Cover Sheet: Request 14283

EEC 4252 Early Childhood Curriculum and Management

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kristen Kemple kkemple@ufl.edu
Created	9/26/2019 3:30:30 PM
Updated	1/20/2020 3:39:57 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. Request to change course title and description to better reflect the content of the course.

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
Age 3 to Grade 3 CCC syllabus CTA 1 (3).docx					12/17/2019
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 14283

Info

Request: EEC 4252 Early Childhood Curriculum and Management
Description of request: This course will become part of the proposed BAE in Early Childhood Education. Request to change course title and description to better reflect the content of the course.
Submitter: Kristen Kemple kkemple@ufl.edu
Created: 12/16/2019 8:48:33 PM
Form version: 6

Responses

Current Prefix EEC
Course Level 4
Number 252
Lab Code None
Course Title Early Childhood Curriculum & Management
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 Early Childhood Curriculum and Management
Proposed Course Title Inclusive Early Childhood Curriculum, Teaching and Assessment I
Change Transcript Title? Yes
Current Transcript Title Early Childhood Curriculum and Management
Proposed Transcript Title (21 char. max) Incl EC Curriculum I
Change Credit Hours? No

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 0
Change Course Description? Yes
Current Course Description 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.

Proposed Course Description (50 words max) This course will develop students' understanding of appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the first in a two-course sequence.

Change Prerequisites? Yes
Current Prerequisites N/A
Proposed Prerequisites Students admitted to the early childhood education program.
Change Co-requisites? No

Rationale This will be a required course in the proposed BAE in Early Childhood Education. This is a modified course that provides emphasis on understanding appropriate curriculum and teaching for all young children, with an introduction to assessment and beginning experiences in application. This course is the first in a two-course sequence, and is taken in the first semester of the program.

1. **Course Number** EEC 4252

2. **Title of Course** : Inclusive Early Childhood Curriculum, Teaching and Assessment I

3. **Course Credit Hours** : 3

4. **Instructor Contact Information**

   - Kristen M. Kemple

   - NRN 1-306

   - kkemple@coe.ufl.edu   (352) 514-1456

5. **Proposed Class Meeting Times:**   Tuesday 4:05-7:05pm

6. **Course Description:**

This course will develop students' understanding of appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines.

7. **Course and Student Learning Objectives**

By the end of this course, students will:

   - Identify developmentally appropriate practices in curriculum, teaching, and assessment, as defined by the National Association for the Education of Young Children.

   - Identify Recommended Practices in curriculum, teaching and assessment as defined by the Division for Early Childhood of the Council for Exceptional Children.

   - Identify basic developmentally appropriate content (skills, concepts and attitudes) in the social, affective, cognitive, language, physical and aesthetic domains.

   - Identify basic developmentally appropriate content (skills, concepts and attitudes) in the disciplines of math, science, literacy, social studies, and the arts.

   - Understand and demonstrate beginning ability to create and evaluate integrated learning experiences which help children to develop skills, concepts and attitudes in developmental domains and academic disciplines.

   - Identify the principles and benefits of integrated curriculum for young children

   - Demonstrate knowledge and beginning ability to adapt and modify practices to meet the individual needs of young children, including dual language learners and children with disabilities

   - Demonstrate knowledge and beginning ability to employ evidence-based and recommended intervention practices to address the developmental needs of young children with disabilities

   - Identify policies and practices surrounding the inclusion of young children with disabilities in early childhood programs

8. **Required and Recommended Textbooks and Other Readings and Materials**

Required Texts (available for rent or purchase)

Kostelnik, M., Soderman, A., Whiren, A., and Rupiper, M. (2019).   *Developmentally appropriate curriculum* : *Best Practices in Early Childhood Education. 7*
th
Edition.

Brillante, P. (2017). *The essentials: Supporting young children with disabilities in the classroom.* Washington

Brillante, P. (2017). *The essentials: Supporting young children with disabilities in the classroom.* Washington, DC: National Association for the Education of Young Children. (Students should already own this from Tiered Models of Instruction course)

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age.* Washington, DC: National Association for the Education of Young Children. (Students should already own this, from Introduction to ECE Course).

Kemple, K. (2017). *Planning for Play: Strategies for guiding preschool learning.* Lewisville, NC: Gryphon House (students should already own this, from EC Social Competence and Behavior Support class)

Additional Required Readings: Standards (accessible online)

DEC (Division of Early Childhood/Council for Exceptional Children) (2014). *DEC Recommended Practices.* https://www.dec-sped.org/dec-recommended-practices

FLDOE (Florida Department of Education). (2019). *Next Generation Sunshine State Standards* . Tallahassee, FL: Author. http://www.cpalms.org/Public/search/Standard

FOEL (Florida Office of Early Learning). (2017). *Florida early learning and developmental standards* . http://flbt5.floridaearlylearning.com

OHS (Office of Head Start). (2015). *The Head Start Early Learning Outcomes Framework: Ages Birth to Five* . https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework

Common Core Standards (2019). *Common Core Standards* . https://Corestandards.org

Additional Required Readings (accessible online or through Canvas site)

Brillante, P. (2017). *Planning for an inclusive classroom* (webinar). https://youtu.be/NQUWPpq8BRs

Lopez, L. *Meeting the school Readiness Needs of Latino Dual Language Learners in the Early Childhood Classroom (webinar)* https://youtu.be/Mk7Z0ImjIiU

Magruder, E.S., Hayslip, W.W., Espinosa, L.M. & Matera, C. (2015). *Many languages, one teacher: Supporting language and literacy development for dual language learners*. In Dombrink-Green and Bohart, Spotlight on young children: Supporting dual language learners. Washington, DC: National Association for the Education of Young Children.

NAEYC & Fred Rogers Center (2012). *Technology and interactive media as tools in early childhood programs serving children from birth through age 8* . https://www.naeyc.org/resources/topics/technology-and-media/resources .

Nemeth, K. N. (2012). Chapter 1: Understanding dual language learners: In K.N. Nemeth, *Basics of supporting dual language learners: An introduction for educators of children from birth through age eight.* Washington, DC: National Association for the Education of Young Children.

Souto-Manning, M. (2013). Preschool through primary grades: Teaching young children from immigrant and diverse families. *Young Children, 68* (4), 72-81.

Wortham, S.C. & Hardin, B.J. (2020). *Assessment in early childhood Education,* 8th Edition. Chapter 6: Data driven decision-making, assessment and documentation.

Wortham, S.C. & Hardin, B.J. (2020). *Assessment in early childhood Education,* 8th Edition. Chapter 7: Observation.

Wortham, S.C. & Hardin, B.J. (2020). *Assessment in early childhood Education,* 8th Edition. Chapter 8: Checklists, rating scales and rubrics.

9. Course and University Policies

9a. Attendance, Make-Up Exams and Assignments

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:

Undergraduate link:

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

9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www . ds o . 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.

9c. 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.

9d. Online Course Evaluation Process

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/ .

9e. 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

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.

10. A Weekly Course Schedule of Topics and Assignments

Week	Topic	Reading(s)	Assignment(s)
1	Introduction to course	(in class) overview online standards (FLDOE, FOEL, DEC, OHS, CCS)	
2	The Basics of Developmentally Appropriate Practice and DEC's Recommended Practices	Kostelnik, ch. 1 Copple & Bredekamp, Position Statement DEC, 2014 Brillante, webinar	
3	Intro to Integrated Unit Planning Overview of Assessment Assessment Module:	Kostelnik, Ch. 16 Kostelnik, Ch. 7	

4	Assessment Module: Data-driven decision-making, assessment and documentation	Wortham Ch. 6	
5	Assessment Module: Observation	Wortham Ch.7	
6	Assessment Module: checklists, rating scales & rubrics Exam 1	Wortham Ch.8	Exam 1
7	DAP in preschool (curriculum, teaching and assessment) Different, yet alike	Copple & Bredekamp, ch. 4&5: DAP in the preschool years Brillante ch. 1	
8	DAP in Kindergarten (curriculum, teaching & assessment) Identifying the needs of young children with disabilities	Copple & Bredekamp, ch. 6&7 Brillante ch.2	
9	DAP in the primary grades (curriculum, teaching & assessment) Where to start: Developmentally Appropriate practice, inclusion and universal design.	Copple & Bredekamp, ch. 8&9 Brillante ch.3	
10	DAP & Dual language learners, Cultural Considerations in DAP	Souto-Manning, Magruder et al, Nemeth	DAP Essay due
11	Teaching practices (age 3 to Grade 3) Individualizing supports & interventions	Kostelnik Ch. 2 Brillante ch.4	
12	Learning Formats (age 3 -grade 3)	Kostelnik Ch.3&4	
13	Planning for Play Classroom Environment	Kostelnik Ch. 15 Individual chapters as assigned from Kemple Kostelnik Ch. 5	Play Plan Due
14	Lesson sequence presentations		Lesson sequence due

| 15 | Presentations and discussion of Integrated thematic unit plans | | Integrated thematic unit plan due |
| 16 | Exam 2 (online) | | Exam 2 (on line) |

11. Methods by which students will be evaluated (Class requirements, assessments, assignments) and their grade determined.

Assignment	Points or percentage
2 exams (150 points each)	300
Lesson Plan Sequence (3 lessons)	200
Play Plan	50
DAP Essay	50
Two Week Integrated Thematic Unit Plan	300
Attendance, Participation, Preparedness & Professionalism	100

Two Exams (Individual) 300 Points total

The exams will each be a combination multiple choice, short answer, and essay. The first exam will be conducted in class during the 7

th

week, and will cover material addressed during the first 6 weeks of class. The second exam will be cumulative and will cover material addressed during the entire course. The second exam will be online, and will be scheduled during exam week.

Lesson Sequence (Individual) 200 points

The lesson sequence will be comprised of the planning, implementation, and evaluation of a connected sequence of three lessons, implemented in your practicum setting with either a small group of about 4 children, or with an individual child. These lessons will use the UEC lesson plan format. Your first plan is due in class week 10. The full assignment is due in class week 14, and will include your 3 lesson plans, your assessment data, and your evaluation of your implemented lesson sequence.

Guided Play Plan (Pairs) 50 points

Following the template provided in Kemple, 2017 you and your partner will create a plan for guided play for a preschool or kindergarten setting. Your plan will include potential goals, a plan for specific play support strategies to support children's progression toward those goals, as well as a description of setting and materials to be used as part of the guided play plan.

DAP Essay (Individual) 50 points

You will write an essay (in the form of a letter) in response to an opinion piece regarding DAP, which you will have previously read and discussed in class. Assume you are an early childhood educator, and you feel compelled to respond to opinion piece and to correct the writer's apparent misunderstandings about developmentally appropriate practice. Write a response to the letter. Your response should be between 950 to 1,000 words in length. In addition, identify at least 10 quotes from your textbook "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age Eight (3

rd

Edition)", that support what you are saying in your letter. Do not insert these quotes in your letter. Instead,

write the quotes on a separate sheet, including page numbers where they are found in the DAP book. Insert notation in your letter to show what content in your letter is being supported by which quote.

Two Week Integrated Thematic Unit Plan (Groups of 3) 300 points

You will work in groups of 3 to create a 2-week integrated thematic unit plan suitable for use in a preschool, kindergarten, first grade, or second grade classroom. Details are outlined on pages XX of this syllabus, and will be further explained in class. This unit plan will include the following sections: (1) A description of the teaching context (may be hypothetical or real)..which includes details about children and map of the classroom, (2) description of your classroom behavior management plan (3) unit planning webs (4) unit goals (5) daily schedule (6) general plans for accommodation for specific child w/a disability and specific child who is a dual language learner (7) Weekly lesson plan book identifying every lesson, activity and routine for the 2 week period (8) abbreviated lesson plans for each of 4 activities, lessons, or routines drawn from your weekly plan book, including plans for accommodation for a specific child with a disability and for a specific child who is a dual language learner (9) description of centers available in your classroom and your plans for managing centers (10) a one day detailed plan, which is a narrative describing everything you, the teacher, anticipate doing during a selected day in your unit plan (11) two "quick charts" to demonstrate adequate coverage of all developmental domains and curricular disciplines during you're the two weeks of your unit (12) A description of your plans for coherence and continuity across the two weeks, including initial and culminating activities (13) plans for family participation in the unit (14) plans for collaboration with other professionals in the school (15) an annotated literature bibliography of books to be used as part of the unit (16) an annotated bibliography of music to be used as part of the unit (17) an annotated bibliography of technology to be used as part of the unit (18) a unit evaluation plan.

Attendance, Participation, Preparedness & Professionalism (Individual) 100 points

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 APP. 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 grade is qualitative and is determined through observation of your in-class participation.

12. Course Grading Scale

Final Grade Scale: 930-1000 points =A, 900-929=A-, 880-899=B+, 820-879=B, 800-819=B-, 780-799=C+, 720-779=C, 700-719=C-, etc.

.

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

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

<u>**SEMESTER 6 (SPRING)**</u>

-
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.

<u>**SEMESTER (Summer)**</u>

-
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.

-
<u>**SEMESTER 7 (FALL)**</u>

-
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.

<u>**SEMESTER 8 (SPRING)**</u>

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 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.