St. Johns River State College

Introducing the Bachelor of Science degree in Early Childhood Education
The Bachelor of Science degree in Early Childhood Education at St. Johns River State College is designed as an initial teacher preparation program in compliance with Florida Statutes and State Board of Education Rule 6A-5.066.

The program’s goal is to prepare early childhood educators for employment in preschool and early elementary (prekindergarten through third grade) classrooms. The program meets the requirements of both the English for Speakers of Other Languages (ESOL) and Reading endorsements.
Overview of Early Childhood Program

- General Admission
- Prerequisites
- Courses
- Application Deadlines
- Program Credits & Cost
- Financial Assistance
General Admission

• Submission of a completed application to the baccalaureate program in Early Childhood Education ($30 application fee)
• Submission of official transcript(s) indicating work taken and the degree(s) awarded
• An earned Associate of Arts degree to include 36 general education credits and 24 elective credits
• A minimum 2.5 GPA on a 4.0 scale
• A grade of “C” or higher for all general education credits fulfilling Gordon Rule requirements
General Admission – continued

• Must attempt all four sections of the General Knowledge Test of the Florida Teacher Certification Examinations and have passed two sections. Priority will be given to applicants who have passed the entire test. For more information on this exam or to register to take the exam, visit http://www.fl.nesinc.com/.

  ✓ There are 4 parts to the General Knowledge Test (English Language Skills, Reading, Math and the Essay)
  ✓ Cost: $130 (retakes result in additional charges)
  ✓ Review sessions are available through the SJR State Academic Support Centers each semester
Additional Program Requirements:

- Demonstration of foreign language competence.

  Students who did not complete the foreign language requirement in high school or before acceptance into the program, will need to complete an additional 8 credit hours of sequential foreign language before graduation.
Bachelor of Science in
Early Childhood Education

Prerequisite Course
You are required to have a grade of “C” or higher for the prerequisite course:

✓ EDF 2005 - Introduction to the Teaching Profession (3 credits)

Optional (Recommended) Electives for Educators:

✓ EDF 2085 - Introduction to Diversity for Educators (3 credits)
✓ EME 2040 – Introduction to Technology for Educators (3 credits)
Required Early Childhood Education Courses

Once admitted to the degree program, participants will complete an additional sixty credit hours of upper division Early Childhood Education courses for a total degree length of 120 semester hours. The program is offered in a blended format which will allow greater accessibility to all students. The blended format will require some on-campus meeting times which will rotate from one campus to another, as well as online instruction. Each blended class meets once each month on **Tuesdays or Thursdays** from 6:00 pm-8:45 pm.

**ARTICULATED ASSOCIATE IN ARTS (AA) DEGREE TO INCLUDE PREREQUISITES**

**LOWER LEVEL PREREQUISITE EDUCATION COURSE**
EDF 2005 Introduction to the Teaching Profession

**UPPER LEVEL EDUCATION COURSES**
EDF 3214 Human Development and Learning  
EDF 3430 Measurement, Evaluation, and Assessment in Education  
EDG 4410 Classroom Management and Communication  
EDG 3620 Curriculum and Instruction  
EEX 3012 Educational Needs of Students with Exceptionalities  
EEX 4604 Behavior Management for Special Needs & At-Risk Students
Required Early Childhood Courses - continued

**UPPER LEVEL EARLY CHILDHOOD EDUCATION COURSES & PRACTICUM**
- EEC 3404  Child, Family, and Community Partnerships
- EEC 4241  Integrated Music, Art, and Movement
- EEC 4211  Integrated Mathematics and Science
- EEC 4212  Integrated Language Arts, Children’s Literature, Social Sciences
- EEC 4940  Student Internship
- EEC 4930  Senior Seminar

**UPPER LEVEL READING EDUCATION COURSES & PRACTICUM**
- RED 3309  Early and Emergent Literacy
- RED 4511  Intermediate Literacy: Reading and Thinking
- RED 4519  Diagnosis and Intervention in Reading
- RED 4940  Final Reading Practicum

**UPPER LEVEL ESOL COURSES**
- TSL 3080  Principles and Practices of ESOL I
- TSL 4081  Principles and Practices of ESOL II
Fall Course Sequence

**FALL TERM 1**
- EEC3404 Child, Family, & Community Partnerships (ESOL) 3 credits
- RED3309 Early & Emergent Literacy (ESOL) 3 credits
- TSL3080 Principles & Practices of ESOL I 3 credits
- EDG3620 Curriculum & Instruction 3 credits

**SPRING TERM 1**
- EDG4410 Classroom Management & Communication (ESOL) 3 credits
- EEX3012 Educational Needs of Students w/Exceptionalities (ESOL) 3 credits
- EDF3430 Measurement, Evaluation, & Assessment in Education (ESOL) 2 credits
- RED4511 Intermediate Literacy: Reading & Thinking (ESOL) 3 credits
- EEC4241 Integrated Music, Art, & Movement -15 hours field exp. 4 credits

Professional Education Exam (PEd) of the Florida Teacher Certification Exam (FTCE) Deadline May 1st.

**SUMMER TERM 1**
- EEX4604 Behavior Management for Special Needs & At-Risk Students 3 credits
- EDF3214 Human Development & Learning 3 credits

Subject Area Exam (SAE) of the Florida Teacher Certification Exam (FTCE) Deadline October 1st.

**FALL TERM 2**
- TSL4081 Principles & Practices of ESOL II 3 credits
- RED4519 Diagnosis & Intervention in Reading (ESOL) 3 credits
- EEC4211 Integrated Mathematics & Science 4 credits
- EEC4212 Integrated Language Arts, Children’s Lit, Social Sciences (ESOL) 4 credits

**SPRING TERM 2**
- RED4940 Final Reading Practicum 3 credits
- EEC4940 Student Internship 8 credits
- EEC4930 Senior Seminar 2 credits

Total Credits: 60 credits

Spring Course Sequence

**SPRING TERM 1**
- EEC3404 Child, Family, & Community Partnerships (ESOL) 3 credits
- RED3309 Early & Emergent Literacy (ESOL) 3 credits
- TSL3080 Principles & Practices of ESOL I 3 credits
- EDF3214 Human Development & Learning 3 credits

**SUMMER TERM 1**
- EDG4410 Classroom Management & Communication (ESOL) 3 credits
- EEX3012 Educational Needs of Students with Exceptionalities (ESOL) 3 credits
- EDF3620 Curriculum & Instruction 3 credits

Professional Education Exam (PEd) of the Florida Teacher Certification Exam (FTCE) Deadline August 1st.

**FALL TERM 1**
- EDF3430 Measurement, Evaluation, & Assessment in Education (ESOL) 2 credits
- EEX4604 Behavior Management for Special Needs & At-Risk Students 3 credits
- EEC4241 Integrated Music, Art, & Movement 4 credits
- RED4511 Intermediate Literacy: Reading & Thinking (ESOL) 3 credits

Subject Area Exam (SAE) of the Florida Teacher Certification Exam (FTCE) Deadline March 1st.

**SPRING TERM 2**
- TSL4081 Principles & Practices of ESOL II 3 credits
- RED4519 Diagnosis & Intervention in Reading (ESOL) 3 credits
- EEC4211 Integrated Mathematics & Science 4 credits
- EEC4212 Integrated Language Arts, Children’s Lit, Social Sciences (ESOL) 4 credits

**FALL TERM 2**
- RED4940 Final Reading Practicum 3 credits
- EEC4940 Student Internship 8 credits
- EEC4930 Senior Seminar 2 credits

Total Credits: 60 credits
This course covers the various stages of human development, learning theories, and the application to teaching/learning situations. Identification and analysis of students’ academic, physical, cognitive, emotional, motivational, and social development is emphasized with a focus on the interaction between the role of the teacher and the needs and learning styles of their students.
This course explores the basic concepts of educational measurement, instructional objectives, and student assessment techniques. Teacher candidates will learn how to strengthen the learning process through classroom assessment techniques, the interpretation of standardized tests, and evaluation of student progress using measurement results.
This course provides strategies for creating a safe and stimulating learning environment that encourages positive social interaction and effective communication among members of the learning community. Emphasis is placed on attitudes, language patterns, values, and behaviors to support and maintain student learning as well as on-task behavior. Additionally, this course includes methods and strategies for consulting with other school professionals and the child’s family unit.
This course is an introduction to the field of curriculum and instruction. Teacher candidates will understand the principles of curriculum development and the use of instructional strategies. The foundation of this course will include the development, implementation, and evaluation of lesson plans appropriate to the specific ability level of the intended audience.
This course provides an overview of students with specific educational needs and exceptionalities while focusing on characteristics, definitions, and prevalence of disabilities, the referral process, service delivery models, and the pedagogical approach of exceptional students. Teacher candidates will understand the history of, legal basis for, and contemporary issues in special education. Special attention will focus on the expectation that all students have learning strengths.
Prerequisite: EEX 3012.

This course covers the strategies and techniques necessary for managing the physical environment and behaviors of children with special needs. The emphasis of this course will focus on behavior management and consultation skills. Teacher candidates will apply knowledge to create and maintain an on-task, safe, and healthy learning environment for learning in the exceptional and inclusive classroom.
This course focuses on the varying cultural contexts of young children and the development of positive collaborative relationships between teachers and families. This course guides the development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings. Additionally, this course will facilitate the development of and implementation of community involvement programs in early childhood settings.
Prerequisite: EDG 3620.

This course promotes the skills, concepts, creativity, and enjoyment in music, art, dramatic play, and movement to create expressive learning activities for young children. The role of the teacher includes instructional strategies for integration, assessment, and concept development to encourage growth and participation for all students. This course requires 15 hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
EEC 4211: Integrated Mathematics & Science
(4 credits)

Prerequisite: EDG 3620.
This course develops an understanding and integrated application of science and mathematical concepts for the appropriate stages of cognitive development of young children. Focus is given to exploring sequential math development, identifying how concepts are developed and acquired, and promoting the young children’s concept development through problem solving and assessing the child’s developmental level. Additional focus given to teaching science strategies using concept development, process of inquiry, planning for fundamental concepts in science including activities for young children at the appropriate stages of cognitive development, and utilizing appropriate current technology to support teaching and learning. **This course requires 15 hours of field experience/observation in a classroom setting** designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
Prerequisite: EDG 3620.

This course develops the foundations and integrated application of language/emergent literacy, children’s literature, and social sciences for the appropriate stages of cognitive development of young children. Focus is given to exploring appropriate curriculum in language arts, children’s literature, and humanities with an emphasis on how learning experiences are integrated throughout the curriculum. Additional focus given to teaching strategies and activities for young children while utilizing appropriate current technology to support teaching and learning. **This course requires 15 hours of field experience/observation in a classroom setting** designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
Prerequisite: Senior Status.
Corequisite: EEC 4930 and RED 4940.
This course is a full day, full semester internship with placement in a pre-kindergarten, kindergarten, or primary grade during which the teacher candidates demonstrate the ability to apply knowledge, skills, and dispositions in authentic situations under the direction of a certified classroom teacher and college supervisor in an approved setting. Teacher candidates will plan, implement, and evaluate activities relevant to the classroom setting. Teacher candidates will be observed and evaluated by the college supervisor and classroom teacher. **This course requires 10 weeks with no less than 250 hours of direct instruction including an additional 45 hours of reading** designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The internship is completed outside of the scheduled class meeting time. Offered Fall and Spring terms only.
Prerequisite: Senior Status.
Co-requisite: EEC4940.
This seminar course, taken concurrently with EEC4940, will meet for 2 hours every 2 weeks with the college supervisor to discuss teaching/learning issues and develop the teacher candidate’s Early Childhood Education Teacher Portfolio. Offered Fall and Spring terms only.
This course will increase understanding of early literacy development and conditions, which promote total literacy from birth through lower elementary grades. Language theory and current research will shape informed practices regarding literacy development. Connections are made among all aspects of literacy learning: reading, writing, listening, speaking, and attitude development. Additionally, this course explores and develops related activities to foster a balanced, positive, constructive attitude towards literacy in young children.
Prerequisite: RED 3309. This course combines the theory and practice in the teaching of reading/literacy in the elementary intermediate grades. Procedures for meeting individual differences, differentiated instruction, selected use of materials, and classroom organizations will be examined. **This course requires 30 hours of field experience/observation in a classroom setting** designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
Prerequisite: RED 3309. This course provides diagnostic and instructional interventions in reading through formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on diagnosis of reading problems, administration of assessments, evaluation of results, and planning instructional interventions to remediate reading deficiencies. **This course requires 20 hours of field experience/observation in a classroom setting** designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
Prerequisite: Senior Status.
Corequisite: EEC 4940.
This course is the supervised reading portion of the final internship to give clinical experience in reading for the pre-service teacher. This course provides clinical experience in increasing student reading performance through the utilization of appropriate strategies and materials. This course aligns to the Florida Reading Competencies, which include language development, cognition, research-proven best practices, and differentiated instruction. Teacher candidates will work directly with K-3 teachers and students in the public schools in large group, small group, and individual settings to connect all aspects of literacy instruction. 

This course requires 45 hours of field experience/observation in a classroom setting (to take place during the student’s final internship) designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time. Offered Fall and Spring terms only.
This course introduces issues, principles, theories, research, and best practices of teaching English to Speakers of Other Languages. The goal of this course is to develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition are based in addition to the impact these concepts will have on instruction.
Prerequisite: TSL 3080.
This course builds on TSL 3080 with the goal to link the theory and practice for effective teaching of ESOL (English Speakers of Other Languages). The course will emphasize methods, curriculum, and assessment of ESOL students. This course requires 20 hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student’s choice within the college’s service area. The field experience is completed outside of the scheduled class meeting time.
The deadline for applying to the program is 3 weeks before the start of the term. Students are admitted in Fall & Spring terms only.
Please refer to the current year catalog for tuition information

- Articulated Associate in Arts (AA) Degree to Include Prerequisites: 60
- Early Childhood Education Program: 60 credit hours
- Required Total Credit Hours: 120
Financial Assistance is available for Early Childhood Education Students

✓ Student Loans are available through the FAFSA

✓ **Apply for Financial Aid:** [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa)

✓ Please contact our Financial Aid Department at 386-312-4040 for additional information or the Foundation Department at 386-312-4100 for information on available Scholarships
Questions?

For more information:

Call 386-312-4242
E-mail teachereducation@sjrstate.edu
Fax 386-312-4101

Mail documents to:
Teachereducation Department:
St. Johns River State College
5001 St. Johns Avenue Palatka, FL  32177

St. Johns River State College, an equal access institution, prohibits discrimination in its employment, programs, activities, policies and procedures based on race, sex, gender, gender identity, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to education equity, equal access or equal opportunity should be addressed to the College Title IX Coordinator/Equity Officer: Charles Romer, Room A0173, 5001 St. Johns Avenue, Palatka, FL 32177; (386) 312-4074; CharlesRomer@sjrstate.edu. Anonymous reporting is available at SJRstate.edu/report. Inquiries/complaints can be filed with the Title IX Coordinator/Equity Officer online, in person, via mail, via email or with the US Department of Education, Office of Civil Rights, Atlanta Office, 61 Forsyth St. SW Suite 19T10, Atlanta, GA 30303-8927.
Teacher Education Office:

- Dr. Myrna Allen, Dean of Arts and Sciences
- Mrs. Dawn Boles, Teacher Education Coordinator
- Ms. April Munoz, Academic Affairs Office Specialist for Teacher Education