Child Growth and Development for Early Childhood-Middle Childhood Educators
A study of the development of children from birth through age thirteen (early adolescence) with a focus on birth through age eleven. Cognitive, social-emotional, physical and language development are emphasized. Factors that enhance or inhibit development (including diverse family structures, cultural variance, and linguistic diversity) are also studied. ECE 212 is required for admission into the Early Childhood-Elementary Education Program. Prerequisite: EDS 203 or EDS 206; declared education (EC-MC) major; 12 earned credits. Offered Fall, Spring.

Introduction to Early Childhood Education
An introduction to the early childhood education profession and programs that provide care and education for young children (birth through age eight) and their families. The course will examine historical and theoretical influences on early childhood programs, the roles and responsibilities of early childhood professionals, and the effects of early childhood education on children's development and learning. An overview of developmentally appropriate practice will focus on the teacher as decision maker, multiple sources of knowledge that inform practice, designing positive learning environments, and collaborative relationships with families and colleagues. Course includes a field experience with young children in early childhood programs. Prerequisite: EDS 203 or EDS 206, ECE 212 or concurrent enrollment. Offered Fall, Winter, Spring, Summer.

Child Growth and Development for ECE: Birth-Age 3
This course is the study of the development of children from birth through age three. Cognitive, social-emotional, physical and language development are emphasized. Factors that enhance or inhibit development (including diverse family structures, cultural variance, and linguistic diversity) are also studied. Systems of responsive care and education for infants and toddlers will be examined including Developmentally Appropriate Practice. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared early childhood education major. Offered Fall, Spring.

Child Growth and Development for ECE: Ages 4-8 (PK-Grade 3)
This course is the study of the development of children from ages 4-8 (PK-grade 3). Cognitive, social-emotional, physical and language development are emphasized. Factors that enhance or inhibit development (including diverse family structures, cultural variance, and linguistic diversity) are also studied. Systems of responsive care and education for ages 4 through age 8 will be examined including Developmentally Appropriate Practice. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared early childhood education major. Offered Fall, Spring.

Early Childhood Administration, Advocacy, and Leadership
This course emphasizes the study of the administration and organization of early childhood programs including program and staff development, supervision and evaluation of program and staff, financial management of a program, accreditation and licensing regulations, governmental and community agencies. The study of advocacy within the ECE profession is also addressed with emphasis on ethical standards, collaboration with colleagues, and emerging leadership within school and communities. Special attention is given to issues of equity and social justice within ECE through advocacy. Prerequisite: ECE 212 and ECE 213, or ECE 214 and ECE 215; EDS 318 or concurrent enrollment. Offered Fall, Spring.

Early Childhood Education: Curriculum and Assessment for Infant/Toddler through Preschool
An overview of preschool programs serving children from birth through five years of age, including the study of developmentally appropriate practices and integrated curriculum development. The course will also focus on adapting instructional materials and planning appropriate experiences for young children with disabilities. The affective nature of young learners will be examined and used as a foundation for anti-bias curriculum. Instructional activities will be planned and implemented with infant through preschool children. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

Early Childhood Education: Curriculum and Assessment for Kindergarten
A study of curriculum content, instructional strategies and materials in kindergarten programs. The focus is on developmentally appropriate curriculum which integrates social studies, science, literacy, mathematics and the arts. Issues in kindergarten education will be examined. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 327, ECE 425, and ECE 490; admission to teacher education. Consent of department. Offered Fall, Spring.

Field Experience: Kindergarten
A field experience involving observation, participation, and instruction in kindergarten settings. Students become acquainted with curriculum content, instructional strategies and classroom management techniques currently used in kindergarten classrooms. Teacher candidates will participate in a multi-day, consistent schedule in their field placement setting, established by the course instructor in consultation with the teacher candidate and cooperating teacher. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 326, ECE 425, and ECE 490; admission to EC-MC teacher education. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

Social and Emotional Foundations of Learning
This course will address the foundations of learning in early childhood through social and emotional foundations. The course will address curriculum planning and assessment from a social and emotional perspective. Environmental influences on child mental health, including toxic stress and poverty, will be explored, as will the role of the teacher in responding to child trauma. Guidance strategies founded on the democratic classroom and Pyramid Model will be examined and applied. Anti-bias, social justice, and equity education in the birth-grade 3 setting will be addressed. Prerequisite: ECE 214, ECE 215; EDS 318 or concurrent enrollment. Offered Fall, Spring.
ECE 335 Cr.3

Learning with Nature
Early childhood students' social, emotional, physical, and cognitive development is positively influenced when learning opportunities in nature are provided. This course will prepare early childhood teachers with the knowledge, skills, and dispositions for using the natural environment as a classroom to develop children's environmental literacy. Within this course, early childhood teachers will learn about the benefits of nature-based learning, prepare for how to keep children safe in the outdoor learning environment, design a nature-based space that is safe and enhances learning and development, and plan and implement authentic, interdisciplinary nature-based explorations that are developmentally and culturally appropriate, inclusive, and emphasize play. This is an integrated lecture/lab course where students will learn life/earth science content and pedagogical methods in outdoor settings as weather allows, as well as attend field trips. Prerequisite: ECE 214, ECE 215. Offered Fall, Spring.

ECE 413 Cr.3

Teaching Social Studies: Early Childhood/Elementary Education
This course provides teacher candidates with an introduction to the issues and best practices in social studies education in pre-K, kindergarten, and elementary level classrooms, promoting the development of inquiry, cultural awareness, multiple perspectives, active learning, and critical thinking. Teacher candidates will explore curriculum, techniques, and materials, which promote powerful and meaningful social studies. Prerequisite: EDS 311, EDS 318, taken concurrently with ECE 418; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 415 Cr.3

Field Experience I in Early Childhood Education: Grades K-3
This course is the first field experience in a school environment. Teacher candidates will be introduced to best practices around diversity and inclusive classrooms, professionalism, classroom management, and social justice. Teacher candidates will develop and teach lessons as well as build and maintain the classroom environment. This class includes a one-hour/once-a-week seminar and a multi-day field experience. The field experience placement and attendance schedule will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ECE 335, ECE 413, ECE 418; taken concurrently with EDS 421 and EDS 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 418 Cr.3

Literacy Methods II: Early Childhood/Elementary Education
The course will focus on teaching reading and literacy strategies and techniques in Pre-K through grade 3 classrooms. It will cover pedagogy and application of best practices in literacy instruction. Prerequisite: EDS 318; taken concurrently with ECE 413; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 424 Cr.4

Curriculum and Assessment for Preschool-Kindergarten
Students will demonstrate an understanding and effective use of instructional strategies and authentic assessments for children in preschool through kindergarten. The course will address early learning from both developmental and content perspectives. Students will determine age-appropriate learning opportunities across math, literacy, social studies, science, and the arts in the context of young children's cognitive, motor and social-emotional development. Students will experience a variety of curriculum approaches and will evaluate authentic assessment procedures that monitor young children's learning and inform instruction. Prerequisite: ECE 415; taken concurrently with ECE 455 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 425 Cr.3

Field Experience: Infant/Toddler through Preschool
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a half-time professional experience in a selected early childhood, infant/toddler through preschool setting for seven weeks. Teacher candidates will develop their professionalism, guidance techniques and conflict resolution skills. Teacher candidates will also develop and implement activities and lessons including units of instruction as well as building and maintaining the environment for a designated developmental range. Seven-week course. Prerequisite: ECE 324, ECE 440, and EDS 445; concurrent enrollment in ECE 326, ECE 327, and ECE 490; admission to EC-MC teacher education program; junior standing. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

ECE 430 Cr.4

Creative Experience for Children: Art, Drama, Music, and Movement
This course is designed to develop a philosophy of education that places emphasis on creativity and on the integration of art, music and drama experiences into the curriculum using a Reggio Emilia curricular and philosophical focus. Students will explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students will plan and implement art, music and drama activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: ECE 324 or concurrent enrollment; completion of general education arts category (GE08); admission to teacher education; junior standing. Offered Fall, Spring.

ECE 435 Cr.3

Creative Arts and Play in ECE
This course is designed to develop a philosophy of education that places emphasis on creativity and integration of the arts and aesthetics into the curriculum using a philosophical focus. Students will explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students will plan and implement experiences including art, drama, music, and movement activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: ECE 424 or concurrent enrollment; taken concurrently with ECE 415 or ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 440 Cr.2

Language and Literacy Development of Young Children
An examination of language and literacy development of young children from birth through kindergarten. Topics of study are the development of receptive and expressive language skills, listening comprehension, awareness of print, emergent writing, and early reading. Supporting families as children's first teachers, appropriate experiences at home and in childcare settings, and family literacy programs will be studied. The course will also address developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills. Prerequisite: ECE 212; ECE 213; EDS 308; EDS 311; admission to teacher education; junior standing. Offered Fall, Spring.
ECE 442 Cr.3
Emergent Literacy and Language Development in Young Children
This course is an examination of language and literacy development of young children from birth through kindergarten. Topics of study are the development of receptive and expressive language skills, listening comprehension, awareness of print, emergent writing, early reading, children's literature and story telling. Supporting families as children's first teachers, culturally responsive experiences at home and in childcare settings, and family literacy programs will be studied. The course will also address developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills and who have language delays and disorders. Prerequisite: EDS 318 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

ECE 455 Cr.3
Field Experience II in Early Childhood Education: Birth-Kindergarten
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a professional experience in a selected early childhood, infant/toddler through kindergarten setting. Teacher candidates will develop their professionalism, guidance techniques, and conflict resolution skills. Teacher candidates will also develop and implement activities and lessons including units of instruction as well as build and maintain the environment for a designated developmental range. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 460 Cr.3
School, Family and Community Partnerships
This course focuses on the role of the teacher in building strong school-family partnerships. Family systems theory, approaches to meeting the diverse needs of children and families, and the influence of culture on family perspectives of engagement will be explored. The role of the teacher in advocating for and supporting families using a strengths-based approach will be addressed, as will effective strategies for two-way communication and collaborative approaches to meeting the diverse needs of children and families. Social justice, equity, and cultural competence will be examined as factors in supportive communication and collaboration. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 490 Cr.2
Seminar: Relationships with Children, Families and Professionals
A seminar course focusing on the teacher as decision maker and the use of multiple sources of knowledge in professional practice; knowledge of child development and learning, knowledge of individual children, and knowledge of social and cultural contexts. Course topics include reciprocal relationships with families and professionals, individual variations in development and learning, observation and assessment strategies, theories and approaches to guidance, and promoting family and community involvement. Seven-week course. Prerequisite: ECE 324; to be taken concurrently with ECE 326, ECE 327 and ECE 425; junior standing. Consent of department. Offered Fall, Spring.