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ACADEMIC AFFAIRS

To: Dr. Scott Tollison
Provost and Vice-President for Academic Affairs

From: Bob Sample, Ph.D.
Chair, Undergraduate Curriculum Council

Date: 22 November 2024

Re: UCC Curricular Recommendations

Recommend for Approval CST 12/6/24
approved MRM 12/11/24

On November 1st, 2024, the Undergraduate Curriculum Council met and reviewed proposals submitted by the School of Education and the College of Arts and Science. The UCC took the following actions:

School of Education

1. **Modifying an Existing Course – ED 304 – Principles of Early Childhood Learning**
   Description: This introductory course covers the principles of early childhood education (birth to age 8), exploring contemporary approaches, historical contexts, and theoretical foundations. Students will learn about physical, social, and cognitive development, and apply developmentally
   Rationale: This description puts more of a focus on the family, community and diversity. This better aligns with best practices in our field and National Association of Education of Young Children guidelines.
   Outcome: The UCC approved this proposal unanimously.

2. **Modifying an Existing Course – ED 317 – Behaviors in Early Childhood**
   Description: This course will equip early educators with the methods, skills, and knowledge necessary to support and enhance young children's social-emotional development from birth through age 8 using developmentally appropriate practices. Educators will learn to understand and analyze children's behaviors, provide practical behavior guidance, and develop appropriate behavioral expectations. The course emphasizes the importance of prosocial behaviors, assessment, materials, centers, effective positive communication, and caregiver relationships in early

childhood education.
Rationale: We wanted to include the term Social Emotional to highlight the primary focus of the class. This terminology better aligns with best practice in our field.
Outcome: The UCC approved this proposal unanimously.

3. **Creating a New Course – ED 313 – Supporting Infants and Toddlers**
Description: This course delves into the critical early years of development, focusing on relationship-based approaches from birth to age 3. Topics include the importance of infancy and toddler-hood, understanding and applying developmental theories, and the role of observation. Participants will explore prenatal, emotional, social, cognitive, language, and motor development and create responsive programs addressing quality, health, safety, and nutrition. The course covers the Mississippi Early Learning Standards for Infants and Toddlers. If focuses on designing relationship-based curricula and lesson activities, day-to-day routines, and inclusive practices for children with disabilities. Emphasis is placed on reflective guidance and the professional role in supporting infants and toddlers.
Rationale: In a true Early Childhood Education program, infants and toddlers should be addressed. Working with children that young is fundamentally different that preschoolers.
Outcome: The UCC approved this proposal unanimously.

4. **Creating a New Course – ED 315 – Policy and Advocacy**
Description: This course prepares participants for leadership roles in early childhood education, emphasizing the integration of policy development, advocacy, and effective leadership practices. Topics include analyzing systemic fragmentation and inequality, developing and advocating for impactful policies, and addressing the unique needs of diverse learners. The course covers strategic planning, decision-making, change management, and fostering a positive school culture. Participants will engage with critical theories, utilize data-driven decision-making, and explore strategies supporting teachers' well-being. Emphasis is placed on ethical leadership, community partnerships, reciprocal family partnerships, and integrating the community to drive positive change in early childhood settings.
Rationale: This course will help prepare pre service teachers for working with policy makers and being advocates. It will also help students who do not receive a teaching license to be productive members of the Early Childhood Education community.
Outcome: The UCC approved this proposal unanimously.

5. **Creating a New Course – ED 411 – Methods and Materials in Language Arts**
Description: This course will help prepare pre service teachers for working with policy makers and being advocates. It will also help students who do not receive a teaching license to be productive members of the Early Childhood Education community.
Rationale: We are aligning with other Early Childhood Education Courses by going to a Methods and Materials approach, and focusing specifically on children birth to 8.
Outcome: The UCC approved this proposal unanimously.

6. **Creating a New Course – ED 413 – Methods and Materials in STEM**
   Description: This course equips educators with innovative strategies and practical tools to integrate STEM concepts into early learning environments. Participants will explore the dynamic world of STEM (Science, Technology, Engineering, and Mathematics) tailored for early childhood education. Emphasis is placed on creating engaging, inquiry-based experiences that foster curiosity and creativity, laying the foundation for the next generation of innovators and problem-solvers.
   Rationale: We are shifting to more Methods and Materials courses to better align with best practices and other true Early Childhood Education programs.
   Outcome: The UCC approved this proposal unanimously.

7. **Creating a New Course – ED 415 – Methods and Materials in Creative Arts for Young Children**
   Description: This course explores principles, methods, and materials for teaching music, movement, theater, dance, media and visual arts in early childhood education birth - age 8 according to the Mississippi Department of Education standards. Focused on process-oriented experiences, the course supports divergent thinking and creativity. Participants will learn to create engaging opportunities that foster children's artistic expression and multiple-domain imaginative play. Practical strategies and resources will be provided to enhance early childhood programs and support a rich, artistic learning environment for young children development. Emphasis is placed on integrating the arts into daily routines, promoting exploration, and encouraging
   Rationale: In order to better align with best practice and National Association for the Education of Young Children guidelines, we are including more Methods and Materials classes with our Early Childhood program.
   Outcome: The UCC approved this proposal unanimously.

8. **Creating a New Course – ED 417 – Strengthening Family and Community Connections**
   Description: This course equips students with the knowledge and skills to foster strong, inclusive partnerships with diverse families in early childhood settings. Topics include understanding family dynamics, creating antibias environments, building collaborative relationships, and addressing cultural differences. Students will also learn effective communication strategies, support parent advocacy, and navigate challenging conversations. Emphasis is placed on creating supportive environments that engage families and promote children's development.
   Rationale: Working with families is a huge part of any quality early childhood education program.
   Outcome: The UCC approved this proposal unanimously.

9. **Creating a New Course – ED 419 – Leading Early Education Programs**
   Description: This course equips future early childhood administrators with essential skills for planning, administering, and leading high-quality early childhood education programs. Key topics include program development, staff management, human resources, budgeting, regulatory compliance, and fostering strong family partnerships. Emphasizing the NAEYC Professional Preparation Standards and Director Competencies, students will explore strategies for creating inclusive programs, managing personnel, and using data-driven approaches for continuous improvement. The course covers developing core values and mission statements, assessing program quality, utilizing social media for marketing, and building robust family and community partnerships to enhance educational outcomes and engagement. Mississippi program licensure standards will be addressed
   Rationale: Students will explore the administrative side of early childhood education.
   Outcome: The UCC approved this proposal unanimously.

10. **Creating a New Course – ED 421 – Assessment Methods in Early Childhood.**
    Description: Explore using authentic and appropriate assessment methods and tools in early childhood education. This course covers a range of assessment methods, including observations and anecdotal notes, child portfolios, developmental assessments, teacher/caregiver tools, physical classroom evaluations, and comprehensive assessments of early childhood programs. Students will develop skills in observation, evaluating the ongoing assessment cycle, setting meaningful goals, recording and celebrating growth, using data to drive decision-making, and collaborating with educators, program administrators, professionals, and families to enhance the child's and program's overall success.
    Rationale: This course is a prerequisite for ED404, which is our Early Childhood Education Internship. Teacher candidates will have the opportunity to assess students while they are spending their days with them.
    Outcome: The UCC approved this proposal unanimously.

College of Arts and Sciences:

1. **Modifying an Existing Course – BSB 313 – Methods and Materials in Sciences (Biology)**
   Description: Note: Only open to students admitted to Teacher Education. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher. This course is taught concurrently with PS 313. This course does not count toward fulfillment of the requirements for the Biology major. It is for teacher certification only.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

2. **Modifying an Existing Course – HIS 410 –**
   Description: Note: This course does not fulfill the history requirement for the Social Sciences or History majors, but only the professional certification requirement. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

3. **Modifying an Existing Course – MA 319 –**
   Description: Note: This course is required for the mathematics secondary education major and cannot be used as an upper-level elective for the mathematics major or mathematics minor. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

4. **Modifying an Existing Course – MUS 320 –**
   Description: Note: Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

5. **Modifying an Existing Course – MUS 325 –**
   Description: Note: Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

6. **Modifying an Existing Course – MUS 326 –**
   Description: Note: Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

7. **Modifying an Existing Course – PS 313 –**
   Description: Note: Only open to students admitted to Teacher Education. This course does not count toward fulfillment of the requirements for the Physical Science major. It is for teacher certification only. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

8. **Modifying an Existing Course – TH 207 –**
   Description: Note: Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

The next UCC meeting will be Friday, December 6th at 1:30 p.m. via Zoom.

Respectfully submitted,

RC Sample, Assoc. Prof. of Microbiology, Chair UCC
Department of Sciences and Mathematics