Bachelor of Science (B.S.)

Program:
Early Childhood Development and Education

Track 1:
Education:
Pre-Kindergarten – Primary (PK-3rd)

STUDENT INFORMATION HANDBOOK
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Early Childhood Development and Education
Bachelor of Science Student Information Handbook

Track 1: Education: Pre-Kindergarten – Primary (PK-3)
Early Childhood Education (PK-3) majors take a variety of courses related to young children and their learning, development, and family environment. Students in this track are working toward teacher certification in Pre-Kindergarten-Primary (PK-3) with ESOL Endorsement and Reading Endorsement. Early Childhood Education (PK-3) students take a series of core and specialization courses to prepare them to teach in the schools and to demonstrate mastery of the Florida Educator Accomplished Practices (FEAP). Early and continuous field experiences are provided to enhance the students in this track with an integration of theory and practice in school settings. Throughout the program, students document and reflect upon their accomplishments in a Professional Portfolio, which is continuously reviewed by faculty. This degree culminates in a semester-long internship.

Our mission as Early Childhood Educators is to prepare reflective, competent, and caring professionals to educate a diverse population of young children using research-based, developmentally appropriate practices. We believe that ALL young children deserve a strong educational foundation in a safe and nurturing environment, utilizing a constructive approach to learning through collaboration with family and community.

Early Childhood Education (PK-3) Admission Requirements
Complete the University of Central Florida General Education requirements (36 hours) or its equivalent, i.e. an AA degree from an approved Florida community college or state university

Have a minimum 2.75 overall GPA and a 2.75 GPA in upper-level courses, with provisional acceptance for one semester if GPA is 2.5 (overall and upper-level courses GPA must be 2.75 by the second semester)

Complete College of Education Common Program Prerequisites (9 hours)

1. EDF 2005 Introduction to the Teaching Profession (3 hrs)
2. EDF 2085 Introduction to Diversity for Educators (3 hrs)
3. EME 2040 Introduction to Technology for Educators (3 hrs)

Complete Early Childhood Education Program Prerequisites (15 hours)

1. MAC 1105 College Algebra (3 hrs) or
   MAE 2801 Elementary School Mathematics (4 hrs)
2. EDF 2130 Child and Adolescent Development for Educators (3 hrs)
3. EEC 2732 Health, Safety, and Nutrition or *similar course (3 hrs)
4. ARE 2000 Early Childhood Art and Creativity (3 hrs) or
   MUE 2211 Early Childhood Music and Movement (3 hrs)
5. Elective (3hrs)

Pass all four parts of the General Knowledge Test (GKT)/CLAS
Meet all Gordon Rule requirements
Meet foreign language admission requirements
Transfer Students
We strongly recommend that transfer students make an appointment with Undergraduate Affairs & Partnerships to receive advisement regarding the College of Education – Early Childhood Education (PK-3) track. Undergraduate Affairs & Partnerships in the College of Education will review transcripts and assist with credit transfer. Call (407) 823-3723 to make an appointment.

The Office of Undergraduate Affairs & Partnerships in Education can assist you regarding Early Childhood Education (PK-3) coursework you may have taken with your A.A or A.S. degree. Some courses may be substituted for courses listed as those required by the UCF catalog. Substitution forms are available at the Undergraduate Affairs & Partnerships website http://education.ucf.edu/ugrad/advising_undergrad.cfm then link on “Forms”

Regional campus students can contact the Student Services Office located on their campus for advising appointments.

Early Childhood Education (PK-3) Outline of Courses & Schedule
A course outline and schedule of Early Childhood Education (PK-3) requirements are found in the Appendix of this handbook. Included in this outline/schedule are a list of the University of Central Florida Common Education Program Prerequisites, Early Childhood Education Program Prerequisites, and Early Childhood Education Upper Division Courses. *It is expected that students follow the course schedule. Courses for the Early Childhood Education (PK-3) degree are not available every semester. Deviation from the recommended schedule may require an additional semester (beyond the usual four year undergraduate program) in order to complete required courses and pass required exams.*

Early Childhood Education (PK-3) Degree Requirements
The successful completion of General Education Courses, College of Education Common Program Prerequisites, Early Childhood Education Program Prerequisites, and Early Childhood Education Upper Division Course Requirements (See Appendix for Schedule of Courses)
- Achieve a minimum overall 2.75 GPA and a 2.75 GPA in all courses within the major.
- Complete a LiveText Professional Portfolio according to program guidelines.
- Pass all applicable sections of the Florida Teacher Certification Examination prior to Graduation. See http://www.fl.nesinc.com/ for test dates and test sites.
- FTCE General Knowledge Test (GKT)
- FTCE Professional Education Test (PEd)
- FTCE Subject Area Examination (SAE – Prekindergarten/Primary PK-3)

Assignment of Academic Advisor
At the time of notification of acceptance into the Early Childhood Education (PK-3) Program, students will be assigned to an academic advisor. The advisor is the key individual with whom the student will work and departmental representative who will monitor progress toward completion of degree requirements. **Contact your assigned advisor BEFORE you enroll in Early Childhood Development and Education courses in order to begin and complete coursework on schedule (see degree audit on myUCF to locate your advisor).** **Note:**
Make an appointment via email or telephone with your advisor. It is especially important for students attending the program part-time to work closely with their advisor in order to complete the program in a timely manner.
Orientation for New Majors
Each semester, a mandatory orientation for students who are new majors (no longer in pending status) in the ECDE Program is scheduled. At this orientation, program requirements and expectations are explained. This includes an explanation of LiveText, ESOL requirements, and professional behavior. Once students have attended the orientation, they will then meet individually with their assigned program advisor to plan a course of study.

Seminar
Prior to Internship, students must complete EEC 4235C, Early Childhood Education Seminar – Bridging Theory to Practice. During this course, students will be in school settings during the weeks when class is not meeting face to face. ECDE Faculty will select the schools and teachers for in-school placement experiences. Before entering Seminar (EEC 4235C) there will be a student orientation in which semester requirements will be outlined. An application will be provided during the orientation meeting prior to the start of Seminar. Prior to enrolling in the course, a degree audit and completed Course Application must be submitted to an ECDE Faculty Member for review. Co-requisite courses during the Seminar semester include: MAE 4300, SCE 4304, and RED 4311. Students will be provided with information for enrolling in these courses after they are approved for the Seminar course. Students must have a minimum overall 2.75 GPA and a minimum 2.75 program GPA prior to acceptance into Seminar.

Internship
The internship comprises a critical part of the Early Childhood Education (PK-3) program. Therefore, it is crucial that students are aware of the expectations and requirements of internship placements. For detailed information, including requirements and application deadlines, please refer to the College of Education or the Office of Clinical Experiences website located at http://education.ucf.edu/clinicalexp/. Students must have a minimum overall 2.75 GPA and a minimum 2.75 program GPA prior to acceptance into Internship.

Florida Teacher Certification Examination (FTCE)
The Florida Teacher Certification Examination includes three assessments: FTCE General Knowledge Test (GKT), FTCE Subject Area Examination- Prekindergarten/Primary PK–3 (SAE), and FTCE Professional Education Test (PEd). All of these exams must be passed in order to graduate. Visit http://www.fl.nesinc.com/ for the most recent test dates and sites.

Based on the Early Childhood Education (PK-3) course schedule outline, it is required for students to take and pass the FTCE General Knowledge Test (GKT) prior to entering the Early Childhood Development and Education program, and then recommended to take the Professional Education Test (PEd) prior to or during the Seminar Semester and the Prekindergarten/Primary PK–3 Subject Area Examination (SAE) during or immediately following the Seminar Semester. (Register with Florida Department of Education a semester ahead of the time you wish to complete the test).

FTCE General Knowledge Test (GKT) – must have passing score prior to admission to Early Childhood Development and Education Program

FTCE Professional Education Test (PEd) – Must have a passing score prior to Seminar Semester (EEC 4235C, RED 4311, MAE 4300, SCE 4304).

FTCE Subject Area Examination (SAE – Prekindergarten/Primary PK-3): Must have a passing score on all sub-tests prior to Internship (EEC 4943).
**LiveText Educational Portfolio (PK-3) — see Appendix for LiveText Portfolio checklist**

All Early Childhood Development and Education (PK-3) Majors are required by both the College of Education and the State of Florida Department of Education to complete an educational portfolio in order to graduate. Instead of developing a portfolio on paper, the College of Education has moved all aspects of the portfolio to LiveText, an online ePortfolio management system. This portfolio requires a demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices (FEAP) and the ESOL Standards. The specific assignments for your portfolio will be found in your course syllabi and explained in detail. The following items are suggested to prepare for your portfolio:

Download and read the Florida Educator Accomplished Practices from the Florida Department of Education at [http://www.fldoe.org/profdev/FEAPs/](http://www.fldoe.org/profdev/FEAPs/)

Purchase LiveText at the UCF Bookstore, CB&S Books, or online at [http://college.livetext.com](http://college.livetext.com) (approximately $98)

If you have questions or experience problems regarding LiveText and your portfolio please contact edhelpdesk@ucf.edu, [www.livetext.com](http://www.livetext.com), or ece@mail.ucf.edu

**Reading Endorsement – Early Childhood Education (PK-3)**

Students who are earning an Early Childhood Education (PK-3) degree are currently **required** to graduate with a Reading Endorsement. This requirement begins with those students who are in catalog year 2008 and after. The Reading Endorsement competencies are infused in the upper level courses of the program.

**ESOL Endorsement – Early Childhood Development and Education (PK-3)** Students who are earning an Early Childhood Education (PK-3) degree are currently **required** to graduate with an ESOL Endorsement. This requirement begins with those students who were Freshmen or transfers under the 2000-2001 catalog and will be graduating in 2004 and after.

**ESOL Endorsement Requirements**

The State of Florida requires pre-service teachers to take **300 hours of in-service credit OR 15 semester hours** covering five required topics: Methods of Teaching ESOL, ESOL Curriculum and Materials Development, Cross-Cultural Communication, Understanding Applied Linguistics, and Testing and Evaluation of ESOL. UCF has elected to use an “infusion” model which consists of two required stand-alone courses, TSL 4080—Theory and Practice of Teaching ESOL Students in Schools and TSL 4240—Issues in Second Language Acquisition. The other hours of ESOL content coverage will be infused in courses throughout the curriculum, including field experiences.
TESOL
Early Childhood Development and Education (PK-3) students will document completion of the TESOL competencies through the LiveText eportfolio. Each course syllabus will clearly indicate which assignments must be uploaded to LiveText to meet the Florida Educator Accomplished Practices and ESOL competencies. The ESOL requirements are introduced in TSL 4080, therefore, it is imperative that students in the Early Childhood Education (PK-3) track enroll in TSL 4080 in the first semester of their admittance to the program. Specific forms and ESOL information can be found at http://education.ucf.edu/esol/files.cfm.

The State requires that the College of Education must specify multiple and specific sources of data (evidence) to be used to determine acquisition of each of the ESOL Performance Standards. Assignment descriptions in the syllabus for each course will delineate which TESOL competencies are covered by that assignment. Examples of assignments may include:

- Tests, assignments, papers, activities, and other class work used to demonstrate acquisition of ESOL competencies during coursework.
- An evaluation of teaching LEP students by an ESOL certified teacher.
- Lessons adapted for LEP students in specific content areas.
- Resources or instructional materials selected for LEP students in specific content areas.
- Text analyses for linguistic difficulty in specific content areas with modifications to make instruction comprehensible.
- Adaptations of tests or other assessments.

Students will document field work and internship involvement through the ESOL Performance Standards Profile form which can be found on the UCF College of Education website at http://education.ucf.edu/esol/index.cfm

Florida Department of Education Guidelines
ESOL Field Experience/Internship Placements*
April 2004

Rule 6A-5066 (4)(d)4., F.A.C.
State approved teacher preparation programs shall include instruction, observation, practice, and competency demonstration in teaching strategies for the instruction of Limited English Proficient (LEP) and English Language Learners (ELLs) which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach LEP students and ELLs.

ESOL Requirements during Field Experiences and Internship (see Appendix for forms)

Students in field experiences and Internship must work with LEP/ELL students.
Students MUST be evaluated on their effectiveness in teaching LEP/ELL students.
Students in Internship must plan, implement, and evaluate instruction for LEP/ELL under the supervision of an ESOL-endorsed teacher for a multiple-week period.
University supervisors overseeing the Internship placement MUST have completed faculty ESOL professional development.

Internship
Students may:
- Teach one or more ESOL students during a part-time placement immediately preceding Internship
- Teach one or more ESOL students in their Internship classroom
- Complete a special ESOL teaching assignment for a minimum of two weeks (or equivalent) of full-time teaching or co-teach one or more ESOL students in a mainstream or ESOL class (may be part of Internship or a separate course)

Ways to Meet ESOL Requirements
Students can travel out of the area to complete a two-week ESOL field experience (summer school, migrant programs, etc.). Students may collaborate with an ESOL resource teacher (if their supervising teacher does not have the endorsement).
Secondary English students can participate in an ESOL classroom for at least one period per day for the duration of their Internship.

*Information on this page is quoted or paraphrased from a presentation at FACTE (March 2004) by Betty Blue, VieVie Baird,
Applying for Graduation
Undergraduate students in the Early Childhood Education (PK-3) track must fill out the Baccalaureate Notice of Intent to Graduate form and the Graduation Contact Form prior to graduation. Both of these forms are available online through the myUCF Portal. Please check with the Office of Student Services for the most recent graduation application deadlines. An incomplete or late form may result in a delay of graduation, affect your participation in Commencement, and delay the printing of your diploma.

Early Childhood Development and Education Policies and Program Expectations:

Grading Policy:
In the undergraduate program, an overall GPA of 2.75 and a 2.75 in the Early Childhood Development and Education major are required for progression and graduation. Course failure is a “C-” or lower for all students. Satisfactory academic progress in a program involves maintaining the standards of academic and professional integrity. Failure to maintain these standards may result in termination of the student from the program.

If a student fails any required upper level Early Childhood Development and Education course, the student is required to submit a Plan of Action Form (see Appendix) upon failing the course. This form must be submitted to the Early Childhood Development and Education Faculty Council prior to the start of the following semester. The ECDE Faculty Council must review the submitted plan of action. The council will either approve the student continuing in the program or will recommend program dismissal.

If a student fails two required upper level Early Childhood Education program courses, the student must complete a Retention Plan Form (see Appendix) upon failing the second course. This form must be submitted to the Early Childhood Development and Education Faculty Council prior to the start of the following semester. The ECDE Faculty Council will review the information and either approve the student continuing in the program or will recommend program dismissal.

If a student fails the same required upper level Early Childhood Development Education course two times, the student is dismissed from the program.

The Plan of Action Form and Retention Plan Form are available on the Early Childhood Development and Education website and the Early Childhood Development and Education Wiki. It is the responsibility of the student to obtain, complete, and submit the form to the Early Childhood Development and Education Program Coordinator. The deadline for submission of required form is two weeks prior to the start of the next semester.

Attendance and Classroom Policies:
Attendance in all Early Childhood Education classes is expected. At times attendance may be part of the grades for a class. (See specific class syllabi). If you will be absent please notify the instructor so you may obtain needed class information. Students should arrive for class on time and should stay for the full time of the class. Students who will be late or must leave early should discuss the situation with the instructor conducting the class. It is expected in Early Childhood classes that each student contributes to their own learning and the learning of all students in each course. Texting, talking (side conversations), disrespectful behavior, use of computer for purposes other than class notes, tardiness, and absences are not acceptable behaviors in a professional preparation program. In-class and outside of class disrespectful and/or rude behavior towards instructors, staff members or fellow students will not be tolerated and will result in disciplinary action. This includes verbal, non-verbal and written discourse. Disruptive behavior is not allowed and the student will be asked to stop the behavior and will be asked to leave the classroom.
Continued disruptive behavior will result in academic or disciplinary action and possible dismissal from the program.

**Communication:**

**Knights Email** - Electronic mail is a vital component of the University of Central Florida and the College of Education communication. Every UCF student is issued an electronic mail account when admitted to the program. Students are responsible for learning how to access e-mail at UCF. “...@knights.ucf.edu” mail will be the official email for College of Education Students. Students should check e-mail frequently, preferably daily. Students must have anti-virus software, and update the software on a regular basis.

**Professional Communication** - The language you use when writing to your friends or family members in an e-mail or on a social networking website should be different than the language you use when writing to a professor, administrator, colleague, or parent. When using professional communication, spelling and grammar should be correct (i.e., capitalize proper nouns) and begin with a greeting (e.g., Hello, Dr. Levin) and end the communication with closing (e.g., Thank You, and sign your name).

**Early Childhood Wiki** – In order to provide you with direct news and resources from our Early Childhood Faculty, we have created a Wiki website for all ECDE Majors to access information and communicate with each other. Important news and dates will be posted on the Wiki along with helpful links and information, videos, and music for you to use as resources in the classroom. The direct link to the Wiki is: https://ucfearlychildhood.pbworks.com/ However, you will not be able to view the Wiki until you are given permission. Contact ece@ucf.edu to be given access to the Wiki.

**Early Childhood Newsletter** - Each month, an Early Childhood Newsletter is e-mailed to Knights Email accounts. The Newsletter includes information about upcoming deadlines, course textbooks, scholarship information, and "kudos" for some of our students’ achievements.

Students in the Early Childhood Development and Education program are responsible for information shared through Knights email, the newsletter, and the ECDE wiki.

**Teacher Disposition Expectations and Professional Conduct:**

As representatives of the University of Central Florida and the College of Education, students will conduct themselves in a professional manner at all times. They are expected to treat faculty, staff, and peers in a respectful manner and strive to promote an environment that respects human rights, values, and choice of cultural beliefs. Further, students must strive to maintain an optimum level of personal health and well-being in order to promote the same in others.

National Council for Accreditation of Teacher Education (NCATE) has identified professional teaching dispositions as:

The values, beliefs, and attitudes that pre-professional and in-service teachers demonstrate while using non-verbal and verbal communication in their interactions with communities, colleagues, families and students. These values, beliefs and attitudes are internally held and externally exhibited. In assessing dispositions, there is a distinction between the skill to explain and the ability to use the skill.

The Early Childhood Development and Education program strives to support developing professionals as they prepare to enter the Early Childhood Education profession. As pre-professionals, it is important to develop learning through knowledge, skill acquisition, and professional disposition. Ongoing assessments of students’ professional behavior are conducted by all ECDE Faculty.
Early Childhood Development and Education majors are also held responsible for the UCF College of Education Code of Professional Conduct, which can be found here: http://education.ucf.edu/docs/accreditation/CEDCodeofProfessionalConduct.pdf.

If a student demonstrates behaviors which do not align with program expectations for teacher disposition expectations and/or professional conduct, a remediation plan may be developed for the student to follow. Faculty will monitor the student’s progress with the steps outlined in the remediation plan.

**Academic Honesty:**
Honesty is highly valued in the Early Childhood field. Dishonesty has serious legal and ethical implications. Academic dishonesty in any form will not be tolerated. Violations of student academic behavior standards are outlined in The Golden Rule, the University’s Student Handbook. See http://www.goldenrule.sdes.ucf.edu/ for further details. Information may also be obtained from the Office of Student Conduct at (407) 823-2851.

Faculty members may also use www.turnitin.com, to review papers and projects for plagiarism. This website allows instructors to quickly and easily compare each student’s report to billions of web sites, as well as an enormous database of student papers. After submission of the paper, instructors receive a report that states if and how another author’s work was used.

**Academic action will be taken for the following behaviors:**
- **Cheating:** When non-permissible written, visual, or oral assistance, including that obtained from another student, is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course-related material shall also constitute cheating.
- **Plagiarism:** When another’s work is deliberately used or appropriated without any indication of the source (i.e., journal articles, websites, class notes, personal assignments from other courses), thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another has plagiarized.

A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

Actions that may be initiated by the Instructor or Early Childhood Faculty Council can include: counseling; loss of credit for specific assignment, examination, or project; or receiving a failing grade in the course. The Office of Student Conduct may also take additional action including: warning, probation, suspension, expulsion, successful completion of a mandatory ethics course prior to registering for future classes, or a permanent conduct record that is accessible by other institutions upon request. The student is notified in writing when action is taken along with the reasons for the action. Information regarding the Alleged Academic Misconduct Report can be found at http://osc.sdes.ucf.edu/process. See http://integrity.sdes.ucf.edu/zgrade for UCF policy on grade designation for Academic Dishonesty.
Acknowledgement of Receipt and Reading of Student Information Handbook:

After you have received and read the UCF Early Childhood Development and Education Student Information Handbook, please read and complete this form and return it to:

Dr. Judith Levin, ED 122L
Judith.Levin@ucf.edu

All Early Childhood Development and Education students are subject to the provisions in the Student Information Handbook and are responsible to know the policies included in it.

Please sign below to indicate that you have received a copy of the UCF Early Childhood Development and Education Student Information Handbook and will abide by the policies included in it.

Please check one:
___Track 1: Education: Pre-Kindergarten - Primary (PK-3)
___Track 2: Early Childhood Development

Print Name: ________________________________

PID: ________________________________

Signature: ________________________________

Date: ________________________________

This form will be placed in your file.

Note: Failure to sign this form does not exempt a student from the provisions in the Student Information Handbook.
APPENDICES
# Bachelor of Science in Early Childhood Development and Education

## Early Childhood Education (PreK-Primary)-Track 1

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>PID:</th>
<th>Advising Date:</th>
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## UCF General Ed Program

### Common Program Prerequisites

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDF 2005</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 2085</td>
<td>Introduction to Diversity for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EME 2040</td>
<td>Introduction to Technology for Educators</td>
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## Early Childhood Education Pre-Requirements

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDF 2130</td>
<td>Child and Adolescent Development for Educators (DEP 2004 is considered a substitute for this course)</td>
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### Elective (if needed to earn minimum course credits for graduation)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 1105</td>
<td>College Algebra (3) or MAE 2801 (4) Elementary School Mathematics</td>
<td>3, 4</td>
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### Health, Safety and Nutrition for Young Children or similar course

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EEC 2732</td>
<td>Health, Safety and Nutrition for Young Children (Spring, Summer)</td>
<td>3</td>
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### Early Childhood Art and Creativity or Early Childhood Music and Movement (Summer Only)

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARE 2000</td>
<td>Early Childhood Art and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>MUE 2211</td>
<td>Early Childhood Music and Movement</td>
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## Junior and Senior Years (60 hours)

### Semester 1: Fall or Spring

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<tr>
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<tbody>
<tr>
<td>EEC 3700</td>
<td>Social and Emotional Development of Young Children (Fall, Spring)</td>
<td>3</td>
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<tr>
<td>EEC 4661</td>
<td>Early Childhood Education Theory and Practice (Fall, Spring)</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4268</td>
<td>Curriculum Activities in Early Childhood (Fall, Spring)</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4751</td>
<td>Parent Involvement (Fall, Spring)</td>
<td>3</td>
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<tr>
<td>TSL 4080</td>
<td>Theory and Practice of Teaching ESOL Students in Schools (Fall, Spring, Summer)</td>
<td>3</td>
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### Semester 2: Spring or Fall

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<tr>
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<tbody>
<tr>
<td>EEC 4604</td>
<td>Classroom Management and Guidance of Young Children (Fall, Spring)</td>
<td>3</td>
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<tr>
<td>EEC 4207</td>
<td>Assessment and Evaluation of Young Children (Fall, Spring)</td>
<td>3</td>
</tr>
<tr>
<td>TSL 4240</td>
<td>Issues in Second Language Acquisition (Fall, Spring, Summer)</td>
<td>3</td>
</tr>
<tr>
<td>RED 3310</td>
<td>Early Reading, Writing, and Language Arts (Fall, Spring, Summer)</td>
<td>3</td>
</tr>
<tr>
<td>EEX 3450</td>
<td>Young Children with Special Needs (Fall, Spring)</td>
<td>3</td>
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### Semester 3: Summer

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<tbody>
<tr>
<td>EEC 4303</td>
<td>Planning Creative Activities in Early Childhood (Summer Only)</td>
<td>3</td>
</tr>
<tr>
<td>RED 3012</td>
<td>Basic Foundations of Reading (Fall, Spring, Summer)</td>
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### Semester 4: Fall or Spring

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<tbody>
<tr>
<td>MAE 4300</td>
<td>Math Curriculum and Assessment in Early Childhood (Fall, Spring)</td>
<td>3</td>
</tr>
<tr>
<td>SCE 4304</td>
<td>Science Curriculum and Assessment in Early Childhood (Fall, Spring)</td>
<td>3</td>
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<tr>
<td>RED 4311</td>
<td>Primary Reading, Writing, and Language Arts Curriculum and Assess. (Fall, Spring)</td>
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<tr>
<td>EEC 4235C</td>
<td>ECE Seminar: Bridging Theory to Practice (Fall, Spring)</td>
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### Semester 5: Spring or Fall

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>EEC 4943</td>
<td>Student Teaching - Internship (five full days per week) (Fall, Spring)</td>
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### Semester 6: Fall or Spring

<table>
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<tr>
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</table>
Checklist:
LiveText 
TESOL Notebook
(Online, LiveText)

Reading Endorsement 
Subject Area Exam (PreKindergarten/Primary PK-3) 
Professional Education Test 

Advising Notes:
<table>
<thead>
<tr>
<th>LiveText Assignments</th>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Date Submitted</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Social/Emotional Development Presentation</td>
<td>EEC 3700</td>
<td>Social and Emotional Development of Young Children</td>
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<td>Literacy Assessment Package</td>
<td>RED 3310</td>
<td>Early Reading, Writing, and Language Arts -</td>
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<td>Code of Ethics Paper</td>
<td>EEC 4661</td>
<td>Early Childhood Education Theory and Practice-</td>
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<tr>
<td>Professional Development Plan</td>
<td>EEC 4661</td>
<td>Early Childhood Education Theory and Practice-</td>
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<tr>
<td>Language in the Classroom</td>
<td>EEC 4604</td>
<td>Classroom Management and Guidance of Young Children</td>
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<tr>
<td>Classroom Discipline and Guidance Plan</td>
<td>EEC 4604</td>
<td>Classroom Management and Guidance of Young Children -</td>
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<td>Integrated Thematic Learning Unit and Prop Box</td>
<td>EEC 4268</td>
<td>Curriculum Activities in Early Childhood</td>
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<td>Assessing and Testing a 4 year old who is Non-English Speaking</td>
<td>EEC 4207</td>
<td>Assessment and Evaluation of Young Children</td>
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<td>Chapter 4 Reading: Differentiating for the Young Child</td>
<td>EEC 4303</td>
<td>Planning Creative Activities for Young Children</td>
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<td>Creativity in Curriculum</td>
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<td>Planning Creative Activities for Young Children</td>
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<td>Reading Assessment</td>
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<td>Primary Reading, Writing, and Language Arts Curriculum and Assessment</td>
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<td>Teaching Components of Reading and Writing</td>
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<td>Primary Reading, Writing, and Language Arts Curriculum and Assessment</td>
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<td>Mathematics Problem Solving Activity</td>
<td>MAE 4300</td>
<td>Math Curriculum and Assessment in Early Childhood</td>
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<td>Science Unit and Discovery Box</td>
<td>SCE 4304</td>
<td>Teaching Science and Technology to Young Children</td>
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<td>Professional Development Plan</td>
<td>EEC 4235C</td>
<td>Early Childhood Education Seminar: Bridging Theory to Practice</td>
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<td>Observation and Feedback by Cooperating Teacher (1)</td>
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<td>Early Childhood Education Seminar: Bridging Theory to Practice</td>
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<td>Observation and Feedback by Cooperating Teacher (2)</td>
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<td>Early Childhood Education Seminar: Bridging Theory to Practice</td>
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<td>Internship – Professional Development Plan</td>
<td>EEC 4943</td>
<td>Student Teaching – Internship</td>
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<td>Internship Teacher Work Sample</td>
<td>EEC 4943</td>
<td>Student Teaching--Internship</td>
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<td>Internship – Teacher Work Sample/Lesson Plans</td>
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<td>Internship – Midpoint Evaluation</td>
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<td>Internship – Observations from Supervising Teacher/Coordinator</td>
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<td>Internship – Letter to Families</td>
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<td>Internship – Documentation and Reflection of Parent Conference</td>
<td>EEC 4943</td>
<td>Student Teaching – Internship</td>
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</table>
Early Childhood Development and Education
Plan of Action Form

Student’s Name:    PID:

Date:

Course Name and Number:

Faculty Name:    Semester:

Course Grade:

Write an evaluation of your performance in the course listed above. Include an explanation of why you failed the class:

Plan of Action:
Reflect on your evaluation and explanation above. Then, develop an action plan with strategies you will implement by writing a minimum of five strategies for how you plan to be successful in passing this course. Each strategy should be an action (e.g., write down class notes, record each assignment’s due date in a planner, read the assigned course readings, etc.).

STRATEGY 1

STRATEGY 2

STRATEGY 3

STRATEGY 4

STRATEGY 5

Submit this form electronically to Dr. Judy Levin: Judith.Levin@ucf.edu at least two weeks prior to the start of the next semester.

The Early Childhood Development and Education Faculty Council will review the submitted plan of action. The council will approve the student continuing in the program or will recommend program dismissal.
Early Childhood Development and Education
Retention Plan Form

This form is to be completed by students who earn a failing grade in two required upper level early childhood development and education courses.

Student’s Name: PID:
Date:

Required Course Name and Number:
Faculty Name: Semester:
Course Grade:

Required Course Name and Number:
Faculty Name: Semester:
Course Grade:

In the space provided below, you are encouraged to write any comments to the Early Childhood Development and Education Faculty Council regarding your performance in the courses listed above:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Submit this form electronically to Dr. Judy Levin: Judith.Levin@ucf.edu at least two weeks prior to the start of the next semester.

The Early Childhood Development and Education Faculty Council will review the submitted Retention Plan Form. The council will approve the student continuing in the program or will recommend program dismissal.