

CCV Early Childhood Education A.A. to UVM Early Childhood Education B.S.Ed. Pathway
College of Education and Social Services (CESS)
Catalogue Year: 2022-2023

CCV DEGREE PROGRAM: Early Childhood Education	UVM DEGREE PROGRAM: Early Childhood Education
Gen Ed: First Semester Seminar INT 1050 - Dimensions of Self & Society	HUMN 01X - D1:fulfills Humanities General Education and University D1 requirement
Gen Ed: Introductory Written Expression ENG 1061 - English Composition	ENGS 001 - FW:Written Expression, Foundational Writing and Information Literacy/English Language Arts Content (ELA 1)
Gen Ed: Digital and Computer Literacy: <i>Choose:</i> Choose from approved list of CIS offerings	Math Content (MC 1) CS various (please refer to the UVM Transfer Guide)
Gen Ed: Mathematics: <i>Choose from:</i> MAT 1221 – Finite Mathematics MAT 1531 – Calculus I MAT 2021 – Statistics I	Quantitative Reasoning/Math Content (MC 2) MATH 017 – QR:Applications of Finite Math MATH 021 – QR:Calculus I STAT 111 – QR:Elements of Statistics
Gen Ed: Natural Science <i>Choose from:</i> BIO 1140 – Human Biology BIO 1210 – Introduction to Biology CHE 1020 – Introductory Chemistry CHE 1031 – General Chemistry I PHY 1041 – Physics	Human Science and Science Content (SCI 1) BIOL 004 – The Human Body BIOL 0LX – 1-99 Level BIOL w/lab credit CHEM 023 – Outline of General Chemistry CHEM 031 – General Chemistry I PHYS 011 – Elementary Physics
Gen Ed: Social Science <i>Choose:</i> PSY 2010 - Child Development	EDEC 063 – Child Development
Gen Ed: Arts and Aesthetics <i>Choose:</i> Any ENG selection	English Language Arts Content (ELA 2) ENGS 0XX (1-99 level ENGS credit)
Gen Ed: Humanistic Perspectives <i>Choose from:</i> HIS 1211 – U.S. History to 1865 HIS 1212 – U.S. History since 1865	Social Studies Content (SS 1) HST 011 – U.S. History to 1865 HST 012 – U.S. History since 1865
Gen Ed: Communication <i>Choose:</i> COM 1015 - Communication in the Early Childhood Education and Afterschool Workplace	EDEC 0XX (1-99 level EDEC credit) – Elective
Gen Ed: Research & Writing Intensive <i>Choose from:</i> ENG 1020 - Introduction to Research Methods ENG 1062 - English Composition II ENG 1310 - Introduction to Literature ENG 2050 - Global Issues in the Media	English Language Arts Content (ELA 3) ENGS 0XX – (1-99 level ENGS credit) ENGS 050 – The Art of the Essay ENGS 011 – Types of Literature ENGS 114 – Topics in Writing
Gen Ed: HUM 2010 - Seminar in Educational Inquiry	HUMN 0XX – Elective
Program: EDU 1030 - Intro Early Childhood Education	EDEC 001 – D2:Intro Early Care & Education
Choose 6 credits from EDU, PSY, and/or SOC <i>Choose:</i> SOC 1010 – Intro to Sociology <i>Choose:</i> Any approved SOC course	SOC 001 – SU:Intro to Sociology, Social Studies Content (SS 2) Various (please refer to the UVM Transfer Guide), Social Studies Content (SS 3)
EDU 1270 – Supporting Young Children with Diverse Abilities	EDEC 0XX
EDU 2045 - Curriculum Development for Early Childhood Education	EDEC 145 - Curriculum Development in Early Childhood Education
*INT 2860 - Professional Field Experience	*Will fulfill EDEC 149: Preschool Practicum

<p>Electives: 9 credits <i>Choose:</i> Select one course from MAT 1221, 1531, 2021, other than the one course completed for the general education requirement.</p> <p>Select one course from BIO, CHE, ENV, PHY</p>	<p>Satisfies Math Content (MC 3)</p> <p>Various (please refer to the <u>UVM Transfer Guide</u>) Satisfies Science Content (SCI 2)</p>
<p>Total Credits at CCV: 60</p>	
<p>Credits remaining at UVM: 58 EDSP 005, HDF 060, ECLD 056, ECSP 105, EDEC 105, 109, 113, 122, 151, 156, 179, 181, 182, 187, 188, PRAXIS CORE (exam only – can be waived based on qualifying SAT/ACT Score), PRAXIS II (exam only) Electives: As needed to reach 60 total credits Total credits required to earn Bachelor’s degree is minimum 120.</p>	

***INT 2860: Professional Field Experience Addendum: CCV/UVM Early Childhood**

Rationale: When designed according to these guidelines, INT 2860, may transfer to UVM as equivalent to EDEC 149: Preschool Practicum, toward graduation from the University of Vermont with a B.S.Ed. in Early Childhood Education and recommendation for Vermont state licensure and endorsement to work with children birth-grade three.

Preschool Field Experience Guidelines:

1. Students must be placed in a preschool classroom setting inclusive of children (ages 3-5) who, preferably, are culturally and linguistically diverse and may be experiencing developmental delay or disability.
2. Students should be assigned a mentor teacher who has a teaching license and endorsement in Early Childhood Education.
3. Students must accrue a minimum of 80 hours of field work in their field placement and schedule their hours to be in the classroom at the same time as their mentor teacher. (Students should not be counted in classroom ratios and should be supported to learn from their mentor’s modeling in context.)
4. Students should identify a weekly time to reflect and exchange feedback with their mentor teacher (30 minutes recommended).

Preschool Field Experience Objectives and Outcomes:

1. Students will establish respectful, reciprocal and responsive relationships with children, families and teachers (NAEYC Initial Licensure Standards 1a,b,c; 2b,c; 4a) in their classroom setting.
2. Students will use developmental knowledge to foster healthy, respectful, inclusive, supportive and appropriately challenging learning environments for young children (NAEYC Initial Licensure Standards 1c, 4a,b,c, 5c).
3. Students will consider the role of family, culture, and context in the development of young children and issues of diversity and inclusionary practice in the classroom (NAEYC Initial Licensure Standards 1b; 2a; 4a,d).
4. Students will demonstrate skills related to professionalism, such as accountability, affect/disposition, communication and upholding ethical standards (NAEYC Initial Licensure Standards 4a,d; 6a,b).
5. Students will observe, record and analyze young children’s efforts to co-construct and represent socio-moral, physical, and logico-mathematical knowledge in a group setting; (NAEYC Initial Licensure Standards 1a; 3b,c; 4b,c).
6. Students will practice a range of intentional teaching strategies in supporting children’s inclusion, pro-social behaviors, and construction of knowledge, in all domains of learning and development (NAEYC Initial Licensure Standards 1a,b,c; 3a; 4a,b,c,d; 5c).
7. Students will develop and implement thoughtful, interest-based curricular plans that promote children’s development and learning across domains and content areas and link appropriately to the Vermont Early Learning Standards (VELS) and social justice frameworks, such as Anti-Bias Curriculum and Universal Design for Learning (UDL) (NAEYC Initial Licensure Standards 1a,b,c; 3a; 4a,b,c,d; 5c).
8. Students will develop the ability to work effectively with children one-on-one, in small groups and in large groups. (NAEYC Initial Licensure Standard 4a,b,c,d).
9. Students will contribute as an active and collaborative member of a pedagogical team, including planning meaningful, play-based curriculum with learning objectives linked to the VELS and social justice frameworks, such as Anti-Bias Curriculum and UDL (NAEYC Initial Licensure Standards 1c; 3b,d; 4b,c,d; 5c; 6c,d).
10. Students will develop an understanding of the goals, benefits and various approaches to assessment and the role of technology in this process (NAEYC Initial Licensure Standards 3a,b; 4b)