

UNIVERSITY OF MASSACHUSETTS AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

PROGRAM REVISION APPROVAL FORM

50 COPIES REQUIRED

PROGRAM TITLE: Early Childhood Education and Development (ECED)

PLEASE CHECK: GRADUATE UNDERGRADUATE X

DEPARTMENT TECS HEAD/CHAIR: Grace Craig & Ernest Washington (Interim)

SCHOOL OR COLLEGE Education DEAN: Christine McCormick

Submission Date: 9/14/11 Proposed Starting Date: 10/30/11

I. PROPOSAL DEVELOPMENT

A. Describe the Proposal.

This proposal outlines changes to be made in Early Childhood Education and Development concentration within the undergraduate Education major. The changes include minor adjustments in course numbers to reflect changes in course and practica numbers that have been made over the years (e.g., EDUC 428 Reading Instruction, Principles and Strategies has been replaced with the current course EDUC 461 EDUC 461 Principles and Methods of Teaching Reading and the Language Arts), a structural reorganization of program requirements (i.e., the Field of Knowledge area is replaced with the requirement for specific course prerequisites; adjustments in the required core courses and electives), and the addition of two new proposed courses (EDUC4XXX Planning and Assessment and EDUC4XX Integrative Experience). EDUC 4XX Planning and Assessment is currently under review within SOE and is designed to replace EDUC 394 Preschool Curricula and reflect changes in teacher licensure requirements. EDUC4xx is under development as part of the IE Fellows program. The attached proposal includes a table listing the current structure and the proposed changes.

B. Provide a brief overview of the process for developing the Proposal.

A review of the current program of study indicated that the existing program did not align with current Massachusetts Department of Elementary and Secondary School Early Childhood Education teacher licensure requirements or with the Professional Standards associated with our external accreditation organizations (National Council for Accreditation of Teacher Education/National Association for the Education of Young Children [NCATE/NAEYC]). Specifically, the state licensure has moved from "PreK through Grade 3" to "PreK through Grade 2 teachers of Students with and without Disabilities", the state now requires 2 courses in Mathematics taken from a Math Department (Math 113 and Math 114) as well as a course in Math pedagogy (EDUC 463), and supervised student teaching experiences in public schools at both grades PreK or Kindergarten and Grades 1 or 2. In terms of NCATE/NAEYC, recent reviews by our external accreditation organizations indicated a need for program improvement in our preparation of teacher candidates' ability and competencies in areas related to their knowledge of family engagement and professionalism. Consistent with changes in state licensure NCATE/NAEYC now also requires more extensive supervised field experience in settings serving children birth to age 8. Though we expect, given past experience, that most of our graduates intend to pursue Early Childhood Teacher Licensure (public school teaching), in preparing this proposal we also reviewed the newly established Massachusetts Department of Early Education and Care Lead Teacher Credential (preschool and child care teaching) to ensure that the proposed program of study would meet these requirements. Recently the Department of Early Education and Care has identified the state need for early childhood teachers holding an undergraduate degree and the lack of Bachelor's level programs in Early Childhood across the state and particularly in Western Massachusetts. Addition review as part of the proposal development included consideration of the most recent scholarly research in the area of early childhood teacher preparation.

## **II. PURPOSE AND GOALS**

**Describe the Proposal's purpose and the particular knowledge and skills to be acquired.**

**The purpose of this proposal is to provide students with the practica and course work needed for licensure in the field of Early Childhood Education, consistent with the Massachusetts Department of Elementary and Secondary Education guidelines and expectations for teacher preparation programs as well as the national professional standards for early childhood preparation. Please see the attached document for further information.**

## **III. RESOURCES**

**If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.**

**No additional resources will be needed. The proposal builds on courses currently offered through the Education Minor.**

## Proposed Revisions: B.A. in Education

The current B.A. in Education includes two concentrations, Early Childhood Education and Development (ECED) and Elementary Education. We are proposing changes in the ECED component of the program to reflect changes in the requirements for licensure as an Early Childhood teacher through the Massachusetts Department of Elementary and Secondary and for credentialing as a Lead Teacher through the Massachusetts Department of Early Education and Care. We are not currently proposing any changes in the Elementary component for this degree.

Attached is the description and organization of ECED program in its currently approved form. We are proposing changes only to the ECED concentration at this time. These changes generally reflect a need to reorganize the structure of the program given changes in Massachusetts Teacher Licensure requirements.

### Summary of Changes

- The number of total credits needed to complete the major, including prerequisite course work and core courses, would remain the same (60 credits).
- The organization and the structure of the program would change, most notably by the elimination of the Field of Knowledge prerequisite course work (27 credits). The new structure would specify only three prerequisite courses, including two of those previously required (HumDev 270 and Math 113), with the addition of Math 114. This change in Math prerequisites reflects current state licensure requirements.
- In the Program of Study we would re-structure the number of credits for various practica; include one new course on Planning and Assessment in Inclusive ECE; add an additional course (EDUC 301: Young Children in Families and Schools), currently taught as part of the Education minor; and move three of the previously required courses into the area of elective options.
- Students seeking state licensure would continue to complete the requirements of a second major and we have broadened the scope of eligible second majors.
- This revision also requires minor course changes in course titles and descriptions (see attached) as well as approval for two new courses (Planning and Assessment in Inclusive ECE and Integrative Experience, attached). Below we address in detail anticipated changes.

**Program Goals:** The historical goals of the ECED program were to prepare individuals to teach young children in settings serving students in PreK through grade 3 (including public school setting and child care/preschool). The revised program would prepare individuals to teach typical and atypical students in PreK through grade 2 which reflects the current Massachusetts Department of Elementary and Secondary Education licensure fields. It is important to note that the current licensure field specifies competence with both typical and atypical students; this emphasis is associated with some proposed programmatic changes. The revised program would also prepare students to meet the newly (2010) developed Massachusetts Department of Early Education and Care Lead Teacher credential (for teaching in PreK and early education settings).

**Admission to Program:** Students would continue to be admitted upon completion of the prerequisite course work generally at the end of their sophomore year. As before applicants would need to submit evidence of having passed the Communication Skills and Literacy portion of the Massachusetts Teacher Tests, a cumulative grade point average of at least 2.75 and to submit a personal statement and attend an interview. Previously, two letters of recommendation were also requested. This will no longer be a requirement.

**Program Components:** Until now students have been required to have a second major in the liberal arts and sciences (the second major is only required for students seeking teacher licensure). The revised major would define the second major more broadly and would require a second major related to the field of early childhood education including majors within the College of Social and Behavioral Sciences (e.g. Psychology, Sociology), School of Public Health and Health Sciences (e.g. Communication Disorders), College of Natural Sciences (e.g. Biology, Mathematics), and College of Humanities and Fine Arts (e.g. English, History). This change relates to the change the overall organization of the university as well the new emphasis on atypical development evidence in the licensure requirements.

**Field of Knowledge:** In the new structure the ECED program would not require prerequisite course work within the area of formerly identified as “Field of Knowledge” (formerly 8 classes for a total of 27 credits). Three courses would be required prior to admission: HumDev 270 Child Development (previously required), Math 113 (previously required) and

Math 114 (currently required by MA DESE). Students would be expected to have a minimum grade of “B” in each of these courses. The current General Education requirements meet the previously identified Field of Knowledge courses.

Program of Study: The existing requirements include 46 credits of course and field work and 24 credits within the Field of Knowledge area (total = 60). The current program would include 44 credits of course and field work plus 13 credits required as prerequisites as well as an additional 3 credit Integrative Experience (new General Education requirement) for a total of 60 credits.

**Program Course and Field Work:**

<b>2003</b>		<b>Proposed</b>		
<b>EDUC 391 Introduction to Early Childhood</b>	<b>3</b>	<b>EDUC 393M Introduction to Early Childhood</b>	<b>Change in course number</b>	<b>3</b>
<b>EDUC 282A Early Childhood Pre-practicum to be taken with EDUC 391</b>	<b>1</b>	<b>EDUC 282E Early Childhood Pre-Practicum to be taken with EDUC 393 M</b>	<b>No change</b>	<b>1</b>
<b>EDUC 325 Introduction to Special Education</b>	<b>3</b>	<b>EDUC 325 Introduction to Special Education</b>	<b>No Change</b>	<b>3</b>
<b>EDUC 370 Writing for Education Majors (Junior Year Writing Requirement)</b>	<b>3</b>	<b>EDUC 370 Writing for Education Majors (Junior Year Writing Requirement)</b>	<b>No Change</b>	<b>3</b>
<b>EDUC 428 Reading Instruction, Principles and Strategies</b>	<b>3</b>	<b>EDUC 461 Principles and Methods of Teaching Reading and the Language Arts</b>	<b>Change in course number for course and related practicum</b>	<b>3</b>
<b>EDU 382A Education Pre-Practicum to be taken with EDUC 428</b>	<b>2</b>	<b>EDUC 482E Education Pre-Practicum to be taken with EDUC 461</b>	<b>Change in practicum number</b>	<b>2</b>
<b>EDUC 463 Principles/Method of Teaching Elementary Math</b>	<b>3</b>	<b>EDUC 463 Principles/Method of Teaching Elementary Math</b>	<b>No change</b>	<b>3</b>
<b>EDUC 394 Preschool Methods and Curricula</b>	<b>3</b>	<b>EDUCXXX ECE Planning and Assessment</b>	<b>Substitution of new course. New course would include an emphasis on planning and assessment within inclusive educational settings (meets new licensing requirements).</b>	<b>3</b>
<b>EDUC 498A Preschool Practicum to be taken with EDUC 394</b>	<b>5</b>	<b>EDUC 598 Preschool Practicum to be taken with EDUC XXX Planning and Assessment</b>	<b>Reduced number of credits; change in practicum number</b>	<b>3</b>
<b>EDUC 394L Preschool Seminar taken with EDUC 498A</b>	<b>2</b>	<b>EDUC 491D Practicum Seminar taken with EDUC xxx</b>	<b>Reduced number of credits and change in practicum number</b>	<b>1</b>
		<b>Students seeking Prek – 2<sup>nd</sup> licensure would need to pass the Early Childhood Curriculum and Foundations of Reading Massachusetts Teacher Tests prior to enrollment in EDUC 500C.</b>		
<b>EDUC 500 Practicum II K-3 (6 – 12 credits)</b>	<b>6</b>	<b>EDUC 500Y Practicum II 1<sup>st</sup>/2<sup>nd</sup> grades</b>	<b>Change in credit option and practicum number (reflects new licensing requirements)</b>	<b>6</b>

<b>EDUC 491D Seminar to be taken with EDUC 500C</b>	<b>3</b>	<b>EDUC 491D Practicum Seminar</b>	<b>Reduced number of credits</b>	<b>1</b>
<b>EDUC 291C Diversity and Change or EDUC 377 Introduction to Multicultural Education</b>	<b>3</b>		<b>No longer a requirement, option under electives</b>	<b>0</b>
<b>EDUC 497D Creative Activities</b>	<b>3</b>		<b>No longer a requirement, option under electives</b>	<b>0</b>
<b>EDUC491L Integrated Curriculum K- 3 Science</b>	<b>3</b>		<b>No longer required, EDUC 462 Science Methods is an option under electives.</b>	<b>0</b>
	<b>0</b>	<b>EDUC XXX Integrative Experience—course to be developed to meet new IE requirements</b>	<b>Added per new General Education Requirements</b>	<b>3</b>
	<b>0</b>	<b>EDUC 301 Young Children in Families and Schools</b>	<b>Added per NCATE reviews, currently offered within Education Minor</b>	<b>3</b>
<b>Total</b>	<b>46</b>			<b>38</b>
<b>New elective requirements (students must take 2 courses)</b>				
		<b>EDUC 497D Creative Activities</b>	<b>Previous core</b>	<b>3</b>
		<b>EDUC 377 Multicultural Education</b>	<b>Previous option under core</b>	<b>3</b>
		<b>EDUC 351 Social Foundations</b>		<b>3</b>
		<b>EDUC 492A Controversial Issues in Education</b>		<b>3</b>
		<b>EDUC 378 Survey of Children’s Literature</b>		<b>3</b>
		<b>HumDev 300 Infancy</b>		<b>3</b>
		<b>EDUC 462 Science in Early Childhood/Elementary</b>	<b>Previous core</b>	<b>3</b>
<b>Total</b>	<b>46</b>		<b>Total</b>	<b>44</b>