

TEACHING, LEARNING, AND LITERACY

Professional Studies Building, Room 345
201-200-3521

The Department of Teaching, Learning, & Literacy (<https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/department-teaching-learning-and-literacy/>) prepares distinguished educators for the state of New Jersey, the country, and many foreign countries. Our programs emphasize critical thinking and analytical skills for problem solving in urban and other school settings. We are dedicated to graduating knowledgeable, capable, and articulate educators who are reflective about their own teaching. We are also committed to the belief that education is transformative and empowering and that social justice can be best accomplished through an educated citizenry.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in appropriate content area
- Passing scores on appropriate Praxis exams
- A minimum cumulative GPA of 3.0
- Successful completion of Clinical Practice I (practicum) and Clinical Practice II (student teaching)
- Students will be required to complete a sequence of 50 observation hours in Phase I as per New Jersey Department of Education guidelines

Note: For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

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Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/>)."

- Elementary Education—Teacher Certification, M.A.T. (<https://catalog.njcu.edu/graduate/education/elementary-secondary/elementary-education-teacher-certification-mat/>)
- Secondary Education—Teacher Certification, M.A.T. (<https://catalog.njcu.edu/graduate/education/elementary-secondary/secondary-education-teacher-certification-mat/>)
- Reading and Reading Specialist Certification, M.A. (<https://catalog.njcu.edu/graduate/education/literacy/reading-specialist-certification-ma/>)
- Masters in Urban Education (<https://catalog.njcu.edu/graduate/education/elementary-secondary/urban-education/>)
- New Pathways to Teaching in New Jersey (<https://catalog.njcu.edu/graduate/education/new-pathways-teaching-nj/>)

Literacy Education (LTED)

LTED 510 Professional Practice in Schools I (3 Credits)

This course examines current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning, (2) Curriculum and Pedagogy, (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 512 Teaching Methods in Economics and Personal Finance for Middle & Secondary Teachers (3 Credits)

This course is specifically designed for in-service middle and secondary educators. It will provide educators with the instructional design and pedagogical techniques required to teach financial literacy in an effective and engaging manner to middle & secondary students.

LTED 513 Financial Literacy Practicum (3 Credits)

This course provides students in this course (practicing teachers) with the opportunity to practice teaching financial literacy concepts in their own classrooms. Students will use learned skills to enhance their own students' knowledge base as well as provide models to enhance district curriculum. This upper level practicum course will be the culminating experience for those seeking the 12-credit Financial Literacy certification.

Pre-requisite(s): FINC 671, FINC 519 and LTED 512.

LTED 515 Professional Practice in Schools II (3 Credits)

This course examines and builds upon current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 520 Professional Practice in Schools III (3 Credits)

This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 525 Professional Practice in Schools IV (3 Credits)

This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 530 Professional Practice in Schools V (3 Credits)

This culminating course examines current and continues to build upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 601 Reading And The Multi-Media (3 Credits)

This course offers an explanation and exploration of the history and continuing development of technology in the field of reading. Emphasis is placed on computer, multimedia, multi-sensory, and multilevel strategies. Students are led to establish criteria for selection and evaluation of such programs.

LTED 603 Solving Reading Problems of the Urban Learner (3 Credits)

This course is designed for the elementary and secondary teacher in an urban setting who encounters significant numbers of remedial and bilingual situations. Selected interrelationships between cultural, social, and psychological characteristics and the reading/language arts process are analyzed. Special emphasis is placed on diagnosis, treatment, methods, and materials needed for positive classroom practices. Current research, which has given indication that specific methods and materials available today seem to have greater chances for increasing learning than those of the past are explored.

LTED 605 Literacy in the Elementary Curriculum (3 Credits)

This course integrates theory, research, and curriculum within the language arts and across the total curriculum. Emphasis is on interrelating language arts as a creative, constructive act; understanding current methods, approaches, materials and national trends; and implementing procedures for developing, evaluating, and interpreting the natural and developmental relationships that exist between and among listening, oral communication, reading, written communication, literature, and relevant cognitive and effective components as they relate to urban settings.

LTED 607 Reading Secondary School (3 Credits)

This course is designed to provide information on such topics as: goals and objectives of effective secondary reading programs; utilizing research findings for effective classroom instruction, methods and materials of instruction and assessment, reading across the curriculum, incorporating technology into the reading program, and facilitating staff development in literacy at the secondary level.

LTED 608 Elementary & Middle School Language Arts/Literacy for Alternate Route Teachers (3 Credits)

This course is designed for alternate route teachers to provide classroom support, networking, and practical application of instructional techniques for the development of elementary and middle school literacy. Examining research-based best practices, planning curriculum, designing physical environments, and organizing and evaluating instruction will be addressed.

LTED 611 Reading Research (3 Credits)

This course is an independently arranged course for students who are involved in out-of-classroom research activities. Students apply basic research procedures and techniques toward resolving a research question or establishing goals for and developing a creative project. Typically, students are involved in scholarly activities such as library research, ethnographic and experimental data collection, or formal scholarly writing that usually culminates in a thesis, publishable creative project, or a fundable grant proposal. Student is supervised by a research supervisor in cooperation with the student's advisor and the departmental chair.

LTED 612 Research in Reading (3 Credits)

In this course, students become aware of their roles as teacher-researchers by engaging in active inquiry within the context of their own classrooms. They become familiar with both seminal and current literacy research and the methods of classroom inquiry. Special emphasis is placed upon the development of a classroom mini research project or a thesis proposal during which students examine the teaching and learning processes regarding literacy within their own classrooms.

LTED 614 Pedagogy Aspects Teaching Writing K-12 (3 Credits)

In this course, students will evaluate and discuss the nature of the writing process. They will discover ways to create a classroom environment conducive to writing. They will be able to develop activities that aid students in the writing process as well as different activities that motivate students to write.

LTED 618 Pedagogy and Application of Children's Literature in the K-12 Classroom (3 Credits)

Students will examine, evaluate, and discuss the various genres of children's and young adults' literature. They will explore strategies for using children's and young adults' literature across the curriculum and engage children and young adults in selecting and reading quality literature. They will question and investigate the possibilities and benefits of using technology based children's and young adults' literature resources and methods.

LTED 621 Microcomputers and Reading Instruction (3 Credits)

This course examines the appropriate ways with which to interface the learner and literacy experiences via use of technology including the microcomputer and other state-of-the-art media devices and techniques, including CD ROM and video disc. This is an applications course and requires no prior programming experience.

LTED 635 Effective Literacy Teaching for English Language Learners (3 Credits)

This course will give careful examination to the research, skills, methods, and materials that teachers of second-language students will need to be familiar with in today's classroom. Strategies that have been proven successful with second-language students and their families will be analyzed in depth.

LTED 637 Nature Of Reading (3 Credits)

In this course, a broad inquiry is made into the nature of the reading process and the individual differences of learners. Various theoretical perspectives on the reading process and on factors that influence reading achievement are examined. Students also learn how these specific perspectives impact on teachers' concepts of emergent literacy/ readiness, choices of instructional goals, methodologies, selection of materials, determinants of reading development and success, and forms and goals of assessment.

LTED 641 Reading and the School Curriculum (3 Credits)

This course provides a study of current instructional programs in reading, their inherent theories and practices, and the ways in which they function within and across the curriculum. Emphasis is placed on strategies for selecting, implementing, and evaluating programs for schools, classrooms, and other reading specialist settings. Additional emphasis is placed on staff development, particularly as it relates to urban schools.

LTED 643 Practicum in Reading (3 Credits)

This course provides students with the opportunity to apply techniques and materials to the teaching of reading to children with literacy problems. Students work one-to-one under close supervision with children and adolescents, many of whom have been previously tested in the Associated Clinic. This is a combination classroom and laboratory setting.

LTED 645 Best Practices in Literacy in Middle/Secondary School (3 Credits)

This course is designed to promote understanding and expertise with instructional strategies related to literacy in middle and secondary school settings. It focuses on the ways in which literacy is developed and used within the learning of discipline specific curriculum including adaptations of discipline specific curriculum including adaptations for culturally diverse, exceptional learners and struggling readers.

Pre-Requisite(s): LTED 637

LTED 646 Diagnostic Procedures in Reading I (3 Credits)

This course promotes understanding of the place and meaning of ongoing diagnosis in classroom, specialist, and clinical settings. Students learn to assess factors that contribute to reading difficulties and to understand the concept of multiple causality. Students gain knowledge of and practical experience with observation, diagnostic teaching, and diagnostic instruments (both formal and informal) that represent a variety of theoretical perspectives. Students apply this knowledge by conducting a diagnostic evaluation of a child and preparing a Diagnostic portfolio in which they include formal and informal evaluative data. Students also determine a preliminary instructional plan and/or appropriate referral to other agencies. Prerequisites: LTED637 Nature of Reading; or LTED641 Reading and the School Curriculum; or full-time LTED graduate status; or consent of the chairperson.

Pre-Requisite(s): LTED 637, LTED 641

LTED 648 Solving Reading Problems on the Elementary Level (3 Credits)

The major focus of this course is on the literacy needs commonly associated with elementary school children. The interrelationships between reading and writing along with other aspects of the curriculum are investigated. The utilization of classroom diagnosis for focusing on strengths to build a foundation for successful instruction is considered, and strategies for instruction are emphasized. Concerns of the class constituency are addressed, particularly with regard to specific methods and materials.

LTED 649 Advanced Practicum II (3 Credits)

This practicum provides supervisory and teaching experience for the advanced student, conducting an in-depth exploration of selected aspects of applying techniques in teaching reading. Students work in a clinical setting with children who are having severe difficulty in reading.

LTED 667 Administration and Supervision-School Reading Programs (3 Credits)

This course is designed to provide teachers, supervisors, and administrators with an understanding and application of sound supervisory techniques of school reading programs, grades K-12. The course addresses such issues as program and personnel development in literacy education and implementation assessment and evaluation of such programs. There is an emphasis on linking literacy to all other areas of the school curriculum, specifically the academic content areas. The growing role of technology is also explored.

Early Childhood Education (ECE)

ECE 500 Early Childhood Classroom Management (1 Credit)

This course addresses classroom management in settings that serve children from birth through third grade. Using the Reflective Urban Practitioner Model, the course content covers establishing a positive social climate, designing appropriate physical environments, establishing classroom rules and routines, and discussing techniques for handling challenging behaviors. As candidates explore the elements of classroom management, they reflect on what they also learned about classroom management in their previous field experiences.

UG Pre-Requisite(s): 3.00 CGPA and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

ECE 601 Creating Developmentally Appropriate Learning Centers (1 Credit)

ECE 602 Strats for Successful Teaching (3 Credits)

ECE 603 Science and Mathematics in the Early Childhood Classroom (3 Credits)

Course explores appropriate scientific and mathematical pedagogy for children pre K through third grade. Candidates study the theory of science and mathematics instruction and observe practical models in early childhood classrooms and other settings. Candidates will demonstrate specific lessons in the University classroom.

ECE 604 Building Meaningful Curriculum/Developmentally Appropriate Pract in Creative Arts & Social Studies (3 Credits)

In this course candidates learn to design developmentally appropriate lessons in the creative arts and social studies in diverse, inclusive and urban early childhood settings. Candidates analyze and evaluate lessons based on theories, research implementation of lessons, and state and national standards.

ECE 605 ECE GRAD Clinical Practice II (4 Credits)

This is a Full Time, full semester internship for teacher candidates pursuing P-3 and Teacher of Students with Disabilities certifications. Placements include preprimary and primary urban inclusive settings. Reflective practice is emphasized.

Pre-Requisite(s): ECE 624, ECE 631, ECE 610, ECE 638, SPEC 620, SPEC 669, ECE 623, ECE 634, ECE 639, ECE 656 and GPA 3.00 equal to or greater.

ECE 606 Early Childhood/Special Education Field Experience II including Portfolio Development (1 Credit)

This course is a pass/fail field/seminar experience for Early Childhood Special Education candidates. A University supervisor visits the classrooms of the candidates to observe and to assist in putting theory into practice. In the seminars, the attributes of a reflective practitioner are discussed and practiced by utilizing real experiences in urban child care and/or educational settings where knowledge of child development can be observed and applied to early childhood special education program practices. Emphasis will be placed on the dimensions of modification and reframing of knowledge, along with the utilization of knowledge applied to the delivery of developmentally appropriate practice to children and their families.

ECE 607 Assessment Strategies for the Primary Grades II: Best Practices in Diverse Urban Environments (3 Credits)

Teacher candidates learn to use ongoing assessment for planning programs that respond to the needs, interests, and abilities of all children in diverse, urban classrooms. Teacher candidates learn to use tools to collect information and analyze children's progress. To ensure positive outcomes for children, teacher educators need to manage and analyze data in multiple ways to make informed programmatic decisions.

ECE 608 Student Teaching Seminar in Early Childhood Special Education (1 Credit)

This internship seminar for early childhood special education teacher candidates gives teacher candidates an opportunity to engage in reflective thought and dialogue with their peers and the University instructor.

ECE 609 P3 Alternate Route Field Experience I (1 Credit)

In this course, through coaching and mentoring, teachers completing the alternate route coursework will employ appropriate planning and instructional techniques. Utilization of school curriculum will be supported as well as modeling of appropriate instruction as needed.

ECE 610 Child Study Basis Educational Planning (3 Credits)

The course deals with the analysis of all areas of children's development during early childhood. Students will learn about various assessment strategies to be used in early childhood/inclusion settings. Students will learn to plan curriculum based on assessment information. This course has 25 hours of field experience.

ECE 612 Experiences for Learning and Development (3 Credits)

This course offers a comprehensive survey of psychological principles of learning and development of infants and young children in early childhood and elementary education. Emphasis is on implications for the early childhood setting, educational processes, and the creation of an enriched educational environmental.

ECE 622 Constructing Early Childhood Education & Field Experience (3 Credits)

This course has as its focus the history, philosophy, theories, and research which underlie early childhood education. From this base the student participates in the construction of knowledge and meaning through interviews with community and family members as well as observations in early childhood child care and school settings. Assignments, lectures, class discussion, activities, interviews, and observations are designed to enhance knowledge and skills needed to integrate philosophy and theory with practice.

ECE 623 ECE Graduate Clinical Practice I (2 Credits)

In this field experience course students are placed in an early childhood/elementary education/inclusion setting. Students will be involved in lesson planning, teaching, and observations of young children.

Pre-Requisite(s): Department Consent

ECE 624 Introduction to Early Childhood Special Education: Establishing a Positive Urban Educational Envir (3 Credits)

Teacher candidates examine and identify developmentally appropriate practices, appropriate physical environments, early childhood special education program models, developmental patterns, disabilities and accommodations, assessment, standards, laws and urban influences. This course has 25 hours of field experience built into the course.

ECE 625 Early Childhood Education Foundation of Literacy & Numeracy (1 Credit)

This course provides a framework of theory, research, and developmentally appropriate practice. Influences of the family and the environment on the development of numeracy and literacy are explored.

ECE 626 Primary Writing Development: Theory into Practice in the Early Childhood Classroom (3 Credits)

Theories, research, and practice of the development of writing are examined. The role of parents and teachers, learning environment, assessment and evaluation, and fostering children to become writers are investigated. Teaching writing to children with special needs, integrating writing across the curriculum, writing genres, and the reading/writing connection are explored.

ECE 627 Child Advocacy and the Early Childhood Educator (3 Credits)

This course will explore contemporary trends in child welfare policy and current social issues related to early childhood. Students will receive child abuse and neglect training to understand NJ law, and to determine appropriate courses of action required to protect children and help families acquire the services and supports needed in a crisis.

ECE 628 Integrating the Creative, Visual, and Performing Arts Across the Curriculum (3 Credits)

Integrating art, drama, dance, music, and literature students gain knowledge and techniques that promote the construction and communication of meaning where young children select, manipulate, and combine the spoken, written, visual, auditory, and kinesthetic components (i.e. rhythm, movement, color, oral expression) into appropriate forms to enhance instruction across the curriculum.

ECE 629 Constructing Meaning in the Early Childhood Curriculum: Research to Practice (3 Credits)

The focus of this class is to develop and evaluate strategies proven effective in the research to promote the construction of meaning across the disciplines. Assessment, family involvement, and professional responsibility are explored. The integration of technology and children's literature in the curriculum to enhance instruction across the curriculum is examined.

ECE 630 Integrated Curriculum I: Creative Arts and Social Studies (3 Credits)

In this course, candidates learn to design developmentally appropriate lessons in the creative arts and social studies for urban early childhood students. Candidates analyze and evaluate practice on the bases of theories, research, and state and national standards. Candidates complete a video portfolio of their own teaching in creative arts and social studies.

Pre-Requisite(s): ECE 660 and ECE 661

ECE 631 Early Childhood Curriculums & Programs (3 Credits)

This course focuses on developmentally appropriate curriculum for all types of early childhood and inclusion settings and areas of child development through an integrated approach. The physical environment, program organization, lesson plan development with modifications, teacher roles, early childhood programs and models, and parental involvement are studied.

ECE 632 Advanced Early Childhood Curriculum and Programs (3 Credits)

This course approaches curriculum from a process approach looking at meaning, problem solving, critical thinking, thinking skills. Various curriculum models are evaluated. Curriculum is related to assessment, measurement and evaluation measures which are appropriate for use in early childhood classrooms.

Pre-Requisite(s): ECE 631

ECE 633 Seminar & Practicum in Early Childhood Education (3 Credits)

This course combines field experience in various types of early childhood programs and inclusion settings with a seminar approach relating theory and research to practice. It focuses on developing reflective practitioners who become aware of their own teaching styles in relation to curriculum planning and children's group and individual needs.

Prerequisite: Department Consent

ECE 634 Family, Child and School Interaction (3 Credits)

Attitudes and involvement of parents, children and teachers are studied to develop specific techniques and materials for expanding the collaborative role of parents in the educational process. Emphasis is placed on conducting parent-teacher conferences, and collaborating with members of the community, i.e., guidance specialists, pediatricians, nurses and health departments.

ECE 635 Research Early Childhood Education (3 Credits)

A seminar designed to emphasize the principles of scientific research. The completion of a study demonstrating the candidate's ability to employ sound research techniques in a useful field investigation is the significant requirement to the seminar.

Prerequisite: Department Consent

ECE 636 Advanced Theories of Child Development and Learning (3 Credits)

This course will include an in-depth/comparative examination of learning theories and implications for practice in early childhood classroom settings.

ECE 637 Research Methods in Early Childhood Education I (3 Credits)

This course is designed to emphasize the basic principles of scientific research in early childhood education. This course will provide the basic skills for reading, understanding, and interpreting qualitative and quantitative research. The students in this course will develop a research proposal that will be developed into a research project in Research Methods II.

ECE 638 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum Pre K-K (3 Credits)

The course explores language development and the construction of meaning across the curriculum in the Pre-K and Kindergarten classrooms primarily through tasks or activities that reflect best practices, and inclusion strategies proven effective in research, and are grounded in theory.

ECE 639 Theory into Practice Language Acquisition and Constructing Meaning Across the Curriculum (3 Credits)

This course examines language development and constructing meaning across the curriculum in the primary grades. Theories, best practices and inclusion strategies proven effective in the research are incorporated in the planning of instruction in the primary grades.

Pre-Requisite(s): ECE 638

ECE 640 Families, Communities and Social World of Children (3 Credits)

Early childhood educators acquire a clear understanding of the families, communities and social world of children and the impact of each entity on school and in classrooms. Practitioners will use this understanding to create respectful, reciprocal relationships that support, empower, and involve families in their children's development and learning.

ECE 641 Infant Care Methods and Programs (3 Credits)**ECE 642 Development & Adjust Problems (3 Credits)**

This course focuses on techniques to help young children who show evidence of developmental delays, disorders, or disabilities. Students learn strategies for the identification, assessment, evaluation, program planning, and individualized teaching of these young children.

ECE 643 Observation, Documentation, Assessment of Young Children (3 Credits)

Students will learn formal and informal assessment measures and how to communicate the assessment results to parents. This course will prepare the early childhood educator to conduct ethical, developmentally appropriate assessments. The student will learn to document, analyze, interpret and use the information gained to support daily curricular activities.

ECE 644 Play & Creativity (1 Credit)

This course explores the nature of play and creativity and how they are nurtured and enriched. Play theory and research as well as the nature and stages of play are examined. Interrelationships between play, creativity and development, learning, and imagination are considered.

ECE 646 Research Methods in Early Childhood Education II (3 Credits)

Teacher candidates implement qualitative and/or quantitative research designs, analyze data generated from various designs, and interpret findings resulting from data analysis. A significant requirement of the course is the completion of a research thesis based on a completed and approved research proposal.

Pre-Requisite: ECE 637 Research Methods in Early Childhood Education I

ECE 647 Observing & Understanding Young Children and Families I (3 Credits)

This course focuses on observation and other methods of assessments used to study and understand young children in the context of families and society. Emphasis will be on documentation, portfolios, informal and formal evaluations. The candidate will work with families to develop an appropriate research based performance based assessment for the children.

ECE 648 Meet Diverse Needs ECE Clsm (1 Credit)

This course focuses on the diversities present in typical early childhood classrooms. Students learn strategies and current best practices effectively used to enhance the optimal development of all children, how to identify and assess children's needs and how to meet these needs.

ECE 649 Advanced Theories and Research I (3 Credits)

This course will integrate knowledgeable, reflective, and critical perspectives on learning theories. This course will also emphasize the basic principles of scientific research in early childhood education and will provide the basic skills for reading, understanding and interpreting qualitative and quantitative research.

ECE 650 ECE GRAD Clinical Practice II (5 Credits)

This internship is a field-based, full-time, full semester experience assigned to local and regional public schools. Students observe master teachers and tutor and teach children in their certification area. Students are placed in an early childhood setting, or if employed in an appropriate early childhood setting, they may use their own classroom as their laboratory.

Pre-Requisite(s): Department Consent

ECE 651 Early Childhood Education Internship Seminar (1 Credit)

In this course students analyze and evaluate their own student teaching experience and progress. Developmentally appropriate curriculum (with an integrated approach) as well as planning, implementing, assessing, and managing unique instructional methods and activities are the topics included.

ECE 655 Classroom Management, Classroom Behavior and Positive Behavior Supports (3 Credits)

Based on research and theory, teacher candidates learn to design, structure, and manage daily routines, including transition time, for all children. Teacher candidates learn to define target behaviors, teach replacement behaviors and use positive behavior supports. Candidates see how technology, including assistive technology, assists with management of teaching and learning.

Pre-Requisite(s): Department Consent

ECE 656 Building Meaningful Curriculum/Developmentally Appropriate Practice in Mathematics and Science (3 Credits)

This course addresses developmentally appropriate scientific and mathematical pedagogy for young children in Pre-K through Third Grade including inclusion settings. Candidates focus on children's play, projects, and activities as opportunities for curriculum development. Candidates plan, implement, provide modifications and evaluate creative, integrative, and project-based learning experiences.

ECE 660 Observing and Understanding Young Children and Families II (3 Credits)

This course will focus on the implementation of appropriate performance-based assessments developed with families in Part I (e.i. Observing and Understanding Young Children and Families I) of this two course sequence. The student will develop developmentally appropriate educational planning based on information from assessments and an understanding of developmental research and principles.

Pre-Requisite(s): ECE 647 Observing and Understanding Young Children with Families I

ECE 661 Advance Theories and Research Methods in Child Development II (3 Credits)

This course will continue the advanced study of developmental theories including an in-depth comparative examination of developmental theories, learning theories, research approaches and implications for teachers. Specific focus will be on a critical assessment of theories and research studies related to learning and child development which lead to reforms in educational practice.

Pre-Requisite(s): ECE 649 Advanced Theories and Research in Child Development I

ECE 666 Supervision in Early Childhood (3 Credits)

This course devotes attention to the theories of leadership and the concepts of supervision that are applicable in early childhood settings. Opportunities to practice the various and diverse skills associated with effective supervision are provided.

ECE 667 School&Child Care Legal Issues (1 Credit)

This course is designed to provide early childhood administrators and teachers with an awareness of legal issues regarding the rights and responsibilities of educators, parents and children. Students examine current law and appropriate strategies for early childhood settings.

ECE 668 Application of Early Childhood Supervision Strategies (3 Credits)**ECE 680 School & Child Care Center Financial (1 Credit)**

This course provides budgetary knowledge. Students explore the principles of financial management and accounting for making decisions regarding the fiscal management of early childhood programs.

ECE 683 Facil.Des.Oper.&Admin.Issues (1 Credit)

This course provides an overview of effective facility design for early childhood settings of quality. Students consider various operational and administrative issues that pertain to facilities and to educational programming.