



University Council

January 17, 2020

UNIVERSITY CURRICULUM COMMITTEE – 2019-2020

John Maerz, Chair

Agricultural and Environmental Sciences – Nicholas Fuhrman

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Education – Morgan Faison

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Family and Consumer Sciences – Patricia Hunt-Hurst

Forestry and Natural Resources – Joseph Dahlen

Journalism and Mass Communication – James Hamilton

Law – Randy Beck

Pharmacy – Michelle McElhannon

Public and International Affairs – Jeffrey Berejikian

Public Health – Brittani Harmon

Social Work – Harold Briggs

Veterinary Medicine – Susan Sanchez

Graduate School – Amy Medlock

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Melissa Hevener

Graduate Student Representative – Jordan Henley

Dear Colleagues:

The attached proposal from the College of Education to change the name of the major in Early Childhood Education (B.S.Ed., M.Ed., M.A.T.) to Elementary Education (B.S.Ed., M.Ed., M.A.T.) will be an agenda item for the January 24, 2020, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair  
University Curriculum Committee

cc: Provost S. Jack Hu  
Dr. Rahul Shrivastav

## ACADEMIC PROGRAM NAME CHANGE JUSTIFICATION FORM

**Date:** September 13, 2019

**Department/Division:** Educational Theory and Practice

**School/College/Unit:** College of Education

**Proposed Effective Date:** Fall 2020

### PROGRAM NAME CHANGES:

Current Program Name: Early Childhood Education (B.S.Ed., M.Ed., M.A.T.)

Proposed Program Name: Elementary Education (B.S.Ed., M.Ed., M.A.T.)

### JUSTIFICATION:

This name change is being proposed as a way to align the program name to the state of Georgia certification name as defined by the Georgia Professional Services Commission. See attached Georgia PSC.

**505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM**

**(1) Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

**(2) Requirements.**

**(a)** To receive approval, a GaPSC-approved educator preparation program provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards published by the National Association for the Education of Young Children (2012):

1. Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. The indicators are as follows:

- (i) Knowing and understanding pre-Kindergarten through 5<sup>th</sup> grade children's characteristics and needs;
- (ii) Knowing and understanding the multiple influences on early development and learning; and

(iii) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all pre-Kindergarten through 5<sup>th</sup> grade children.

2. Building Family and Community Relationships: Candidates prepared in elementary education programs understand that successful elementary education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning. The indicators are as follows:

- (i) Knowing about and understanding diverse family, family structures, and community characteristics;
  - (ii) Supporting and engaging families and communities through respectful, reciprocal relationships;
- and

(iii) Involving families and communities in children's development and learning.

3. Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in elementary education programs understand that child observation, documentation, and other forms of assessment are central to the practice of all elementary education professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. The indicators are as follows:

- (i) Understanding the goals, benefits, and uses of assessment, including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5<sup>th</sup> grade children;

(ii) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches, including the use of technology) to monitor student progress and to inform instruction;

(iii) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities; and

(iv) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments.

4. Using Developmentally Effective Approaches: Candidates prepared in elementary education programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. The indicators are as follows:

(i) Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;

(ii) Knowing and using effective research-based strategies and tools for pre-Kindergarten through 5<sup>th</sup> grade children, including the appropriate use of technology;

(iii) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help pre-Kindergarten through 5<sup>th</sup> grade children develop intellectual curiosity, solve problems, and make decisions; and

(iv) Reflecting on own practice to promote positive outcomes for each child.

5. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in elementary education programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in elementary education curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:

(i) Understanding content knowledge and resources in academic disciplines: language and literacy; mathematics; science; social studies; the arts—music, creative movement, dance, drama, visual arts; physical activity, physical education, and health and safety;

(ii) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iii) Using content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child; and

(iv) Recognizing and utilizing opportunities for appropriate curriculum integration.

6. Becoming a Professional: Candidates prepared in elementary education programs identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards related to elementary education practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. The indicators are as follows:

- (i) Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;
- (ii) Engaging in continuous, collaborative learning to inform practice; using technology effectiveness with P-5 children, with peers, and as a professional resource;
- (iii) Integrating knowledgeable, reflective, and critical perspectives on education;
- (iv) Engaging in informed advocacy for P-5 children and the profession; and
- (v) Demonstrating an understanding of the elementary education profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

7. Elementary Education Field Experiences: Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through 5<sup>th</sup> grade children in all three age groups (PK-K, 1-3, and 4-5) and in a variety of settings that offer elementary education. The indicators are as follows:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private; centers, schools, and community agencies);
- (ii) Work effectively over time with children of diverse ages (preschoolers or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems;
- (iii) Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

8. The program shall prepare elementary education professionals to meet the following indicators based on content standards promoted by the Association for Childhood Education International (2007):

- (i) Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts, and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- (ii) Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

(iii) Mathematics: Candidates know, understand, and use the major concepts and procedures that define numbers and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage in problem solving, reasoning and proof, communication, connections, and representation;

(iv) Social studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(v) The arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(vi) Health education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

(vii) Physical education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

9. Teaching of Reading: The program shall prepare elementary education professionals to meet the standards for the Reading Endorsement Program as specified in GaPSC Rule 505-3-96, READING ENDORSEMENT PROGRAM.

(b) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Authority O.C.G.A. 20-2-200

## Approvals on File

**Proposal:** Name Change from Early Childhood Education (B.S.Ed., M.Ed., M.A.T.) to Elementary Education (B.S.Ed., M.Ed., M.A.T.)

**College:** College of Education

**Department:** Educational Theory and Practice

**Proposed Effective Term:** Fall 2020

Department:

- Educational Theory and Practice Department Head, Dr. Gayle Andrews, 9/13/19

School/College:

- College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 9/19/17

Graduate School:

- Graduate School Interim Dean, Dr. Ron Walcott, 11/22/19