

EARLY CHILDHOOD EDUCATION (ECE)

ECE 1XX Early Childhood Education Transfer Credit (0 Credits)

ECE 2XX Early Childhood Education Transfer Credit (0 Credits)

ECE 200 Introduction to Early Childhood Education (3 Credits)

This course has as its focus the social, historical, political, legal, and philosophical constructs that impact upon young children, families and communities. Candidates examine the role of the community and family in the developmental process and education of the young children (birth through eight years) through field visits to community-based early childhood programs. Linkages are established with community resources. Candidates develop a personal philosophy of education and code of professional ethical conduct.

Pre-Requisite(s): 2.75 CGPA

ECE 210 Young Children's Development Behavior & Learning (3 Credits)

This course emphasizes the practical applications of the cognitive, linguistic, social, emotional and physical factors that affect learning, development, and behavior in children from birth through age 8. Candidates will examine the value of play as a mode of learning in the young child and apply the integration of play in early childhood practice. Candidates will interpret, develop and apply assessment that is multidimensional, ongoing and performance-based. Reflection on knowledge of theories and research in human growth to make instructional choices is emphasized.

Pre-Requisite(s): 2.75 CGPA

ECE 212 Human Development: Prenatal through Adolescence (3 Credits)

Students will learn about development from the prenatal period through adolescence. The course will highlight developmental theories and current perspectives as they relate to social-emotional, cognitive, physical, and normal development and a variety of factors influencing development and learning.

ECE 215 Introductory Field Work 1 (1 Credit)

This course is the field work component for ECE 200 and provides an introduction to working with young children for students seeking P-3 (Preschool through 3rd Grade) certification. Students will work for 75 hours over the course of the semester in various types of placements serving this early childhood population.

Pre-Requisite(s): GPA 2.75 equal to or greater

ECE 220 Introductory Field Work II (1 Credit)

This course is the field work component for ECE 210 and provides an opportunity for students to focus on the behavior, development, and learning of children, birth through age 8. In addition, it provides a laboratory for students to interpret, develop, and apply assessment to specific children with an early childhood setting.

Pre-Requisite(s): 2.75 GPA equal to or greater

ECE 225 Professional Dispositions in Urban Early Childhood Education (1 Credit)

This course introduces students to dispositions expected of all early childhood educational professionals. Topics include personal characteristics and habits of individuals working with young children, ethics in ECE, professional networking, and commitment to and advocacy for urban children and families. The course is taken prior to the fourth phase of the ECE program.

Pre-Requisite(s): GPA 2.75

ECE 300 Early Primary Curriculum grades 1-3: Methods of Content Delivery (3 Credits)

Strengthening teacher candidates' understanding of the content knowledge and proficiency in methods of instruction to children in grades 1-3. This course is a part of the process of developing a reflective early childhood practitioner in an urban environment. Reflection on the knowledge of the developmentally appropriate methods of teaching is emphasized.

Pre-Requisite(s): 3.00 GPA equal to or greater and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

ECE 305 Math, Science and Technology in Early Childhood Education (2 Credits)

This course is a study of theory into practice, research-based teaching practices, methods and strategies in mathematics, science and technology. Emphasis is placed on the development and implementation of developmentally appropriate practice and instructional materials.

Pre-Requisite(s): Phase I, Phase II, and CGPA 3.00 or Higher

ECE 310 Social and Emotional Development: Infant Mental Health for Practitioners (3 Credits)

The course will explore social/emotional development for infants and toddlers. Focus will be on brain development and/or other relevant development theories and how social-emotional development occurs and is supported. Particular attention will be paid to the importance of adult-child interaction and the use of developmentally appropriate practice in this process.

Pre-Requisite(s): PSYC 150 and ECE 200

ECE 315 Infants and Toddlers: Curriculum and Programs (3 Credits)

In this course students will learn about developmentally appropriate curriculum, materials, guidance and teaching practices that can be used in infants and toddlers settings. This course will emphasize the interrelationship of emotional, social, cognitive, physical, and language development of infants and toddlers and the importance of family involvement.

Pre-Requisite(s): ECE 200, 210, 225, and GPA of 3.00 or higher

ECE 325 Supervised Field Work in Infant and Toddler Settings (3 Credits)

This field experience focuses on quality interaction in infant/toddler settings. This experience emphasizes the planning, implementation and developmentally appropriate care and education of infants and toddlers in group settings.

Pre-Requisite(s): ECE 310 Social and Emotional Development: Infant Mental Health for Practitioners.

ECE 331 ECE Clinical Practice I (2 Credits)

This is a field experience that Early Childhood P-3, Dual Certification Early Childhood Elementary and Dual Certification Early Childhood Special Education candidates take concurrently with ECE 350 Early Childhood Integrated Curriculum. This field experience involves observation, lesson planning and assessment. This field experience is designed to increase the teacher candidate's ability to glean information relevant to instruction directly from student work, to prepare lesson plans, to assess students' strengths, and to relate classroom practice to student outcomes.

Pre-requisite: 3.00 CGPA, Department Consent, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

ECE 350 Early Childhood Integrated Curriculum (3 Credits)

This course is part of the process of developing an early childhood professional who is a reflective practitioner in an urban environment. The focus of this course is on designing integrated, developmentally appropriate curriculum for children in early childhood settings. The student is guided by a model that promotes the physical, social, emotional and cognitive development of young children by providing them with ample opportunities to construct knowledge through active interaction with their physical and social environments.

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

ECE 351 Early Childhood Inquiry Curriculum Workshop (4 Credits)

Offered Spring Semester Only This course stresses the integration of concepts, process and relationships in the areas of math, science and social studies. Course work emphasizes hands-on, concrete and relevant experiences to help children develop an understanding of the physical world and develop skills of inquiry, such as interpreting, reasoning, and problem-solving skills. Assignments, class discussions, activities and lectures are designed to enhance the knowledge and skills of the education candidate and to produce reflective urban practitioners. Special attention is devoted to the delivery of developmentally appropriate teaching and evaluation strategies. Students gain a practical hands-on experience in using current computer technology in the classroom.

Pre-Requisite(s): 3.00 CGPA

ECE 352 Early Childhood Creative Curriculum Workshop (2 Credits)

Offered Spring Semester Only This course explores the creative process as it relates to music, movement and art curriculum for children. Knowing about the nature of the children's art, children's musical abilities, movement possibilities and aesthetics, provides the student systematic ways to maximize creative expression, responsible freedom, decision making, and discovery for children. The arts also provide opportunities for children to develop cross cultural understanding. Students gain a practical hands-on experience in using current computer technology in the classroom.

Pre-Requisite(s): 3.00 CGPA

ECE 400 Classroom Management, Classroom Behavior and Positive Behavior Supports (3 Credits)

This course is an introduction to Pre K-3 classroom management techniques and behavior management. Topics include: physical space, procedures, rules, positive behavior support, technology, special conditions, and interventions.

Pre-Requisite(s): Phase I, II, and III

Co-Requisite(s): Internship, Internship Seminar in Phase IV and 3.00 CGPA

ECE 460 Working with Families of Young Children (3 Credits)

This course examines the nature of the contemporary family with young children and, on the performance level, helps the student to develop the skills needed to create positive working relationships. Diversity (cultural, racial, economic, religious, and family structure) is addressed throughout the course, as diversity is central to building constructive home/school relations. The ultimate goal is to help students promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

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

ECE 470 ECE SPEC Clinical Practice II (8 Credits)

Teacher candidates experience a semester internship assigned to a local early childhood special education setting under the supervision of a cooperating teacher and university supervisor. The candidate assumes full responsibility of the classroom, including planning and assessment of student learning, implementing appropriate instructional strategies and conferencing with parents and interdisciplinary teams.

Pre-Requisite(s): Completion of Phase III, 3.0 CGPA, Passing Score of ECE Praxis Content Knowledge Test.

ECE 475 Reflecting on Knowledge & Practice (2 Credits)

This course is part of the process of developing an educator who is a reflective early childhood practitioner in an urban environment. Students reflect upon what they learned in prior courses and field experiences and what they are experiencing in their Internship. Planning, implementing, assessing, and managing the teaching/learning environment, including instructional methods and activities such as field trips and other alternative learning sites are examined.

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

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 1450 Classroom Management Early Childhood Education (1 Credit)

Pre-Requisite(s): 3.00 CGPA

ECE 1470 Internship Seminar-Early Childhood Education (2 Credits)

Pre-Requisite(s): 3.00 CGPA

ECE 1480 ECE Clinical Practice II (8 Credits)

As a course in the undergraduate early childhood program, ECE 1480 is part of the process of developing an educator who is a reflective practitioner in an urban environment. Candidates experience a field-based, full-time, full-semester internship assigned to local early childhood settings. Half of this placement (8 weeks) is spent in a preprimary setting (ages 3-6), the other half in a primary setting (ages 5-8). Students will observe master teachers, tutor and teach children under the supervision of their cooperating teacher and college supervisor. They will plan for and conduct assessments of student learning and develop and implement appropriate strategies to meet children's developmentally diverse and special physical, social, emotional, and cognitive needs. Students will assume full responsibilities of a classroom teacher during the course of the semester and will be responsible for both in-class and out-of-class activities normally assigned to teaching, including opportunities to communicate with, conference, and work with parents and interdisciplinary teams of professionals. Value issues and a code of ethics are considered as they relate to students' field experiences.

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