Concentration|New for request 11614

Request: Concentration in Early Childhood Studies

The interdisciplinary concentration in early childhood studies was developed by faculty to provide graduate students in Special Education and School Psychology expertise in young children's early development and learning who are vulnerable due to biological, environmental, or established risk conditions and their families with a specific focus on children birth – five years old. The concentration is designed to offer graduate education by combining coursework and applied research opportunities focused on areas within the field of early childhood studies including health, mental health, early education and care, early intervention, policy and law, and family and community-based social supports. The concentration provides a unique opportunity for graduate students to interact with faculty across disciplines who have diverse academic backgrounds and areas of research and expertise.

Submitter: Shaira Rivas-Otero srivas@coe.ufl.edu
Created: 4/12/2018
Form version: 10

Responses

Proposed Action
Choose to add a new concentration if the concentration has never been offered before. In this case documentation of consent from all participating departments must be submitted
OR,
Choose to participate in an existing concentration if the concentration has already been approved. In this case documentation of consent from all departments offering the major must be submitted.

Response:
Create a Concentration

Degree Level
Indicate the degree level in which to add the concentration.

Response:
D - Doctoral Degree

Concentration Name
Enter the name of the concentration. Example: "Mathematical Modeling" or "Ecological Restoration".

Response:
Early Childhood Studies

Credits
Enter the number of credits for the concentration. Note: as a guideline only, graduate concentrations typically range from 9-21 credits (9-12 for master's degrees, or 9-21 for doctoral degrees).

Response:
15

Effective Term
Enter the term (semester and year) that the concentration would start.

Response:
Fall

Effective Year

Response:
2018

Students
Enter the expected number of new students enrolled in this concentration in the first three years.

Response:
15

Percentage of Credits Available Fully Online
Indicate the percentage of course credits that will be available through fully online courses.

Response:
<50%

Percentage of Credits Available Off-Campus
Indicate the percentage of course credits that will be available away from the main Gainesville campus (including courses with onsite & off main campus meetings).

Response:
<25%

Is this an additional (secondary) concentration?

Response:
No

All Department/Degree/Majors Adding Concentration

List the department / degree / major combinations at the degree level chosen that will offer this concentration.

For example, to request a new "Wetland Sciences" concentration at the master's level, list all master's level degree / major combinations from all participating departments:

- *Forest Resources and Conservation: M.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.S. in Forest Resources and Conservation*
- *Forest Resources and Conservation: M.F.A.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.F.R.C. in Forest Resources and Conservation*
- *Geography: M.A in Geography*
- *Geography: M.S. in Geography*
- *Geological Sciences: M.S. in Geology*
- *Geological Sciences: M.S.T. in Geology*

Response:

Special Education, School Psychology and Early Childhood Studies/Doctor of

Philosophy/Special Education

Special Education Special Education, School Psychology and Early Childhood Studies/Doctor

of Philosophy/School Psychology

Rationale for Proposed Concentration
Describe the rationale for offering this new concentration and having it on the transcript, how it will enhance the quality of the existing major, how it relates to graduate programs at peer institutions. Also describe what distinguishes this new concentration within the existing major(s) in the degree program, the degree of its overlap with existing majors and concentrations (both in the degree program and in other degree programs at the university), and a justification for any such overlap.

Response:
Over the past 15 years, there has been a surge in research discoveries about which early developmental and learning experiences result in improved child health, learning, and well-being, yet a large number of children emerge from the early childhood period lacking the basic abilities they need to succeed in life. Beginning fall of 2014, the University of Florida invested in four additional preeminence positions to foster interdisciplinary collaborations among the Colleges of Education, Medicine, and Public Health and Health Professionals, the Institute for Child Health Policy (ICHP), and the Anita Zucker Center for Excellence in Early Childhood Studies. The focus

of this preeminence initiative was to work towards realizing a vision to integrate science, practice, and policy in early childhood studies and transform early childhood studies at the University of Florida into a top-tier, nationally recognized entity. Since then, a committed group of preeminent UF faculty across campus have collaborated and developed the foundation for graduate training in the area of Early Childhood Studies. We would like to move to the next implementation level through the formal establishment of a concentration in Early Childhood Studies to provide graduate students expertise in young children's early development and learning who are vulnerable due to biological, environmental, or established risk conditions and their families with a specific focus on children birth – five years old. The concentration is designed to offer graduate education by combining coursework and applied research opportunities focused on areas within the field of early childhood studies including health, mental health, early education and care, policy and law, and family and community-based social supports. The Special Education program in the College of Education offers several existing courses that focus on early childhood (i.e., EEC 7666 Theory and Research in Early Childhood; EEC 7056 Policy and Advocacy in Early Childhood; EEC 7617 Early Childhood Assessment and Evaluation). Additionally, the Special Education program offers several special topics courses (i.e., Family, Diversity and Disabilities and Instructional Methods for Young Children in Early Childhood Studies). These courses are already being offered in the PhD in Special Education program. The Early Childhood Studies concentration would formalize this course of study for students interested in specializing in Early Childhood Studies. We also foresee that graduate students in other program areas might be interested enrolling in this coursework and obtain an Early Childhood Studies minor including students obtaining a PhD in Nursing, School Psychology, Clinical Psychology, Developmental Psychology, Rehabilitation Science, and Family, Youth, and Community Sciences. The outcome will be to establish an innovative and unified approach to graduate education in the area of Early Childhood Studies focused on the early experiences of children from birth to age 5 in the context of their families and communities.

Curriculum:
EEC 7666 Theory and Research in Early Childhood Studies, 3 credits, letter-graded
EEC 7056 Early Childhood Policy and Advocacy, 3 credits, letter-graded
EEC 7617 Early Childhood Assessment & Evaluation, 3 credits, letter-graded
EEC 6933 Special Topics (Families, Disabilities, and Diversity), 3 credits, letter-graded
EEC 6933 Special Topics (Social and Pre-academic Instructional Methods for Young Children), 3 credits, letter-graded

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing program.

Response:
Since the proposed concentration coursework is comprised of courses that already are being offered and taught by faculty in the School of Special Education, School Psychology, and Early Childhood Studies who are also affiliated with the UF Anita Zucker Center for Early Childhood Studies, no substantial impact on other programs is anticipated.