

## TEACHER EDUCATION: EARLY CHILDHOOD EDUCATION (BIRTH- GRADE 3) B.S.ED.

### EARLY CHILDHOOD EDUCATION

The Early Childhood Education (EDEC) program provides students with a supportive and rigorous academic environment, in which they develop the perspectives, knowledge, and skills to work effectively with families, co-professionals, and children from birth to grade 3, in diverse, inclusive classroom and community-based settings.

The program involves substantial field-based experiences and emphasizes high impact practices, such as experiential learning. Graduates of the program, who successfully complete all requirements, are eligible for recommendation for initial teacher licensure and an endorsement to work with children Birth - Grade 3. Coursework is designed to promote students' abilities to:

- Support the learning and development of each and every child within natural and inclusive environments;
- Recognize and appreciate the diversity of children, families and colleagues in serving as an advocate for social justice and equity;
- Offer instructional practices that are guided by and responsive to children and families, supported by meaningful assessment, backed by evidence, and linked to developmentally and/or individually appropriate curricula;
- Foster collaborative and authentic relationships with children, family members, peers of the same discipline, and colleagues across disciplines; and
- Rise as an educational leader and a change maker.

### MAJOR REQUIREMENTS

EDEC students complete a sequence of professional courses related to early childhood as well as the content knowledge requirements of the Vermont Early Childhood Endorsement Competencies via program and Catamount Core curricular requirements, including language and literacy, the arts, mathematics, social studies, science, technology, and engineering, physical education, movement, and play.

The EDEC Professional Preparation sequence begins with a series of course work that build the foundation and skills for any educator working with young children and/or their families. EDFS 1010 invites students to investigate the multi-faceted concepts of identity, racism, and the dynamics of power, privilege, and oppression in the United States, and EDFS 1020 explores the interplay between schooling and society. EDEC 1010 is a Civic Learning course, which provides an introduction to the field of early childhood education through observing and supporting young children at play. EDEC 1630 familiarizes students with the basic principles and research findings in the discipline of Child Development and how this knowledge can form the basis for educational practice. HDF 1600 examines the family context of development. Students combine developmental and

ecological principles, to understand how families are formed, change over time, and shape the development of the individuals who make up the family. Next, students have a choice between ECSP 2100, which explores individualized practices for diverse learners in inclusive early childhood settings and any other 2000-level or above EDSP course of their choice. EDEC 2220 guides learning about learning theory, cultural/linguistic diversity, early childhood policy and issues of power and privilege in education and beyond.

During the next phase of the program, students undergo a series of field-based courses in diverse and inclusive practicum sites. EDEC 2050 and EDEC 2090 focus on content and methods in working with infants and toddlers birth through age 2. EDEC 2450 and EDEC 2490 focus on content and methods in working with pre-school aged children ages 3 to 5. Throughout these courses, students hone skills related to the multiple roles of the teacher in facilitating children's learning through curriculum development, assessment and environmental design. The "K - 3 Curriculum Block" consists of EDEC 3560, EDEC 3810, EDEC 3820, and EDEC 3790. Through this integrated learning experience, students pursue coursework in a kindergarten - grade 3 content and methods in literacy, math, science, STEM, and social studies in a K-3 classroom in a local public school. Under the supervision of UVM faculty and the mentorship of classroom teachers, students develop mastery over time and gradually assume more leadership responsibility with children, families and colleagues.

The EDEC Professional Preparation sequence culminates with the EDEC 4991 capstone experience, a full-time student teaching experience working in a public PreK - Grade 3 classroom with a licensed mentor in which students experience all aspects of the professional role for the duration of the semester. EDEC 4880 is an accompanying seminar that is designed to support students as they reflect on their student teaching, refine essential competencies, and complete their Vermont licensure portfolio.

The course of study consists of a minimum of 120 credits.

### REQUIREMENTS

All students must meet the Degree and University Requirements.

All students must meet the Catamount Core Curriculum Requirements.

All students must meet the College Requirements.

Requirement Description		Credits
<b>MAJOR REQUIREMENTS</b>		
<b>PROFESSIONAL REQUIREMENTS</b>		
EDFS 1010	Race and Racism in the U.S.	3
EDFS 1020	School and Society	3
EDEC 1010	Intr Early Care & Education	4

EDSP 1050	Iss Aff Persons W/Disabil	3
HDF 1600	Family Context of Development	3
ECLD 1560	Lang Policy Issues,Race&Sch	3
Choose 1 between ECSP 2100 or a 2000-level or above in EDSP.		
ECSP 2100	Indiv Prac for Inclusion	3
EDEC 2220	Sustaining Pedagogies	3
EDEC 1630	Child Development	3
or HDF 1050	Human Development	
or PSYS 2400	Developmental Psych: Childhood	
Demonstration of core competencies <sup>1</sup>		
EDEC 2050	Inf/Todd Curriculum Develop	3
EDEC 2090	Infant Toddler Practicum	4
EDEC 2130	Creative Arts and Movement	3
EDEC 2450	Preschool Curriculum Devel	3
EDEC 2490	Preschool Practicum	4
EDEC 2510	Science of Everyday Life	3
EDEC 3560	K-3 Stem: Math for Meaning	3
EDEC 3810	Inquiry-Based Pedagogy	3
EDEC 3820	K-3 Literacy	3
EDEC 3790	K-3 Interdisciplinry Practicum	4-6
EDEC 4991	Internship: Student Teaching	12
EDEC 4880	Student Teaching Seminar	3
Qualifying score on a state-approved content assessment or commensurate assessment approved by another US state or territory		
<b>CONCENTRATION</b>		
Students must complete 3 credits in each of the following requirements:		
Math		3
MATH, STAT, CS (MATH 1111 and MATH 1122 recommended)		
Language Arts - courses beginning with the subject prefixes:		3
ASL, CSD, ENGS, LING, or WLIT		

<sup>1</sup> The demonstration of core competencies (qualifying score on a state-approved assessment, including SAT/ACT/GRE/Praxis Core or aligned coursework must be completed for a student to progress into the courses below.