



University Council

January 10, 2025

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025

Susan Sanchez, Chair

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Public and International Affairs – Ryan Powers

Public Health – Tamora Callands

Social Work – Jennifer Elkins

Veterinary Medicine – Paul Eubig

Graduate School – Rodney Mauricio

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Ella Colker

Graduate Student Representative – William Walker

Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer a Minor in Birth through Kindergarten Education will be an agenda item for the January 17, 2025, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

PROPOSAL FOR MINOR PROGRAM OF STUDY

1. **School/College:** Mary Frances Early College of Education
2. **Department/Division:** Communication Sciences and Special Education
3. **Minor Name:** Birth Through Kindergarten Education
4. **CIP:** 13101500
5. **Proposed Effective Date:** Fall 2025
6. **Which campus(es) will offer this program:** Athens

7. Program Description:

The proposed Minor in Birth Through Kindergarten Education is intended to provide students with knowledge of early childhood learning and development, collaboration with families, supporting children with and without disabilities in natural learning environments, and teaming with other professionals such as speech-language pathologists, physical therapists, and occupational therapists in home and group social settings where young children receive services.

Upon completion of the Minor in Birth Through Kindergarten Education, the student will be able to:

- Describe the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions in settings for young children;
- Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts;
- Describe the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally, and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and early childhood programs;
- Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals;
- Explain the importance of interactions and experiences for early brain development;
- Explain the characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention;
- Apply knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information;

- Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;
- Identify components of appropriate and effective individualized intervention for young children with disabilities (i.e., best practice);
- Identify methods to facilitate interaction between children with and without disabilities. Discuss factors related to physical activity engagement for individuals with disabilities;
- Utilize resources and academic content knowledge to create developmentally appropriate lesson plans across disciplines for children with and without disabilities;
- Identify and describe the professional opportunities in Birth Through Kindergarten and related helping professions.

8. Program of Study:

- *A minor must contain at least 9 hours of upper-division coursework (numbered 3000 or above).*
- *Courses taken to satisfy Core Areas I through V may not be counted as coursework in the minor.*
- *Courses taken in Core Area VI may be counted as coursework in the minor.*

Total Hours Required for Minor - 15 hours

- EDSE 5100, Foundations & Assessment in Early Childhood Special Education (3 hours) – **NEW**
- EDSE 5160/7160, Communication and Language Development in Young Children (3 hours)
- EDSE 5170/7170, Developmentally Appropriate Programming and Curricula for Infants and Toddlers (3 hours)
- EDSE 5180/7180, Developmentally Appropriate Curricula for Children Aged 3 – 5 (3 hours)
- EDSE 5200, Methods in Teaching Infants and Young Children with Developmental Delays Birth through 5 (3 hours)

A grade of "B" (3.0) or better must be earned in each course that is to be counted toward the minor.

Information on Demand

Knowledge of how to support young children with and without disabilities and families is foundational across many disciplines including early intervention, early childhood special education, developmental and clinical psychology, speech-language pathology, social work, and human development. A Minor in Birth Through Kindergarten would provide undergraduate students across disciplines with opportunities to augment and extend their learning and skills in important ways to best serve children, students, and families in our communities. The department also views this as an opportunity to educate students about a field in which they might like to become professionally involved, which would support the M.A.T. in Birth Through Kindergarten program and Double Dawgs program, and increase the number of well-prepared early childhood educators both with and without formal certification or credentials working with young children and families. This minor is also responsive to changing federal legislation on credentialing of teachers who teach children ages birth through kindergarten. Additionally, the Bureau of Labor Statistics predicts an 18 percent increase in preschool teacher jobs over the next ten years, which is significantly more than elementary and high school teaching jobs.

Documentation of Approval and Notification

Proposal: Minor in Birth through Kindergarten Education

College: Mary Frances Early College of Education

Departments: Communication Sciences and Special Education

Proposed Effective Term: Fall 2025

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 8/26/2024
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 8/26/2024
- Department of Communication Sciences and Special Education Department Head, Dr. Bethany Hamilton-Jones, 8/26/2024