

## Undergraduate Memo

Date: August 28, 2022

From: Dr. Alyse C. Hachey, Co-Chair, Department of Teacher Education

Through: Dr. Penelope Espinoza and Dr. Sang Min Shin, Co-Chairs, CoED College Curriculum Committee

Through: Dr. Clifton Tanabe, Dean, College of Education

To: Chair, University Undergraduate Curriculum Committee

Subject: Updates to the Bachelor of Science in Education (BSED) Degree

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The College of Education (CoED) Teacher Education Department has an established undergraduate degree, the Bachelor of Science in Education (BSED). This degree program has 11 concentrations. We are submitting a curriculum proposal to make several programmatic changes under one of the degree concentrations, Early Childhood Care & Education (BSED-ECCE). Additionally, we are making some changes to five courses in two other concentrations, Elementary Ed (BSED- ELED) and Bilingual Elementary ED (BSED- EBIL).

The **rationale** for the proposed changes are:

- As of Spring 2023, the BSED-ECCE degree is being offered in an additional instructional format as CoED's first, 100%, fully online degree through UTEP Connect (BSED-ECCE-ONL). On the BSED-ECCE degree plan (both on-campus and online), we seek to make changes (pre-reqs/co-reqs) to six existing courses in order to reflect updated in-person course block progressions and **to streamline course offerings** via the UTEP Connect carousel model.
- On the BSED-ECCE degree plan (both on-campus and online), we are replacing five elective courses (15 SCH) with three new courses in Early Childhood Education and two special topics courses in Special Education; we are also replacing two 2000-level courses with 3000-level versions. All of these changes are made to **deepen the disciplinary focus** and **reflect up-to-date research/standards in the field** of the program of study.
- We are deactivating three courses because they will be/are no longer tied to a degree plan to **streamline the web catalog**.

- We are revising the course titles and co-requisites of two existing courses in the BSED-EBIL concentration and the pre-requisite in one course in the BSED-ELED concentration to reflect updated course block progressions/the current official degree plans and to **streamline course offerings** in the Educator Preparation Program. We are changing pre-requisites/co-requisites in two additional courses for the BSED-EBIL to **fix catalog errors** because the pre/co-requisites do not match course offerings/requirements in the current degree plan for that concentration.

The **specific curriculum changes** found in this curriculum proposal are as follows:

Updates to BSED-ECCE Degree (both in-person and online)

- Some textual updates/amendments to the catalog narrative for the BSED-ECCE degree (See track-change catalog copy provided).
- Changes to the current BSED-ECCE degree plan (both in-person and online) to 42 SCH CORE, 60 SCH CoED Required Courses and 18 SCH Elective Courses, with the inclusion of three new ECED courses and two SPED special topics courses to the COED required course list (See track-change catalog degree plan copy provided).
- The creation of three new ECED Courses (added to the updated BSED-ECCE plan)
  - ECED 3345: Design of Learning Environments in Early Care & Education
  - ECED 4320: Early Experience and the Developing Brain
  - ECED 4367: Perspectives on Managing and Leading in Early Care & Education (See Course Add Forms and Sample Syllabi provided)
- Change two 2000-level ECED courses to new 3000-level courses
  - Creation of two new courses (added to the updated BSED-ECCD plan)
    - ECED 3360: Observation and Assessment of Young Children
    - ECED 3380: STEAM Learning in the Early Years (See Course Add Forms and Sample Syllabi provided)
  - Deactivation of three courses
    - ECED 2360 (to be replaced on the BSED-ECCE degree plan by ECED 3360)
    - ECED 2380 (to be replaced on the BSED-ECCE degree plan by ECED 3380)
    - ECED 2330 (which is an old course that never runs and is not tied to any degree plan, so it should be removed from the catalog)
 (See Course Delete/Deactivation Form provided)
- Changes to six courses on the BSED-ECCE degree plans, including:
  - BED 3344- Add BSED major restriction
  - ECED 2310- Remove Pre-requisite; Add sophomore standing
  - ECED 2320- Remove Pre-requisite; Add sophomore standing
  - ECED 3300- Remove Pre-requisite
  - ECED 3305- Remove Pre-requisite
  - ECED 4335- Remove Co-requisite (See Course Change Forms provided)

#### Update to BSED-ELED and BSED-EBIL Courses

- TED 4355- Course title change, Remove Co-requisites
- BED 4355- Course title change; Remove Co-requisites
- BED 4338- Change pre-requisite; Remove Co-requisite
- BED 4345- Change pre-requisite
- ELED 4311- Add Major Restriction; Remove a pre-requisite  
(See Course Change Forms provided)

Please find along with this memo, all the required catalog copy changes and needed forms for this curriculum proposal. We thank you in advance for your time and consideration.

# CURRICULUM CHANGE PROPOSAL

## APPROVAL PAGE

Proposal Title: Updates to the BSED Degree Program

College: Education

Department: Teacher Education

### DEPARTMENT CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the department.

a.c. Healey

Signature

8/30/2022

Date

### COLLEGE CURRICULUM COMMITTEE CHAIR

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Dr. Penelope Espinoza & Dr. Sang Min Shin

Signature

9/8/2022

Date

### COLLEGE DEAN

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Dr. Clifton Tanabe

Signature

9/9/2022

Date



August 28, 2022

This letter is to confirm that the undergraduate curriculum proposal entitled “Updates to the Bachelor of Science in Education (BSED) Degree” was approved by electronic vote from the Teacher Education Department Undergraduate Curriculum Committee; the vote was seven “yes” and one “abstain”.

I further certify that this proposal has been reviewed and it is approved by myself as Teacher Education Co-Chair.

Sincerely,

A handwritten signature in black ink that reads "A. C. Hachey". The signature is written in a cursive, flowing style.

**Alyse C. Hachey, Ph.D.**

Co-Chair of the Department of Teacher Education  
Division Director of BELSS [Bilingual Education, Early  
Childhood Education, Literacy & Sociocultural Studies]  
Associate Professor- Lead Early Childhood Education

## COURSE ADD

All fields below are required

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College : Education                      Department : Teacher Education

Effective Term : Spring 2023

Rationale for adding the course:

This course focuses on the design of various Early Childhood learning environments, both inside and outside. It looks at the linkages between physical organization, Universal Design, material/toys and developmentally responsive/culturally sustaining rituals and routines. This course will aid undergraduate students focusing on ECCE to be informed about how aspects of the learning environment shapes children's behaviors and engagement as learners, so that they can create inclusive learning environments that promotes competence in young children.

All fields below are required

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Subject Prefix and # ECED 3345

Title (29 characters or fewer): Design Learn Env EC Care & Ed

Dept. Administrative Code : 0850

[CIP Code](#) 13.0101.00

Departmental Approval Required Yes No

Course Level UG    GR    DR    SP

Course will be taught:  Face-to-Face     Online     Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard    Pass/Fail    Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course addresses the design of Early Childhood learning environments, including classrooms, areas for caregiving routines, play spaces, outdoor areas and playgrounds. It looks at the linkages between physical organization, Universal Design, aesthetics (beauty), material/toy availability and developmentally responsive and culturally sustaining rituals and routines, along with how these shape infants, toddlers and preschoolers' behaviors and engagement as learners. Students will explore strategies for creating spaces that foster a sense of belonging and promote competence in all children. Keywords:Early Childhood Education; Developmentally and Culturally Appropriate Practices; Learning Environments

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis                              |
| <input type="checkbox"/> B Laboratory         | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum          | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar            | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study  | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson     | <input type="checkbox"/> Q Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 14-week

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:
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<b>Classification</b>	<b>Sophomore</b>
<b>Major</b>	<b>BSED</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*



# **ECED 3345: The Design of Learning Environments in Early Childhood Care & Education**

## **I. Rationale for the Course**

This course focuses on the design of Early Childhood learning environments, including classrooms, areas for caregiving routines, play spaces, outdoor areas and playgrounds. Specifically, it looks at the linkages between physical organization, Universal Design, material/toy availability and developmentally responsive/culturally sustaining rituals and routines. This course will aid undergraduate students focusing on Early Childhood Education in being better informed about how elements of the learning environment may serve to shape infants, toddlers and preschoolers' behaviors and engagement as learners. It will allow students to use this knowledge to create developmentally and culturally responsive spaces that promote inclusion and support early learning competencies.

## **II. Course Description**

This course addresses the design of Early Childhood learning environments, including classrooms, areas for caregiving routines, play spaces, outdoor areas and playgrounds. It looks at the linkages between physical organization, Universal Design, aesthetics (beauty), material/toy availability and developmentally responsive and culturally sustaining rituals and routines, along with how these shape infants, toddlers and preschoolers' behaviors and engagement as learners. Students will explore strategies for creating spaces that foster a sense of belonging and promote competence in *all* children.

## **III. Course Objectives/Purpose**

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

- Outline how physical organization and aesthetics influence how young children and adults act, and interact, with materials and others;
- Identify the key components of Universal Design for inclusive learning environments;
- Critically examine types of materials/toys in relation to developmentally responsive and culturally sustaining practices with infants, toddlers and preschoolers;
- Compare and contrast conceptions of developmentally and culturally sustaining rituals and routines, aesthetics, space design and materials/toys from the perspectives of Reggio-Emilio (Reggio-Inspired), Waldorf, Montessori and Head Start classrooms;
- Analyze the environmental design of Early Childhood settings using national quality standards;
- Design developmentally responsive and culturally sustaining learning environments.

## **IV. Possible Materials (Texts and/or Readings)**

- Wilhelm, L. (2021). Enticing environments for people under three. Gryphon House.
- Walsh, P. (2016). Early childhood playgrounds: Planning an outside learning environment. Routledge.
- Kotnik, J. (2018). Designing spaces for Early Childhood development: Sparking learning & creativity. Images Shenyang.

- Kuh, L.P. (2014). Thinking critically about environments for young children: Bridging theory and practice. Teachers College Press.
- Harm, T., Cryer, D., Clifford, R.M. (2005). Early Childhood Environmental Rating Scale-Revised Edition [ECERS-R]. Teachers College Press. ISBN- 13:0807745499

**V. Student Learning Outcomes**

Student will:	Assessments
<ul style="list-style-type: none"> <li>• Outline how physical organization and aesthetics influence how young children and adults act, and interact, with materials and others;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quick Writes</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the key components of Universal Design for inclusive learning environments;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quick Writes s</li> </ul>
<ul style="list-style-type: none"> <li>• Critically examine types of materials/toys in relation to developmentally responsive and culturally sustaining practices with infants, toddlers and preschoolers;</li> </ul>	<ul style="list-style-type: none"> <li>• All Course Assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Compare and contrast conceptions of developmentally and culturally sustaining rituals and routines, aesthetics, space design and materials/toys from the perspectives of Reggio-Emilio (Reggio-Inspired), Waldorf, Montessori and Head Start classrooms;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quick Writes</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze the environmental design of Early Childhood settings using national quality standards;</li> </ul>	<ul style="list-style-type: none"> <li>• Site Visit and ECERS Assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Design developmentally responsive and culturally sustaining learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Environment Design Project</li> </ul>

**VI. Student Requirements/Assignments**

**A. Discussions**

Each week, there will be assigned readings related to the specific learning environment under investigation, along with four related questions for you to think about and share your thoughts. You should respond to all questions in your reflective response. The total length of your responses should be at least 500 words (you will include the total word count at the end; the number of words for each answer does not have to be equal). Your responses to Weekly Discussion Questions are due the week they are assigned.

## **B. Video Quick Writes**

A “Quick Write” is a strategy used to develop writing fluency, to build the habit of reflection, and to informally assess current thinking. This strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed after (in our case) a video viewing. The purpose of Quick Writes is to activate prior knowledge from related readings, help make personal connections, promote reflection about key content concepts, encourage critical thinking, and demonstrate understanding of key concepts presented. You will be doing Quick Writes in response to videos and prompts provided each week. Quick Writes should be at least 300 words minimum.

## **C. Site Visit and ECERS Assessment**

For this assignment, you will visit a preschool (3 or 4-year-old) setting; the setting can be home or center-based. The purpose of the visit is to observe the environmental design and interaction used in educating young children and to relate what you see in the field to what we are talking and learning about in class. During your visit, you will do an observation and take notes on what you see. You will also conduct portions of an Early Childhood Environmental Rating (ECERS) assessment. For your site visit observation, you will then write up a report that includes your observation and a summary of your environmental evaluation.

### *Part 1—Site Observation:*

When you arrive at the center/school, spend at least five minutes sitting and watching to get a sense of the room where you are observing. Then take notes on the following:

1. Note how many children and teachers are present. Note the age/grade of the children.
2. Write down what you see the children doing. If you want, you can focus on a small group of children. How are the children interacting with each other? How are they interacting with the materials available in the classroom? What is the general mood/engagement level of the children? Try not to interpret what you see—just write down the children’s actions and words.
3. Write down what you see the teacher(s) doing. How are they interacting with the children? Try to include the teacher's exact words. If no teachers are involved with the children you are observing, note that. If teachers are sitting to the side and observing, note that. Note anything you think important about the teacher(s) and what they are doing (or not doing). Try not to interpret what you see—just write down the teacher’s actions and words.
4. Take notes on the layout/design of the classroom—include different areas, related materials, etc. What do you see on the walls? What furniture do you notice/ how is it arranged? Make notes on the way the materials for the activities the children are engaged in are organized. Be detailed.
5. Complete an ECERS assessment of your classroom for the categories of Language-Reasoning and Program Structure.

Note: To help you organize your observation writing, note sheets are provided in Blackboard... or you can make your own, just be sure that you capture all of the required information listed in Part 1.

*Part 2—Site Visit & ECERS Assessment Report:*

Create a report that gives a detailed and thoughtful answer for each information request below. You do not have to use narrative form, instead, you may list the number and give an answer for each number. Site Visit Reports will only be accepted typed with your original hand-written observation notes and ECERS assessments attached.

1. Name of school, Age of Children, Number of children and teacher(s) present
2. Write a paragraph about what you saw the children doing and what they are interested in—be detailed.
3. Write a paragraph about what you saw the teacher(s) doing. Discuss what activities the teachers are engaging the children in—be detailed. If one is clearly identified, name and discuss the current learning focus (theme) of instruction in the classroom.
4. Write a paragraph about your general impressions of the learning environment—be detailed. What did you like? Why? What would you change? Why?
5. How did you rate the ECERS assessment and why?
6. What activities does the ECERS assessment lead you to think about doing in this classroom (For example, if you found something lacking in a section, then what activities could add to it, or if you found something great, then what activities could expand on it?)
7. Include your original observation notes and ECERS Assessment at the end of your report.

**D. Learning Environment Design Project**

For this assignment, you will design a visual display/mock-up of an early childhood classroom that is DCAP (Developmentally and Culturally Appropriate) for your location/ community and that is designed to support creativity, inclusiveness and active engagement. You will then create a reflection about your designed classroom.

Assumptions:

- a) Assume that your classroom design is for a local preschool center that serves 3 and 4-year-olds.
- b) Assume a class of 17 students and 2 teachers.
- c) Assume you would be given a reasonable budget and a reasonable size space.

Your visual should include:

1. Layout of furniture and design of thematic centers (Large group, house, blocks, reading, art, discovery/science, music, etc.)
  - a. Account for Universal Design
  - b. Account for quiet & noisy activities and private space needs
  - c. Account for the seven elements of room arrangement
  - d. Account for the psychological aspects of aesthetics/beauty (i.e., color, texture, mood, etc.)
2. Types of materials included (give recommendations for each thematic center) and what areas of development they relate to
  - a. Provide material pictures and details in your mock-up
3. Give examples of organization techniques for each center.

Your Written Reflection should include the answer to the following:

1. How does your environment help foster appropriate behavior?
2. How does your environment help foster active and inclusive engagement with materials?
3. How does your environment help foster active and inclusive engagement between children? Between children and adults?
4. How does your environment account for Universal Design?
5. How does your environment account for the seven elements of room arrangement?
6. How does your environment account for the psychological aspects of aesthetics/beauty?

## COURSE ADD

All fields below are required

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College : Education

Department : Teacher Education

Effective Term : Spring 2023

Rationale for adding the course:

This course covers brain development in early childhood, exploring the structural maturation and functionality of brain regions. It will inform undergraduate students concentrating in ECCE on the optimal early social/environmental experiences which research demonstrates are beneficial to outcomes in academic and socioemotional development during early childhood and across the lifespan. This course will provide Early Childhood caregivers/educators the necessary background knowledge to carefully weigh practice, pedagogy, curriculum and policy mandates from the lens of early brain development.

All fields below are required

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Subject Prefix and # ECED 4320

Title (29 characters or fewer): Early Exper & the Devel Brain

Dept. Administrative Code : 0850

[CIP Code](#) 13.0101.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course investigates how the human brain develops during early childhood, including the structure and function of key brain regions. Emphasis is on the rapid brain development that takes place in the first three years of life and connections to observed behaviors, language and socioemotional development and early learning. Students will explore how early experiences affect the architecture of the developing brain and associated developmental outcomes, as well as teaching practices and strategies designed to support positive brain development. Keywords: Early Childhood Education; Developmentally and Culturally Appropriate Practices; Brain Development.

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 14-week

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:
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<b>Classification</b>	<b>Sophomore</b>
<b>Major</b>	<b>BSED</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*



## **ECED 4320: Early Experience and the Developing Brain**

### **I. Rationale for the Course**

This course covers what is presently known about brain development in early childhood, exploring the structure and functionality of key brain regions involved in the developing brain. It will inform undergraduate students concentrating their studies in Early Childhood Education on the optimal early social and environmental experiences which research demonstrates are beneficial to outcomes in academic and socioemotional development during early childhood, and across the lifespan. This course will provide Early Childhood caregivers/educators the necessary background to carefully weigh practice and pedagogy, curriculum and policy mandates from the lens of early brain development.

### **II. Course Description**

This course investigates how the human brain develops during early childhood, including the structure and function of key brain regions. Emphasis is on the rapid brain development that takes place in the first three years of life and connections to observed behaviors, language and socioemotional development and early learning. Students will explore how early experiences affect the architecture of the developing brain and associated developmental outcomes, as well as teaching practices and strategies designed to support positive brain development.

### **III. Course Objectives/Purpose**

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

- Describe biodevelopmental processes and brain structure development during the prenatal, infancy, toddlerhood, preschool and early elementary periods;
- Analyze the impact of types of attachment and sociocultural interactions (including peer-to-peer, adult-child and bilingual) on the development of the brain during the prenatal, infancy, toddlerhood, preschool and early elementary periods;
- Analyze the impact of environmental influence (including physical local, educational and technological) on the development of the brain during the prenatal, infancy, toddlerhood, preschool and early elementary periods;
- Outline the connections between the biodevelopmental processes and brain structure development during the prenatal, infancy, toddlerhood, preschool and early elementary periods and research-based conceptions of children's learning and behavior during each of these periods;
- Critically analyze the impact of stress and trauma on early brain development, as well as the caregiver/teacher's role in supporting resilience;
- Design learning environments and curriculum that positively support early brain development for infants, toddlers, preschoolers and early elementary children.

**IV. Possible Materials (Texts and/or Readings)**

- Bergen, D., Lee, L., DiCarlo, C. & Burnett, G. (2020). Enhancing brain development in infants, and young children: Strategies for caregivers and educators. Teachers College Press.
- Tamis-LeMonda, C. S. (2022). Child Development: Context, Culture, and Cascades. Sinauer Associates/Oxford University Press.
- Copple, C. & Bredekamp, S. (2005) Basics of Developmentally Appropriate Practice (3-6 years). Washington, DC: National Association for the Education of Young Children.
- Selected additional readings provided in class/on Blackboard

**V. Student Learning Outcomes**

Student will:	Assessments
<ul style="list-style-type: none"> <li>• Describe biodevelopmental processes and brain structure development during the prenatal, infancy, toddlerhood, preschool and early elementary periods;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Final Project</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze the impact of types of attachment and sociocultural interactions (including peer-to-peer, adult-child and bilingual) on the development of the brain during the prenatal, infancy, toddlerhood, preschool and early elementary periods;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Brain Development and Child Behavior Paper</li> <li>• Stress/Trauma Impact Video Presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse the impact of environmental influence (including physical local, educational and technological) on the development of the brain during the prenatal, infancy, toddlerhood, preschool and early elementary periods;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Brain Development and Child Behavior Paper</li> <li>• Stress/Trauma Impact Video Presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Outline the connections between the biodevelopmental processes and brain structure development during the prenatal, infancy, toddlerhood, preschool and early elementary periods and research-based conceptions of children’s learning and behavior during each of these periods;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Brain Development and Child Behavior Paper</li> <li>• Final Project</li> </ul>
<ul style="list-style-type: none"> <li>• Critically analyze the impact of stress and trauma on early brain development, as well as the caregiver/teacher’s role in supporting resilience;</li> </ul>	<ul style="list-style-type: none"> <li>• Stress/Trauma Impact Video Presentation &amp; Discussion</li> </ul>
<ul style="list-style-type: none"> <li>• Design learning environments and curriculum that positively support early brain development for infants, toddlers, preschoolers and early elementary children.</li> </ul>	<ul style="list-style-type: none"> <li>• Final Project</li> </ul>

## **VI. Student Requirements/Assignments**

### **A. Discussions**

Each week, there will be assigned readings/videos to read/watch in Blackboard related to our brain development discussion topic, along with four related questions for you to think about and share your thoughts. You should respond to all questions in your reflective response. The total length of your responses should be at least 500 words (you will include the total word count at the end; the number of words for each answer does not have to be equal). Your responses to Weekly Discussion Questions are due in class the week they are assigned.

### **B. Brain Development and Child Behavior Paper**

**Part 1:** You and your classmates will watch two video clips picturing typically developing children and the developmental milestones acquired at specific ages (8 months, 18 months and months and 3 years). You will also watch 5 video clips picturing atypical behaviors from children of the same ages. You will need to complete observation notes on all videos, focusing on a chosen behavior noted across videos (minimum 500 words). Note: Observation note guidelines will be provided.

**Part 2:** Using course readings, you will then write a brief essay covering how the identified behavior typically develops through preschool age (including milestone-ages), and what neurological development can be linked to it at each developmental stage (infancy, toddlerhood, preschool-age). You will outline sociocultural and environmental elements/experience that may impact development. The essay should refer to the observed differences between infants, toddlers and preschoolers regarding this behavior/skill and the social/environmental differences observed, as exhibited during the video viewings. Examples of chosen observed behaviors/skills can be a specific language skill (naming activities or objects, or responding to requests from parents), interacting with objects and the environment, attention, social skills or decision making.

Essays will be a minimum of 1500 words (2-3pages), 12 point, Times New Roman Font.

### **C. Stress/Trauma Impact Video Presentation & Discussion**

For this assignment, you will choose from a list of stressors/trauma factors (based on readings provided in Blackboard) that are believed to negatively impact early brain development. You will conduct independent research to identify: 1) possible impact at each stage (infancy, toddlerhood, preschool-age, elementary-age); both social and environmental factors that may promote resilience/minimize risk, and 3) outline at least three specific strategies that teachers can use to support children who may experience such stress/trauma. Based on your research, you will create a 2-minute info-video posted on FlipGrid and you will then co-moderated a related class discussion on your chosen stressor/trauma.

### **D. Final Project**

The final project will give you an opportunity to synthesize the information you have learned in this course and design learning activities for infants, toddlers and preschool/kindergarten students that are focused on supporting healthy brain development related to specific developmental domains, in this case language/literacy development and social-emotional development. For this

assignment, you will create for *each* age range (infants, toddlers and preschool/kindergarten) two learning activities with research-based justification for how the activities will support brain development and general domain growth. Along with your activity plans (template provide in Blackboard), for *each* activity, you will provide guidelines for other educators who may want to use this activity and a handout for parents that explains what children are learning and how the activity supports brain development (specifically) and domain development more broadly. You will present your final project in a FlipGrid Video, narrating a PowerPoint Presentation that includes the following:

#### Part 1: Infants

- a. Literacy/Language Development Activity
  - i. Outline of Activity Lesson Plan
  - ii. Brain Development Justification
  - iii. Guideline for other educators
  - iv. Parent Handout
- b. Social-emotional Development Activity
  - i. Outline of Activity Lesson Plan
  - ii. Brain Development Justification
  - iii. Guideline for other educators
  - iv. Parent Handout

#### Part 2: Toddlers

- a. Literacy/Language Development Activity
  - i. Outline of Activity Lesson Plan
  - ii. Brain Development Justification
  - iii. Guideline for other educators
  - iv. Parent Handout
- b. Social-emotional Development Activity
  - i. Outline of Activity Lesson Plan
  - ii. Brain Development Justification
  - iii. Guideline for other educators
  - iv. Parent Handout

#### Part 3: Preschoolers/Kindergarteners

- a. Literacy/Language Development Activity
  - i. Outline of Activity Lesson Plan
  - ii. Brain Development Justifications
  - iii. Guideline for other educators
  - iv. Parent Handout
- b. Social-emotional Development Activity
  - i. Lesson Plan
  - ii. Brain Development Justification
  - iii. Guideline for other educators
  - iv. Parent Handout

## COURSE ADD

All fields below are required

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College : Education

Department : Teacher Education

Effective Term : Spring 2023

Rationale for adding the course:

This course focuses on management/leadership models within Early Childhood Care & Ed. (ECCE) programs, covering supervisory practices such as organizational management, mission alignment, teacher performance assessment and professional development. It will inform undergraduate students concentrating in ECCE on key knowledge/skills related to coaching, mentoring and reflective supervision. This course will provide Early Childhood caregivers/educators the necessary background knowledge to engage in high-quality management competencies and to increase leadership capacity.

All fields below are required

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Subject Prefix and # ECED 4367

Title (29 characters or fewer): Manage & Lead EC Care & Ed

Dept. Administrative Code : 850

[CIP Code](#) 13.0101.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course examines management and leadership models within programs serving infants, toddlers, preschoolers and their families. It covers leadership perspectives which mirror Early Childhood teacher roles, including creating a culture of responsive care, coaching, mentoring, and reflective supervision. Students will explore supervisory practices from culturally and individually appropriate lenses to address leadership initiatives in such areas as organizational management and mission alignment, teacher performance assessment and professional development. Keywords: Early Childhood Education; Developmentally and Culturally Appropriate Practices; Early Childhood Program Management/Leadership.

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 14-week

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:
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<b>Classification</b>	<b>Junior</b>
<b>Major</b>	<b>BSED</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

## **ECED 4367: Perspectives on Managing & Leading in Early Childhood Care & Education**

### **I. Rationale for the Course**

This course focuses on management and leadership models within Early Childhood Care & Education (ECCE) programs. It covers supervisory practices such as organizational management and mission alignment, teacher performance assessment and professional development. It will inform undergraduate students concentrating their studies in Early Childhood Education on key knowledge and skills related to coaching, mentoring and reflective supervision. This course will provide Early Childhood caregivers/educators the necessary background knowledge to engage in high-quality management competencies and to increase leadership capacity; research suggests that these teacher workforce leadership capacities are likely to yield improvements in ECCE program quality, which may in turn improve outcomes for children and families.

### **II. Course Description**

This course examines management and leadership models within programs serving infants, toddlers, preschoolers and their families. It covers leadership perspectives which mirror Early Childhood teacher roles, including creating a culture of responsive care, coaching, mentoring, and reflective supervision. Students will explore supervisory practices from culturally and individually appropriate lenses to address leadership initiatives in such areas as organizational management and mission alignment, teacher performance assessment and professional development.

### **III. Course Objectives/Purpose**

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

- Examine developmentally and culturally appropriate practices and how these impact his/her role in leading teachers' and children's growth to maximize program quality;
- Outline a personal Early Childhood Education leadership statement based on evaluation of leadership styles and models in the field;
- Use organizational structure, professional ethics knowledge and knowledge of curricular approaches in the Early Childhood Education field to design a well-articulated program mission;
- Identify the components of effective communication between stakeholders (administration, staff, children and families) to lead and support a culture of responsive care at the program-level;
- Assess individual teachers' needs using observation and develop performance goals;
- Create an effective professional development module based on identified teacher areas of needed improvement.

### **IV. Possible Materials (Texts and/or Readings)**



- Leekeenan, D & Ponte, I.C. (2018). From survive to thrive: A director’s guide for leading an early childhood program. National Association for the Education of Young Children.
- Marotz. L. (2021). Early Childhood Leadership: Motivation, inspiration and empowerment. Rowman & Littlefield.
- Passe, A.S. (2022). Early Childhood leadership and program management. Redleaf Press.
- Adams. S., Kronber, A.S., Donley, M.L. & Lynch, E. (2022) Developing and administering Early Childhood Education Programs. Cengage Learning.

**V. Student Learning Outcomes**

Student will:	Assessments
<ul style="list-style-type: none"> <li>• Examine developmentally and culturally appropriate practices and how these impact his/her role in leading/managing teachers’ and children’s growth to maximize program quality;</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a Deeper Look Reflections</li> <li>• Personal ECED Leadership Statement</li> </ul>
<ul style="list-style-type: none"> <li>• Outline a personal Early Childhood Educaiton leadership statement based on evaluation of leadership styles and models in the field;</li> </ul>	<ul style="list-style-type: none"> <li>• Personal ECED Leadership Statement</li> </ul>
<ul style="list-style-type: none"> <li>• Use organizational structure, professional ethcis knowledge and knowledge of curricular approaches in the Early Childhood Educaiton field to design a well-articulated program mission;</li> </ul>	<ul style="list-style-type: none"> <li>• Program Mission Statement</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the components of effective communication between stakeholders (administration, staff, children and families) to lead and support a culture of responsive care at the program-level;</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a Deeper Look Reflections</li> <li>• Culture of Responsive Care Infographic</li> </ul>
<ul style="list-style-type: none"> <li>• Assess individual teachers’s needs using obersvation and develop performance goals;</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Create an effective professionoal development module based on indeitified teacher areas of needed improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Presentation</li> </ul>

**VI. Student Requirements/Assignments**

**A. Taking a Deeper Look Reflections**

Each week, there will be assigned readings/videos to read/watch in Blackboard related to models/styles of management and leadership in the Early Childhood Education field, along with four related questions for you to think about and share your thoughts. You should respond to all questions in your reflective response. The total length of your responses should be at least 500 words (you will include the total word count at the end; the number of words for each answer does

not have to be equal). Your responses to Taking a Deeper Look Reflection Questions are due in class the week they are assigned.

## **B. Personal ECED Leadership Statement**

A leadership statement is a vision statement that defines your role, beliefs, values, purpose as a leader and how you believe in leading others. For this assignment, you will create a leadership statement as an Early Childhood Professional. Your statement will include these key components:

- Theoretical-basis: You will identify and discuss the theory/model/style(s) that describes the attributes of the leader you hope to be.
- Attitude: This is how you define and view the role of an Early Childhood Education Leader.
- Guiding Principle: These are the values that you will prioritize as a leader.
- Behavior: This is an outline of the actions/objectives you plan to take to reach your leadership goals, including how your actions may impact those you lead.

Your leadership should include the components above and be a minimum of 600 words.

## **C. Program Mission Statement**

A program mission statement is a concise description of the program's core purpose, answering the question "why do we exist?". According to the Task Force on Developing Research in Educational Leadership (2003), "Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals" (p. 3). The point is to have a vision that all staff members, children and families recognize as a common direction of growth, something that inspires them to strive to move forward toward shared aims.

Part 1- Program Mission Statement Analysis: Do an online search of three early childhood education settings (Birth to Age 5). Copy and paste the mission statement for each of these programs. Analyze and compare and contrast each program mission statement using the "Mission Statement Anatomy Guide" (found in Blackboard). Write a paragraph summarizing your analysis. Select which you think is the most well-developed, articulate mission statement and in an additional paragraph, explain why you chose this as the best exemplar. (Minimum 600 word total.)

Part 2: Program Mission Statement Development:

Based on the organizational and curricular approach structure you develop (See guide in Blackboard) and your knowledge of professional ethics in the Early Childhood Education, you will create an aligned Mission Statement that includes: what the program is, what it does and for whom it does it; gives a clear description of the purpose of the program and learning environment; reflects/explains how the program contributes to the education/well-being of the children and families it serves, meets ethics/standards in the Early Childhood education field, and outlines the vision, goals and the philosophical/value-basis for the goals. You first will present your completed organizational and curricular approach guide, then your aligned Mission Statement. Your Program Mission Statement should be between 500-800 words.

#### **D. Culture of Responsive Care Infographic**

An infographic is a collection of imagery with minimal text that includes data visualizations (charts, graphs, pictures) to provide an overview of a topic. For this assignment, you will create an infographic that depicts the components of effective communication between stakeholders (administration, staff, children and families) needed to support a culture of responsive care at the program-level. However you design your infographic, it should clearly convey the critical elements of a culture of responsive care in relation to the components of effective stakeholder communication, while also accounting for/showing the relationships to your organizational structure, your aligned mission and your own leadership role. Infographics can be created as a single-page word document or as a single PowerPoint Slide.

#### **E. Professional Development Presentation**

In this assignment, you read a program description and mission statement and watch a series of videos depicting an early childhood teacher at the described program in action. You will complete the “Observation and Analysis Notes” sheet for these video viewings (found in Blackboard). From your observation and analysis, you will identify two needed areas of improvement and a performance goal for *each* area for the teacher. Based on these performance goals, you will create a Professional Development Presentation (through a narrated PowerPoint posted on FlipGrid). In your video presentation, you will outline:

- 1) the two areas of needed improvement and observational evidence supporting the need;
- 2) the identification of two specific performance goals;
- 3) the reflective/supervisory model that would best support/you would apply to help the teacher reach the performance goals;
- 4) specific leadership actions/steps you would take under the stated model to maximize the teacher’s potential growth and performance goal attainment.
- 5) your plan for evaluation and follow-up.

## COURSE ADD

All fields below are required

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College : Education

Department : Teacher Education

Effective Term : Spring 2023

Rationale for adding the course:

This course focuses on the appropriate use of assessment/observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to guide experiences to meet differentiated needs. The course will aid undergraduate ECCE students in being able to better perform systematic observations and assessments in the classroom. ECED faculty will develop content exploration and synthesis for this course at a 3000/junior level (replaces 2000-level course) to align with the new program progression and national accreditation standards.

All fields below are required

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Subject Prefix and # ECED 3360

Title (29 characters or fewer): Observ & Assess Young Child

Dept. Administrative Code : 0850

[CIP Code](#) 13.0101.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course focuses on the observation and assessment of young children in diverse, bilingual settings. It covers: 1) the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children, and 2) how authentic assessment methods can be used to tailor learning experiences to capitalize on children's linguistic and cultural strengths and interests, and to meet their differentiated needs. Student will explore recording strategies, rating systems, child portfolios, and various assessment tools. This course includes fieldwork. Keywords: Early Childhood Education; Developmentally and Culturally Appropriate Practices; Observation and Assessment.

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis                              |
| <input type="checkbox"/> B Laboratory         | <input type="checkbox"/> I Dissertation                        |
| <input type="checkbox"/> C Practicum          | <input type="checkbox"/> K Lecture/Lab Combined                |
| <input type="checkbox"/> D Seminar            | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study  | <input type="checkbox"/> P Specialized Instruction             |
| <input type="checkbox"/> F Private Lesson     | <input type="checkbox"/> Q Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 14-week

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:
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<b>Classification</b>	<b>Junior</b>
<b>Major</b>	<b>BSED</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

## **ECED 3360: Observation and Assessment of Young Children**

### **I. Rationale for the Course**

This course focuses on the observation and assessment of young children. Specifically, it covers appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to tailor learning and guidance experiences to capitalize on children's strengths and interests and meet their differentiated needs. The course will aid undergraduate students focusing on Early Childhood Education in being able to better perform systematic observations and assessments to document young children's growth and learning in early childhood settings. Further, it will allow students to use various observation and assessment techniques to guide responsive interactions and design child-centered instructional practices to meet the differentiated needs of students.

This course will replace a 2000-level version of the course to better match the new degree course progressions, trends in the field and to meet updated national accreditation standards. ECED faculty have developed updated learning objective and they will include course materials, content exploration and synthesis activities for this course that meet the department guidelines for a 3000/junior level 3000/junior level to provide more advanced knowledge/skill development for students regarding observation and assessment of young children.

### **II. Course Description**

This course focuses on the observation and assessment of young children in diverse, bilingual settings. It covers: 1) the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children, and 2) how authentic assessment methods can be used to tailor learning experiences to capitalize on children's linguistic and cultural strengths and interests, and to meet their differentiated needs. Student will explore recording strategies, rating systems, child portfolios, and various assessment tools. This course includes fieldwork.

### **III. Course Objectives/Purpose**

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

- Discuss developmentally appropriate, culturally sustaining, responsive practice in Early Childhood Education;
- Describe the universal and differential characteristics of cognitive, physical, social, emotional and self-help development of young children;
- Analyze diverse perspectives of observation and assessment, and the use of data-driven decision-making, to inform the care and education of young children;
- Apply knowledge of child development and care practices that recognize the importance of social/cultural influences to evaluate interpersonal interactions (child-teacher; child-child) in early childhood settings;
- Perform systematic observations, documentation, and other authentic assessment strategies to determine the development strengths and needs of a child;
- Synthesize observations and interpretations of children's behavior along with varied developmental viewpoints.

#### IV. Possible Materials (Texts and/or Readings)

- Wortham, S. C. & Hardin, B. J. (2020) *Assessment in Early Childhood Education*. Boston, MA: Pearson.
- Smidt, S. (2015). *Observing young children: The role of observation and assessment in early childhood settings*, 2<sup>nd</sup> edition. NY, NY: Routledge.
- Bohart, H & Procopio, R. [Eds.] (2018). *Spotlight on young children: Observation and Assessment*. Washington, DC: NAEYC.
- Nilsen, B.A. (2010). *Week by week: Plans for documenting children’s development*. Belmont, CA: Wadsworth.
- Copple, C. & Bredekamp, S. (2005) *Basics of Developmentally Appropriate Practice (3-6 years)*. Washington, DC: National Association for the Education of Young Children.
- Selected additional readings provided in class/on Blackboard

#### V. Student Learning Outcomes

Student will:	Assessments
<ul style="list-style-type: none"> <li>• Discuss developmentally appropriate, culturally sustaining, responsive practice in Early Childhood Education;</li> </ul>	<ul style="list-style-type: none"> <li>• All Course Assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the universal and differential characteristics of cognitive, physical, social, emotional and self-help development of young children;</li> </ul>	<ul style="list-style-type: none"> <li>• All Course Assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze diverse perspectives of observation and assessment, and the use of data-driven decision-making, to inform the care and education of young children;</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Log Entries</li> <li>• Child Study/Portfolio Project</li> </ul>
<ul style="list-style-type: none"> <li>• Apply knowledge of child development and care practices that recognize the importance of social/cultural influences to evaluate interpersonal interactions (child-teacher; child-child) in early childhood settings;</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal Edit Assignment</li> <li>• Observation Log Entries</li> <li>• Child Study/Portfolio Project</li> </ul>
<ul style="list-style-type: none"> <li>• Perform systematic observations, documentation, and other authentic assessment strategies to determine the development strengths and needs of a child;</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Log Entries</li> <li>• Child Study/Portfolio Project</li> </ul>
<ul style="list-style-type: none"> <li>• Synthesize observations and interpretations of children’s behavior along with varied developmental viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Log Entries</li> <li>• Child Study/Portfolio Project</li> </ul>



## **VI. Student Requirements/Assignments**

### **A. Anecdotal Edit Assignment**

You will be given three anecdotal records to review and correct. There are 5 problems or missing information with each record's format, observation and/or interpretation. In this assignment, for each record, you are expected to:

1. Circle or underline ALL of the problem areas and notate what the issue is in the margin for each anecdotal record.
2. Note any missing information for a properly formatted anecdotal record. (Refer to the class notes and textbook for the proper format and procedures for anecdotal record taking.)

### **B. Observation Log Entries**

Throughout the semester, you will be compiling observations of the teachers, children and the learning environment from your fieldwork site. These observations will be used to create a personal log. You must complete all 10 observation entries (note that the teacher-centered, cognitive and creative entries include two anecdotal records to get the full points for those entries. Observations 1, 2, 3 and 4 should be in the order given, observations 5- 10 can be completed in any order based on what you observe in the classroom. You can use 5x8 index cards on a ring or a small flip-top note pad for a log book (available at the dollar store) to take notes while at your site. However, your observations will only be accepted typed to turn in. Note: When called for, use the standard form for anecdotal records and running records as outlined in the class notes.

#### Observation Log Entries

- Observation 1: Environment Observation
  1. How is the classroom/space arranged? Give a detailed explanation of the layout and include a diagram
  2. How are the materials displayed?
  3. What do you think about the arrangement of space and materials? Can you imagine a better arrangement? Describe improvements or adjustments you would make.
  4. What is the daily routine/schedule?
  5. Conduct a portion of the ECERS Assessment (see details in Blackboard). Provide a paragraph summarizing your findings.
- Observation 2: Role of Teachers Observation
  1. What are the names of each of the teachers and their position (Head teacher, Assistant, etc):
  2. What is the role of each teacher in the classroom?
  3. What kind of activities do the teachers do to facilitate the children's learning? (provide supporting examples)
  4. Is the teacher's approach more teacher-directed or child-oriented? Why?

5. How are the general interactions between the teachers and the children? How about between the teachers? How do the teachers interact with you?
6. Conduct a portion of the CASS Assessment (see details in Blackboard). Provide a paragraph summarizing your findings.

- Observation 3: Running Record Observation #1

Create a 5-minute running record observation of a group of children (+/- teacher). Pick an area of concentration (examples: stages of play development, social interaction, interaction with materials, how complete an activity, etc.—see p. 79/80)

*STOP—pick one child to focus the rest of your observations on! This child will be the focus of your final portfolio presentation.*

- Observation 4: Running Record Observation #2

Create a 5-minute running record observation of your chosen child engaged in play or an activity. Focus on how the child relates to other children... does s/he choose to work/play with others? How does s/he initiate interactions? Note responses of other children to him/her. Observe and record his/her body movements, postures, and facial expression during work/play and in response to others.

- Emotion observation (Day ?)

1. Describe emotions your child displays and the ABC's that surround it? (A = antecedent (what went before), B= behavior (what emotions displayed), C = consequent (what happened after?))
2. Does s/he display awareness of her/his own emotions? How? Provide Support.
3. Does s/he display awareness of other's emotions? How? Provide Support.
4. How does s/he recover from a negative emotion?
5. Is her/his emotional expression and regulation typical for the age? Why do you think this?

- Social Development Observation (Day ?)

Create a graphic rating scale checklist related to social skills (see p.95). You may want to refer to your running record observation #2 as you design it. Then complete an observation by filling out the checklist for your child. (See p. 198-209)

- Physical Development Observation (Day?)

Create a checklist for gross motor and fine motor to assess your child's physical development. Then complete an observation by filling out the checklist for your child. (See p.161-164)

- Cognitive Development Observation (Day ?)

TWO anecdotal observations of your child solving a problem – For example, while playing with a puzzle or blocks, figuring out a math problem or during dramatic play. You can choose to record your child's problem solving skills when they engaged in a group or alone. (Draw a sketch or try to obtain visual evidence for inclusion in your Portfolio).

- Creativity Observation (Day ?)

TWO anecdotal observations of your child engaged in a creative activity (music, arts, dramatic play, etc.) or in creative thinking.

- Teacher Centered Observation (Day ?)

TWO anecdotal observations of your child during a teacher -centered activity (circle time, small group time, etc.)

*NOTE: For your portfolio/ Child Study project: Copy by hand or with a photocopier or take pictures of several examples of your child's artwork or writing or building.*

### **C. Reflection Journal**

In order to reflect on the content from class and what you are experiencing at your field work placement, you are expected to complete 7 entries in your reflection journal. Reflection journal entries will only be accepted typed, minimum 2/3 of a page, double spaced.

*Reflection Quotes:*

*Reflection 1:*

“We walk around believing that what we see with our eyes is real, when, in truth, each of us constructs our own understanding of what we are seeing.” ~Donald Hoffman

“We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment.” ~ Lisa Delpit

Quote Questions: What do these mean to you? How does perception influence your ability to make observations of the world around you? Why is it important for you to consider your personal mental filters when observing young children?

*Reflection 2:*

“If you have a child of two or three, let her give you beginning lessons in looking. Ask a child to come from the front of the house to the back and closely observe her small journey. It will be full of pauses, circling, touching, and picking up in order to smell, shake, taste, rub and scrape. The child's eyes won't leave the ground and every piece of paper, every scrap, every object along the way will be a new discovery. It does not matter if this is familiar territory, the same house, the same rug or chair. To the child, the journey of this particular day, with its special light and sound has never been made before. So the child treats the situation with the open curiosity and attention that it deserves. The child is quite right.” ~Corita Kent

Quote Questions: What is your reaction to this quote? Do you have any experiences that you can relate to it? What have you learned or been reminded of by a child that you wouldn't have noticed if that child had not shown or told you? What can teachers learn from observing children? What does it mean for a teacher to be “open to curiosity”?

*Reflection 3:*

“Children are capable, competent, curious, and creative. They are natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment and reflect on their discoveries. Children are not passive, empty vessels waiting to be filled; rather, they are self-motivated learners actively seeking to understand the complex world in which they live.” ~Lynn Staley

Quote Questions: What is your reaction to this quote? Do you agree with the author or not—and why? What is your view of children? How might your view of children influence your ability to making meaning from your observations of them? What did you observe so far at your sight that supports this quote?

*Reflection 4:*

“There was a child went forth every day,  
And the first object he looked upon, that object he became,  
And that object became part of him for the day or a certain part of the day,  
Or for many years or stretching cycles of years.” ~ Walt Whitman

Quote Questions: What are your reactions to this idea? What experiences from your childhood shape your identity today? How do you see the children you work with being affected by what surrounds them? How do the early experiences children have influence their identity? How can observing children and their interactions with their surroundings help you find better ways to teach them? What examples of teachers socializing children have you observed at your fieldwork?

*Reflection 5:*

“Every child has a story to tell, and within that story is the secret to reaching her or him as a learner. Children’s stories are windows into their uniqueness and clues on how to connect the child and the curriculum.” ~ Herb Kohl

Quote Questions: What do you think is meant by the idea of children having stories to tell? How do you think this relates to observing children? What can listening to children tell you about their development? How can observing children help you connect to them and better teach them? What stories have the children you have been observing telling?

*Reflection 6:*

“The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects the same way.” ~ Howard Gardner

Quote Questions: What does this mean to you? Why is it important for teachers to account for the Whole child when teaching? How does observing children help in teaching towards the individual? Towards all aspects of development? What have you observed in your fieldwork in terms of teaching toward the Whole child?

*Reflection 7:*

“As we move around the circle of life, there are certain things we must do if we are to learn and grow and live a good life. The first step is to listen. If we do not listen, then we will not hear anything. The second step is to observe. If we do not look carefully at things, they we will not really see them. The third step is to remember. If we do not remember those things we have learned, then we have learned nothing. The fourth step is to share. If we do not share, then the circle does not continue.” ~ Joseph Bruchac

Quote Questions: What does this mean to you? What are things you learned from you placement and seminar that you think you will always remember? What would you share with others about your experiences this semester?

## **D. Child Study/Portfolio Project**

### Part 1: Introductory Letter

NOTE: This letter is separate and should not be included IN your portfolio, although they are turned in together. This is the place where you can make personal comments/discuss your feelings toward the child and your experience.

Create a separate letter about your child that details:

- Why did you choose this child initially? What is unique about this child?
- What do you think the teacher may have missed, or something that the teacher was able to understand, about this child that is important in knowing this child as an individual learner?
- What did you learn most about teaching from your experience in your placement and from observing this child?

### Part 2: Portfolio Project

For the Portfolio Project, you will select items appropriate for a portfolio that offer a “compilation of evidence documenting a child’s development and learning over time” (McAfee & Leong, 2002, p.96). Your goal is to select and organize the portfolio contents to tell a story about your child (the specific story depends on your child and the journey s/he takes you on).

NOTE: The portfolio is about the CHILD—not you. Please do not include any personal comments or feelings you have towards the child. The focus of the portfolio is on what was observed and what story this tells about the child.

Your portfolio should include:

- Statement of purpose (a sentence or two that highlights why the material was chosen)
- Table of Contents
- As many appropriate observations from your observation log. DO NOT just include all your observations—only include those that relate to the story you are telling.
- Any artwork or other work copied or photographed from the original (this varies depending on the placement environment)

- Analyses of work samples attached to each item with detailed information about the item and a label on the top corner to coordinate with the index created. (Analyses should flow together to tell the child's story).
- Summary report (short paragraph with your concluding interpretations of what the evidence is saying about your child—what are the child's strengths, challenges and what growth was observed?)

### **E. Fieldwork Time Sheets**

YOU are responsible for maintaining an accurate timesheet of completed field hours. Please keep your timesheet up-to-date at all times. Please make sure one of the teachers in your classroom/your supervisor signs it each day you are at your site and any other times you attend to make up for time missed. Please record the exact times you are there (for example, 9:05 - 12:50, instead of 9 - 12:45, if you arrived slightly late and stayed quite a bit longer). If you are using your job as your placement site, please keep this time sheet even though you may use a time clock or another time sheet, since this time sheet documents your attendance for the purposes of this course.

## COURSE ADD

All fields below are required

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College : Education      Department : Teacher Education

Effective Term : Spring 2023

Rationale for adding the course:

This course focuses on the design, implementation and evaluation of activities and environments for young children to encourage learning related to STEAM [Science, Technology, Engineering, Art, Mathematics] in diverse bilingual contexts. The course will aid undergraduate ECCE students in gaining knowledge of state/national standards for early STEAM learning. ECED faculty will develop content exploration and synthesis for this course at a 3000/junior level (replaces 2000-level course) to align with the new program online course progression and national accreditation standards.

All fields below are required

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Subject Prefix and # ECED 3380

Title (29 characters or fewer): STEAM Learning in Early Years

Dept. Administrative Code : 0850

[CIP Code](#) 13.0101.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught:  Face-to-Face  Online  Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and 2-3 keywords (600 characters maximum):

*(Keywords are for Facilitation of course searches and should be words not already included in course title or description)*

This course provides an examination of the design, implementation and evaluation of activities and environments for young children to encourage learning related to STEAM [Science, Technology, Engineering, Art, Mathematics] in diverse bilingual contexts. It covers how environmental interactions, socio-cultural relationships, STEM process skills/practices and artistic expression interact to form the basis of early inquiry, problem solving, critical and creative

thinking, and STEAM conceptual development in young children. Students will gain knowledge of state and national teaching standards. Keywords: Early Childhood Education; Developmentally and Culturally Appropriate Practices; STEM/ STEAM Education.

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- |                                       |                   |                            |                                     |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture           | <input type="checkbox"/> H | Thesis                              |
| <input type="checkbox"/> B            | Laboratory        | <input type="checkbox"/> I | Dissertation                        |
| <input type="checkbox"/> C            | Practicum         | <input type="checkbox"/> K | Lecture/Lab Combined                |
| <input type="checkbox"/> D            | Seminar           | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E            | Independent Study | <input type="checkbox"/> P | Specialized Instruction             |
| <input type="checkbox"/> F            | Private Lesson    | <input type="checkbox"/> Q | Student Teaching                    |

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 14-week

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):



<b>Restrictions:</b>	
<b>Classification</b>	<b>Junior</b>
<b>Major</b>	<b>BSED</b>

*The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.*

## **ECED 3380: STEAM Learning in the Early Years**

### **I. Rationale for the Course**

This course focuses on the design, implementation and evaluation of activities and environments for young children to encourage learning related to STEAM [Science, Technology, Engineering, Art, Mathematics] in diverse bilingual contexts. Specifically, it examines in depth how environmental interactions, socio-cultural relationships, STEM process skills/practices and artistic expression interact to form the basis of early problem solving, critical and creative thinking, and STEAM concept development in young children. The course will aid undergraduate students focusing on Early Childhood Education in gaining knowledge of state and national guidelines for early STEAM learning and to better engage young children in developmentally appropriate and culturally sustaining Project-based and Inquiry-based STEAM learning experiences.

This course will replace a 2000-level version of the course to better match the new degree course progressions, trends in the field and to meet updated national accreditation standards. ECED faculty have developed new learning objectives, course materials, content exploration and synthesis activities for this course that meet the department guidelines for a 3000/junior level to provide more advanced knowledge/skill development for students regarding STEAM in the Early Years.

### **II. Course Description**

This course provides an examination of the design, implementation and evaluation of activities and environments for young children to encourage learning related to STEAM [Science, Technology, Engineering, Art, Mathematics] in diverse bilingual contexts. It covers how environmental interactions, socio-cultural relationships, STEM process skills/practices and artistic expression interact to form the basis of early problem solving, critical and creative thinking, and STEAM conceptual development in young children. Students will gain knowledge of state and national teaching standards.

### **III. Course Objectives/Purpose**

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

- Identify the importance of STE(A)M learning in the early years and its role in development and future learning;
- Discuss the critical impact of both the physical environment and socio-cultural interactions/relationships on young children's early STE(A)M conceptual development;
- Outline STE(A)M process skills/practices and the impact they have on the early problem solving, creative and critical thinking of young children
- Critically examine various instructional techniques and materials aimed at addressing young children's interests and strength in STE(A)M learning;
- Apply Inquiry-based learning methods to enhance STE(A)M domain competencies in young children;
- Design developmentally appropriate and culturally sustaining STE(A)M materials and experiences for culturally and linguistically diverse young learners.

ECED 3380 Sample Syllabus

#### IV. Materials (Texts and/or Readings)

- Helm, J.H. & Katz, L.G. (2016). Young Investigators: The project approach in the early years. NY, NY: Teachers College Press.
- Grennon Brooks, J. (2011). Big Science for growing minds: Constructivist classrooms for young thinkers. NY,NY: Teachers College Press.
- Erikson Institute (2014). Big ideas of early mathematics: What teachers of young children need to know. Boston, MA: Pearson.
- Gopnik, A., Meltzoff, A.N. and Kuhl, P.K. (2000). Scientist in the crib: What early learning tells us about the mind. NY, NY: William Morrow &Company, Inc.
- Charlesworth, C. (2016). Math and science for young children, 8<sup>th</sup> edition. NY, NY: Carnegie.
- Heroman, C. (2017). Making and tinkering with STEM. Washington, DC: NAEYC.
- Texas Prekindergarten Guidelines:  
[https://tea.texas.gov/sites/default/files/PKG\\_Final\\_2015\\_navigation.pdf](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf)
- Successful K-12 STEM education (2011). Available from:  
<https://www.nap.edu/catalog/13158/successful-k-12-stem-education-identifying-effective-approaches-in-science>
- STEM Integration in K-12 Education (2014). Available from:  
<https://www.nap.edu/catalog/18612/stem-integration-in-k-12-education-status-prospects-and-an>
- NAEYC Developmentally Appropriate Practice [DAP]. Available at:  
<https://www.naeyc.org/resources/topics/dap>
- Next Generation Science Standards [NGSS]. Available at:  
<https://www.nextgenscience.org>
- Common Sense Media Non-profit. (for Technology) Available at:  
<https://www.commonsensemedia.org/about-us/our-mission>
- American Society for Engineering Education [ASEE]. Available at:  
<https://www.asee.org/>
- National Council of Teachers of Mathematics [NCTM]. Available at:  
<http://www.nctm.org/>
- Selected additional readings provided in class/on Blackboard

#### V. Student Learning Outcomes

Student will:	Assessments
<ul style="list-style-type: none"> <li>• Identify the importance of STE(A)M learning in the early years and its role in development and future learning;</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Gain Quizzes; Class Participation Work</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the critical impact of both the physical environment and socio-cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Gain Quizzes; Class Participation Work</li> </ul>

interactions/relationships on young children's early STE(A)M conceptual development;	
<ul style="list-style-type: none"> <li>Outline STE(A)M process skills/practices and the impact they have on the early problem solving, creative and critical thinking of young children;</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Gain Quizzes; Class Participation Work</li> </ul>
<ul style="list-style-type: none"> <li>Critically examine various instructional techniques and materials aimed at addressing young children's interests and strength in STE(A)M learning;</li> </ul>	<ul style="list-style-type: none"> <li>Class Participation Work</li> </ul>
<ul style="list-style-type: none"> <li>Apply Inquiry-based learning methods to enhance STE(A)M domain competencies in young children;</li> </ul>	<ul style="list-style-type: none"> <li>Class Participation Work; EC STE(A)M Tool Kit Presentation</li> </ul>
<ul style="list-style-type: none"> <li>Design developmentally appropriate and culturally sustaining STE(A)M materials and experiences for culturally and linguistically diverse young learners.</li> </ul>	<ul style="list-style-type: none"> <li>EC STE(A)M Tool Kit Presentation</li> </ul>

## VI. Student Requirements/Assignments

### A. Knowledge Gain Quizzes

Each week, there will be assigned readings/videos to watch related to our EC STE(A)M topic. As a basic check of your new knowledge gain, you will complete a quiz. Questions will be multiple choice and you will have access to the course materials to select your answers. Your responses to the Knowledge Gain Quizzes are due by 11:45pm on Sunday of the weeks they are assigned [each quiz will be unavailable after this time and there are NO make-ups].

### B. Class Participation

Weekly participation in this course occurs through online postings and interactions in our course site. There are four types of participation that you will be involved in over the semester:

- **Discuss it!** For this type of participation, an open-ended question will be presented and you will need to post a video response on your thoughts/answer.
- **Do it!** For this type of participation, you will be given a hands-on STE(A)M challenge that you will need to experience/complete. You will need to post a video of yourself doing the challenge and reflecting on it.
- **Design it!** For this type of participation, you will be asked to create STE(A)M materials or activities that you could do with young children. You will need to post a video sharing your designed materials/experiences and explaining them to the class.
- **Assess it!** For this type of participation, you will be asked to review and evaluate some provided STE(A)M materials or activity for young children. You will need to post a video

sharing your thoughts on the developmental appropriateness and potential of the provided material/activity.

The point of each video (regardless of type) is for you to show the knowledge you have made and to make critical connections to the content topic of the week. Details for your weekly class participation task are found in Blackboard. Participation Video Postings are due by 12pm (Noon) Saturday of the weeks they are assigned.

In addition to your initial video post, you will be required to watch your classmates' video posts and provide feedback on TWO of your classmates' video postings. Video postings will be uploaded into Flip Grid (directions provided in Blackboard). Written Feedback postings to classmates will be posted in our weekly discussion boards in Blackboard.

Feedback to Classmates are due by 11:45 pm on Sunday of the weeks they are assigned.

### **C. EC STE(A)M Toolkit Presentation**

#### EC STE(A)M Toolkit Presentation

A Teaching Toolkit helps teachers plan for the materials and methods they will need and which learners can use during educational experiences. A EC STE(A)M Toolkit is designed specifically to contain the materials and methods that you as an early childhood teacher would need to effectively engage young learners in STE(A)M. Your EC STE(A)M Toolkit is meant to both showcase the knowledge you have gained over the semester and to serve as a future resource. For this final assignment, you will first create your own STE(A)M Toolkit and then you will share it by creating a PowerPoint Presentation.

#### **Assembling the components of your Toolkit**

**Part 1:** Your Toolkit will contain 8 manipulative items (also, if the manufactured kind, sometimes called table toys). These items should be a combination of purchased or home-made/recycled objects. You do not need the actual items but you do need pictures of each of your objects (either taken from the internet or captured by a camera). As you choose your manipulative items, consider the following:

- Is the object safe/developmentally appropriate for a 3 or 4-year-old to use?
- Does the material allow for exploration and inquiry?
- In what ways might children use it to explore/investigate a science, math or engineering topic with 3/4-year-olds? In what ways could the object be used with little technology (either little “t” tools or screen-based)?
- How does the material complement items the children are familiar with in their daily lives?

Items you may not include: Food items, paper, markers, scissors, a ruler or glue (or anything like these) because these are not manipulative items (these are all little “t” technology tools).

Do include manufactured or home-made “loose parts”, such as made by educational toy companies, that you may find at a craft/dollar store or that you may find in your recycle bin.

ECED 3380 Sample Syllabus

**Part 2:** Your Toolkit will contain 16 learning center ideas- two activities for each of your 8 manipulative items. For EACH of your manipulative items, you will have an activity idea that has a science/engineering focus and an activity that has a math focus. Regardless of your content focus, your learning center activities need to be: play and inquiry-based, hands-on and developmentally appropriate for 3/4-year-olds. Do not include any worksheets!!! You may copy activities from any resource you can find, including the Internet (you do not have to make them up, although you are welcome to).

For your activities, you should include:

- 1) The title of the activity
- 2) What the intended science/engineering or math learning outcome is according to the Texas Prekindergarten Guidelines. You must explicitly state your learning goal.
- 3) Which of your manipulative items is the main focus of the activity and any other materials that will be needed.
- 4) A brief description of the activity and how the children will be hands-on engaged and explore/practice the concept or skill related to your identified learning goal.

[For #3 and 4 above, you may copy directly from the resource you got the activity from. However, please include the URL of the website or book reference.]

In choosing your activities, be sure to consider the role of Art and Technology (tools).

### **Assembling your STE(A)M Toolkit PowerPoint Presentation**

To share with your classmates your STE(A)M Toolkit, you will present the content of your Toolkit in a PowerPoint presentation. Your presentation should include the following 18 slides:

1. Title slide with your name
2. List of your 8 manipulative items and why you chose them
3. Item 1 Science/Engineering Activity Detailed out (include pictures of the activity if available)
4. Item 1 Math Activity Detailed out (include pictures of the activity if available)
5. Item 2 Science/Engineering Activity Detailed out (include pictures of the activity if available)
6. Item 2 Math Activity Detailed out (include pictures of the activity if available)
7. Item 3 Science/Engineering Activity Detailed out (include pictures of the activity if available)
8. Item 4 Math Activity Detailed out (include pictures of the activity if available)
9. -18 keep repeating until you have shared a Science/Engineering and a math learning center activity for all 8 of your manipulative items.

In addition to text, use pictures as much as possible to illustrate how each manipulative item will be used and what the activities will actually look like.

BE SURE! to include enough information on your slides so that we understand what your TX PreK Guideline learning goal is, how your manipulative item will be used and what the children will actually be doing/what the activity is at the learning center.

In addition to posting your own STE(A)M Toolkit presentation by 11:45pm MT, you need to provide feedback to TWO of your classmates' presentations by Thursday, 11:45 pm MT. Your feedback to each classmate should be at least 50 WORDS.

# COURSE DEACTIVATION FORM

All fields below are required

**College :** Education  
Spring 2023/Summer 2023

**Department :** Teacher Education

**Effective term :**

**Rationale for deactivating the courses:**

ECED 2330- This course is old. It has not run in over 8 years. It is not tied to/part of any current Teacher Education Department degree plan.

ECED 2360 and ECED 2380- Both of these courses are on the BSED-ECCE cocentration only and they are being replaced with 3000-level versions (course add forms and new sample syllabi are submitted for the new versions, ECED 3360/3380). The changes in course level are needed to reflect upated trends in the field, new course progressions in the BSED-ECCE concentration and to better align the level of content/course level with accreditation standards.

**Courses to be deactivated: (You may list several on the same sheet)**

Course Prefix and Number	Course Title	Effective Term
Ex. POLS 2310	Introduction to Politics	Fall 2018
ECED 2330	Intro/Early Childho Educ	Spring 2023
ECED 2360	Observ & Assess Young Child	Summer 2023 (or semester after new ECED 3360 is available)
ECED 2380	STEAM Learning in Early Years	Summer 2023 (or semester after new 3380 is available)



# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED- ECCE concentration. It is for BSED students and so needs to be added as restricted to this major. In addition, the IDST needs to be removed because this degree is no longer active.

All fields below are required

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Subject Prefix and number BED 3344

Course Title Parent & Community Adv in BED

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Major Restriction	APLE, IDST	APLE; BSED

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED-ECCE degree only. We are removing the course pre-requisite so as to facilitate the course schedule rotation in the new 100%, fully online format of the BSED-ECCE concentration that is running through UTEP Connect. ECED faculty agree that students can successfully complete this course with the removal of the pre-requisite. We are adding a sophomore restriction as this course is 2000-level; it should be taken year 2 or higher.

All fields below are required

---

Subject Prefix and number ECED 2310

Course Title Infant Care & Education

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	ECED 2300	none
Restriction	none	Sophomore, Junior or Senior

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED-ECCE degree only. We are removing the course pre-requisite so as to facilitate the course schedule rotation in the new 100%, fully online format of the BSED-ECCE concentration that is running through UTEP Connect. ECED faculty agree that students can successfully complete this course with the removal of the pre-requisite. We are adding a sophomore restriction as this course is 2000-level; it should be taken year 2 or higher.

All fields below are required

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Subject Prefix and number ECED 2320

Course Title Toddler Care & Education

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	ECED 2300	none
Restriction	none	Sophomore, Junior or Senior

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED-ECCE degree only. We are removing the course pre-requisite so as to facilitate the course schedule rotation in the new 100%, fully online format of the BSED-ECCE concentration that is running through UTEP Connect. ECED faculty agree that students can successfully complete this course with the removal of the pre-requisite.

All fields below are required

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Subject Prefix and number ECED 3300

Course Title Child Dev Appl to E Practice  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	ECED 2300	none

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED-ECCE degree. We are removing the course pre-requisite so as to facilitate the course schedule rotation in the new 100%, fully online format of the BSED-ECCE concentration that is running through UTEP Connect. ECED faculty agree that students can successfully complete this course with the removal of the pre-requisite.

All fields below are required

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Subject Prefix and number ECED 3305

Course Title Approaches to EC Care & Ed.  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	ECED 2300	none

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED degree (ECCE and ELED concentrations). We are removing the course co-requisite so as to facilitate the course schedule rotation in the new 100%, fully online format of the BSED-ECCE concentration. We are also removing the co-requisite to align with updated schedule blocking in the BSED-ELED concentration.

All fields below are required

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Subject Prefix and number ECED 4335

Course Title Lang and Lit in the Early Years  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Co-requisite	RED 4341	none

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED degree (ELED concentration only). We are removing the co-requisite to align with updated schedule blocking in the BSED-ELED concentration. We are also updating the course title-- the old course title aligned with language in the previous APLE degree which expires in 2023. We are updating the title for this course to be more in line with the BSED degree program.

All fields below are required

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Subject Prefix and number TED 4355

Course Title Sem in Appl Critical Pedagogy  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Co-requisite	ELED 4310, RED 4338, ELED 4380	none
Title	SEm in Appl Critical Pedagogy	Foundations for Crit Teach & Learn

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED degree (EBIL concentration only). We are removing the co-requisite to align with updated schedule blocking in the BSED-EBIL concentration. We are also updating the course title - the old course title aligned with language in the previous APLE degree which expires in 2023. We are updating the title for this course to be more in line with the BSED degree program.

All fields below are required

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Subject Prefix and number BED 4355

Course Title Sem in App Bil Teach & Learn  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Co-requisite	BED 4338, BED 4310, BED 4380	none
Title	Sem in App Bil Teach & Learn	Foundations for Bil Teach & Learn

These changes will be reflected in Banner, Goldmine, and the catalog



# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED degree (EBIL concentration only). It currently has RED 2430 and BED 4340 as pre-requisites. However, RED 2430 is not on the current degree plan-- it has been officially replaced by RED 3315. So, the correct pre-requisites for this course should be RED 3315 and BED 4340.

All fields below are required

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Subject Prefix and number BED 4345

Course Title Biliteracy Dev & Assessment  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	RED 2430 (with C or Bette); BED 4340 (with C or Better)	RED 3315 (with C or Better); BED 4340 (with C or Better)

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

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College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

This course is required in the BSED degree (EBIL concentration only). It currently has RED 2430 and BED 4340 as pre-requisites. However, RED 2430 is not on the current degree plan-- it has been officially replaced by RED 3315. So, the correct pre-requisites for this course should be RED 3315 and BED 4340. Also, we need to remove BED 4355 as a co-requisite because in the new blocked progression for this program, students now take BED 4355 in an early block.

All fields below are required

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Subject Prefix and number BED 4338

Course Title Teach Lit/Lang Art DL Ele Cla  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Pre-requisite	RED 2430 (with C or Better) OR BED 4341 (with C or Better)	RED 3315 (with C or Better) OR BED 4341 (with C or Better)
Co-requisite	BED 4310; BED 4380; BED 4355	BED 4310; BED 4380

These changes will be reflected in Banner, Goldmine, and the catalog

# COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Education  
Spring 2023

Department : Teacher Education

Effective Term :

Rationale for changing the course:

In error, there are no major restrictions listed for this course. This course is specifically for Educator Preparation Program students, and thus, it should be restricted to the relevant majors. Also, we are removing EDPC 2300 as a pre-requisite because in the new block progression, students will take EDPC 2300 with ELED 4311.

All fields below are required

Subject Prefix and number ELED 4311

Course Title Teaching Sci in Element Class  
(Course descriptions are limited to 600 characters)  
(Course titles are limited to 29 characters)

Change	From	To
Major Restriction	none	APLE; BSED
Pre-requisite	BIOL 1103 w/C or better AND BIOL 1203 w/C or better ) AND (EDPC 2300 w/C or better ) AND (PSCI 2303 w/C or better ) AND (MATH 2303 w/C or better AND MATH 2304 w/C or better)	BIOL 1103 w/C or better AND BIOL 1203 w/C or better ) AND (PSCI 2303 w/C or better ) AND (MATH 2303 w/C or better AND MATH 2304 w/C or better)

**These changes will be reflected in Banner, Goldmine, and the catalog**

## Non-certification Pathways

The Bachelor of Science in Education also offers two concentrations for students who are interested in a career in the field of education outside of the realm of state public school teaching. Students interested in working in organizations involving education or child-advocacy, early childhood learning or childcare, early childhood intervention, or Head Start should consider a concentration in:

### Early Childhood Care and Education

This program is offered both on-campus face to face, and 100% fully online through [UTEP Connect](#).

The Bachelor of Science in Education- Early Childhood Care and Education (ECCE) program prepares educators to serve young children birth to five years of age [0-5] in diverse, bilingual settings outside of state public schooling. Emphasis in this program is on the care and education of young dual language and English language learners. This is a non-licensure concentration for students seeking professional preparation for working with infants, toddlers and preschool-aged children, in settings such as private and public childcare, early intervention, community and child-welfare programs, and Head Start.

The BS in Education-ECCE does not lead to Texas teacher certification. However, graduates of this degree may earn Texas teacher certification by later being admitted and completing program and state testing requirements under the College of Education Alternative Certification Program (ACP). The ACP has pathways both with and without a master's degree that graduates from the BS in Education-ECCE may choose from.

To earn the BS in Education-ECCE degree, students must complete The University Core Curriculum, College of Education Required Coursework and selected elective courses. ~~All College of Education Required Coursework requires a combined minimum grade point of 3.0. A total cumulative grade point of 2.75 or higher is required for this degree program.~~

~~The Early Childhood Care and Education concentration does not lead to Texas teacher certification.~~

This concentration requires that students complete:

1. the University Core Curriculum,
2. required College of Education Courses (60 SCH), and

3. ~~1833~~ SCH of open electives.

All College of Education Required Coursework require a combined minimum grade point of 3.0. A total cumulative grade point of 2.75 or higher is required for this degree program.

Some of the courses in this concentration require a field-based experience component, which may include students participating in ~~area~~-school district or local childcare activities in their local area. School districts or childcare centers may require participants to pass background checks prior to being allowed on-site for such activities. Students seeking this concentration ~~should~~ may choose to meet with a Center for Student Success (CSS) program advisor (on-campus format) or UTEP Connect program advisor (100% fully online format) to further discuss courses with field-based experience components and possible background check requirements ~~and identify a course of study that will help them prepare for their desired career path.~~

Required Credits: 120

- Complete and pass the THEA or TSI within the first two semesters.
- Plan on taking at least 15 SCH in Fall/Spring semesters and 3 to 6 SCH during Summer terms.
- Aim for a 3.0 GPA or higher; maintain a minimum 2.75 cumulative GPA.

## Degree Plan

(under "Expand All Sections")

~~-Early Childhood Care & Education (100% Fully Online)~~

Required Credits: 120

Code	Title	Hours
<b>University Core Curriculum</b>		
	<a href="#">Complete the University Core Curriculum requirements.</a>	42
<del>Courses listed = students dual fulfill ECCE Pre-professional Recommended Courses and University Core Curriculum</del>		
<b>College of Education Required Coursework <u>(60 SCH)</u></b>		
Required:		
<a href="#">BED 3344</a>	Parent & Community Adv in BED	3
<a href="#">BED 4340</a>	Principles of Bilingual/ESL Ed	3

Code	Title	Hours
<a href="#">BED 4345</a>	Biliteracy Dev and Assessment	3
or <a href="#">ECED 4335</a>	Lang & Lit in the Early Years	
<a href="#">ECED 2300</a>	EC Profession & Programming	3
<a href="#">ECED 2310</a>	Infant Care and Education	3
<a href="#">ECED 2320</a>	Toddler Care and Education	3
<del><a href="#">ECED 2360</a></del>	<del>Observ &amp; Assess Young Child</del>	<del>3</del>
<del><a href="#">ECED 2380</a></del>	<del>STEAM Learning in Early Years</del>	<del>3</del>
<a href="#">ECED 3300</a>	Child Dev Appl to EC Practice	3
<a href="#">ECED 3305</a>	Approaches to EC Care & Ed	3
<a href="#">ECED 3310</a>	The Arts in the Early Years	3
<del><a href="#">ECED 3345</a></del>	<del>Design Learn Env EC Care &amp; Ed</del>	<del>3</del>
<del><a href="#">ECED 3360</a></del>	<del>Observ &amp; Assess Young Child</del>	<del>3</del>
<del><a href="#">ECED 3380</a></del>	<del>STEAM Learning in Early Years</del>	<del>3</del>
<a href="#">ECED 4300</a>	Responsive Class Management	3
<del><a href="#">ECED 4320</a></del>	<del>Early Exper &amp; the Devel Brain</del>	<del>3</del>
<a href="#">ECED 4357</a>	Play & Learn in the Early Yrs	3
<del><a href="#">ECED 4367</a></del>	<del>Manage &amp; Lead EC Care &amp; Ed</del>	<del>3</del>
<a href="#">RED 3315</a>	Foundations of Lit and Learn	3
<a href="#">SPED 3310</a>	Intro to Inclusive Spec Ed	3
<del><a href="#">SPED 4350</a></del>	<del>Sp Top: Collab in Early Interven</del>	<del>3</del>
<del><a href="#">SPED 4350</a></del>	<del>Sp Top: Behav Interven Yg Child</del>	<del>3</del>

All College of Education Required Coursework require a combined minimum grade point of 3.0.

### Electives

Students work with their advisor to select ~~11-6~~ Elective Courses (~~33-18~~ SCH total). 1833

Code	Title	Hours
<b>Total Hours</b>		<b>120</b>

[Course List](#)

**-Early Childhood Care & Education (On-Campus)**

Required Credits: 120

Code	Title	Hours
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**University Core Curriculum**

<a href="#">Complete the University Core Curriculum requirements.</a>		42
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**Communication (Select 6 hours)**

<a href="#">RWS 1301</a>	Rhetoric & Composition I	
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<a href="#">RWS 1302</a>	Rhetoric & Composition 2	
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or

<a href="#">ESOL 1311</a> & <a href="#">ESOL 1312</a>	Expos Engl Compos-Spkr Esl and Res & Crit Writng Spkr Esl (For students whose secondary education was not in English)	
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**Mathematics**

<a href="#">STAT 1380</a>	Statistical Literacy	
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**Life and Physical Sciences**

<a href="#">BIOL 1103</a>	Introductory Biology Lab	
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<a href="#">BIOL 1203</a>	Introductory Biology	
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<a href="#">GEOL 1313</a>	Intro to Physical Geology	
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**Language, Philosophy and Culture (Select 3 hours)**

<a href="#">PHIL 1301</a>	Introduction to Philosophy	
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<a href="#">SPAN 2340</a>	Seeing & Naming: Conversations	
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<a href="#">WS 2300</a>	Introduction to Women's Studies	
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**Creative Arts (Select 3 hours)**

<a href="#">DANC 1304</a>	Dance Appreciation	
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Code	Title	Hours
<a href="#">MUSL 1324</a>	Music Appreciation	
<a href="#">THEA 1313</a>	Introduction to Theatre	
<b>American History</b>		
<a href="#">HIST 1301</a>	History of U.S. to 1865	
<a href="#">HIST 1302</a>	History of U.S. Since 1865	
<b>Political Science</b>		
<a href="#">POLS 2310</a>	Introduction to Politics	
<a href="#">POLS 2311</a>	American Gover & Politics	
<b>Social and Behavioral Sciences (Select 3 hours)</b>		
<a href="#">ECON 2303</a>	Principles of Macroeconomics	
<a href="#">LING 2340</a>	Lang. Inside & Out: Sel Topics	
<a href="#">SOCI 1301</a>	Introduction to Sociology	
<b>Component Area Option (select 6 hours)</b>		
<a href="#">COMM 1301</a>	Public Speaking	
<a href="#">UNIV 1301</a>	Seminar/Critical Inquiry	
<del>Courses listed = students dual fulfill ECCE Pre-professional Recommended Courses and University Core Curriculum</del>		
<b>College of Education Required Coursework <u>(60 SCH)</u></b>		
Required:		
<a href="#">BED 3344</a>	Parent & Community Adv in BED	3
<a href="#">BED 4340</a>	Principles of Bilingual/ESL Ed	3
<a href="#">BED 4345</a>	Biliteracy Dev and Assessment	3
or <a href="#">ECED 4335</a>	Lang & Lit in the Early Years	
<a href="#">ECED 2300</a>	EC Profession & Programming	3
<a href="#">ECED 2310</a>	Infant Care and Education	3
<a href="#">ECED 2320</a>	Toddler Care and Education	3

Code	Title	Hours
<a href="#">ECED 2360</a>	<a href="#">Observ &amp; Assess Young Child</a>	<u>3</u>
<a href="#">ECED 2380</a>	<a href="#">STEAM Learning in Early Years</a>	<u>3</u>
<a href="#">ECED 3300</a>	Child Dev Appl to EC Practice	3
<a href="#">ECED 3305</a>	Approaches to EC Care & Ed	3
<a href="#">ECED 3310</a>	The Arts in the Early Years	3
<a href="#">ECED 3345</a>	<a href="#">Design Learn Env EC Care &amp; Ed</a>	<u>3</u>
<a href="#">ECED 3360</a>	<a href="#">Observ &amp; Assess Young Child</a>	<u>3</u>
<a href="#">ECED 3380</a>	<a href="#">STEAM Learning in Early Years</a>	<u>3</u>
<a href="#">ECED 4300</a>	Responsive Class Management	3
<a href="#">ECED 4320</a>	<a href="#">Early Exper &amp; the Devel Brain</a>	<u>3</u>
<a href="#">ECED 4357</a>	Play & Learn in the Early Yrs	3
<a href="#">ECED 4367</a>	<a href="#">Manage &amp; Lead EC Care &amp; Ed</a>	<u>3</u>
<a href="#">RED 3315</a>	Foundations of Lit and Learn	3
<a href="#">SPED 3310</a>	Intro to Inclusive Spec Ed	3
<a href="#">SPED 4350</a>	<a href="#">Sp Top: Collab in Early Interven</a>	3
<a href="#">SPED 4350</a>	<a href="#">Sp Top: Behav Interven Yg Child</a>	3

All College of Education Required Coursework require a combined minimum grade point of 3.0.

### Electives

Students work with their advisor to select 11-6 Elective Courses (~~33-18~~ SCH total) 1833 from the list below.

<a href="#">ARTE 3307</a>	Introduction to Art Education
<a href="#">BED 4309</a>	Teaching SS in Bil Elem Class
<a href="#">BED 4311</a>	Teaching Sci in Bil Elem Clsrm
<a href="#">BED 4343</a>	Teaching Academic English
<a href="#">CHIC 3301</a>	La Chicana

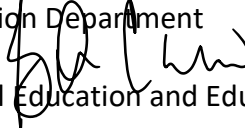
<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">CHIC 3311</a>	Chicano Studies: Societal Issu	
<a href="#">DANC 2301</a>	Improvisation	
<a href="#">DANC 3322</a>	World Dance	
<a href="#">EDPC 2300</a>	Intro to Child & Ad Devel	
<a href="#">ELED 4309</a>	Teach Social Studies Elem Clas	
<a href="#">ELED 4311</a>	Teaching Sci in Element Class	
<a href="#">ENGL 3305</a>	Children's Literature	
<a href="#">ENGL 4354</a>	Writing Processes of Children	
<a href="#">HSCI 3301</a>	Community Health	
<a href="#">HSCI 4101</a>	Health Ed Elem Schl Teach Lab	
<a href="#">KIN 4101</a>	P.E. for the Classroom Teacher	
<a href="#">MATH 2303</a>	Number Concepts	
<a href="#">MATH 2304</a>	Geometry & Measurement	
<a href="#">MATH 3305</a>	Proportion and Algebra	
<a href="#">PHIL 3303</a>	Philosophy of Education	
<a href="#">PSCI 2303</a>	Physical Science I	
<a href="#">PSCI 3304</a>	Physical Science II	
<a href="#">SOC 1301</a>	Introduction to Sociology	
<a href="#">SOC 2315</a>	Soci of Marriage and Family	
<a href="#">SOC 3306</a>	Cultural Diversity	
<a href="#">SOC 3327</a>	Social Inequality	
<a href="#">SOC 3330</a>	Language/Power on the Border	
<a href="#">SOC 3331</a>	Family Violence	
<a href="#">SPAN 3312</a>	Pedagogical Issues in Spanish	
<a href="#">SPED 3345</a>	Literacy Instruction for SWDs	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">SPED 3327</a>	Tchg Students with Hi Inc Dis	
<a href="#">SPED 3340</a>	Tchg Students with Lo Inc Dis	
<a href="#">WS 3331</a>	Gender & Popular Culture	
<b>Total Hours</b>		<b>120</b>
<a href="#">Course List</a>		

THE UNIVERSITY OF TEXAS AT EL PASO



*Counseling, Special Education, and  
Educational Psychology  
College of Education*

To: Dr. Alyse Hachey  
Co-chair, Teacher Education Department  
From: Dr. Beverley Argus-Calvo   
Chair, Counseling, Special Education and Educational Psychology  
Re: SPED Courses  
Date: August 30, 2022

This memo is to confirm that CSEP supports the inclusion of two special education special topics courses (SPED 4350- SP Topic: Collaboration in Early Intervention and SPED 4350- SP Topic: Behavioral Intervention with Young Children) in the new, updated BSED-ECCE degree plan. The CSEP department confirms that we will run these courses regularly per the course rotation schedule to facilitate the completion of these two SPED special topics courses by BSED-ECCE students.

500 University Ave.  
El Paso, Texas 79968  
(915) 747-5221