use this tool in several courses during their program.

Weekly Schedule of Topics A Weekly Course Schedule of Topics and Assignments
Topic

Reading(s)

Assignment(s)
Week 1 Intro to course
Week 2 Becoming an ECE professional

M* ch 1, B&C* Appendix (NAEYC Code of Ethics), Florida DOE Code of Ethics

Week 3 Current issues in ECE

M ch 2, C&B ch 1, DEC* sections as assigned
Week 4 Brief intros to observation & assessment,
guidance, families & technology Assigned portions of M ch. 3, 13, 14, 17. Professional Website Analysis due
Week 5 Foundations of ECE: History & Theories

M ch 4, C&B ch 2
Week 6 Foundations of ECE: Theories applied to
Teaching and Learning M ch. 5, C&B ch. 2
Week 7 Exam 1

(Exam 1)
Week 8 Programs & services for children & families M ch 6 & 7
Week 9 Federal and state governments M ch. 8, A&C*, ch. 2
supporting children's success

First Professional Journal Article Paper due
Week 10 Understanding and educating
children in the preschool years

M ch. 10

Week 11   Understanding and educating children
in the kindergarten year

M ch. 11
Week 12   Understanding and educating children
in the primary grades

M ch. 12
Week 13   Understanding children's culture:
Living and learning in a diverse society

M ch. 15

Practicum Observation Paper due
Week 14   Children with diverse needs:
Appropriate education for all

M ch. 16, DEC sections as assigned
Week 15   Children with diverse needs (continued)

A&C ch. 3, DEC sections as assigned

2nd Professional Journal Article Paperdue
Week 16   Exam 2

(Exam 2)

*M = Morrison text, C&B = Bredekamp & Copple text, DEC = Division for Early Childhood site, A&C = Allen & Cowdery chapters

Grading Scheme
Assignment

Points or percentage

Two exams (250 points each)

500 points
Two Professional Journal Article Reviews (50 points each)   100 points
Professional Website Analysis

100 points
Classroom Observation Paper

200 points
Attendance, Preparedness, Participation & Professionalism   100 points

Total points for course = 1000. Final Grade Scale: 1000 – 930 = A, 929 – 900 = A-, 899 – 880 = B+, 879 – 830 = B, 829 – 800 = B-, 799 – 780 = C+, 779 – 730 = C, 729 – 700 = C-, 699 - 698 = D+, 679 - 630 = D, 629 - 600 = D-, 599 or below = F.

Exams: Two in-class exams are scheduled on X/XX and X/XX. Exams will include multiple choice, short answer, and essay questions, and will address information covered in assigned readings and in class through lectures and activities.

Two Professional Journal Article Reviews: You will be provided a list of research and research-based practical journals used by a variety of professionals in the field of ECE. After exploring these journals, you will select one research article and one research-based practical article. For each article, you will write a two-page paper in which you (1) summarize and (2) evaluate the article. You will discuss your papers in class.

Professional Website Analysis: You will be assigned a professional website to explore, which is

relevant to early childhood education. After thoroughly exploring the website, you will write a 3-page paper which (1) describes the content and features available on the site and (2) describes how the website could be useful in your work as an early childhood professional. You will present this website in class, and discuss the content of your paper.

Classroom Observation Paper: In a classroom placement arranged for you, you will take notes describing evidence you observe which reflects components of "developmentally appropriate practice" as defined by the National Association for the Education of Young Children (NAEYC) and of "Recommended Practices" as described by the Division of Early Childhood (DEC). You will write a 3-page paper which (1) describes what you observed and (2) explains how what you saw is evidence of DAP/RP. You will discuss your observation paper in class.

Attendance, Preparedness, Participation and Professionalism: Class sessions will include discussion and small group activities, which will often be based on the assigned readings. Attendance, attention, alertness, and active thoughtful prepared participation in all class sessions are expected. If you are absent once, the absence will not count against your grade. Subsequent absences are considered unexcused and will result in deduction of 20 points from your APPP grade. You will occasionally be given brief homework assignments. Each homework assignment that is not submitted on time, or that is deemed inadequate, will result in deduction of 10 points. Home-works missed due to unexcused absences cannot be made up. There will also be occasional pop quizzes over the readings, and quick-writes over readings and other class content, each worth between 10 and 20 points (in the case of unexcused absences, these cannot be made up). The remainder of the attendance/preparedness/participation/professionalism grade is qualitative and is determined through observation of your in-class participation.

Instructor(s) To be determined
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

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		

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PROPOSED BAE in ECE PROGRAM: COURSE DESCRIPTIONS

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SEMESTER 5 (FALL)

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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

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)

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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.

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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)

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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.

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SEMESTER 7 (FALL)

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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.

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

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.