Cover Sheet: Request 14282

EEC 4712 Social Competence in Early Childhood

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kristen Kemple kkemple@ufl.edu
Created	9/26/2019 2:46:37 PM
Updated	1/20/2020 3:40:40 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. Requesting change in course title and credit hours from 3 to 4.

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-Grade 3 EEC 4712 syllabus draft for CCC rev. 9 10 2019 (1).docx					11/18/2019
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 14282

Info

Request: EEC 4712 Social Competence in Early Childhood
Description of request: This course will become part of the proposed BAE in Early Childhood Education.
Requesting change in course title and credit hours from 3 to 4.
Submitter: Kristen Kemple kkemple@ufl.edu
Created: 12/16/2019 8:58:19 PM
Form version: 4

Responses

Current Prefix EEC
Course Level 4
Number 712
Lab Code None
Course Title Early Childhood Social Competence and Behavior Support
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 Social Competence in Early Childhood
Proposed Course Title Social-Emotional Learning and Behavior Support in Early Childhood
Change Transcript Title? Yes
Current Transcript Title Social Compétence in Early Childhood
Proposed Transcript Title (21 char. max) EC Soc-Emot/Behavior
Change Credit Hours? Yes
Current Credit Hours 3
Proposed Credit Hours 4
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 Techniques for implementing developmentally appropriate strategies that promote children's self-responsibility and self-discipline. Examination of practices that help young children learn conflict resolution, effective interaction skills and prosocial behavior.

Proposed Course Description (50 words max) 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.
Change Prerequisites? Yes
Current Prerequisites junior/senior-level EMR in Unified Early Childhood Education.
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 new course creation that provides a knowledge base and fluency building for content related to functional assessments and individualized interventions for children from age 3 to grade 3 and will be taken in the first semester of the program. The title change reflects the content more currently and appropriately. Increasing credits from 3 to 4 will allow for more content exposure than the current course allows, and will allow incorporation of content on individualized intervention that is part of a course in the current program that will not be included in the new program.

The purpose of this template is to assist faculty with the preparation of a course syllabus when seeking approval of a new or revised course through the College Curriculum Committee (CCC).

1. **Course Number**

    EEC 4712

2. **Title of Course**

    Social-Emotional Learning and Behavior Support in Early Childhood

3. **Course Credit Hours**

    4 Credits

4. **Instructor Contact Information**

    Kristen Kemple
    NRN 1-306
    kkemple@coe.ufl.edu , 352 514-1456

5. **Proposed Class Meeting Times**

    2 days per week, 2 periods per day (Tuesday/Thursday)

6. **Course Description**

Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional Original file: Submitted form version 1.pdf 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.

By the end of this course, students will demonstrate knowledge and understanding of:

- The Pyramid Model, a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development

- The Prevent-Teach-Reinforce Model, a process for supporting children with challenging behaviors that have not been resolved with classroom, supplemental and school wide systems.

- Practices for guiding children's behavior to promote responsibility and self-discipline. This includes the establishment of expectations and rules, and the use of evidence-based teaching and behavior management practices.

- Practices for promoting children's ability to form friendships and interact effectively with peers

- Practices to promote children's positive self-concept, self-esteem, and prosocial behavior

- Conflict resolution strategies and means of teaching children alternatives to aggressive behavior

- Practices for establishing and enhancing teacher-child relationships

- Appropriate organization of environment, daily routine, and materials to facilitate children's positive behavior and attitudes, autonomy, self-control, & safety

- Functional behavior analysis and positive behavior support to teach functional behaviors and reduce children's challenging behaviors

Required Textbooks (Can be purchased or rented)

Kostelnik, M., Soderman, A.,Whiren, A., Rupiper, M., & Gregory, K. (2018). *Guiding Children's Social Development and Learning: Theory and Skills, 9* th *Edition.* Cengage Learning.

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2013). *Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support.* Paul H. Brookes.

Additional Required Readings (will be available through the course's Canvas site)

Friesen, A., Handson, M., & Martin, K. (2015). In the eyes of the beholder: Cultural considerations in interpreting children's behaviors. Young Exceptional Children, 4, 19- 30. doi: 10.1177/1096250614535222

Kemple, K. M. (2017). *Planning for play: Strategies for guiding preschool learning* . Gryphon house Press. Chapters 1 and 2.

Kemple, K.M. (2004). *Let's be friends: Peer competence and social inclusion in early childhood programs.* NY: Teachers College Press. Selected excerpts.

Xu, Y., De Arment, S., Coleman, H., & Huennekens, M.E. (2018). Teacher scaffolding for reciprocal peer tutoring to promote the language skills of English learners. In P.A. Snyder & M.L. Hemmeter (Eds.) Instruction: Effective strategies to support engagement, learning, and outcomes (DEC Recommended Practices monograph Series No. 4). Washington, DC: Division for Early Childhood.

Additional ESOL Resources (will be shared in class during weeks 2, 3, and 6)

Increase Student Interaction with "Think-Pair-Shares" and "Circle Chats" http://www.colorincolorado.org/article/increase-student-interaction-think-pair-sharesand-circle-chats

Five Things Teachers Can Do to Improve Learning for ELLs in the New Year – http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learningells-new-year

Meeting the School Readiness Needs of Latino Dual Language Learners in the Early Childhood Classroom (webinar) – https://www.youtube.com/watch?x-ytcl=85114404&v=Mk7Z0lmjliU&feature=player_embedded&x-yt-ts=1422579428 .

Parents & Schools = Successful Children http://familieslearning.org/pdf/teacher-guide.pdf

Tips for Successful Parent-Teacher Conferences with Bilingual Families http://www.colorincolorado.org/article/tips-successful-parent-teacher-conferencesbilingual-families

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

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	Intro to course Making a difference in children's lives	Kostelnik Ch.1 -	
	Practices for promoting relationships and self-esteem through positive communication Verbal communication practices Non-verbal communication practices	Kostelnik Ch. 3 Kostelnik Ch. 4	
3	Practices for supporting children's emotional development Practices for building resilience	Kostelnik Ch. 5 Kostelnik Ch. 6	
4 T Th	Exam 1 Practices for creating contexts for socio-emotional learning and development: Play	Kostelnik Ch. 7 Kemple (2017), Ch. 1 & 2	(Exam 1)
5 T Th	Practices for creating contexts for socio-emotional learning and development: The peer group	Kostelnik Ch. 8 Xu et al Kemple (2004) excerpts as assigned	

		Kostelnik Ch. 9	
	The classroom environment		
6 T Th	for fostering healthy about sexuality ty Practices for fostering self-regulation in children: Communicating expectations and rules	Kostelnik Ch. 14 Peixota Da Silva Kostelnik Ch. 10	
7 T Th	Practices for fostering self-regulation in children: Communicating expectations and rules (continued)	Kostelnik Ch. 10	
8 T Th	Practices for fostering self-regulation in children: The role of corrective consequences and reinforcement	Kostelnik Ch. 11	
9 T Th	Practices for fostering self-regulation in children: The role of corrective consequences and reinforcement Practices for preventing and responding to aggression	Kostelnik Ch. 11 Kostelnik Ch. 12	
10 T Th	Exam 2 (in class) Understanding challenging behavior	 Dunlap Ch. 1 & 2 Freisen et al	(Exam 2)
11 T Th	Prevent-Teach-Reinforce: Teaming and goal setting Prevent-Teach-Reinforce: Data collection	Dunlap Ch. 3 Dunlap Ch. 4	
12 T Th	Prevent-Teach-Reinforce: Functional Behavioral Assessment	Dunlap Ch. 5	 Journal due
13 T Th	Prevent-Teach-Reinforce: Behavior intervention plan	Dunlap Ch. 6	

14 T Th	Prevent-Teach-Reinforce: Using data and next steps Thanksgiving holiday?	Dunlap Ch. 7	FBA assignment due
15 T Th	Presentations of Functional Behavior Analysis plans		FBA presentations FBA presentations
16	Final Exam (on line)		Final Exam & Case Study Essay due

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

Assignment	Points or percentage
2 Exams	200 points each
Final Exam	200 points
Observation and Participation Journal	150 points
Functional Behavior Assessment & Support Plan	150 points
Attendance, Participation, Preparedness & Professionalism	100 points

Two 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.

Final Exam :   The final exam consists of two parts. Part I is a take-home essay application exam, and involves analysis of a case study. It will be distributed on X/XX and will be due any time on or before 8 PM on the officially scheduled exam date of Tuesday (either in hard copy, or as an email attachment). Part II of the final will include multiple choice and short answer questions, is cumulative, and will be given online, on the officially scheduled exam date. This can be taken during any 2-hour period between 8:00 AM and 8:00 PM.

Observation and Participation Journal: Your completed observation journal is due in class on X/XX . In this journal, you will record and reflect upon children's behavior and adult guidance practices you implement (or observe) in your practicum placement. Further details about the observation journal will be provided in class.

Functional Behavior Assessment and Behavior Support Plan: The FBA/PBS plan is a joint project with another student in the class and will be based on a case provided by Baby Gator Child Development and Research Center and the instructor. Briefly, the plan will follow the procedures outlined in the Dunlap et al. textbook. Additional information will be provided. This assignment is due on X/XX.

Attendance, Preparedness, Participation and Professionalism : Class sessions will include discussion and small group activities. You are expected to attend and to participate, actively and knowledgeably, in every class session. There will be occasional homework assignments, which will be evaluated as part of your APP grade. The readings listed for a particular class are to be read in entirety *prior* to coming to class on that date. Your APP will also be assessed through direct observation of the quality of your class participation, and through in-class reflective writings. You are expected to behave in a professional and respectful manner at all times, toward both your classmates and your professor .

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		

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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.

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.