

UNDERGRADUATE CURRICULUM ADDITION MEMO

Date: December 3, 2019

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

Through: Dr. Sarah Peterson, Chair of The College of Education Curriculum Committee

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

To: Dr. Carla Ellis, Chair of the UTEP Undergraduate Curriculum Committee

Proposal Title: New UG track: BSED-Concentration in Early Childhood Care & Education

The Teacher Education Department is proposing the addition of a new concentration/track under the Bachelor of Science in Education. [This degree is currently the Bachelor of Arts in Applied Learning and Development (APLE)—see Elementary EPP curriculum change proposal also submitted where a name change is requested.

Broadly, the rationale for the proposed new program is:

1. to respond to the need for highly prepared educators of children from birth to age 5 in settings outside of state public schooling in our region;
2. to respond to recent Texas state legislation [HB-3] which offers provisions and places an emphasis on early childhood education;
3. to provide an alternative/non-certification educator preparation option for students who choose to stop-out of our elementary programs for personal or career reasons.

The Bachelor of Science in Education- Early Childhood Care and Education [BSED-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. This is a non-licensure concentration for students seeking professional preparation in the care and education of infants, toddlers and preschool-aged children, for settings such as private and public childcare, early intervention, community and child-welfare programs, and Head Start.

Program-level Information:

- Name of Degree: Bachelors of Science in Education (BSED) [BSED is to replace Bachelors in Applied Learning Development (APLE)]
- Name of new Concentration/track under degree:
 - Early Childhood Care and Education (ECCE)
- 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 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.

Note: We wish to de-couple the degree name change with the new program proposal. In the event that the Texas Education Agency does not grant the change of degree name and the program remains a BA in Applied Learning and Development (APLE), we ask that this new concentration/track proposal still proceed and be added under the current degree name.

Course Additions:

Seven new courses have been developed for this new concentration/track. These courses will be added to provide the needed content for preparation of students in this concentration pathway (Sample course syllabi are provided):

- ECED 2300: Early Childhood Professionalism & Programming
- ECED 2310: Infant Care & Education
- ECED 2320: Toddler Care & Education
- ECED 2360: Observation & Assessment of Young Children
- ECED 2380: STEAM Learning in the Early Years
- ECED 3300: Child Development Applied to Early Childhood Practice
- ECED 3305: Approaches to Early Care & Education

Please note that some courses for this track are newly added into the Elementary EPPs change proposal that has also been submitted. Course add forms for ECED 3310, ECED 4300 and RED 3315 can be found in the “Major revision to UG EPPs for elementary, middle grades & Special Ed.” proposal.

Enclosed you will find the necessary forms [a new concentration/track form, 7 course add forms, 7 sample syllabi]; as well as revised Undergraduate Catalog, including a description for the new concentration/track and new degree plan.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Bachelor of Science in Education- Concentration in Early Childhood Care & Education [BSED-ECCE]

College: Education

Department: Teacher Education

DEPARTMENT CHAIR

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



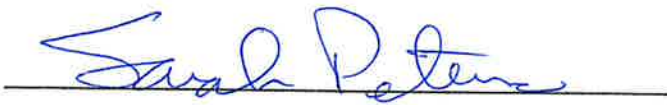
Signature



Date

COLLEGE CURRICULUM COMMITTEE CHAIR

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



Signature



Date

COLLEGE DEAN

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.



Signature



Date

The University of Texas at El Paso

College of Education
Department of Teacher Education
Program: Bachelor of Science in Education
(Currently Bachelor of Art in Applied Learning and
Development)

**Concentration/Track in
Early Childhood Care and Education [ECCE]**

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Request Form for a New Concentration/Track

Administrative Information

1. Institution: The University of Texas at El Paso
2. Concentration/Track Name: Early Care and Education [ECCE]
3. Proposed CIP Code: 30.9999.01
4. Number of Required Semester Credit Hours (SCHs): 120
5. Brief Program Description – Describe the concentration/track and the educational objectives:
The Bachelor of Science in Education with a Concentration in Early Childhood Care and Education [BSED-ECCE] program will prepare educators to serve young children birth to five years of age [0-5] in diverse, bilingual settings outside of state public schooling. This is a non-licensure concentration for students seeking professional preparation in the care and education of infants, toddlers and preschool-aged children, for settings such as private and public childcare, early intervention, community and child-welfare programs, and Head Start.

This degree program will aid students currently or planning to work with young children birth to age 5, in being able to better identify and respond to young children's unique ways of being and multimodal ways of expressing themselves in diverse, bilingual Early Childhood educational settings. Upon completion of this degree program, students will be able to:
 - Describe the main tenants of Asset-based Teaching and its application in Early Childhood Education; as well as the teacher's role in nurturing children's unique talents;
 - Analyze the critical impact of socio-cultural interactions, family/family-school relationships and responsive caregiver/teacher relationships on the development of young children from birth to age 5;
 - Compare and contrast major approaches to teaching children from birth to age 5, particularly in linguistically and culturally diverse settings, in terms of their: theoretical/philosophical/academic focus, teaching methods, design of child-teacher/ peer-to-peer interactions and use of environmental/educational/community-based resources;
 - Critically examine the impact of engagement with Early Childhood care and Education on young children's multimodal expressions of self, as well as their cognitive, social/emotional, language/early literacy and physical development;
 - Apply knowledge of Developmentally Appropriate and Culturally Sustaining teaching practice to the design of Early Childhood learning activities for culturally and linguistically diverse learners from birth to age 5.
6. Administrative Unit – Identify where the concentration or track would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):
The Teacher Education Department within the College of Education

7. Proposed Implementation Date – Report the date that students would enter the program with this concentration or track (MM/DD/YY): 08/01/20
8. Contact Person – Provide contact information for the person who can answer specific questions about the concentration or track:

Name: Alyse C. Hachey, Ph.D.

Title: Co-Chair of the Department of Teacher Education; Division Director of BELSS [Bilingual Education, Early Childhood Education, Literacy & Sociocultural Studies]; Associate Professor- Lead Faculty in Early Childhood Education; Co-Director- College of Education Makerspace

E-mail: ahachey@utep.edu

Phone: 915-747-7677

Concentration/Track Information

I. Need

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

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

There is a large need for well-prepared, high-quality Early Childhood educators in the El Paso region. The estimated number of children birth to age five years old as of 2019 is approximately 63,057 in El Paso County and 13,922 in Doña Ana County. El Paso County has approximately 300 childcare centers and there are approximately 150 childcare centers in Doña Ana County. Further, about 54% of children under six in the El Paso metro area live in families with all available parents in the labor force, creating a high need for child care. Additionally, region 19 Head Start staffs 31 Head Start centers serving more than 4,500 children and expectant mothers. To maintain their federal funding, Region 19 needs to continually staff (at a minimum) approximately 265 teachers with a Bachelor degree in Early Childhood education or Child development. The director of Region 19 has indicated that

they are currently allocating funds to provide early childhood undergraduate training to additional staff, including helping assistant teachers (another approximately 265) in obtaining a Bachelor degree.

Recent changes in legislature (HB-3) have created a need for educators to be trained specifically to work with children birth to age five years old, particularly at the prekindergarten level. State and federal early childhood provider systems, such as the example provided about Region 19, are currently allocating funds to provide early childhood undergraduate training to their staff.

Further, within state public schooling, HB-3 is requiring all school districts in the state of Texas to move from half day prekindergarten programs to full-day programs. With approximately 3,000 prekindergarten classrooms in the state, this will require the hiring of additional 3,000 prekindergarten teachers, creating a prekindergarten teacher shortage. However, a provision in HB-3 (highlighted below) states that partnerships with high-quality community-based child care facilities and Head Start that meet the statutory requirement of prekindergarten will qualify as meeting the requirements for HB-3.

Full-day Prekindergarten for Eligible Four-Year-Old's

- Requires LEA's to provide a full-day prekindergarten program to eligible four-year-old's
 - Requires LEA's to comply with former high-quality prekindergarten grant components for all four-year-old prekindergarten programs
 - The commissioner shall exempt a district if the implementation of a full-day program would require the district to construct classroom facilities or result in fewer eligible children enrolled in prekindergarten, but only if the district has considered a community-based prekindergarten partnership first.
 - o Boards must solicit partnership proposals with a public or private entity at a public meeting
 - o Be granted for a period no longer than three years
 - o Renewed only once
- **Community-based Prekindergarten Partnerships**
 - o Authorized prior to HB3, these are partnerships between school systems and community-based child care facilities or Head Start program.
 - o In these partnerships, eligible 3 and 4-year-old prekindergarten students are served in the child care program, but are considered enrolled in the public school system, with Foundation School Program funds coming to the school system as long as the partnership provides programs that meet the statutory requirements of prekindergarten.
 - o HB3 requires school systems to consider prekindergarten partnerships before constructing, repurposing, or leasing a facility to provide additional prekindergarten classroom space.
 - o Only programs that meet the prekindergarten high-quality components must be considered:
 - ♣ Are nationally accredited;
 - ♣ Are a Texas Rising Star program 3 or higher;
 - ♣ Are a Head Start provider; ♣ Are a Texas School ready participant; or
 - ♣ Meet the prekindergarten program requirements under TEC 29.1532

The BSED-ECCE program will thus serve the region's need for the preparation of non-certified Early Childhood educators in community-based child care and Head Start generally, as well as to help these entities to

meet the statutory requirements of HB-3 and partner with school districts by providing a well-prepared, high-quality prekindergarten workforce.

B. Student Demand – Provide short- and long-term evidence of demand for the concentration or track.

From 2018 to now, 63 College of Education students were not admitted into the EPP Certification Program or dropped the program; these students often leave the College of Education. Conservatively, half (approximately 32 students) may have opted into the BSED-ECCE concentration had it been available to them.

Additionally, between 2010 and 2018, approximately 71% of El Paso Community College [EPCC] students who completed an Associate of Arts in Teaching degree transferred to UTEP. With the current transfer pathways available, this translated to 114 new UTEP College of Education students in 2019 alone.

The new BSED-ECCE would become another (additional) direct transfer route between EPCC and UTEP. Students from EPCC could apply up to 60 of their credits from an Associate in Applied Science in Child Development directly into the BSED-ECCE degree plan, reducing their time-to-degree for the Bachelor. In 2017, EPCC graduated 61 students and in 2018, EPCC graduated 41 students with the AAS in Child Development. Using a more conservative transfer rate than current transfer pathways (i.e. 50%), on average we estimate that 25 students annually may transfer to UTEP to complete their bachelor degree in the new BSED-ECCE program.

In recent years, the state of Texas has enacted legislation and received major grants (i.e. the afore mentioned HB-3; the \$2M+ Preschool Development Birth to Five grant) to increase the quality and access to Early Childhood Education programs and services. This reflects a trend in the state of increasing awareness of the need for high-quality early care and education. As public policy and expanded career opportunities grow, students will increasingly seek professional preparation in this area.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program with this concentration or track. (Include majors only and consider attrition and graduation.)

Note: we have included a conservative estimate. This new concentration will be widely publicized with our varied community partners and may generate more new enrollment than our estimate.

YEAR	1	2	3	4	5
Headcount	30	50	55	60	65
FTSE	30	50	55	60	65

II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	42	N/A
Required Courses		
Prescribed Electives	33	N/A
Free Electives		
Concentration/Track	45	N/A
Other <i>(Specify, e.g., internships, clinical work)</i>	<i>(if not included above)</i>	N/A
TOTAL	120	N/A

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the concentration or track. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Required Courses

Prefix and Number	Course Title	SCH
ECED 2300*	Early Childhood Professionalism & Program Evaluation	3
ECED 2310*	Infant Care & Education	3
ECED 2320*	Toddler Care & Education	3
ECED 2360*	Observation & Assessment of Young Children	3
ECED 2380*	STEAM Learning in the Early Years	3
ECED 3300*	Child Development applied to Early Childhood Practice	3
ECED 3305*	Approaches to Early Childhood Care & Education	3
ECED 3310	The Arts in the Early Years	3
SPED 3310	SP Ed Svc/Stud/Gen/Sped Ed Set	3
RED 3315	Foundations of Literacy and Learning	3
BED 3344	Parent & Community Advocacy in Bilingual Education	3
BED 4340	Principles of Bilingual Education	3
BED 4345	Biliteracy Development and Assessment	3
OR		
ECED 4335	Language & Literacy in the Early Years	
ECED 4300	Responsive Classroom Management	3

ECED 4357	Play and Learning in the Early Years	3
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Free Elective Course Menu

Prefix and Number	Course Title	SCH
SOCI 1301	Introduction to Sociology	3
SOCI 3306	Cultural Diversity	3
SOCI3330	Language/Power on the Border	3
WS 3331	Gender & Popular Culture	3
DANC 3322	World Dance	3
DANC 2301	Improvisation	3
HSCI 3301	Community Health	3
ARTE 3307	Introduction to Art Education	3
ENGL 3305	Children's Literature	3
PHIL 3303	Philosophy of Education	3
SPED 3345	Lang Read for Special Learners	3
SPED 3327	Teaching Students with Mild Disabilities	3
SPED 3340	Stud't/Sever & Prof'd Disabil	3
BED 4343	Teaching Academic English	3
KIN 4101	Health Ed Elementary School Teach Lab	1
HSCI 4101	P.E. for the Classroom Teacher	1
BED 4343	Teaching Academic English	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3305	Proportion and Algebra	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
MATH 2303	Number Concepts	3
EDPC 2300	Dev in Young Child & Youth	3
ENGL 4345	Writing Processes	3
SPAN 3312	Pedagogical Issues in Spanish	3
ELED 4311	Teaching Science in Elementary Classrooms	3
BED 4311	Teaching Science in Bilingual Elementary Classrooms	3
ELED 4309	Teaching Social Studies in Elementary Classrooms	3
BED 4309	Teaching Social Studies in Bilingual Elementary Classrooms	3

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
*Alyse C. Hachey, Associate Professor	Ph.D. from Columbia University	ECED 2300; ECED 2310; ECED 2320; ECED 2360; ECED 2380; ECED 3300; ECED 3305; ECED 4300; ECED 4357	100%
Jessica Slade, Assistant Professor of Instruction	Ph.D. from UTEP	ECED 2300; ECED 2310; ECED 2320; ECED 2360; ECED 2380; ECED 3300; ECED 3305; ECED	100%

		3310; ECED 4335; ECED 4300; ECED 4357	
So Jung Kim, Associate Professor	Ph.D. from University of Illinois at Urbana-Champaign	RED 3315; ECED 4335	100%
New Faculty in Year _1_	TBA Lecturer/ Assistant Professor of Instruction	ECED 2300; ECED 2310; ECED 2320; ECED 2360; ECED 2380; ECED 3300; ECED 3305; ECED 3310; ECED 4335; ECED 4300; ECED 4357	100%
New Faculty in Year _2_	TBA Lecturer/ Assistant Professor of Instruction	ECED 2300; ECED 2310; ECED 2320; ECED 2360; ECED 2380; ECED 3300; ECED 3305; ECED 3310; ECED 4335; ECED 4300; ECED 4357	100%
New Faculty in Year _4_	TBA Lecturer/ Assistant Professor of Instruction	ECED 2300; ECED 2310; ECED 2320; ECED 2360; ECED 2380; ECED 3300; ECED 3305; ECED 3310; ECED 4335; ECED 4300; ECED 4357	100%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Elena Izquierdo, Associate Professor	Ph.D. from Georgetown University	BED 4340; BED 4345	100%
Josephina Tinajero, Professor	Ed.D. from Texas A&M University	BED 3344; BED 4340; BED 4345	100%
Maria de la Piedra, Associate Professor	Ph.D. from University of Texas at Austin	BED 4340; BED 4345	100%
Diane Golding, Assistant Professor of Instruction	Ed.D. from University of Southern California	RED 3315	100%

D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

The approach of the College of Education Undergraduate Student Recruitment Plan is to identify a series of opportunities in coordination with University partners to ensure continuous communication with prospective students the year leading up to their enrollment with the college. These opportunities include college events,

outreach, and a communication plan, which will help equip prospective students with the needed information to apply and enroll at UTEP, as well as know what to expect in this new phase of their education. This plan also lays out support to staff by including a calendar of events they will be participating in throughout the year; developing a set of goals and expectations as well as allow their own insight in the management of their caseload; dividing responsibilities among team members to reinforce their role; regularly sharing data to track progress; and implementing the use of technology to help record communication efforts. At the end of the year, the college will be able to review goals and criteria, assess the effectiveness of efforts, and make adjustments for the following year.

One example Recruitment Event: The UTEP College of Education annually holds an open invitation, low cost, region-wide Early Childhood Education Conference. In spring 2019, approximately 250 local birth to age 5 educators, the majority without a bachelor degree, attended this event. In the future, support staff will be on hand to promote the BSED-ECCE concentration and to provide detailed admission and program information for recruitment purposes.

Retention efforts for the College of Education include strengthening partnerships with the UTEP Academic Advising Center and EPCC; using Text Aim and Radius to facilitate communication campaigns; monitoring and targeting specific populations such as students with a 2.75 GPA or lower and students who have not enrolled in courses up to two terms back; and implementing early intervention strategies.

- E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The library currently houses teacher educational materials, including texts and journals applicable to the new concentration/track. Efforts will be made in the next three years to direct Teacher Education marked funds to build additional resources in the library related to the new course additions in the concentration/track (see marked courses in B. above).

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The College of Education currently houses The Makerspace Laboratory, a fully outfitted Early Childhood Education classroom space and lab. No additional facility and/or equipment improvements/additions are needed to support this new concentration/track.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs awards accreditation to early childhood associate, baccalaureate, and master's degree programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. During year 4-5 of the program, will conduct a NAEYC self-study and apply for an external evaluation in pursuit of NAEYC accreditation.

H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

Annually- enrollment, retention and graduate rates will be monitored. Graduate student surveys will be collected to gather qualitative feedback for program improvement. During year 4-5 of the program, we will conduct a NAEYC self-study and apply for an external evaluation.

III. Costs and Funding¹

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the concentration or track.

Five-Year Costs		Five-Year Funding	
Personnel ¹	• YR 1 = One Clinical Faculty @ \$60,000 • YR 2= Additional Clinical Faculty @ 60,000 • YR 4= Additional Clinical Faculty @ 60,000 • YR 1-5 =Adjunct Faculty @ 3,000 each	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$301,428
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	YR 1-5 = \$1,000 for Admin Costs	Other ⁴	\$0
Total Costs	\$710,000	Total Funding	\$301,428

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

¹ Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.

Catalog Copy

College Catalog- <http://catalog.utep.edu/undergrad/college-of-education/>

Non-certification Pathways

The Bachelor of ~~Arts in Applied Learning and Development~~ [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 classroom~~ teaching. Students interested in working in organizations involving education or child-advocacy, early childhood learning or childcare, early childhood intervention, ~~etc., or Head Start~~ should consider a concentration in:

- [Early Childhood Care and Education \[ECCE\]](#)

~~The Bachelor of Science in Education- Early Childhood Care and Education [BSED- ECCE] program prepares~~
~~The Bachelor of Science in Education- Early Childhood Care and Education [BSED- ECCE] program will prepare~~ [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 within the care and education of infants, toddlers and preschool-aged children, infor settings such as private and public childcare, early intervention, community and child-welfare programs, and Head Start.~~

[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.](#)

- Education and Community Studies

Degree Catalog- <http://catalog.utep.edu/undergrad/college-of-education/teacher-education/ba-applied-learning/index.html>

Non-certification Pathways

[Early Childhood Care and Education Concentration \[ECCE\]](#)

~~The Bachelor of Science in Education- Early Childhood Care and Education [BSED- 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. This concentration is for students seeking professional preparation in the care and education of infants, toddlers and preschool-aged children, for settings such as-~~
~~The Bachelor of Science in Education- Early Childhood Care and Education [BSED- 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.

~~private and public childcare, early intervention, community and child-welfare programs, and Head Start.~~

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, and
3. 33 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 participating in area school district or local childcare activities. 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 meet with a Center for Student Success (CSS) program advisor to further discuss 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.

<u>University Core Curriculum</u>	<u>Hours</u>
<u>Communication (Select 6 hours)</u>	<u>6</u>
<u>COMM 1611 AND RWS 1301; COMM 1611 OR RWS 1302</u>	
<u>Mathematics</u>	<u>3</u>
<u>STAT 1380</u>	
<u>Life and Physical Sciences</u>	<u>6</u>
<u>BIOL 1103; BIOL 1203; GEOL 1306</u>	
<u>Language, Philosophy and Culture</u>	<u>3</u>
<u>WS 2300 OR SPAN 2340 OR PHIL 1301</u>	
<u>Creative Arts (Select 3 hours)</u>	<u>3</u>
<u>DANC 1304 OR MUSL 1324 OR THEA 1313</u>	

<u>American History</u>	<u>6</u>
<u>HIST 1301; HIST 1302</u>	
<u>Political Science</u>	<u>6</u>
<u>POLS 2310; POLS 2311</u>	
<u>Social and Behavioral Sciences (Select 3 hours)</u>	<u>3</u>
<u>COMM 2350 OR LING 2340 OR PSYC 1301</u>	
<u>Component Area Option</u>	<u>6</u>
<u>SCI 1301 OR COMM 1301; UNIV 1301</u>	
	<u>Total</u> <u>42</u>
<u>Courses listed = students dual fulfill ECCE Pre-professional Recommended Courses and University Core Curriculum</u>	
<u>College of Education Required Coursework</u>	
<u>Code</u>	<u>Title</u> <u>Hours</u>
<u>ECED 2300</u>	<u>Early Childhood Professionalism & Program Evaluation</u> <u>3</u>
<u>ECED 2310</u>	<u>Infant Care & Education</u> <u>3</u>
<u>ECED 2320</u>	<u>Toddler Care & Education</u> <u>3</u>
<u>ECED 2360</u>	<u>Observation & Assessment of Young Children</u> <u>3</u>
<u>ECED 2380</u>	<u>STEAM Learning in the Early Years</u> <u>3</u>
<u>ECED 3300</u>	<u>Child Development applied to Early Childhood Practice</u> <u>3</u>
<u>ECED 3305</u>	<u>Approaches to Early Childhood Care & Education</u> <u>3</u>
<u>ECED 3310</u>	<u>The Arts in the Early Years</u> <u>3</u>
<u>SPED 3310</u>	<u>SP Ed Svc/Stud/Gen/Sped Ed Set</u> <u>3</u>
<u>RED 3315</u>	<u>Foundations of Literacy and Learning</u> <u>3</u>
<u>BED 3344</u>	<u>Parent & Community Advocacy in Bilingual Education</u> <u>3</u>
<u>BED 4340</u>	<u>Principles of Bilingual Education</u> <u>3</u>
<u>BED 4345 OR</u>	<u>Biliteracy Development and Assessment</u> <u>3</u>
<u>ECED 4335</u>	<u>Language & Literacy in the Early Years</u> <u>3</u>
<u>ECED 4300</u>	<u>Responsive Child Guidance & Classroom Management</u> <u>3</u>
<u>ECED 4357</u>	<u>Play and Learning in the Early Years</u> <u>3</u>
	<u>Total</u> <u>45</u>
<u>All College of Education Required Coursework require a combined minimum grade point of 3.0.</u>	
<u>Electives</u>	
<u>Students work with CSS and faculty advisors to select 33 SCH of electives.</u>	
	<u>Total</u> <u>33</u>
	<u>TOTAL CREDITS</u> <u>120</u>

Education and Community Studies Concentration [ECS]

The Education and Community Studies concentration does not lead to Texas teacher certification. This concentration requires that students complete:

1. the University Core Curriculum,
2. mathematics, science, and educational studies coursework,
3. 45 SCH of open electives, and

4. a senior project.

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

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF
DEPARTMENT OF
BACHELOR OF
DEGREE PLAN

Student: _____

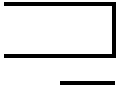
Catalog Term:

[illegible][illegible]

(CONTINUED ON REVERSE)

A maximum of 66 semester hours, limited to freshman and sophomore-level work, is transferable from two-year institutions.
"C" Rule - All courses used to satisfy the core curriculum must be completed with a "C" or better. This applies also to transferred courses.

Major
Degree Plan, Continued[illegible][illegible]



COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

The course will aid undergraduate students focusing on Early Childhood Education in being able to better perform systematic observations and assessments to evaluate programming in Early Childhood Settings (i.e. staffing, utilization of space, supplies and equipment; teacher-child interactions) based on state and national quality standards. Further, it will allow students to use knowledge of professionalism in the Early Childhood Education field to articulate their emerging identity as an early childhood education professional.

All fields below are required

Subject Prefix and # ECED 2300

Title (29 characters or fewer): EC Profession & Programming

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course provides an examination of professional and ethical codes of conduct in the field of Early Childhood Education. It focuses on the components of developmentally appropriate and culturally sustaining programming for young children, as well as the roles and responsibilities of caregivers and educators in these settings. Students will explore legislation and public policy related to the education of young children, analyze various Early Childhood programs according to state and national standards, and articulate their emerging identity as an early childhood education professional.

Contact Hours (per week): 3 Lecture Hours Lab Hours 5 Other

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |

- ☐ E Independent Study
☐ F Private Lesson

- ☐ P Specialized Instruction
☐ Q Student Teaching

Fields below if applicable

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):

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:	
Classification	
Major	BSED

ECED 2300: Early Childhood Professionalism and Program Evaluation

I. Rationale for the Course

This course focuses on professional and ethical codes of conduct in the Early Childhood Education field and related standards for Early Childhood programming. Specifically, it provides the components of developmentally appropriate and culturally sustaining early childhood programming for children birth to age 5, as well as the roles and responsibilities of caregivers and educators in these settings. The course will aid undergraduate students focusing on Early Childhood Education in being able to better perform systematic observations and assessments to evaluate programming in Early Childhood Settings (i.e. staffing, utilization of space, supplies and equipment; teacher-child interactions) based on state and national quality standards. Further, it will allow students to use knowledge of professionalism in the Early Childhood Education field to articulate their emerging identity as an early childhood education professional.

II. Course Description

This course provides an examination of professional and ethical codes of conduct in the field of Early Childhood Education. It focuses on the components of developmentally appropriate and culturally sustaining programming for young children, as well as the roles and responsibilities of caregivers and educators in these settings. Students will explore legislation and public policy related to the education of young children, analyze various Early Childhood programs according to state and national standards, and articulate their emerging identity as an early childhood education professional.

III. Course Objectives/Purpose

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

- Describe professional and ethical codes of conduct in the early childhood education field;
- Discuss state and national legislation and public policy as it affects young children, families, and programs for children;
- Critically examine their roles and responsibilities as early childhood educators, in particular the protection of young children from physical and psychological harm;
- Perform systematic observations, documentation, and other assessment strategies to evaluate the components of developmentally appropriate and culturally sustaining early childhood programming;
- Analyze programming in Early Childhood Settings ((i.e. staffing, utilization of space, supplies and equipment) based on state and national quality standards;
- Articulate their emerging identity as an early childhood education professional.

IV. Possible Materials (Texts and/or Readings)

- Feeney, S. (2012). Professionalism in Early Childhood Education: Doing our best for Young Children. Pearson. ISBN: 13: 9780137064700.
- Howes, C. (2010). Culture and child development in Early Childhood Programs. NY, NY: 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
- Texas Prekindergarten Guidelines:
https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf
- NAEYC Position Statement: Early Childhood Curriculum, Assessment & Program Evaluation: Building an effective, accountable system in programs for children birth to age 8. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf>
- Copple, C. & Bredekamp, S. (2009) Developmentally Appropriate Practices In Early Childhood Programs. Washington, DC: National Association for the Education of Young Children.
- 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
• Describe professional and ethical codes of conduct in the early childhood education field;	• Reading Quizzes • Site Visit Observations
• Discuss state and national legislation and public policy as it affects young children, families, and programs for children;	• Reading Quizzes
• Critically examine their roles and responsibilities as early childhood educators, in particular the protection of young children from physical and psychological harm;	• All Course Assignments
• Perform systematic observations, documentation, and other assessment strategies to evaluate the components of developmentally appropriate and culturally sustaining early childhood programming;	• Site Visit Observations
• Analyze programming in Early Childhood Settings (i.e. staffing, utilization of space, supplies and equipment) based on state and national quality standards;	• Site Visit Observations
• Articulate their emerging identity as an early childhood education professional.	• Who I AM Project • Teaching Philosophy Paper

VI. Student Requirements/Assignments

A. Reading Quizzes

Part of preparing to become a teacher /early childhood professional is to gain the needed content knowledge... the information needed to make informed decisions to positively impact children's lives and promote learning. In order to ensure that you are gaining content knowledge, there will be 8 quizzes based on the required readings throughout the semester (see schedule for quiz dates). Each Quiz will consist of two questions. You earn one point per question, two points per quiz, for a total of 16 points towards your final grade. You will find quiz prep sheets in the handout section of our online course site that lists several questions related to the readings. You should answer all of the quiz prep questions as you do the readings, as quiz questions will come from the prep sheet and you are allowed to bring your completed prep sheets to help you on quiz days. Please also bring paper and a pen to class on quiz days. Quizzes will take place at the beginning of class so please be present and on time as there are absolutely NO make-ups if you miss a quiz.

B. Who I AM Project

Who you are-- your identity-- is determined by your past, present and projected future. To self-reflect on your identity and how it will impact your teaching, you will create a project that explores your past experiences, present beliefs and future plans. Since this project is about YOU, there is no set *overall* visual appearance or specific feel this project should have. Just as your identity is unique, so too would a representation of your identity be unique. However, in your overall project design, please make clear the sections that relate to your Past, Present and Future Plans. Note: Your identity is also an intensely personal thing... only include information in your project that you are comfortable sharing with our learning community.

Your project should include:

Part 1: Representing Your Past Experiences

Step 1: Choose *at least* 5 important moments from your life from your birth until now that have shaped who you are and that you feel has impacted your feelings on, or what you believe about: children, teaching and learning. They can be moments that you actually remember or ones that your family has told you about that you feel has impacted who you are. Try to include moments that cover the span of your life.

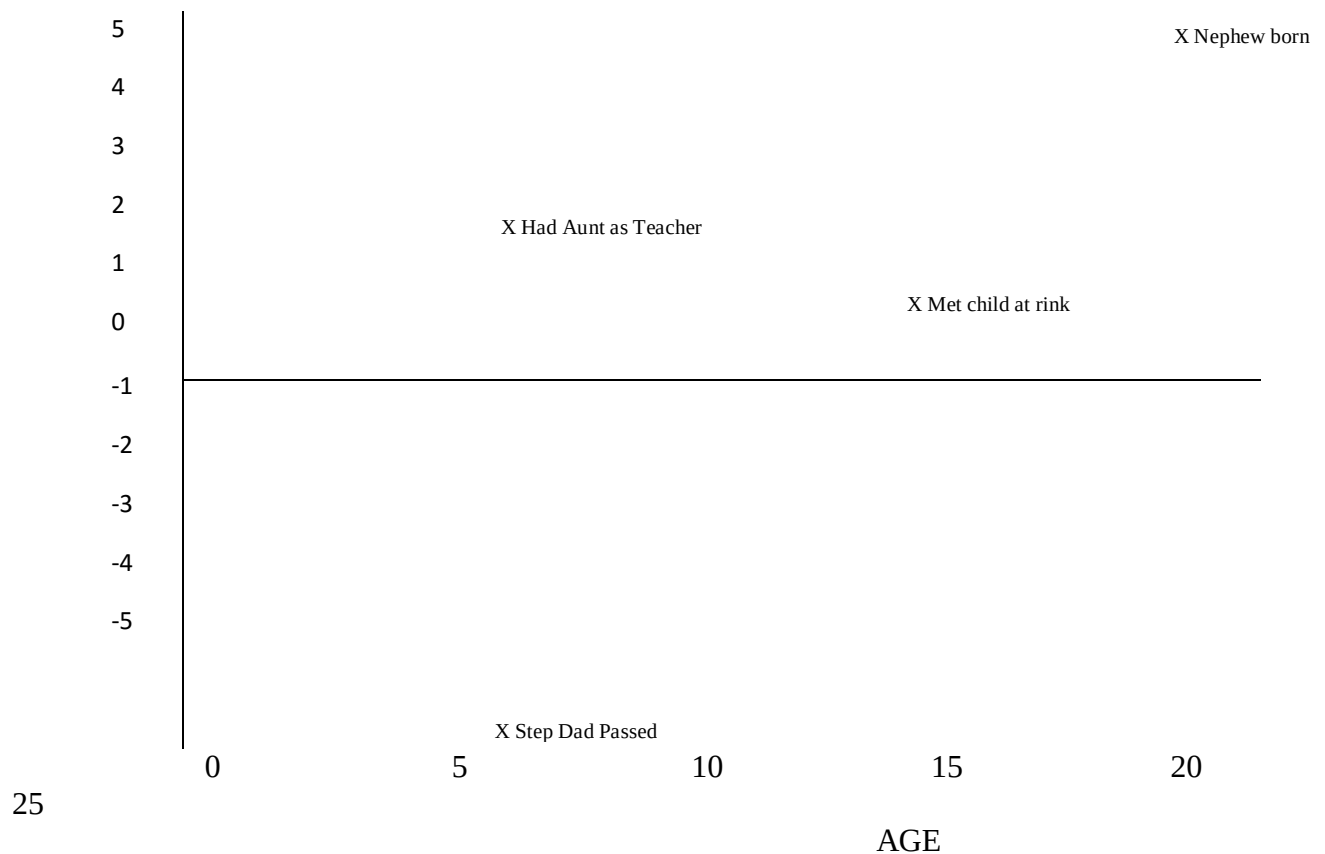
Step 2: Analyze each moment based on the following reflection criteria

- a. Give a *very* brief description of the experience
- b. Label the feeling(s) you experienced at the time of this event.
- c. Describe in what way (how) this event influences your thoughts and/or actions today.
- d. Rate this moment of your life on a scale from -5 to 5... decide whether this was a really negative event (-5), really positive event (+5), neutral event (0), or somewhere in between.

Step 3: Based on your chosen moments and reflection, create a graphical life line. A graphical life line displays your moments in chronological (age) order and also shows

what rating you gave the moment (positive to negative). To create your graphical life line: make a sideways T chart and on the horizontal axis (across the page), list the ages. On the vertical axis (up and down) put the ratings -5 to 5. Then, plot your moments by placing them at the correct age and at the correct rating. For each plotted moment, include: a caption that includes your analysis information from 2a, 2b and 2c, along with corresponding visual representations (photographs, illustrations, clippings, etc.).

Note: Your graphical lifeline represents your past! As such, you may want to include more information or pictures that reflect your life in general or your identity development than what is required above (see notes on social/cultural development). Be creative! Consider the aesthetics (beauty) of your life line as it reflects you. Feel free to personalize your lifeline to make it your own (as long as you have the required info, too!).



Part 2: Highlighting Your Present Beliefs

Step 1: Include in your project your “Myself as Teacher” work from our second class session. Make sure you have your picture AND your summary paragraph of what type(s) of teacher you see yourself as and why.

Step 2: Using your “I Believe” worksheet as inspiration, creatively represent what you consider the 5 most important beliefs you have right now about children.

Part 3: Creating a Plan for Your Future

Include in your project the Professional Development Plan you develop in the first lab session. Your plan should include:

- a. What age group/grade you are most interested in working with right now and why?
- b. What professional role(s) on the career lattice (p.22) most interest you and why?
- c. It is five years in the future-- what do you see yourself doing? AND-- What do you need to do (educationally, professionally, personally, etc.) to make your plan for your future come true?

This is your future you are talking about... your professional hopes and dreams. Feel free to personalize this information and represent it in a way that speaks to who you are.

C. Site Visit Observations

You will be visiting two early childhood settings over the semester: an infant/toddler setting (birth to 36 months) and a pre-school/prekindergarten setting (3 or 4-year-olds). During your visits, you will do an observation and take notes on what you see. You will also conduct portions of an ECERS and CLASS program assessment. The purpose of these visits is to see children and teachers in action, to observe the various environment and teaching approaches used in educating young children and to relate what you see in the field to what we are talking and learning about in class. For each site visit observation, you will then write up a report that includes your observation and an analysis and evaluation of what you observed.

Directions for Site Visits:

Part 1—For each 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 class room? 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.
6. Complete the CLASS handout provided to conduct an evaluation of your classroom for Teacher-Child Interactions.

Note: To help you organize your observation writing, note sheets have been provided in the Course Documents section of our online course site that you can use... or you can make your own, just be sure that you capture all of the required information listed under Part 1. The observation note sheets that are provided are for your personal use in the field... *they are NOT to be turned in as your Site Visit Report.*

Part 2—For each Site Visit 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, just 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/CLASS 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!
5. Analyze what you observed-- How does what you saw fit with:
 - a. the idea of teaching toward the whole child?
 - b. what we have discussed in class about the power of play?
 - c. the role of social interaction and the environment influencing child development?
6. Evaluate what you observed—
 - a. What did you like? Why?
 - b. What would you change? Why?
7. Based on what you observed, what do you think the teacher(s) value/believe about children?
8. What did you observe that changed or strengthened any of your personal beliefs on teaching and learning... and how?
9. How did you rate the ECERS assessment and why?
10. 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?)
11. How did you rate your teacher using the CLASS assessment and why?

12. What activities does this CLASS evaluation lead you to think about doing in this classroom (For example, if you found something lacking, then what activities could add to it, or if you found something great, then what activities could expand on it?)
13. Include your original observation notes, ECERS Assessment and CLASS Assessment stapled to the end of your report.

D. Teaching Philosophy Paper

A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. In addition to general comments, your teaching philosophy should discuss how you would put your beliefs into practice by including concrete examples of what you anticipate doing in the classroom. Having one is important because:

- What a teacher believes about both teaching and learning can have a major impact on the classroom environment.
- Teachers tend to implement classroom practices that reflect their philosophical beliefs.
- A well-reasoned personal philosophy can provide a basis for appropriate decision making and action.

The thinking and writing you do over the semester, the content you read and learn about, each school you visit, and each person you speak to about early childhood education will contribute to the development of your personal teaching philosophy. Over the course of the semester, you will complete two drafts of your teaching philosophy... Draft #1 and your Final Paper. All papers will be accepted only electronically as attachments—double spaced, 12-point, New Times Roman or Arial font.

Teaching Philosophy DRAFT #1: Reread all your class notes and assignment writing. As you do, use the Draft #1 note chart found in the handout section of our course site or a similar chart that you make for yourself to take notes. Make sure you find points from each of covered chapter sources that relate to your beliefs. If you use the text authors' exact words when you cite one of the chapters, use quotes and note the page number in parentheses (Author, Date, p.X). You should also write down any related personal experience that supports your belief. Once you have read and taken notes on your previous class writing, you are ready to start your first draft. Decide how to introduce this discussion of what you believe about early childhood education. Organize the beliefs you will discuss logically, so that the transition from one idea to the next make sense. Think about what belief leads you to talk about another and about how are they related to each other.

Now, you are ready to write your paper:

- ❖ Write an introductory paragraph.
- ❖ Write a second paragraph that discusses one of your beliefs about children, teaching and/or learning. Relate what you say to what you have read and experienced and support your claims with your readings. Cite the text like this when you refer to it: (Author, Date).
- ❖ Make a transition to your next belief and discuss it in a paragraph, again supporting what you say with what you've read and experienced.
- ❖ Continue to write paragraphs until you have discussed all of your beliefs.
- ❖ Reread again to figure out how to conclude your paper.

- ❖ Write a concluding paragraph.
- ❖ Spell and Grammar check your paper.
- ❖ Reread your paper a final time accounting for the notes below and make any last corrections.

Additional notes about writing your teaching Philosophy paper:

- Your philosophy should be written from the first person perspective (saying things like “I believe” or “In my classroom I will” rather than “You should” or “Teachers ought to”).
- Your philosophy will accompany you through the rest of your time at UTEP and hopefully, be developed and refined as you go on in your career. Therefore, avoid language specific to this class (such as “in our textbook” and “like in this class activity” and “my professor said”).
- Your paper should make connections between what you believe, why you believe this and what it actually means for your teaching practice....don’t just make statements...you need to explain them thoroughly.
- Your philosophy should be written both as a personal reflection and to show you have gained knowledge from the class content. Therefore, be sure to develop your ideas with supporting evidence from the class.

Teaching Philosophy Final Paper: To expand upon your first draft to include new thinking, reread your first draft. Then, reread all of the writing you’ve done since you wrote your first draft. Make notes about how your writing fits with the beliefs you wrote about in your first draft. Use the Draft #2 note chart found in the handout section of our course site or a similar chart that you make for yourself to take notes. Think about where in your first draft you can add information you have learned since you wrote your first draft to strengthen your first draft beliefs. Think about additional beliefs that you did not mention in your first draft that you feel it is important to now include. Make sure that as you revise, you are not losing anything important from your earlier draft. Please also see your instructor’s comments on your first draft for areas for improvement

Now you are ready to revise your paper:

- ❖ Begin with your first draft but rename it “Final Paper”.
- ❖ Checking your notes, add in new material to strengthen and deepen what you have already and delete what is no longer necessary.
- ❖ Create paragraphs for any beliefs that you did not cover in your previous drafts but now think are important to add.
- ❖ Reread to make sure you have included references to ALL of your work this semester throughout the paper.
- ❖ Reread again to make sure that you are not patching in new material, but, rather, that the new material fits seamlessly with what was there before. Adjust the arrangement of paragraphs if needed to create a better flow.
- ❖ Review your introduction to make sure it tells the reader what is now in the paper.
- ❖ Review your conclusion to make sure it summarizes anything you have added or adjusted.
- ❖ If your first draft had some areas for improvement, correct them now (see your instructor feedback)

- ❖ Again, if you use the authors' exact words when you cite one of the chapters, note the page number. Whenever you refer to the text put the authors' names and the date in parentheses like this: (Author, Date).
- ❖ Create a title page as the first page and a reference page as the last page of your paper. See directions for creating a reference page (available in the course document section of our course site).
- ❖ Create an abstract of your paper and include it as the second page (after your title page).
- ❖ Spell and Grammar check your paper.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

The course will aid undergraduate students focusing on Early Childhood Education in being able to better respond to the unique care and educational needs of infants and to establish strong home-school partnerships with families.

All fields below are required

Subject Prefix and # ECED 2310

Title (29 characters or fewer): Infant Care and Education

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course focuses on the theories, methods and materials of early care and education for infants (children birth to eighteen months) in diverse educational settings. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; and establishing respectful and responsive partnerships with families.

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

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	No

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	BSED

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ECED 2310: Infant Care & Education

I. Rationale for the Course

This course focuses on the theories, methods and materials of early care and education for infants (children birth to eighteen months). Specifically, it covers social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; and establishing partnerships with families. The course will aid undergraduate students focusing on Early Childhood Education in being able to better respond to the unique care and educational needs of infants and to establish strong home-school partnerships with families.

II. Course Description

This course focuses on the theories, methods and materials of early care and education for infants (children birth to eighteen months) in diverse educational settings. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; and establishing respectful and responsive partnerships with families.

III. Course Objectives/Purpose

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

- Recognize that each infant is a unique person with developing strengths and capacities who is worthy of respect;
- Identify multiple influences that impact infant behavior and development, in particular the relationships between the infant, the significant others in the infant's life, the environment and the cultural setting;
- Explain the benefit of building caring and responsive relationships with infants and families, including distinguishing the attributes of respect, consistency, trust and continuity of care;
- Apply knowledge of infant development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for infants;
- Design meaningful, differentiated, relationship-based infant care experiences that emphasize play, multimodal integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help);
- Demonstrate an advocacy perspective for the need for high quality infant care, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators.

IV. Possible Materials (Texts and/or Readings)

- Copple, C. & Bredekamp, S. (2010) Basics of Developmentally Appropriate Practice: An introduction for teachers of infants and toddlers. Washington, DC: National Association for the Education of Young Children.
- Gonzales-Mena, J. & Widmeyer Eyer, D. (2012). Infants, Toddlers, and Caregivers: A curriculum of respectful, responsive, relationship-based care and education, 10th edition. Boston, MA: McGraw Hill.
- Maguire-Fong, M.J. (2015). Teaching and learning with infants and toddlers: Where meaning making begins. NY, NY: Teachers College Press.
- Wittmer, D.S. & Peterson, S.H. (2018). Infant and toddler development and responsive program planning: A relationship-base approach. NY, NY: Pearson.
- Lewin- Benham, A. (2010). Infants and toddlers at work: Using Reggio-Inspired materials to support brain development. NY, NY: Teachers College Press.
- Gonzalez- Mena, J. (2011). Diversity in Early Care and Education: Honoring Differences. Boston, MA: McGraw-Hill.
- Harm, T., Cryer, D., Clifford, R.M. (2006). Infant/Toddler Environmental Rating Scale-Revised Edition [ITERS-R]. NY, NY: Teachers College Press.

V. Student Learning Outcomes

Student will:	Assessments
• Recognize that each infant is a unique person with developing strengths and capacities who is worthy of respect;	• All Course Assignments
• Identify multiple influences that impact infant behavior and development, in particular the relationships between the infant, the significant others in the infant's life, the environment and the cultural setting;	• Taking a Deeper Look Reflections • Childcare Values Journal • Infant Classroom Design Project
• Explain the benefit of building caring and responsive relationships with infants and families, including distinguishing the attributes of respect, consistency, trust and continuity of care;	• Taking a Deeper Look Reflections • Infant Teaching Portfolio
• Apply knowledge of infant development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for infants;	• ITERS Assessment & Recommendation Paper • Infant Classroom Design Project
• Design meaningful, differentiated, relationship-based infant care experiences that emphasize play, multimodal integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help);	• Infant Teaching Portfolio
• Demonstrate an advocacy perspective for the need for high quality infant care, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators.	• ITERS Assessment & Recommendation Paper • Infant Teaching Portfolio

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 our infant care and education 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 300 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. It is important to keep your answers/comments relevant to the topic of the discussion that week.

B. Childcare Values Journal

Throughout the semester, you will be making entries into a childcare values journal. The purpose of this reflective journal is for you to examine your own beliefs (both personal and professional) about how to care for infants while juxtaposing them to the varied beliefs and experiences of others. Some of the journal entries require some advance work – doing specific readings or talking to someone (infant caregivers, parents/family of an infant, etc.) using focus questions that will be provided. In all entries, the goal is for you to be thoughtful, confront the hard work of fully considering the values and experiences of others, and push yourself to contemplate issues of “rightness” in working with diverse families. Complete guidelines for the journal are in Blackboard. You will make 5 entries in your journal, with due dates indicated on the course schedule.

C. ITERS Assessment & Recommendation Paper

As an early childhood educator, it is important for you to know what “best practices” look like in an infant environment. One instrument used in the ECE field to determine “best practices” is the Infant/Toddler Environment Rating Scale (ITERS). You will use this instrument at child care setting to observe and evaluate the environment.

- A) Read the directions carefully, look at the examples, and then proceed to your observation of a particular program for infants.
- B) You will need at least three (3) hours to do this assignment. This time can be divided into two sessions for your convenience.
- C) The checklist form for this project is entitled SCORE SHEET. Fill out each section and then summarize your findings mentioning the strengths and weaknesses of the program. You will attach this form to your final recommendation paper that you turn in.
- D) After you have filled out the form (this is to be done at the site, with a summary of each individual section), you will then write a recommendations paper concerning your evaluation by answering the following question: What advice would you give the director at the center based on your observations and evaluations? Your recommendation paper should be a minimum of 300 words.

D. Infant Classroom Design Project

Working in a small group, you will plan for the materials and supplies needed to outfit a room for six infants and two caregivers. You will be given a specified budget, and your mission will be to

plan for purchases needed to begin programming in a new room. The focus for this assignment is translating what you know about infant programs into grounds-up decision-making that reflects a developmentally appropriate and culturally sustaining environment, while also gaining skill in team and consensus decision-making. You will be provided with some time for this group work during our scheduled meetings, but you will also need to meet outside of class to complete the project.

Part 1: Your group will write 6 note cards (provided) that will detail your classroom design. Your notecards should include: a) what interest centers you will have; b) details on what materials and equipment are included; c) discussion of safety considerations; d) discussion of health considerations; and e) ways that parents/families will be honored and engaged and f) other information you believe is important to make your classroom special and ideal. Support for each factor of your design should be provided on each note card and come from course materials and readings.

Part 2: Your group will create a poster presentation of your classroom design based on your note cards. The poster should include a mock-up of the physical layout of interest centers, materials and equipment. Your group will then provide a 10 minute presentation of your infant classroom design to our class during our poster session.

E. Infant Teaching Portfolio

Your final project for this course is the creation of an Infant Teaching Portfolio. It is meant to both showcase the knowledge you have gained over the semester and to serve as future resource. Your portfolio should consist of a Title Page and the following four sections:

Section A: Introduction

1. Table of Contents
2. Personal Teaching Statement on infant care and education (minimum of 350 words).
In your statement, explain what infant care and education means to you and your beliefs about its place in early childhood education.

Section B: Infant Board Books

1. Provide an Annotated Bibliography (see template in Blackboard) for six board books appropriate for children birth months to 18 months that could be used to launch a learning experience with this age group. Your annotated bibliographies should be a minimum of 150 words.

Section C: Infant Learning Experiences

1. Provide six learning experience plans (see template in Blackboard) for infants that use your annotated bibliography board books as the spark/introduction. You should have at least one learning experience that focuses on: 1) music/movement; 2) emotional development or self-help; 3) sensory/art exploration; 4) emergent language; 5) emergent mathematics; and 6) social interaction/development or dramatic play.
2. For EACH of your six plans, provide a detailed commentary that describes how the book, environmental set-up and materials, interpersonal interaction and actual experience will promote infants' growth and development in each of the above mentioned areas using the goals and objectives for the learning experiences and the

early learning guidelines you specifically identified. Each of your commentaries should be a minimum of 150 words.

Section D: Family Newsletter

1. Provide a family newsletter that details the learning experiences, their purpose and activity. Include detailed extensions for home [assume minimal/no supplies]. (See template and more directions in blackboard).

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

The course will aid undergraduate students focusing on Early Childhood Education in being able to better respond to the unique care and educational needs of toddlers and to establish strong home-school partnerships with families.

All fields below are required

Subject Prefix and # ECED 2320

Title (29 characters or fewer): Toddler Care and Education

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course focuses on the theories, methods and materials of early care and education for toddlers (children eighteen to thirty-six months) in diverse educational settings. The following topics are explored in depth: social, emotional, cognitive and physical development of toddlers; basic principles of toddler care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote toddler growth and learning; and establishing respectful and responsive partnerships with families.

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

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	No

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	
Major	BSED

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ECED 2320: Toddler Care & Education

I. Rationale for the Course

This course focuses on the theories, methods and materials of early care and education for toddlers (children eighteen to thirty-six months). Specifically, it covers social, emotional, cognitive and physical development of toddlers; basic principles of toddler care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote toddler growth and learning; and establishing partnerships with families. The course will aid undergraduate students focusing on Early Childhood Education in being able to better respond to the unique care and educational needs of toddlers and to establish strong home-school partnerships with families.

II. Course Description

This course focuses on the theories, methods and materials of early care and education for toddlers (children eighteen to thirty-six months) in diverse educational settings. The following topics are explored in depth: social, emotional, cognitive and physical development of toddlers; basic principles of toddler care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote toddler growth and learning; and establishing respectful and responsive partnerships with families.

III. Course Objectives/Purpose

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

- Recognize that each toddler is a unique person with developing strengths and capacities who is worthy of respect;
- Identify multiple influences that impact toddler behavior and development, in particular the relationships between the toddler, the significant others in the toddler's life, the environment and the cultural setting;
- Explain the benefit of building caring and responsive relationships with toddlers and families, including distinguishing the attributes of respect, consistency, trust and continuity of care;
- Apply knowledge of toddler development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for toddlers;
- Apply knowledge of language and literacy development, along with recognition of multicultural and social diversity, to evaluate children's literature for use in the toddler classroom;
- Design meaningful, differentiated, relationship-based toddler care experiences that emphasize play, multimodal integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help).

IV. Possible Materials (Texts and/or Readings)

- Copple, C. & Bredekamp, S. (2010) Basics of Developmentally Appropriate Practice: An introduction for teachers of infants and toddlers. Washington, DC: National Association for the Education of Young Children.
- Gonzales-Mena, J. & Widmeyer Eyer, D. (2012). Infants, Toddlers, and Caregivers: A curriculum of respectful, responsive, relationship-based care and education, 10th edition. Boston, MA: McGraw Hill.
- Maguire-Fong, M.J. (2015). Teaching and learning with infants and toddlers: Where meaning making begins. NY, NY: Teachers College Press.
- Wittmer, D.S. & Peterson, S.H. (2018). Infant and toddler development and responsive program planning: A relationship-base approach. NY, NY: Pearson.
- Lewin- Benham, A. (2010). Infants and toddlers at work: Using Reggio-Inspired materials to support brain development. NY, NY: Teachers College Press.
- Gonzalez- Mena, J. (2011). Diversity in Early Care and Education: Honoring Differences. McGraw-Hill. ISBN: 978-0-07-352586-0
- Harm, T., Cryer, D., Clifford, R.M. (2006). Infant/Toddler Environmental Rating Scale-Revised Edition [ITERS-R]. Teachers College Press. ISBN- 13:0807746401

V. Student Learning Outcomes

Student will:	Assessments
• Recognize that each toddler is a unique person with developing strengths and capacities who is worthy of respect;	• All Course Assignments
• Identify multiple influences that impact toddler behavior and development, in particular the relationships between the toddler, the significant others in the toddler's life, the environment and the cultural setting;	• Taking a Deeper Look Reflections • Childcare Values Journal • Toddler Classroom Design Project
• Explain the benefit of building caring and responsive relationships with toddlers and families, including distinguishing the attributes of respect, consistency, trust and continuity of care;	• All Course Assignments
• Apply knowledge of toddler development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for toddlers;	• ITERS Assessment & Recommendation Paper • Toddler Classroom Design Project
• Apply knowledge of language and literacy development, along with recognition of multicultural and social diversity, to evaluate children's literature for use in the toddler classroom;	• Toddler Teaching Portfolio
• Design meaningful, differentiated, relationship-based toddler care experiences that emphasize play, multimodal integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help).	• ITERS Assessment & Recommendation Paper • Toddler Teaching Portfolio

VI. Student Requirements/Assignments

A. Taking a Deeper Look Reflections

Each week, there will assigned readings/videos to read/watch in Blackboard related to our toddler care and education 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 300 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. It is important to keep your answers/comments relevant to the topic of the discussion that week.

B. Childcare Values Journal

Throughout the semester, you will be making entries into a childcare values journal. The purpose of this reflective journal is for you to examine your own beliefs (both personal and professional) about how to care for and educate toddlers while juxtaposing them to the varied beliefs and experiences of others. Some of the journal entries require some advance work – doing specific readings or talking to someone (toddler caregivers, parents/family of a toddler, etc.) using focus questions that will be provided. In all entries, the goal is for you to be thoughtful, confront the hard work of fully considering the values and experiences of others, and push yourself to contemplate issues of “rightness” in working with diverse families. Complete guidelines for the journal are in Blackboard. You will make 5 entries in your journal, with due dates indicated on the course schedule.

C. ITERS Assessment & Recommendation Paper

As an early childhood educator, it is important for you to know what “best practices” look like in a toddler environment. One instrument used in the ECE field to determine “best practices” is the Infant/Toddler Environment Rating Scale (ITERS). You will use this instrument at child care setting to observe and evaluate the environment.

- A) Read the directions carefully, look at the examples, and then proceed to your observation of a particular program for toddlers.
- B) You will need at least three (3) hours to do this assignment. This time can be divided into two sessions for your convenience.
- C) The checklist form for this project is entitled SCORE SHEET. Fill out each section and then summarize your findings mentioning the strengths and weaknesses of the program. You will attach this form to your final recommendation paper that you turn in.
- D) After you have filled out the form (this is to be done at the site, with a summary of each individual section), you will then write recommendations paper concerning your evaluation by answering the following question: What advice would you give the director at the center based on your observations and evaluations? Your recommendation paper should be a minimum of 300 words.

D. Toddler Classroom Design Project

Working in a small group, you will plan for the materials and supplies needed to outfit a room for ten toddlers and two caregivers. You will be given a specified budget, and your mission will be to

plan for purchases needed to begin programming in a new room. The focus for this assignment is translating what you know about toddler programs into grounds-up decision-making that reflects a developmentally appropriate and culturally sustaining environment, while also gaining skill in team and consensus decision-making. You will be provided with some time for this group work during our scheduled meetings, but you will also need to meet outside of class to complete the project.

Part 1: Your group will write 6 note cards (provided) that will detail your classroom design. Your notecards should include: a) what interest centers you will have; b) details on what materials and equipment are included; c) discussion of safety considerations; d) discussion of health considerations; and e) ways that parents/families will be honored and engaged and f) other information you believe is important to make your classroom special and ideal. Support for each factor of your design should be provided on each note card and come from course materials and readings.

Part 2: Your group will create a poster presentation of your classroom design based on your note cards. The poster should include a mock-up of the physical layout of interest centers, materials and equipment. Your group will then provide a 10 minute presentation of your toddler classroom design to our class during our poster session.

E. Toddler Teaching Portfolio

Your final project for this course is the creation of a Toddler Teaching Portfolio. It is meant to both showcase the know you have gained over the semester and to serve as future resource.

Your portfolio should consist of a Title Page and the following four sections:

Section A: Introduction

1. Table of Contents
2. Personal Teaching Statement on toddler care and education (minimum of 350 words).
In your statement, explain what toddler care and education means to you and your beliefs about its place in early childhood education.

Section B: Toddler Board Books

1. Provide an Annotate Bibliography (see template in Blackboard) for six boards books appropriate for children 18 to 36 months that could be used to launch a learning experience with this age group. Your annotated bibliographies should be a minimum of 150 words.

Section C: Toddler Learning Experiences

1. Provide six learning experience plans (see template in Blackboard) for toddlers that use your annotated bibliography board books as the spark/introduction. All of your learning experiences should have a language/literacy focus in combination with: 1) music/movement; 2) emotional development or self-help; 3) sensory/art exploration; 4) emergent mathematics; 5) social interaction/development and 6) dramatic play.
2. For EACH of your six plans, provide a detailed commentary that describes how the book, environmental set-up and materials, interpersonal interaction and actual experience will promote toddlers' growth and development in a) the early learning guideline you identified for language/literacy development and b) each of the above mentioned areas using the goals and objectives for the learning experiences and the

second early learning guideline you identified. Each of your commentaries should be a minimum of 150 words.

Section D: Family Newsletter

1. Provide a family newsletter that details the learning experiences, their purpose and activity. Include detailed extensions for home [assume minimal/no supplies]. (See template and more directions in blackboard).

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

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.

All fields below are required

Subject Prefix and # ECED 2360

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

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course focuses on the observation and assessment of young children. 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 personal 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 30 hours of fieldwork.

Contact Hours (per week): 1 Lecture Hours 2 Lab Hours 0 Other

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

☒ A Lecture

☒ B Laboratory

☐ C Practicum

☐ D Seminar

☐ E Independent Study

☐ F Private Lesson

☐ H Thesis

☐ I Dissertation

☐ K Lecture/Lab Combined

☐ O Discussion or Review (Study Skills)

☐ P Specialized Instruction

☐ Q Student Teaching

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	N

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	

Major	BSED
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ECED 2360: 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 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.

II. Course Description

This course focuses on the observation and assessment of young children. 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 personal 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 30 hours of 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 developmental strengths and needs of a child;
- Synthesize observations and interpretations of children's behavior 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*, 2nd 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
• Discuss developmentally appropriate, culturally sustaining, responsive practice in Early Childhood Education;	• All Course Assignments
• Describe the universal and differential characteristics of cognitive, physical, social, emotional and self-help development of young children;	• All Course Assignments
• Analyze diverse perspectives of observation and assessment, and the use of data-driven decision-making, to inform the care and education of young children;	• Observation Log Entries • Child Study/Portfolio Project
• 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;	• Anecdotal Edit Assignment • Observation Log Entries • Child Study/Portfolio Project
• Perform systematic observations, documentation, and other authentic assessment strategies to determine the development strengths and needs of a child;	• Observation Log Entries • Child Study/Portfolio Project
• Synthesize observations and interpretations of children's behavior along with varied developmental viewpoints.	• Observation Log Entries • Child Study/Portfolio Project

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? UImagine a better arrangement? Describe improvements or adjustments you would make.
4. What is the daily routine/schedule?

- 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. What are the general interactions between the teachers and the children like? How about the interaction between the teachers? How do the teachers interact with you?

- 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, double spaced and a minimum of 500 words.

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 placement 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

ECED 2360 Sample Syllabus

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.

If you miss a day at your field site for any reason, including that the school is closed on a day that UTEP is open, you **MUST** make up the hours and document them accurately on your timesheet. Many of you will come to your sites early and leave late. That is one way to make up time. Another is to go to your site on a day you are not scheduled to be there (at the convenience of your cooperating site). Please make sure your time sheet reflects the actual days and times you attend.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

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.

All fields below are required

Subject Prefix and # ECED 2380

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

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

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.

Contact Hours (per week): 3 Lecture Hours Lab Hours 0 Other

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	No

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	BSED

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ECED 2380: 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.

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.

III. Course Objectives/Purpose

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

- Compare and contrast research and related theories of child development as they relate to Project-based learning, Inquiry-based learning and early learning guidelines for STEAM learning;
- Analyze the critical impact of both the physical environment and socio-cultural interactions/relationships on young children's early STEAM conceptual development;
- Outline STEAM 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 STEAM learning;
- Apply Project-based and Inquiry-based learning methods to enhance STEAM domain competencies in young children;
- Design developmentally appropriate and culturally sustaining STEAM experiences for culturally and linguistically diverse young learners.

IV. Possible 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, 8th 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
- Selected additional readings provided in class/on Blackboard

V. Student Learning Outcomes

Student will:	Assessments
• Compare and contrast research and related theories of child development as they related to Project-based learning, Inquiry-based learning and early learning guidelines for STEAM learning;	• Taking a Deeper Look Reflections • Quick Writes/Written Closure Reflections
• Analyze the critical impact of both the physical environment and socio-cultural interactions/relationships on young children's early STEAM conceptual development;	• Taking a Deeper Look Reflections • Quick Writes/Written Closure Reflections
• Outline STEAM process skills/practices and the impact they have on the early problem solving, creative and critical thinking of young children;	• All Course Assignments
• Critically examine various instructional techniques and materials aimed at addressing young children's interests and strength in STEAM learning;	• Group Topic Facilitation • EC STEAM Portfolio
• Apply Project-based and Inquiry-based learning methods to enhance STEAM domain competencies in young children;	• Group Topic Facilitation • EC STEAM Portfolio
• Design developmentally appropriate and culturally sustaining STEAM experiences for culturally and linguistically diverse young learners.	• Group Topic Facilitation • EC STEAM Portfolio

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 our EC STEM 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. It is important to keep your answers/comments relevant to the topic of the discussion that week.

B. Quick Writes/Written Closure Reflections

A Quick Write is a strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess current thinking. The strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and demonstrate understanding of key concepts. You will be writing quick writes on activities and video viewings presented in class, as well as closure reflections at the end class. There will be no make-ups for missed Quick Writes/Written Closure Reflections due to non-attendance.

C. Group Topic Facilitation

On the second day of class, you will create your groups and your group will submit your first 3 choices for topics on which you will facilitate a hands-on practical application of the concepts you learned in the readings. Think about the activities we do in class that facilitate learning through practical applications. You will have a total of 50 minutes to facilitate your lessons.

Step 1: Choose your group and submit your first 3 choices for topics. Your group will be assigned your chapter/topic by the second day of class.

Step 2: Read the readings associated with your topic

Step 3: Meet with your group to brainstorm interactive teaching ideas. **YOU WILL NOT BE LECTURING, or PRESENTING A POWERPOINT!** Instead, you will plan and create hands-on, interactive, and practical learning experiences that allow your peers to **EXPERIENCE** the concepts presented in the readings. Think about the activities we do in class, look online for resources, and remember that learning should be Inquiry-based and hands-on.

Step 4: Create three Lesson Plans (template on BB) for your concepts that will take no more than 50 minutes total to complete with adults. You are assuming the role of a teacher educator, adding an additional level of “thinking about thinking” that is different from teaching young children. Every member of your group should contribute to creating the lesson plans, and you should write your name next to the portion that you did. Submit your lesson plans on BB one week before your assigned facilitation day.

Step 5: On your assigned day, you will have 50 minutes to facilitate (not present) your lesson plans as you have written it. You will turn in one hardcopy of your lesson plans prior to your facilitation beginning.

Step 6: Following your facilitation, you will briefly (500 words max) identify what worked well during you lessons, and what you feel needs improvement. You will submit this on BB one week after your facilitation.

D. EC STEAM Teaching Portfolio

Your final project for this course is the creation of an EC STEAM Teaching Portfolio. It is meant to both showcase the knowledge you have gained over the semester and to serve as future resource. Your portfolio should consist of a Title Page and the following four sections:

ECED 2380 Sample Syllabus

Section A: Introduction

1. Table of Contents
2. Personal Teaching Statement on EC STEAM (minimum of 350 words). In your statement, explain what infant care and education means to you and your beliefs about its place in early childhood education.

Section B: Infant EC STEAM

1. Provide an Annotated Bibliography (see template in Blackboard) for two board books appropriate for use with children birth months to 18 months that could be used to launch a STEAM learning experience with this age group. Your annotated bibliographies should be a minimum of 150 words.
2. Provide two STEAM learning experience plans (see template in Blackboard) for infants that use your annotated bibliography board books as the spark/introduction.
3. For EACH of your two plans, provide a detailed commentary that describes how the book, environmental set-up and materials, interpersonal interaction and actual experience will promote infants' growth and development using the goals and objectives for the learning experiences and the early learning STEAM guidelines you specifically identified. Each of your commentaries should be a minimum of 150 words.

Section C: Toddler EC STEAM

1. Provide an Annotated Bibliography (see template in Blackboard) for two board books appropriate for use with children 18 months to 36 months that could be used to launch a STEAM learning experience with this age group. Your annotated bibliographies should be a minimum of 150 words.
2. Provide two STEAM learning experience plans (see template in Blackboard) for toddlers that use your annotated bibliography board books as the spark/introduction.
3. For EACH of your two plans, provide a detailed commentary that describes how the book, environmental set-up and materials, interpersonal interaction and actual experience will promote toddlers' growth and development using the goals and objectives for the learning experiences and the early learning STEAM guidelines you specifically identified. Each of your commentaries should be a minimum of 150 words.

Section D: Preschool/Prekindergarten EC STEAM

1. Provide an Annotated Bibliography (see template in Blackboard) for two picture books appropriate for use with children 3 to 4 years old that could be used to launch a STEAM activity with this age group. Your annotated bibliographies should be a minimum of 150 words.
2. Provide two STEAM activity plans (see template in Blackboard) for preschoolers/prekindergarteners that use your annotated bibliography picture books as the spark/introduction.
3. For EACH of your two plans, provide a detailed commentary that describes how the book, environmental set-up and materials, interpersonal interaction and actual experience will promote preschoolers/prekindergarteners' growth and development using the goals and objectives for the learning activity and the early learning STEM guidelines you specifically identified. Each of your commentaries should be a minimum of 150 words.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

The course will aid undergraduate students focusing on Early Childhood Education in being able to better identify and respond to childrens' unique ways of being and multimodal ways of expressing themselves in diverse educational settings. It allows for students to be prepared to respond effectively to the unique developmental processes of children, and to design appropriate learning activities that promote optimal early child development during daily early childhood care and teaching practices.

All fields below are required

Subject Prefix and # ECED 3300

Title (29 characters or fewer): Child Dev Appl to EC Practice

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course will provide an examination of the psychological and psychosocial bases of early childhood as they relate to educational practice with young children, birth to age 8. It focuses on young children's physical, cognitive, communicative, social and emotional development-- both as contributors to, and as consequences of, early learning experiences. Early learning will be examined in relation to biological factors, child and family factors, program/schooling factors and social factors, particularly in diverse bilingual education settings.

Contact Hours (per week): 3 Lecture Hours Lab Hours 0 Other

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |

☐ F Private Lesson

☐ Q Student Teaching

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	No

Corequisite Course(s):

Equivalent Course(s):

Restrictions:

Classification	Junior or Senior Status
Major	BSED

ECED 3300: Child Development Applied to Early Childhood Practice

I. Rationale for the Course

This course focuses on the psychological and psychosocial bases of early childhood as they relate to educational practice with young children. Specifically, it provides an in-depth analysis of young children's (Birth to Age 8) physical, cognitive, communicative, social and emotional development. The course will aid undergraduate students focusing on Early Childhood Education in being able to better identify and respond to childrens' unique ways of being and multimodal ways of expressing themselves in diverse educational settings. It allows for students to be prepared to respond effectively to the unique developmental processes of children, and to design appropriate learning activities that promote optimal early child development during daily early childhood care and teaching practices.

II. Course Description

This course will provide an examination of the psychological and psychosocial bases of early childhood as they relate to educational practice with young children, birth to age 8. It focuses on young children's physical, cognitive, communicative, social and emotional development-- both as contributors to, and as consequences of, early learning experiences. Early learning will be examined in relation to biological factors, child and family factors, program/ schooling factors and social factors, particularly in diverse bilingual education settings.

III. Course Objectives/Purpose

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

- Identify biological and environmental influences on child development;
- Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on child development;
- Describe the universal and differential characteristics of cognitive, physical, social/ emotional, communicative and self-help development for children from birth to age 8;
- Explain the use of developmental assessments in each of the distinct periods of development (infant/toddlerhood, preschoolers, and primary-age children) as a means of meeting the differentiated needs, strengths and interests of students;
- Critically examine the impact of engagement with Early Childhood Care and Education on young children's multimodal expressions of self, as well as their cognitive, social/emotional, language/early literacy and physical development;
- Apply knowledge of universal and differentiated patterns of development to the design of appropriate Early Childhood learning activities in home-based and classroom settings.

IV. Possible Materials (Texts and/or Readings)

- McDevitt, T.M. & Ormrod, J.E. (2020). Child Development and Education, 7th Edition. Hoboken, NJ: Pearson Education Inc.
- Berk, L.E. (2019). Exploring Child Development. Hoboken, NJ: Pearson Education Inc.
- Weissman, P. & Hendrick, J. (2014). The Whole Child: Developmental education for the early years, 10th edition. Boston, MA: Pearson.
- Ormrod, L.E. (2020) Human Learning, 8th edition. Hoboken, NJ: Pearson Education Inc.
- Trawick-Smith, J. (2018). Early Childhood Development: A multicultural perspective 7th Edition. Boston, MA: Pearson.
- Feldman, R.S. (2016). Child Development, 7th edition. Hoboken, NJ: Pearson Education Inc.

V. Student Learning Outcomes

Student will:	Assessments
Identify biological and environmental influences on child development;	All Course Assignments
Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on child development;	- Reading Highlights - Family Interview Notes - Child Development Case Study
Describe the universal and differential characteristics of cognitive, physical, social/ emotional, communicative and self-help development for children from birth to age 8;	All Course Assignments
Explain the use of developmental assessments in each of the distinct periods of development (infant/toddlerhood, preschoolers, and primary-age children) as a means of meeting the differentiated needs, strengths and interests of students	- Observation Peer Reviews - Final Age Group Analysis
Critically examine the impact of engagement with Early Childhood Care and Education on young children's multimodal expressions of self, as well as their cognitive, social/emotional, language/early literacy and physical development;	- Reading Highlights - Observation Peer Reviews
Apply knowledge of universal and differentiated patterns of development to the design of appropriate Early Childhood learning activities in home-based and classroom settings	Child Development Case Study

VI. Student Requirements/Assignments

A. Reading Highlights

Each week, you are required to complete the chapter reading listed for that week *before* the day listed. On the day of class, you will bring in reading highlights for *each* chapter assigned. Your highlights should include:

- One thing that stood out for you/was interesting from the chapter.
- Two questions from the chapter (at least one of the questions should be for discussion, the other can be clarification).

B. Three Case Study Observations

See full directions in “Part 1” of the Child Development Case Study below. The due date for your observations depends on the age of the child you are observing; see the course schedule for your observation due date. This semester, you will be assigned to work groups. You will need to provide a copy of each of your child observation sheets to all members of your work group. Each completed child observation sheet (see handout in Blackboard) is worth 3 points (3 observations x 5 points = 15 points total).

Note: You will be awarded the 15 observation points when they are revised (based on peer review) and turned in as part of your completed Child Development Case Study at the end of semester. However, any student who does not bring the observations in on the original due date (for peer review) will only receive (at most) half credit.

C. Observation Peer Reviews

Your work group will consist of classmates who are observing the three different age groups (infant/toddler, preschool and primary). You will be completing three observations for one age group and your classmate(s) will complete three observations for the other age groups. You will be responsible for completing a peer review of two classmate’s work (most likely in each of the other age groups that you are not observing). You will review three observations for each classmate (each review is worth 1 point) during class on the day the observations are due (see course schedule). If you are absent on the day we do peer review, you will lose the related 3 peer review points for that day (NO MAKE UP). 3 peer reviews each 1 point x 2 classmates= 6 Points total.

D. Family Interview Notes

See full directions in “Part 2” of the Child Development Case Study below. The due date for your Family Interview Notes depends on the age of the child you are observing; see the course schedule for your observation due date. On the day they are due, you will present to your work group the responses you received during your family interview. You will need to provide a copy of each of your family interview notes to all members of your work group.

E. Final Age Group Analysis

At the end of each age group unit, you will complete the answers to the five questions below based on your classmates' cases and the textbook. You will have a chance to review and take notes on each case during group work before completing the answers below on your own.

Now that we have studied the behavior and ecological context of children who are the same age, please reflect on what you have learned and answer the following questions:

1. How did the children's behavior differ from one another?
2. Which area or areas of development was the most different between the children? (you can discuss up to 2 developmental domains here). Provide examples of their behavior to support your opinion
3. How were the children similar to each other?
4. How did their similarities relate to the typical development of their age? Use examples of the child's behavior and specific references to developmental theory/ research from the text to defend each of your opinions. Please mention a similarity in at least 3 of the developmental domains.
5. Describe 2 aspects of the ecological context that you think affected one of the children's development and/ or behavior. (You should choose the child you did peer review on for this question). This can include anything from the family interview or the settings in which the child was observed. For each aspect of context, explain how you think it affected the child. For example, if the child was observed in a big open space and you think it made them run around, explain that this is because children often feel more free to explore physically in open environments than more structured ones. If the parent works very long hours and you think this makes the child have a hard time separating in the morning explain this is because children of this age often can't understand that their parents will return after a long absence. Whatever you think the effect on the child is should be based on something you read in the text or that was discussed in class about how different things affect children at certain ages. It should not be based solely off of personal opinion/ experience.

You will complete a Final Age Group analysis for each of the age ranges (Infant/Toddler, Preschool and Primary). 3 Analyses x 5 points each = 15 points totals.

F. CHILD DEVELOPMENT CASE STUDY

For this assignment, you will conduct a case study of a child from 6-months to 8 years of age. You can choose the child of a family member, a neighbor or a friend; however, you CANNOT use your own child for the case study. Your case study has three parts to it. During Part A, you will conduct three observations of the child and complete a child observation sheet for each observation. During Part B, you will conduct a family interview.

From the information gathered from your observations of the child and interview with the family, you will then create a Case Study Commentary Report (Part C). Your commentary will outline: 1) the environmental influences on the child's development; 2) a summary comparison of your three observations; 3) a description of the strengths of the child in each of the developmental domains; and 4) two follow-up activities that a teacher/caregiver could do to help support the child's continued development.

PART 1: Three Observations of the Child (15 points—assumes revision from peer review)

You will observe the child in three different settings, for at least 15 minutes each. One of these observations must be in the setting of a school, preschool, day-care or after school setting. (Note: you can do more than one observation in a school setting but it needs to be in a different area of the school/classroom, such as one observation completed in the classroom block area and one completed when the child is in a pull-out music class).

Be sure ALWAYS to refer to the child with a fake name or by their initials only in your notes and final commentary.

During your observations, you will fill in the observation form provided (If the child's primary caregiver gives permission, you may also videotape the child and transcribe from the tape). The goal is to use detailed and objective language... that is, be sure to include: 1) the child's body movements, 2) the child's verbalizations, 3) the child's facial expressions and 4) the child's interactions with the objects and people in the setting. You should write down everything you see the child say and do, rather write an interpretation of what you see and hear. (For example, you should write "Johnny looked up, smiled and giggled twice" rather than "Johnny was happy").

You will be required to bring in your three observations to the class on the day they are due (observation due dates will be assigned based on the age of your child). After the due date, you will be required to revise each of your observations based on peer review.

PART 2: The Family Interview (6 points—assumes presented to work group on due date)

You can interview one or more family members. Choose to interview someone who knows the child very well (the primary caregiver of the child is preferable). Before beginning, explain to the family member(s) that you will be asking them some questions in order to get a better understanding of things that may influence their child's development. Then, reassure the family member(s) that the information gathered is for school purposes only and that all names or identifying information will be changed to protect the child and family's privacy. Be sure ALWAYS to refer to the child/family members with fake names or by their initials only in your notes and final commentary.

Ask the family member(s) the following questions; record the family member(s)' answers to each question in their own words:

1. What is the gender and ethnicity of the child?
2. Who are the members of the child's immediate family (including pets)?
3. What is the cultural background of the child: including home language, important family customs and family goals/concerns for the child? Invite the family member(s) to share any other information about the family's culture that they want to.
4. What school/child care setting does the child attend and how often?
5. Who are the frequent peers and/or playmates of the child and what types of activities do they commonly do?
6. What is a general description of the neighborhood in which the child lives?
7. How would you describe your/the family's relationship with the child's teacher/caregiver?
8. How would you describe your/the family's relationship with the people in the neighborhood?
9. What role do you think the child's school plays in the neighborhood?
10. Who are the important extended family members in the child's life and what is the frequency/types of contact?
11. Who are the important neighbors in the child's life and what is the frequency/types of contact?

12. Who are the important family friends in the child's life and what is the frequency/types of contact?
13. What types of mass media (TV, books, computer programs) is the child exposed to and how frequent is the contact?

BE SURE to keep all of your original interview notes as you MUST turn this documentation in to receive full credit for your Case Study Commentary Report.

PART 3: The Case Study Commentary Report

Task A: Commentary on the Ecological Analysis of the child (10 Points)

Using the answers from the family interview, complete the Bronfenbrenner Ecological Analysis (handout provided). Then, review the analysis to create a commentary on what you have learned about the environmental influences on the child's development. Write a description of the child (including *interests*), the family, the community, and your relationship to the child. Incorporate information learned about the contexts of the child's life, the family's values and beliefs, parents' or caregiver's goals for and concerns about the child, and other aspects within Ecological Systems Theory. Your commentary should be a minimum of two paragraphs.

Task B: Observation Summary Commentary (10 Points)

Using your observation notes and the work completed during in-class group work, create an observation summary commentary that includes the following:

1. Describe the three settings in which you observed the child, including who was present in each.
2. Describe how the child behaved similarly in each setting. Include in your description the child's general temperament (For example: They had a lot of energy in each setting or they showed a long attention span/ attention to detail in each setting), along with AT LEAST one other area of development. Give concrete examples to support what you say.
3. Describe how the child behaved differently in the different settings. Give concrete examples to support what you say. Provide an explanation for what in the settings (people, space and/or materials) you think influenced the differences in the child's behavior and how/why they had an influence.

Task C: Commentary on the child's development in each of the developmental domains (10 Points)

Next, you will describe what the child's strengths are in each of the five developmental domains. You will use the information gained from your observations and family interview. *Focus on what the child CAN do.* Give as many specific examples of what you saw and what the family member told you as you can. Be sure to specify which information was observed directly and which was given to you by the family member. Then state what was learned about the child's development in each area. Note: DO NOT say the child is "normal," "doing great," "is advanced" or use other biased language. Instead, give a concrete example of one aspect of their behavior that stood out to you in each domain:

1. Communication/Language Development (1 paragraph)
2. Physical/Motor Development (1 paragraph)
3. Problem Solving/Cognition Development (1 paragraph)
4. Social/Emotional Development (1 paragraph)
5. Self-Help Development (1 paragraph)

Task D: Concluding Commentary (10 Points)

Reviewing all of your tasks a, b and c, identify the child's key strengths and needs - *not* new information but rather highlight from what you have written so far. Then, using everything that you have learned including *the child's interests*, come up with at least two follow-up recommendations of activities that teachers/caregivers could implement to help support the child's continued development. (2 paragraphs)

Task E: Turn in your revised child observation notes (based on peer review) and family interview notes with your commentary report.

Child Development Case Study Rubric:

Does not yet meet expectations	Meets expectations	Exceeds expectations
The child study shows a lack of understanding of child development or does not describe the child's development in each of the following domains: social-emotional, language and literacy, cognitive, gross motor and fine motor. The study is not complete.	The child study shows a beginning understanding of child development and describes the child's development in each of the following domains: social-emotional, language and literacy, cognitive, gross motor and fine motor.	The child study demonstrates a deep understanding of child development and describes the child's development in each of the following domains: social-emotional, language and literacy, cognitive, gross motor and fine motor in detail.
The study does not mention the child's family, community, culture, languages spoken, and context of observation in the study of a child.	The study briefly mentions the child's family, community, culture, languages spoken, and context of observation in the study of a child. There is evidence that the family input was involved in the suggestions for continued growth and curriculum development.	The study provides an in depth description and understanding of the child's family, community, culture, languages spoken, and context of observation and shows a deep understanding of the need to include the family in. There is evidence that the family input was involved in the suggestions for continued growth and curriculum development.
Evidence of observing the child and/or the documentation is scant; examples are not given in each domain. The assessment is not reported using objective language to describe the child's development and does not give sufficient examples of the child's abilities and emerging skills in each domain. The assessment of the child is incomplete.	The observations of the child and the documentation is included but not in-depth; a few examples are given in each domain. The assessment is reported mostly using objective language to describe the child's development and gives a few examples of the child's abilities and emerging skills in each domain.	The observations of the child and the documentation is in-depth; many examples are given in each domain. The assessment consistently uses objective language to describe the child's development and gives multiple examples of the child's abilities and emerging skills in each domain.
The child study included repeated grammatical and grammatical errors.	The child study included few or no grammatical and spelling errors.	The child study included no grammatical and spelling errors.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

The course will aid undergraduate students focusing on Early Childhood Education in being well versed in historical and contemporary trends and current issues in early childhood education practice. Further, it will allow students to use knowledge of various approaches in the Early Childhood Education field to develop their skills and knowledge in the care and teaching of young children.

All fields below are required

Subject Prefix and # ECED 3305

Title (29 characters or fewer): Approaches to EC Care & Ed

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course provides a comprehensive exploration of the historical, philosophical, sociological, and political bases for the care and education of young children. It covers historical and contemporary approaches to early childhood education; multicultural and social ecological factors in early care and schooling, particularly for diverse bilingual settings; advocacy and current issues in early childhood education practice.

Contact Hours (per week): 3 Lecture Hours Lab Hours 0 Other

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

- | | |
|---|--|
| ☒ A Lecture | ☐ H Thesis |
| ☐ B Laboratory | ☐ I Dissertation |
| ☐ C Practicum | ☐ K Lecture/Lab Combined |
| ☐ D Seminar | ☐ O Discussion or Review (Study Skills) |
| ☐ E Independent Study | ☐ P Specialized Instruction |
| ☐ F Private Lesson | ☐ Q Student Teaching |

Fields below if applicable

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):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ECED 2300 or transfer equivalent	C or Better	No

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	Junior or Senior Status

Major	BSED
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ECED 3305: Approaches to Early Childhood Care and Education

I. Rationale for the Course

This course focuses on exploration of the historical, philosophical, sociological, and political foundations of the care and education of young children. Specifically, it covers in depth historical and contemporary theories of early childhood education, as well as current approaches and practices for the care and teaching of young children. The course will aid undergraduate students focusing on Early Childhood Education in being well versed in historical and contemporary trends and current issues in early childhood education practice. Further, it will allow students to use knowledge of various approaches in the Early Childhood Education field to develop their skills and knowledge in the care and teaching of young children.

II. Course Description

This course provides a comprehensive exploration of the historical, philosophical, sociological, and political bases for the care and education of young children. It covers historical and contemporary approaches to early childhood education; multicultural and social ecological factors in early care and schooling, particularly for diverse bilingual settings; advocacy and current issues in early childhood education practice.

III. Course Objectives/Purpose

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

- Identify the influences of socio-cultural, historical and political/economic factors on child development and early learning;
- Evaluate how various perspectives of the child and child development has impacted the purpose and types of educational programming for young children, both historically and in contemporary times;
- Compare and contrast how various early childhood models interpret appropriate content, approaches and standards in the early childhood classroom;
- Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on early care and schooling for children in diverse bilingual settings;
- Critically examine the role of social justice and multicultural inclusiveness in early childhood educational practices and policies;
- Develop an advocacy plan on behalf of young children and their families, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators.

IV. Possible Materials (Texts and/or Readings)

- Garhart Mooney, C. (2013). Theories of Childhood, 2nd Edition: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky. Redleaf Press. ISBN--13: 9781605541389.

- Lewin-Benham, A. (2011) Twelve best practices for Early Childhood Education. NY, NY: Teachers College Press.
- Follari, L. (2015) Foundation and best practices in Early Childhood Education: History, theories and approaches to learning. Boston, MA: Pearson.
- Epstein, A.S. (2014). The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning (Rev. Ed.). NAEYC. ISBN: 9781938113062
- Hall, E.L. & Rudkin, J.K. (2011) Seen and Heard: Children's rights in Early Childhood Education. NY, NY: Teachers College Press.
- Texas Prekindergarten Guidelines:
https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf
- 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
• Identify the influences of socio-cultural, historical and political/economic factors on child development and early learning;	• All Course Assignments
• Evaluate how various perspectives of the child and child development has impacted the purpose and types of educational programming for young children, both historically and in contemporary times;	• All Course Assignments
• Compare and contrast how various early childhood models interpret appropriate content, approaches and standards in the early childhood classroom;	• Reading Highlights • Round Table Discussions
• Analyze the impact of multicultural (race, class, gender, etc.) and social ecological (family, community, etc.) factors on early care and schooling for children in diverse bilingual settings;	• Round Table discussion • Partnering with Families • Advocacy Project
• Critically examine the role of social justice and multicultural inclusiveness in early childhood educational practices and policies;	• All Course Assignments
• Develop an advocacy plan on behalf of young children and their families, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators.	• Advocacy Project

VI. Student Requirements/Assignments

A. Reading Highlights

Each week, you are required to complete the readings listed for that week *before* the day listed. On the day of class, you will bring in reading highlights for *each* chapter/article assigned. Your highlights should include:

- One thing that stood out for you/was interesting from the chapter.
- Two questions from the chapter (at least one of the questions should be for discussion, the other can be clarification).

B. Round Table Discussions

In Blackboard, you will find the prompts for each week's round table discussion. Prior to class, you should access and complete your round table discussion sheet and bring it on the date listed. Your individual sheet, along with your round table group's summary sheet, will be collected at the end of our round table discussion activity.

(Example Round Table Prompt)

Howard Gardner wrote: "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."

1. What past influential persons' perspectives from this week's readings match Gardner's feelings about how children should be treated in early childhood education? How are they connected?
2. What ways do we see "teaching toward the individual" in education today?
3. In what ways are "teaching toward the individual" suppressed in education today? What from the past is still influencing education in this way?

C. Partnering with Families

Assume that you are a classroom teacher in a school (teaching your age group) and you want to plan a family event—an educational workshop. Spend a few minutes checking out some of the websites listed on Blackboard. Then, decide on a topic. (Keep in mind, the overall goal of your family event is to strengthen the family-school partnership.) Create a detailed plan that includes the following components:

- A brief description of your setting (type of school, age of children/grade, etc.)
- the topic of family event and reason why you chose it
- how the workshop will further the overall goal of partnering with families for student success (specifically)
- how the needs of families from diverse backgrounds will addressed/accounted for
- how the activity will be promoted
- when and where it will be held
- what exactly will take place
- who will be involved in the event and how
- how the event will be evaluated
- possible follow up/ support for families related to the topic

Be detailed. You should have at least a page and a half of plans.

ECED 3305 Sample Syllabus

D. Advocacy Project

As an early childhood professional, one of the ways to advocate for young children is by building support and educating audiences (i.e., parents/families, school personnel, elected officials and/or the general public) about an issue or a problem in the field. For this assignment, you will do research and write an advocacy paper (about 6 typewritten pages in length) and create a short Video Clip or Podcast to raise awareness on an early childhood education issue impacting the lives of young children and their families. You may choose to write this advocacy paper by doing an Internet search to find issues related to the topics from the list provided below or you may, with the approval of your instructor, write this paper on another ECE-related issue that you found out about in the course of your studies.

<i>Topics related to Early Childhood Education that might offer opportunities for advocacy:</i>	
1. Universal Pre-Kindergarten	2. Culturally Relevant Pedagogy
3. Fostering Family Engagement	4. Family Diversity
5. The impact of poverty on young children	6. Gender roles or gender identity and schooling
7. Educating emergent bilingual children	8. Ethnicity/Racial identity and schooling
9. Early Intervention/Early Childhood Special Education/Inclusion	10. Class size/Adult-Child Ratios
11. Funding for Early Childhood Education	12. Home visits/Home visiting programs
13. Head Start and Early Head Start	14. Access to high quality Infant/Toddler Programs
15. Funding for Arts or Physical Education	16. Early Childhood Standards
17. Integrating the Arts and Play in the early childhood classroom	18. Authentic Assessment
19. Multicultural curriculum	20. Mandatory enrollment age
21. Childhood obesity/health education/ Universal Health Care	22. Charter schools
23. Compensation for ECE professionals	24. Young Children and Technology/Media

PART 1: Problem Statement, Advocacy Plan, and Commentary

- a. Statement of the problem: Write 2-3 paragraphs defining and describing the advocacy issue in the context of early childhood education. Discuss how the early childhood advocacy issue affects children and families in New York City, if possible. Be sure to address the following:
 1. What is the specific problem/concern?
 2. Who is affected by the issue?
 3. How are children, families and the community being affected?
 4. Why does the issue need to be addressed now?
 5. Where is the problem the greatest?
 6. When is intervention needed to avoid negative consequences?
 7. What intervention is needed?
 8. Who is your target audience (who are you trying to influence/get to take action about the issue) and why they are in a position to help?
- b. Research Source Summaries: Provide summaries of three relevant research sources (See Summary Writing Handout for the format for creating a research summary). Your research sources should come from education journals (accessed through library databases), newspapers (from The New York Times, Daily News, New York Post, Education Week), Radio reports (NPR) or Blog Posts (e.g. Diane Ravich's blog). At least one of your three sources *must* be from an educational journal. All of your sources must be cited properly using APA formatting for references and in-text citations (see APA handouts provided). Each research source summary should be a minimum of 2 paragraphs long (6 total). In each summary, be sure to address the following:
 1. Provide an opening thesis statement that outlines the general topic and the author's main assertion, comment or position on the topic.
 2. Provide supporting ideas—cover all of the author's main ideas; show the relationships among these ideas.
 3. Indicate the author's purpose—to inform, to persuade, etc. Report the author's bias or position on the issue.
 4. Explain why you selected the research source. Conclude with what can be learned from this source.
- c. Small advocacy action: Write one paragraph explaining what type of advocacy and action is needed by *you* to bring your issue to the attention of the target audience.
- d. Large advocacy action: Write 2 paragraphs about reasonable action that could be taken by the target audience to address the issue. Realistically, outline a plan for what can/should be done to fix the problem. In addition, explain how different stakeholders (teachers, school leaders, parents, children, other community members) could be affected and/or play a role.
- e. Commentary: Write a concluding paragraph about why you choose this issue to advocate for. Why is this issue personally meaningful to you? How does this topic impact you as an early childhood educator?

PART 2: Create an Advocacy Message

A critical part of advocacy is to create a short and clear message that will capture the audience's interest. Using the four-part EPIC model (see Advocacy Toolkit handout for more details),

create a 2-3 minute video message or Podcast as if you were speaking to your target audience about the issue, either one-on-one or at a meeting or with an audience. Your taped message should include four parts:

1. **Engage your audience**
Choose language that would resonate with the target audience and help them understand the issue.
2. **Problem must be stated**
Clearly define the problem. Also, consider including the answer to some/all of the following questions... Who is affected? How are children, families and the community being affected? Why does the issue need to be addressed now? Where is the problem the greatest? When is intervention needed to avoid negative consequences? What data/research can you provide to emphasize the problem and its effect?
3. **Inform others about potential solutions:**
Briefly suggest a practical solution. Consider what action needs to be taken, the evidence you have to support this as a positive action, who needs to take action/how it might be funded.
4. **Call to action:**
Conclude by outright asking the audience to engage in the needed action, giving a specific way for the audience to get immediately involved.

In addition to your taped message, you will need to turn in a transcript of your Video/Podcast (your written script that you present).