

Note: Before completing this proposal, all core courses for a new program or certificate must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. In addition, the complete catalog page must be included at the end of this document.

School or Division	School of Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	Regina Miller for Kelly Roy
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/8/2018
<p>All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p> <p><u>May R. Ryzio</u> <u>12/11/18</u> Curriculum Committee Chair Signature Date</p>	
<p><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p> <p><u>[Signature]</u> <u>12-12-18</u> Vice Provost for Academic Affairs Signature Date</p>	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<p><input checked="" type="checkbox"/> Reviewed</p> <p><u>Barbara J. Miley</u> <u>1-4-19</u> Office of Accountability & Effectiveness Signature Date</p>	

Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
Type name here		
Vice Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Kelly Roy	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Larry Miller	10/8/2018

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No, this will not result in a need for new materials.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Kelly Roy, Julia Kroeker, Mary Harder, and Mary Barbara Trube

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Inclusion Specialization Certificate
Describe (below) the process by which the need for the new program or certificate was identified. Along with the summary, delineate the parties that have endorsed the new program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.	
The need for the certificate was identified as a result of the Department of Early Learning's Career Pathway initiative for professional development and career advancement in Early Childhood Education. It was requested in April 2018 that State Colleges consider developing or adopting certificates to enhance early childhood educators' opportunities to move through the Tiers of credentials, and provide opportunities for recognition of achievement prior to completion of the AS. This has been endorsed by ECE faculty and staff.	
Provide a summary of the Program needs analysis.	
The needs analysis consisted of consideration of existing courses being gathered into a certificate to create a ladder for students that is consistent with the request from the Office of Early Learning.	
Provide a summary of the Salary Levels that graduates of this Program can expect to make.	
Students can earn between \$8.00/hour and \$20.00/hour following completion of the certificate.	
Briefly describe the existing resources available needed to implement this new program.	
Courses and faculty are in place and can accommodate the potential students pursuing the certificate. Courses will be offered online and blended supported through eLearning.	
Briefly describe the additional resources needed to implement this new program.	
Documentation of completion of the certificate and recognition on the transcript will be necessary. An increase in the number of students participating in graduation may result.	
Briefly describe any Program Accreditation required for this program.	
None currently	
Briefly describe any Industry Certification available for student to take during or following completion this program.	
This supports students' work towards an Florida Advanced Early Care and Education Credential.	
Project (below) the average enrollment for core courses.	
45	
Describe (below) how this projection was determined.	
Courses are currently being taught annually and that is their average enrollment each year. Some courses are offered each semester.	
List (below) similar programs or certificates at other colleges and universities.	
This certificate is a part of the statewide ECE framework. It is offered at Broward College currently.	

For AS and Certificate Programs: Attach a Copy of the related FLDOE Curriculum Frameworks. Copy and paste the "Standards" from the FLDOE framework (one standard per row). List the FSW course or courses in which that Standard is taught.

Program Title: Early Childhood Inclusion Specialization	
Career Cluster: Education & Training	
FLDOE Framework Standard	FSW Course
01.0 Demonstrate knowledge of early childhood education practices.	CHD 1332 EEC 1603
02.0 Demonstrate knowledge of early intervention and inclusion strategies.	EEX 1013 EEC 1603 EDF 2085
03.0 Demonstrate knowledge of observing and assessing young children.	EEX 1013
04.0 Demonstrate knowledge of the learning environment for young children.	CHD 1332 EEX 1013

Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No new positions		
Staff position(s) (List title)	Full time or part time?	Total annual expenses
No new positions		
Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.		
No new resources are necessary		
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.		
No new resources are necessary		
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.		
No new resources are necessary		
Identify (below) the funding source to be used for personnel and operating expenses.		
No new resources are necessary		

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.

The addition of this certificate can offer students an opportunity for recognition and achievement as they progress towards their AS, or to support them in their workplace. It is consistent with a statewide initiative of incentives. It can increase completion rates as well.

Added as an addendum to the certificate during 12/7/18 curriculum committee meeting:
STUDENTS MUST EARN A C OR BETTER IN ALL EARLY CHILDHOOD EDUCATION COURSES (INCLUDING THOSE WITH THE FOLLOWING PREFIXES: CHD, DEP, EEC, EEX, EDF, EME, AND HSC) REQUIRED FOR THE MAJOR FOR A COURSE TO MEET DEGREE COMPLETION REQUIREMENTS FOR THE AS IN ECE.

MRM
12/11/18

Florida Department of Education
Curriculum Framework

Program Title: Early Childhood Inclusion Specialization
Career Cluster: Education & Training

CCC	
CIP Number	0413121000
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2051 - Special Education Teachers, Preschool
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of early childhood education practices.
- 02.0 Demonstrate knowledge of early intervention and inclusion strategies.
- 03.0 Demonstrate knowledge of observing and assessing young children.
- 04.0 Demonstrate knowledge of the learning environment for young children.

Florida Department of Education
Student Performance Standards

Program Title: Early Childhood Inclusion
 CIP Number: TBD
 Program Length: 12 credit hours
 SOC Code: TBD

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:	
01.0	Demonstrate knowledge of early childhood education practices. The student will be able to:
01.01	Explain typical and atypical development.
01.02	Characterize the principles and patterns of child development.
01.03	Demonstrate an understanding of the signs of trauma, abuse and neglect.
01.04	Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
01.05	Demonstrate an understanding of the science of early brain development.
01.06	Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
01.07	Demonstrate an understanding of the foundations and fundamentals of giftedness.
02.0	Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
02.01	Demonstrate an understanding of social and emotional competence in children.
02.02	Identify strategies that will improve executive functioning skills in young children.
02.03	Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
02.04	Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
03.0	Demonstrate knowledge of observing and assessing young children. The student will be able to:
03.01	Demonstrate an understanding of the difference between screening and assessment.
03.02	Explain the importance of observation and assessment.
03.03	Identify the tools and processes for documenting and collecting information.

03.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
03.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
03.06	Develop strategies for reporting observation and assessment results to families and staff members.
03.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).
04.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:
04.01	Assess the learning environment to increase accessibility and support inclusion.
04.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
04.03	Identify methods of differentiating instruction to meet the needs of all children.
04.04	Utilize best practices in educational neuroscience research to plan activities.
04.05	Explain the importance and role of assistive technology in teaching.
04.06	Identify the guiding principles, laws, and funding options for assistive technology.
04.07	Identify types of assistive technology options for young children.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error, and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Recommended Course Sequence

Semester	Course	Credit	Preschool	Inclusion	Child Dev.
Fall 1	(General Education) Mathematics	3			
	ENC 1101 Composition I	3			
	EEC 1000 Foundations in Early Childhood Education	3	X		
	CHD 1135 Understanding Young Children	3	X		
	SLS 1515 Cornerstone Experience Course	3			
Spring 1	(General Education) Social Sciences (Writing Intensive)	3			
	CHD 1134 Management of Early Childhood Learning	3	X		X
	SPC 1017 Fundamentals of Speech Communication	3			
	HSC 1421 Health, Safety, and Nutrition for the Young Child	3			X
	CHD 1220 Introduction to Child Development	3	X		X
Fall 2	(General Education) Natural Sciences	3			
	EEC 1603 Positive Guidance and Behavior Management	3		X	X
	EEC 1946 Early Childhood Practicum I	3			X
	CHD 2324 Early Childhood Language Arts and Reading	3			X
	EDF 2005 Introduction to the Teaching Profession	3			X
	CHD 1332 Creative Experiences for the Young Child	3		X	X
Spring 2	EEX 1013 Special Needs in Early Childhood Education	3		X	X
	EEC 1202 Principles of Early Childhood Curriculum	3			X
	EEC 1947 Early Childhood Practicum II	3			X
	EDF 2085 Introduction to Diversity for Educators	3		X	
	EME 2040 Introduction to Technology for Educators	3			X