Curriculum & Policy Committee
Meeting Minutes
September 20, 2019

Voting members present:

Voting members absent:
J. Cabrera-Davis, A. Monroe, C. Misita, N. Robinson

Non-voting members present:
K. Coleman, A. Bellman, A. Wells-Dolan, J. Holleman, M. Perryman

I. Call to order by Dr. Amy Wells Dolan. New voting committee members introduced: Tom Brady

New non-voting members: Allen Bellman (Undergraduate Council, alternate representative) and Mandy Perryman (Graduate Council, alternate representative)

II. Discussion and Decision-Making on Proposed Items. All documents sent via email to committee prior to meeting.

A. Teacher Education Department: Items 1 through 4 presented by Dr. Susan McClelland

1. Education Minor Online: moving from face-to-face to online. Nine core courses and three elective courses remain the same

Dr. Susan McClelland made a motion to accept the education minor program online. Dr. Denise Soares seconded the motion.

Question/Comment:
What is the projected time line to move to online? Dr. McClelland advised the courses are already offered online; they will not be offering face-to-face. One section of the core may still be offered f2f for athletes.

EDWP will not be available anymore; course restricted to Education Majors only.

All voting members present approved this item.

2. Comprehensive School Health Endorsement
MDE asked SOE to look at all endorsements to ensure that what we offered matched MDE records. All endorsement programs were still intact except for the Comprehensive School Health endorsement. Only two of the six courses offered still existed. TE looked at the two courses that were similar to the courses still being offered even though the course name and number had changed, HP 191 and HP 203. The other two courses were replaced with EDWP 347 and EDWP 442. All four of these courses (Hp 191, HP 203, EDWP 347, EDWP 442) are part of the degree plan that Alicia Stapp, Laura Prior, and the two PE Applied Sciences faculty did. This will enable us apply for an A-Level license in Physical Education with endorsement in Comprehensive School Health.

Dr. McClelland made a motion that we accept the four courses.
Dr. Soares seconded the motion.

Question/Comments:
For people seeking an add-on endorsement, will we accept HP 191 and HP 203 from other institutions? UM does not do anything with endorsements. After C & P approves, we will send to MDE for approval of course update.

All voting members present approved item.

3. BAEd in Early Childhood Education

Dr. McClelland noted that the program sheet sent should reflect 122 semester hours under “Degree Requirements”

Dr. McClelland made a motion that with the exception of changing “at least 122 semester hours” that we accept the BAEd in Early Childhood Education as presented.

Dr. Soares seconded the motion.

Question/Comments:
Will the MATH 245 prerequisite get held up in workflow since it is not a prerequisite at community colleges? Dr. McClelland agreed to attend the Undergraduate Council meeting to explain the change before it’s presented.

EDLE 467 Student Teaching: Public Kindergarten Setting
Does the title mean that the student can only be in a kindergarten classroom in a public school?

Dr. Burhanettin Keskin was asked to join the meeting to discuss EDLE 467. Dr. Keskin commented that adding “Public” was an oversight because it would be limiting where students can do their student teaching.

Proposal was to change course title to Student Teaching: Early Childhood. The syllabus will define the setting.
Proposal to also change course number from EDLE 467 to EDLE 4XX.
All voting members approved item.

4. 12 new course syllabi for the new undergraduate degree in ECE

Dr. Susan McClelland made a motion to accept these 12 new course syllabi for the new undergraduate degree in ECE.

Dr. Soares seconded the motion.

Question/Comments: none

All voting members present approved item.

B. Higher Education Department – Course consideration presented by Dr. Neal Hutchens.
   1. EDHE 320: Internship Exploration
   2. EDHE 321: Internship Preparation
   3. EDHE 322: Internship Experience

Higher Education Department is also home to some undergraduate courses. Career Services wanted internship courses tailored to what they were doing rather than fitting under another course title. These are 3-one hour courses.

Dr. Hutchens made a motion to accept these three new courses.

Dr. Melear seconded the motion.

Question/Comments: none

All voting members present approved items.

C. LCE Department – no new business presented

III. New Business

A.
The following courses are required for the Education Minor. All courses are taught online.

Student Name: ________________________ Signature: ________________________ Student ID#: ________________________

Advisor Name: ________________________ Date of Admission: ________________________

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Hrs</th>
<th>Core (9 Hours)</th>
<th>Semester Offered</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>3</td>
<td></td>
<td>EDFD 209 Foundations in Ed</td>
<td>Fall, Spring, May, Sum 1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>EDAV 427 Educational Technology</td>
<td>Fall, Spring, May, Sum 1 &amp; 2, August</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>EDSP 308 Introduction to Special Education</td>
<td>Fall, Spring, Sum 1 &amp; 2</td>
</tr>
</tbody>
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<tr>
<th>Electives (9 Hours)</th>
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Electives (Choose 3):

- EDEC 301 Experiences in Early Childhood Ed.
- EDEC 320 Early Childhood Methods
- EDEC 321 Early Childhood Development
- EDEC 323 Sp. Ed. For Early Childhood Development
- EDEC 324 Early Language and Literacy
- EDCI 320 Service Learning in Science Education: K - 12
- EDCI 557 Computer Concepts and App for Educators
- EDCI 558 Integrating the Internet in Education
- EDSE 410 Seminar in Secondary Education
- i-EDLS 301 Children’s Literature K-8
- i-EDRD 300 Foundations of Reading Instruction
- i-EDRD 317 Diagnosis and Remediation of Reading Disabilities
- i-EDSP 308 Intro to Special Education

Semester Offered: Fall, Spring, Winter, Sum 1 & 2, August
- Fall, Sum 1
- Spring, Sum 1
- Fall, Summer 2
- Spring, Summer 2
- Spring
- Fall
- Summer 2
- Spring

August 2019
# Appendix 8: New Degree Program Proposal
*(Submit Appendix 8 in both PDF and Word Document Formats)*

**Institution:**

**Date of Implementation:**
Fall 2020

**Six Year Cost of Implementation:**
The cost of implementing this program will be borne by tuition and other funds available to the university

**Per Student Cost of Implementation:**
Current tuition rate

**Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:**
B.A. Ed. in Early Childhood Education (0-KG)

**Six Digit CIP Code:**
13.1210

**Degree(s) to be Awarded:**
B.A. Ed.

**Credit Hour Requirements:**
122

**List any Institutions within the state offering similar programs:**
2019 changes according to MDE indicate that there are no programs leading to a teaching license at MVSU or JSU in 0-Kindergarten. However, the following degrees offer similar programs:
- Development and Family Science at Mississippi State University (Pre-K license). and Family Sciences at the University of Southern Mississippi, (Birth-8 years, including Pre-K/K licensure)
- Childhood/Elementary Education (ECP) at the Jackson State University (certification in Early Childhood Education PK-3)

**Responsible Academic Unit(s):**
- Early Childhood Education Programs
- Department of Teacher Education
- School of Education
- The University of Mississippi
- (heavily supported by Special Needs Programs as well)

**Institutional Contact:**
- Dr. Susan McClelland, Chair
- Dr. Burhanettin Keskin
- Early Childhood Education Program Coordinator

Check one of the boxes below related to SACS COC Substantive Changes.

- Proposed Program is Not a Substantive Change
- Proposed Program is a Substantive Change

**Number of Students Expected to Enroll in First Six Years:**
- Year One: 10
- Year Two: 20
- Year Three: 25
- Year Four: 25
- Year Five: 25
- Year Six: 25

130 students over 6 years (a unique recruitment situation makes this projection, of more than 15% increase over 6 years, slightly more aggressive than the 13.1% increase U of M experienced as a whole over the past 5 years— see #7)

**Number of Graduates Expected in First Six Years:**
- Year One: 0
- Year Two: 0
- Year Three: 0
- Year Four: 8
- Year Five: 16
- Year Six: 22

46 graduates over 6 years (currently graduation rates are at an “all-time high of 43.8%” at U of M. We have optimistic projections for the graduation potential of these individuals after many enter with their community college degrees and have already demonstrated academic success (requiring the final 2 years of our 4 years of coursework)

[https://olemiss.edu/aboutum/facts.html](https://olemiss.edu/aboutum/facts.html)
Program Summary: It is widely known, and well argued in research, that high quality early intervention services have a more influential impact than when children receive special education provisions later in their formal education. Early childhood programs which help students specialize in early intervention (EI) prepare them to work with all children and families from birth to kindergarten experiences. Children displaying symptoms of atypical development are identified early and provided with support (e.g. speech, fine motor, gross motor, nutrition, cognitive therapy, play therapy, etc.) Most activities that EI specialists provide young children support their critical skill development and often appear playful. Academic lessons are integrated opportunities within these experiences. Therefore, the courses in this program are more holistically developmental than narrowly academic. Teaching children from 0-Kindergarten is most suitable for individuals who anticipate a career in the field of early childhood education. Furthermore, this program is specifically designed for individuals who would like to gain expertise in identifying early signs of developmental needs and implement interventions to support the learning and behavioral success of young children.

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

The proposed program is a B.A. in Early Childhood Education program that will be administered by the Teacher Education faculty especially by the Early Childhood Education faculty (Dr. Burhanettin Keskin, program coordinator and associate professor of ECE and Dr. Kenya Wolff, assistant professor of ECE). The ECE faculty is responsible for curriculum development and ongoing program review.

2. Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

Special Education endorsement is included with this program. To be eligible for SPED Mild/Moderate endorsement the student must complete: EDSP 308, EDSP 327, EDSP 407, EDSP 410, which are part of the B.A. in ECE program.

The educational objectives of the degree program:

EDEC 326 Socio-Emotional Competencies
1. Dominant theoretical views of social development as they pertain to children birth to kindergarten, recognizing the wide-range of individual differences in children.
2. Components of social competence, such as self-esteem, self-regulation, aggression, the formation of friendships, resilience, discipline, compliance with rules, expectations, and consequences.
3. The role of play in the social development of children.
4. Issues related to diversity and how to evaluate strategies that promote an anti-bias curriculum.
5. Effective strategies for promoting prosocial behaviors in young children.
6. Assessment and screening for social and emotional development.
7. How trauma impacts the child.

EDEC 302 Action Lab - ECE Child Guidance / Classroom Management
1. The principles of early childhood education serve as a foundation for working effectively with infants and toddlers.
2. The multiple influences on development and learning.
3. Developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
4. Strategies to support and work with the families of infants and toddlers with culturally responsive communication and collaboration.
5. Developmentally effective strategies for working with infants or toddlers with delays, who are at-risk, or disabling conditions and their families.
6. Technology use to express their ideas effectively.
EDEC 303 Action Lab Infant and Toddler Settings
1. The principles of early childhood education serve as a foundation for working effectively with infants and toddlers.
2. The multiple influences on development and learning.
3. Developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
4. Strategies to support and work with the families of infants and toddlers with culturally responsive communication and collaboration.
5. Developmentally effective strategies for working with infants or toddlers with delays, who are at-risk, or disabling conditions and their families.
6. Technology use to express their ideas effectively.

EDEC 327 Social Studies in Early Childhood Education
1. Demonstrates knowledge of how to promote understandings about individual development and identity.
2. Demonstrates knowledge of how to promote understandings about people, places, and environments.
3. Demonstrates understanding of how to promote understandings about technology and its impact on how people live.
4. Demonstrates understanding of how to promote understandings of civic ideals and practices.
5. Demonstrate the ability to plan and implement developmentally appropriate assessment strategies for social studies standards.

EDEC 328 Infant and Toddler Development and Programming
1. The principles of early childhood education serve as a foundation for working effectively with infants and toddlers.
2. The multiple influences on development and learning.
3. Developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
4. Strategies to support and work with the families of infants and toddlers with culturally responsive communication and collaboration.
5. Developmentally effective strategies for working with Infants or toddlers with delays, who are at-risk, or disabling conditions and their families.
6. Technology use to express their ideas effectively.

EDEC 400 Science, Technology, Engineering, Art, and Math (STEAM) in ECE
1. Define STEAM and discuss and apply information concerning the interrelationships among these components.
2. Articulate the interrelationships among science, technology, engineering, art and math.
3. Discuss, evaluate, and apply STEAM themes and STEAM teaching strategies to curriculum, instruction, and assessment in the early childhood classroom.
4. Research, discuss, and critique approaches to teaching STEAM in the early childhood settings.
5. Develop a knowledge base of fundamental STEAM concepts.

EDEC 401 Integrating Arts into the Curriculum
1. Review their understanding of child development and inclusive developmentally appropriate practice for young children (birth – Kindergarten).
2. Examine the function of creative expression in supporting cognitive, physical, and social/emotional development of young children.
3. Understand the distinction between process and product-oriented approaches to creative expression.
4. Understand the fundamental components and standards for each art form.
5. Understand the adult’s role in fostering creativity in young children.
6. Develop plans to support creative expression into daily play-based activities in a variety of contexts (e.g., classroom, home, community).

EDEC 402 Action Lab Placement in ECE Preschool
1. The principles of early childhood education serve as a foundation for working effectively with young children.
2. The multiple influences on development and learning.
3. Developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
4. Strategies to support and work with the families and children utilizing culturally responsive communication and collaboration.
5. Developmentally effective strategies for working with young children with delays, who are at-risk, or disabling conditions and their families.
6. Technology use to express their ideas effectively.

EDEC 404 Assessment for Early Childhood
1. Articulate the importance of effective assessment in the classroom and the benefits to teacher, student, school, parent, and community.
2. Collect and analyze demographics / sociological and individual survey data to inform effective classroom practice.
3. Identify non-examples and examples of sound test items and evaluate test items based on established criteria.
4. Construct selected-and constructed-response test items and performance assessments, classroom to measure knowledge and skills of diverse learners.
5. Analyze kindergarten student assessment data from field placement using skewness, and item analysis (difficulty and discrimination indices).
6. Evaluate kindergarten student assessment data to justify instruction strategies and assessment for the diverse classroom.
7. Distinguish between and identify normative and criterion referenced tests and evaluate information that can be gathered from each type of test.
8. Define and evaluate tests for validity and reliability.
9. Identify information that can be learned from analyzing the normal distribution curve (percentile, stanine, t-score, and z-score).
10. Evaluate data from the online Mississippi Assessment and Accountability Reporting System (MAARS) to inform teaching and assessment and to communicate findings to parents.
11. Identify current high stakes tests (HST) and other norm-referenced tests such MAAP, NAEP etc. that are used in Mississippi.
12. Identify current national issues in assessment and debate pros and cons of HST and other types of testing in relation to classroom instruction and assessment.
13. Analyze current high stakes and other norm-referenced tests and make recommendations for daily classroom instruction and assessment.
14. Analyze current high stakes and other norm-referenced tests and make recommendations for daily classroom instruction and assessment.
15. Reflect on and evaluate his/her classroom practice in light of ethical considerations.

EDLE 467  Student Teaching: Public Kindergarten Setting
1. Organize developmentally appropriate instruction for learners with exceptionailities
2. Plan instruction and assessment at a variety of learning levels
3. Communicate current and accurate knowledge of content areas being taught and demonstrate their relevance
4. Demonstrate enthusiasm for teaching, the subject being taught, and lifelong learning while helping learners develop positive self-concepts
5. Obtain and use information about the effectiveness of instruction to revise it when necessary
6. Organize instruction to take into account individual differences, cultural, linguistic, learning rates and styles among learners
7. Organize time, space, materials, equipment, and learners for instruction
8. Use instructional techniques, methods, and media that integrate instruction
9. Communicate with learners concerning instruction and assessment
10. Demonstrate willingness and an ability to work with parents and members of the community and maintain effective professional relationships with school faculty and staff
11. Manage classroom interactions to assure the best use of instructional time
12. Demonstrate evidence of enhanced K-12 student learning
13. Reflect on outcomes of instruction and identify appropriate adjustments to instruction

3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

Admission to this program is the same as admission to other programs in Teacher Education Department. Teacher Education Program admission criteria is as follows:
1. Completion of core curriculum and EDCI 352 & 353
2. Min. GPA of 2.75 on Core
3. Appropriate Praxis Core, SAT, or ACT scores
4. Phase II forms processed/approved during EDCI 352
5. Must maintain a "C" or better in all professional education and general education courses
6. EDCI 352 must be completed with a "C" or better to enroll in ECI 353

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

National Association for the Education of Young Children (NAEYC)

The Council for the Accreditation of Educator Preparation (CAEP)
5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

The curriculum for this degree program focuses on preparing candidates specializing in early intervention (EI) and preparing them to work with all children and families from prenatal to kindergarten experiences in our Mississippi schools. Thus, serving the state and nation by teaching the candidates the importance of early childhood education.

EDEC 326 Socio-Emotional Competencies (3 credits). This course involves the study of the social and emotional skills and development of young children with regards to biological and ecological influences. It includes theory and research related to social and emotional development, including emotional-regulation, moral development, gender and identity formation. The course incorporates an ecological approach to significant influences on self-esteem and self-concept including diversity, family, creativity and individual differences. Also included is an analysis of play theory and research. The course aligns with the Mississippi Early Learning standards, the NAEYC and InTASC standards. Study of typical and atypical development will be included.

EDEC 327 Social Studies in Early Childhood Education (3 credits). This course is designed to prepare students to teach social studies in the early childhood classroom. Emphasis is on implementing components of social studies to include: individual development and identity; people, places, and environments; technology and our world; and civic ideals and practices.

EDEC 302 Action Lab - ECE Child Guidance / Classroom Management (2 Credits). This course is required in conjunction with the undergraduate course EDSP 327: Classroom Management & Behavioral Intervention. In this course, students will be placed in a community child care facility or preschool in order to apply practices and gain experience and understanding of guidance in an early childhood room. Students will be required to make careful observations, work with children and a classroom teacher, participate in care and reflect on guidance philosophies, practices and experiences.

EDEC 328 Infant and Toddler Development and Programming (3 credits). This course is an introduction to the design, implementation, and evaluation of programming and curriculum for infants and toddlers, ages birth to three years old. Developmentally appropriate care and teaching strategies will be emphasized with a focus on the whole child's inter-related development – physical, social, emotional, and cognitive including the latest science on brain and language development. The course aligns with the Mississippi Infant and Toddler standards, the NAEYC and InTASC standards. Study of prenatal, typical and atypical infant and toddler development will also be included. Embedded in the coursework will be an emphasis on working effectively with diverse families utilizing a family systems theoretical framework.

EDEC 303 Action Lab Infant and Toddler Settings (2 credits). This course is required in conjunction with the undergraduate course EDEC 328: Infant and Toddler Development and Programming. In this course, students will be placed in a community child care facility or Early Head Start in order to apply practices and gain experience and understanding of an infant/toddler early childhood room. Students will be required to make careful observations, work with children and a classroom teacher, participate in care and reflect on their experiences.

EDEC 400 Science, Technology, Engineering, Art, and Math (STEAM) in Early Childhood Education (ECE) (3 credits): This course provides an examination of the foundational STEAM skills and content knowledge so that early childhood educators can promote the development of these skills in young children.

EDEC 401 Integrating Arts into the Curriculum (3 credits). The integration of process-oriented creative arts (visual arts, music, dance, and dramatic arts) in early childhood learning experiences.

EDEC 402 Action Lab Placement in ECE Preschool (2 credits). This course is required in conjunction with the undergraduate courses EDEC 400: STEAM in ECE and EDEC 401: Integrating Arts into the Curriculum. In this course, students will be placed in an early childhood preschool in order to apply practices and gain experience and understanding of teaching Math, Science and Integrating the Arts in an early childhood classroom. Students will be required to make careful observations, work with children and a classroom teacher, participate in curriculum planning, and reflect on teaching methodology in a real-world setting.

EDEC 404 Assessment for Early Childhood (3 credits). This course is designed to explore how effective assessment practices inform instruction in the Early Childhood Education Classroom. In this capstone course, candidates will articulate the importance of aspects of classroom assessment, including portfolios, high stakes tests (HST) and other standardized tests. Candidates will analyze and evaluate assessment data from their field placements to inform effective differentiated instructional strategies to insure student achievement in the diverse classroom. Restricted to teacher education candidates during the student teaching experience.

EDLE 467 Student Teaching: Public Kindergarten Setting (9 credits). Full time, full semester student teaching; preparation of portfolio of teaching and interview materials, staff development activities at schools.
The following courses are required for a B.A. Ed. in Early Childhood Education:

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<thead>
<tr>
<th>Hours</th>
<th>CORE CURRICULUM</th>
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<tbody>
<tr>
<td>6</td>
<td>English Composition</td>
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<tr>
<td></td>
<td>WRIT 101</td>
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<td></td>
<td>WRIT 102 or LIBA 102</td>
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<tr>
<td>12</td>
<td>Social / Behavioral Science (9)</td>
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<td>SOC or POL</td>
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<td>HIS (100 level suggested)</td>
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<td>GEOG 101 Geography</td>
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<tr>
<td>12-15</td>
<td>Mathematics / Science</td>
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<td></td>
<td>MATH 121 (College Algebra) or higher</td>
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<td>3-4</td>
<td>Physical Science w/ lab (Physics, Astronomy or Phys. Science II)</td>
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<tr>
<td>3-4</td>
<td>Biological Science w/ lab (BISC 102/ lab 103 suggested)</td>
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<tr>
<td>3-4</td>
<td>Science Elective (Geology, Chemistry or Phys. Science I)</td>
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<td>Humanities / Fine Arts</td>
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<tr>
<td></td>
<td>English Literature Elective (ENGL 200 levels)</td>
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<td></td>
<td>English Literature Elective (ENGL 200 levels)</td>
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<tr>
<td></td>
<td>Fine Arts Elective (AH 101, 102, 201, 202; DANC 200; MUS 102, 103; THEA 201)</td>
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<tr>
<td>(12)</td>
<td>GENERAL EDUCATION</td>
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<tr>
<td>3</td>
<td>MATH 245 Math Elem I -or- MATH 246 Math Elem II</td>
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<tr>
<td>3</td>
<td>EDEC 323 Special Education for Early Childhood (CDT 2413)</td>
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<td>3</td>
<td>EDEC 301 Intro. to Early Childhood (CDT 1113)</td>
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<tr>
<td>3</td>
<td>EDEC 324 Early Language and Literacy in Early Childhood (CDT 1713)</td>
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<tr>
<td>(71)</td>
<td>Professional Education Requirements</td>
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</tbody>
</table>

| 15 | Second Semester Sophomore |
|    | EDRD 355: Early Literacy Instruction I and II |
|    | EDSP 308 Intro to Special Education |
|    | EDEC 326 Socio-Emotional Competencies (CDT 2233) |
|    | EDEC 321 Early Childhood Development |

| 13 | First Semester Junior |
|    | EDCI 352 Education, Society, & the K-12 Learner |
|    | EDSP 327 Classroom Management & Behavioral Interventions |
|    | EDSP 407 SPED Law and Procedures |
|    | EDEC 327 Social Studies in Early Childhood Education |
|    | EDEC 302 Action Lab - ECE Child Guidance / Classroom Management |

| 14 | Second Semester Junior |
|    | EDCI 353 Effective Classroom Practice |
|    | EDEC 328 Infant/Toddler Development and Programming |
EDSP 410 Strategies for the Inclusive Classroom
CSD 201 Introduction to Communications Sciences and Disorders
EDEC 303 Action Lab - Infant and Toddler Settings

17 First Semester Senior
EDSP 335 Assessment for Exceptional Students
EDEC 320 Early Childhood Methods
EDEC 400 Science, Technology, Engineering, Math, and Art (STEAM) in ECE
EDEC 401 Integrating Arts Into the Curriculum
PPL 363 Early Childhood Policy in the U.S.
EDEC 402 Action Lab Placement in ECE Preschool

12 Second Semester Senior
EDEC 404 Assessment for Early Childhood
EDLE 467 Student Teaching: Public Kindergarten Setting

Total Credit Hours: 122-125. Bold font indicates new course

DEGREE REQUIREMENTS:
1. At least 122 semester hours
2. At least 30 semester hours or residence credit in the School
3. Not more than 33 semester hours of correspondence and extension credit
4. Not more than 61 semester hours of credit from a community transfer college

Special Education ENDORSEMENT (included within):
To be eligible for SPED Mild/Moderate endorsement the student must complete:
1. EDSP 308
2. EDSP 327
3. EDSP 407
4. EDSP 410

6. Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Faculty Member: Dr. Burhanettin Keskin

Rank and Discipline: Associate Professor of Early Childhood Education
Current workload: Dr. Keskin’s current regular teaching load is two courses during the fall and two during the spring semester.

Courses to be taught:
EDEC 326 Socio-Emotional Competencies
EDEC 327 Social Studies in Early Childhood Education
EDEC 400 Science, Technology, Engineering, Math, and Art (STEAM) in ECE
EDEC 401 Integrating Arts Into the Curriculum
EDEC 404 Assessment for Early Childhood

Faculty Member: Dr. Kenya Wolff

Rank and Discipline: Assistant Professor of Early Childhood Education
Current workload: Dr. Wolff’s current regular teaching load is two courses during the fall and two during the spring semester.
Courses to be taught:

EDEC 302 Action Lab - ECE Child Guidance / Classroom Management
EDEC 328 Infant/Toddler Development and Programming
EDEC 303 Action Lab - Infant and Toddler Settings
EDEC 402 Action Lab Placement in ECE Preschool
EDLE 467 Student Teaching: Public Kindergarten Setting

An additional faculty member will be hired during the 2019-2020 academic year in order to begin the B.A. Ed. ECE degree program. The desired qualifications of this person are as follows: Earned doctoral degree in Early Childhood Education or closely related field; 3 to 5 years teaching experience in an early childhood classroom; potential to conduct research in the field of study and collaborate with program faculty.

7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

The University of Mississippi Libraries (UML) currently provides access to over 2,400 electronic and print monographs on early childhood education, and several thousand additional monographs related to early elementary education and child development. Our most notable strengths are our online subscription databases – ERIC, PsycINFO, Psychology & Behavioral Sciences Collection, PsycARTICLES, SocINDEX Full Text, and Professional Development Collection – that provide periodical content for tens of thousands of journals. In addition to the UML subscription databases, we also individually subscribe to the premier early childhood education journals electronically: Early Childhood Education Journal, YC: Young Children, Early Childhood Research Quarterly, Early Childhood Education, Early Child Development and Care, Journal of Research in Childhood Education and the International Journal of Early Childhood. The UML holdings are accessible to students at the central campus in Oxford, at the four distance campuses, as well as to those students enrolled in online programs.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

The yearly data collection on enrollment, graduation, entrance scores, job placements, program outcome assessments (TIAI and CEI) and completer and employer surveys will be utilized to evaluate the effectiveness of the proposed degree program. The University of Mississippi School of Education's assessment system will be used to collect this data.

The Mississippi Department of Education's Educator Preparation Program report, submitted by our School of Education Assessment Director, will also be used for the evaluation of the proposed degree program. A three-year review that is conducted by the Mississippi Department of Education prior to the CAEP review will also be used for the evaluation of the proposed degree program.

9. What is the specific basis for formulating the number of graduates expected in the first six years?

The proposed program will admit a maximum of 25 candidates per year with an anticipated number of graduates of 20-25 annually based on the facilities and the resources available for the teacher education department.
The following courses are required for an Endorsement in Comprehensive School Health.

Student Name: ____________________ Signature: ____________________ Student ID#: ________
Advisor Name: ____________________ Date: ______________

The following 12 hours are required for the endorsement in Comprehensive School Health.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Numbers</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HP 191</td>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>3</td>
<td>HP 203</td>
<td>First Aid and CPR</td>
</tr>
<tr>
<td>3</td>
<td>EDWP 347</td>
<td>Inclusivity for the 21st Century Health and PE Classroom</td>
</tr>
<tr>
<td>3</td>
<td>EDWP 442</td>
<td>Coordinated School Health and Comprehensive Physical Activity</td>
</tr>
</tbody>
</table>
SOE C & P Attendance  
Fall/Spring 2019-20  

Quorum Checklist  

<table>
<thead>
<tr>
<th>Voting Members*</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Brady</td>
</tr>
<tr>
<td>J. Cabrera-Davis</td>
</tr>
<tr>
<td>N. Hutchens</td>
</tr>
<tr>
<td>J. Sweeney</td>
</tr>
<tr>
<td>A. Monroe</td>
</tr>
<tr>
<td>V. Moore</td>
</tr>
<tr>
<td>S. McClelland</td>
</tr>
<tr>
<td>R. Niemeyer</td>
</tr>
<tr>
<td>K. Melear</td>
</tr>
<tr>
<td>C. Misita</td>
</tr>
<tr>
<td>N. Robinson</td>
</tr>
<tr>
<td>D. Soares</td>
</tr>
<tr>
<td>W. Webb</td>
</tr>
<tr>
<td>A. Winburn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Voting Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Coleman</td>
</tr>
<tr>
<td>A. Bellman</td>
</tr>
<tr>
<td>A. Wells Dolan</td>
</tr>
<tr>
<td>J. Holleman</td>
</tr>
<tr>
<td>M. Perryman</td>
</tr>
</tbody>
</table>

*14 Voting Members; 8 needed for quorum
# Department of Teacher Education

**B.A. Ed. in Early Childhood Education Advising Checklist**

<table>
<thead>
<tr>
<th>Total Credit Hours: 122-125 Community College Equivalents (bold font — indicates new course proposals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester Junior</strong> <strong>First Semester Senior</strong> <strong>Second Semester Senior</strong> <strong>Second Semester Junior</strong></td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>EDEC 326 Socio-Emotional Competencies (CDT 2233)</td>
</tr>
<tr>
<td>EDEC 321 Early Childhood Development</td>
</tr>
<tr>
<td>EDCI 352 Education, Society, &amp; the K-12 Learner</td>
</tr>
<tr>
<td>EDSP 327 Classroom Management &amp; Behavioral Interventions</td>
</tr>
<tr>
<td>EDSP 407 SPED Law and Procedures</td>
</tr>
<tr>
<td><strong>EDEC 404 Assessment for Early Childhood</strong></td>
</tr>
</tbody>
</table>

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**Admission to Phase II: Teacher Education Program**

1. Completion of core curriculum and EDCI 352 & 353
2. Min. GPA of 2.75 on Core
3. Appropriate Praxis Core, SAT, or ACT scores
4. Phase II forms processed/approved during EDCI 352
5. Must maintain a “C” or better in all professional education and general education courses
6. EDCI 352 must be completed with a “C” or better to enroll in ECI 353

**DEGREE REQUIREMENTS:**

1. At least 123 semester hours
2. At least 30 semester hours or residence credit in the School
3. Not more than 33 semester hours of correspondence and extension credit
4. Not more than 61 semester hours of credit from a community transfer college

**Special Education ENDORSEMENT (included within):**

To be eligible for SPED Mild/Moderate endorsement the student must complete:

1. EDSP 308
2. EDSP 327
3. EDSP 407
4. EDSP 410

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**Advising Notes:**
The following courses are required for a B.A. Ed. in Early Childhood Education:

<table>
<thead>
<tr>
<th>Grade</th>
<th>CC*</th>
<th>Hours</th>
<th>CORE CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(10-42)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>3</td>
<td>English Composition</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>WRIT 101</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>WRIT 102 or LIBA 102</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>3</td>
<td>Social / Behavioral Science (9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>SOC or POL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>HIS (100 level suggested)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>HIS (100 level suggested)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>GEOG 101 Geography</td>
</tr>
<tr>
<td>12-15</td>
<td></td>
<td></td>
<td>Mathematics / Science</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>MATH 121 (College Algebra) or higher**</td>
</tr>
<tr>
<td>3-4</td>
<td></td>
<td>3-4</td>
<td>Physical Science w/ lab (Physics, Astronomy or Phys. Science II)</td>
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<tr>
<td>3-4</td>
<td></td>
<td>3-4</td>
<td>Biological Science w/ lab (BISC 102/ lab 103 suggested)</td>
</tr>
<tr>
<td>3-4</td>
<td></td>
<td>3-4</td>
<td>Science Elective (Geology, Chemistry or Phys. Science I)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>3</td>
<td>Humanities / Fine Arts</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>English Literature Elective (ENGL 200 levels)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>English Literature Elective (ENGL 200 levels)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Fine Arts Elective (AH 101, 102, 201, 202; DANC 200; MUS 102, 103; THEA 201)</td>
</tr>
<tr>
<td>(12)</td>
<td></td>
<td></td>
<td>GENERAL EDUCATION</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>MATH 245 Math Elem 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-or-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>MATH 246 Math Elem II</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>EDEC 323 Special Education for Early Childhood (CDT 2413)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>EDEC 301 Intro. to Early Childhood (CDT 1113)</td>
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<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>EDEC 324 Early Language and Literacy in Early Childhood (CDT 1713)</td>
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<tr>
<td>(71)</td>
<td></td>
<td></td>
<td>Professional Education Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>Second Semester Sophomore</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6</td>
<td>EDRD 355: Early Literacy Instruction I and II</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>EDSP 308 Intro to Special Education</td>
</tr>
</tbody>
</table>

Last Revised: June 6, 2019