
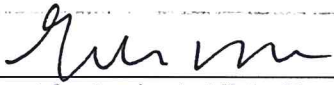
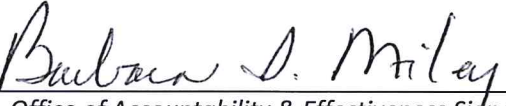


Note: Before completing this proposal, all core courses for a new program or certificate must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. In addition, the complete catalog page must be included at the end of this document.

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>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>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>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.	Preschool 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 \$15.00/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.	
50	
Describe (below) how this projection was determined.	
Courses are currently being taught and that is their average enrollment 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: Preschool Specialization	
Career Cluster: Education & Training	
FLDOE Framework Standard	FSW Course
01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.	CHD 1134 EEC 1000
02.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.	CHD 1220 EEC 1135
03.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.	CHD 1134

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, without completing general education courses. It is consistent with a statewide initiative of incentives. It can increase completion rates.

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.

12/11/18
MKM

ECE Department Meeting

September 13, 2018

10:00 a.m., U-202B

Present: Ms. Kathie DiLascio, Dr. Mary Harder, Mr. David Koehler, Dr. Julia Kroeker, Ms. Elizabeth Perdomo, Dr. Kelly Roy, Dr. Barbara Trube

- I. Monthly Meeting Dates: Kelly Roy
 - a. Meetings will be held the 2nd Thursday of each month at 1:30 p.m.

- II. Effectiveness Plan: Kelly Roy (handout attached with student learning outcomes and results)
 - a. Kelly Roy distributed summary with goals and objectives.
 - b. Operational Outcomes: discussed changing pre-requisites for coursework students will be required to complete.
 - c. Elizabeth Perdomo moved to add CHD 1319 as an elective to AS ECE. David Koehler seconded. All were in favor and the motion carried.

- III. Student learning outcomes: Kelly Roy reported this has been achieved and asked if this outcome should be continued and refined. Discussion included the problem that not all are ECE students. Laura Osgood recommended CHD 1332 or EEC 1603 could work. Barbara Trube spoke about the problem that the student doesn't know the child they are working with, recommended they could work with a child they do know. Kelly Roy recommended a template be made to allow students to work with children they know or do not know.
 - a. Outcome I: CHD 1220: Julia Kroeker moved to not continue the first student learning outcome for 2018-19 Effectiveness Plan. Elizabeth Perdomo seconded the motion. All were in favor and the motion carried.
 - b. Outcome II: Kelly Roy recommended a version of this continue. Laura Osgood recommended focusing on disposition and total score, adjusting the outcome is a possibility.
 - c. Outcome III: EEC 1603 – Kelly Roy reported 81% objective met. More focus on this course is needed. Is behavior management the best tool? Suggestions on how to change: is rubric adequate? Kelly Roy will talk to Julia Kroeker and Barbara Trube individually.

- IV. Program Review: discussed changes in enrollment, number of degrees conferred, progression in the program. Success rates strategies were discussed. A motion was made by Barbara Trube to recommend to curriculum committee that students in the ECE major must have a grade of 'C' or better in ECE courses in order to count towards their degree. Laura Osgood seconded the motion, the motion carried.
- V. Success Rate and Goal: Discussion about challenges of online vs. ground classes. Barbara Trube stated students are not reading announcements.
- VI. Progression Goal: Laura Osgood stated the articulation agreement will help. Discussion about possibly doing exit interviews for students who leave the program for whatever reason. Exit survey was also discussed as a possibility.
- VII. Graduation Celebration: Kelly Roy reported that for Spring 2019, AS ECE should have approximately 25 graduates. Ways to celebrate were discussed. She asked for volunteers for a work group for May 2019 celebration.
- VIII. Pop-Up Play: Julia Kroeker announced the next Pop-Up Play will be November 10, 2018 at the field across the street from campus. She spoke about items needed for the event. This event connects to learning objectives.
- IX. Family Math Night: Kelly Roy distributed the flyer for the October 18, 2018 event.
- X. New certificates: Kelly Roy spoke about workforce career pathways including certificates for Director's Credentials, Infant Toddler, also discussed certifications with 36 credit certificate. She would like endorsement of the concept so she can go to Curriculum Committee with this possibility. She feels certifications will increase retention, meets statewide initiative and increases graduation rates. Barbara Trube moved that ECE explore and move to implement certificates for career pathway. Mary Harder seconded the motion, and the motion carried.

The meeting was adjourned at 11:15 a.m.

/kdl

Florida Department of Education
Curriculum Framework

Program Title: Preschool Specialization
Career Cluster: Education & Training

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
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 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 purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification 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 and educational responsibilities within home or center-based programs for preschool children.

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 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 02.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 03.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education
Student Performance Standards

Program Title: Preschool Specialization
 CIP Number: 0419070908
 Program Length: 12 credit hours
 SOC Code: 25-2011

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	Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
01.01	Identify good health and safety habits and potential hazards in a child care facility.
01.02	Identify accidents common to children and appropriate first aid techniques.
01.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
01.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
01.05	Demonstrate developmentally appropriate health activities.
01.06	Demonstrate developmentally appropriate safety activities.
01.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
01.08	Observe and collect data on safety, health and nutrition.
01.09	Identify and outline procedures to deal with allergies.
02.0	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
02.01	Demonstrate knowledge of the basic principles related to child growth and development.
02.02	Identify various influences on the development of a child from three to five years.
02.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
02.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
02.05	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.

02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
02.10	Demonstrate knowledge of an inclusive environment.
02.11	Demonstrate knowledge of unbiased practices.
03.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
03.03	Implement parent involvement activities.
03.04	Demonstrate interpersonal skills.
03.05	Share information about child development and developmentally appropriate practices.
03.06	Demonstrate positive and productive staff and parent interactions.
03.07	Identify methods for empowering families in their roles as advocates for their 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

The student must successfully complete the four required courses in this area of specialization.

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 (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

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