

University of Florida  
EEC 6933 – Section 29H4  
Early Childhood Studies Seminar

<p><b>Instructor of Record</b> Patricia Snyder, PhD <b>Contact Information</b> <b>Office:</b> 1345S Norman Hall <b>Phone:</b> 352 273-4291 <b>E-mail:</b> patriciasnyder@coe.ufl.edu <b>Office Hours:</b> After seminar or by appointment</p> <p><b>Early Childhood Studies Faculty</b> Tina Smith-Bonahue, PhD Maureen Conroy, PhD Hazel Jones, PhD Kristen Kemple, PhD Mary McLean, PhD Brian Reichow, PhD Patricia Snyder, PhD</p> <p><b>Anita Zucker Research Scientists</b> Heman Knopf, PhD Kimberly Megrath, PhD</p> <p><b>Anita Zucker Post-Doctoral Fellows</b> Crystal Bishop, PhD Cinda Clark, PhD Joy Polignano, PhD</p> <p><b>Other Anita Zucker Affiliated Faculty and Partners</b> James Algina, EdD Marylou Behnke, MD Stacy Ellis, PhD Matt Gurka, PhD Fonda Davis Eyler, PhD Cynthia Johnson, PhD</p>	<p><b>Course Credit: 1 credit hour for MAE students</b></p> <p><b>Course Meeting Location and Time</b></p> <p><b>Location:</b> Rm. 2321, Norman Hall</p> <p><b>Time:</b> Fridays, 4:05 to 5:05 pm beginning September 2, 2016</p> <p><b>Additional Meeting Dates:</b> September 16, 2016 September 30, 2016 October 14, 2016 October 28, 2016 November 18, 2016 December 9, 2016</p>
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### **Seminar Description**

This is a graduate-level seminar for MAE and PhD students in early childhood studies. The seminar is designed to introduce students to the interdisciplinary field of early childhood studies and the early childhood profession and to foster a learning community in which students, early childhood studies faculty, Anita Zucker Center for Excellence in Early Childhood Studies research scientists, post-doctoral fellows, affiliated faculty and partners, and other invited guests will learn about and discuss contemporary research, policy, and practice issues in the field.

Presentations, interactive discussions, readings, and networking among seminar participants will be used to structure seminar activities.

### **Seminar Objectives**

By the end of the seminar, student learners will be able to:

1. Identify why it is important to approach science, policy, and practice in early childhood from interdisciplinary and integrated perspectives.
2. Discuss what is meant by a professional field of practice and how the field is unifying as a professional field of practice.
3. Describe and synthesize key research, policy, and practice issues in the field.
4. Identify and evaluate key research, policy, and practice resources in the field.
5. Analyze what it means to be culturally competent and to consider the implications for early childhood research, policy, and practice.
6. Describe key early childhood studies initiatives, including research, policy, and practice initiatives, in which students, faculty, Anita Zucker Center, and others partners at UF are engaged.
7. Identify follow-up activities to include in an individualized plan for meeting EC MAE or PhD competencies in relation to their program of study in the master's or doctoral program.

### **Required Readings**

IOM (Institute of Medicine) and NRC (National Research Council). (2012). *From neurons to neighborhoods: An update: Workshop summary*. Washington, DC: National Academies Press. [This book is available electronically for download from the National Academies Press website]

### **Supplementary and Recommended Readings and Resources**

(Note: Additional readings will be assigned as the seminar progresses based on topics to be discussed and learner interests and needs)

Division for Early Childhood. (2014). *Recommended practices in early intervention/early childhood special education*. Retrieved from [www.dec-sped.org](http://www.dec-sped.org)

Goffin, S. (2016, June). *A third way forward to professionalism*. Presentation at the NAEYC Professional Development Institute, Baltimore, MD. Available from <https://sites.google.com/site/goffinstrategygroup/presentations>

Goffin, S., Winton, P., & Snyder, P. (2015, June). *What will it take to get from here to there: Moving beyond the status quo*. Presentation at the NAEYC Professional Development Institute, Baltimore, MD. Available from <https://sites.google.com/site/goffinstrategygroup/presentations>

National Association for the Education of Young Children. (2009). *Developmentally appropriate practice position statement*. Washington, DC: Author.

National Association for the Education of Young Children (n.d.). Power to the profession initiative. Available at <https://www.naeyc.org/profession>

### ***Web Sites with Relevant Sources***

Ann E. Casey Foundation  
<http://www.aecf.org/>

Children's Movement of Florida  
<http://childrensmovementflorida.org>

Division for Early Childhood of the Council for Exceptional Children  
[www.dec-sped.org](http://www.dec-sped.org)

Early Childhood Technical Assistance Center  
<http://ectacenter.org/>

Harvard Center on the Developing Child  
[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

National Center for Children in Poverty  
<http://www.nccp.org/>

Research Connections  
<http://www.researchconnections.org>

Society for Research in Child Development  
[www.srcd.org](http://www.srcd.org)

United Nations Committee on the Rights of the Child/Convention on Rights of the Child:

<http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>

World Health Organization (Child Development)

[http://www.who.int/topics/child\\_development/en/](http://www.who.int/topics/child_development/en/)

Zero to Three

<http://www.zerotothree.org>

### **Federal (United States) Early Childhood Programs**

Office of Child Care: <http://www.acf.hhs.gov/programs/occ>

Maternal and Child Health Bureau: <http://mchb.hrsa.gov/>

Office of Head Start (Policy): <http://www.acf.hhs.gov/programs/ohs>

US Department of Education: [www.ed.gov](http://www.ed.gov)

Race to the Top (Early Learning Challenge):

<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>

Office of Early Learning:

<http://www2.ed.gov/about/offices/list/osee/oel/index.html>

Office of Special Education Programs:

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

### **Select Journals with a Focus on Early Childhood**

Child Development#

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8624](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8624)

Child Development Perspectives#

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1750-8606](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1750-8606)

Early Childhood Education Journal

<http://link.springer.com/journal/10643>

Early Education and Development

[https://www.researchgate.net/journal/1040-9289\\_Early\\_Education\\_and\\_Development](https://www.researchgate.net/journal/1040-9289_Early_Education_and_Development)

Early Childhood Research Quarterly# (additional cost - \$60 for members)

<http://www.journals.elsevier.com/early-childhood-research-quarterly/>

Infants and Young Children

<http://journals.lww.com/iyjournal/pages/default.aspx>

Journal of Early Childhood Research

<http://ecr.sagepub.com/>

Journal of Early Intervention#  
<http://jei.sagepub.com/>

Topics in Early Childhood Special Education  
<http://tec.sagepub.com/>

Young Children\*#  
<http://www.naeyc.org/yc/pastissues>

Young Exceptional Children\*#  
<http://yec.sagepub.com>

\* = practitioner focus

# = receive as a professional organization member benefit

### **Professional Organizations with an Early Childhood Focus**

Division for Early Childhood – Council for Exceptional Children  
[www.dec-sped.org](http://www.dec-sped.org)

International Society on Early Intervention  
<https://depts.washington.edu/isei/>

National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

Society for Research in Child Development (focus birth through age 18)  
[www.srcd.org](http://www.srcd.org)

### ***Seminar Expectations***

The value of our experiences together is dependent on the preparation and participation of all seminar participants. Each student participant is expected to complete the assigned readings or to review suggested resources for each seminar, to attend each seminar, and to participate actively in small- and large-group activities and discussions.

1. Each student participant should read ALL assigned readings or review suggested resources for a particular seminar **by the seminar date.**
2. Participants are expected to attend seminar and participate actively in discussions and activities. **Cell phones should be de-activated during class.** Student participants are responsible for procuring handouts, notes, assignments, et cetera in the unlikely event that they are absent from seminar. **Active participation means expressing your own thoughts and listening to those of others, engaging in respectful dialogue with seminar participants, and being willing to challenge and be challenged by the important ideas in the seminar. Participants are also expected to**

**take leadership roles in particular seminars, participate in case discussions and analyses, and share their expertise in other ways.**

3. For preparing any written assignments or seminar presentations, students should follow guidelines outlined in the *Publication Manual of the American Psychological Association* (6th ed.).

### ***Learning Assessment***

Student learners will complete one learning assessment for this seminar, which is outlined below.

#### ***Individualized Plan for Meeting EC PD Competencies***

You will be provided with a list of early childhood program competencies for the MAE or PhD program. You will conduct a self-assessment of strengths, needs, and priorities for improvement in relation to the identified competencies. Each student will develop an individualized plan for meeting the competencies. She/he will meet with faculty advisors and mentors to review and refine the plan and to incorporate it into their program of study.

#### ***Grading/Evaluation***

A pass/fail grading system is used for seminar. Students must attend all or almost all seminars, participate actively, and complete their individualized plan to obtain a passing grade in seminar. Participation in each seminar is required and 10 points are given for participation in each seminar session.

Participation: 70 points  
Learning Plan: 30 points

### ***Academic Honor Code***

Students are expected to adhere to the academic honor code of the University of Florida as published on the University of Florida Web site at:

<http://www.dso.ufl.edu/judicial/honorcode.php>

### ***Americans with Disabilities Act***

As described on the UF Disability Resource Center Web site, “there is a strong commitment to equal education for all students at the University of Florida. The University will strive to be aware of and sensitive to the unique needs of all students. Student needs will be addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity.”

Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center, and (2) bring a letter to the seminar leader from the DRC that verifies the need for academic

accommodations and what type. This should be done before or within the first week of class. For more information about the Disability Resource Center contact them at

**Disability Resource Center**

0020 Reid Hall

Phone: (352) 392-8565

Fax: (352) 392-8570 Web site: <http://www.dso.ufl.edu/drc/>

***Syllabus Change Policy***

This syllabus and preliminary schedule is a guide for the seminar and is subject to change with notice to participants at least 1 week in advance.