

# Early Childhood Education (ECE) - Courses

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## Courses

ECE 216 Cr.3

### Child Development Birth Through Age 8

This course is a study of the development of children from birth through age eight (third grade). Cognitive, social-emotional, physical, and language development are emphasized. Diverse family structures, cultural variance, linguistic diversity and factors that enhance or inhibit development are also studied. ECE 216 is required for admission into the Early Childhood Education program. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared ECE major or permission from department. Offered Fall.

ECE 316 Cr.3

### 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 216; EDS 318 or concurrent enrollment. Offered Fall, Spring.

ECE 330 Cr.3

### Social and Emotional Foundations of Learning

This course addresses the foundations of learning in early childhood through social and emotional foundations as well as curriculum planning and assessment from a social and emotional perspective. Environmental influences on child mental health, including toxic stress and poverty, are explored, along with the role of the teacher in responding to child trauma. Guidance strategies founded on the democratic classroom and Pyramid Model are examined and applied. Anti-bias, social justice, and equity education in the birth-grade 3 setting are addressed. Prerequisite: ECE 216; 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 prepares 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 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 learn life/earth science content and pedagogical methods in outdoor settings as weather allows, as well as attend field trips. Prerequisite: ECE 216. Offered Fall, Spring.

ECE 342 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 are studied. The course also addresses 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. 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 explore curriculum, techniques, and materials, which promote powerful and meaningful social studies. Prerequisite: EDS 311, EDS 318; must be taken concurrently with ECE 418; admission to teacher education. 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 are introduced to best practices around diversity and inclusive classrooms, professionalism, classroom management, and social justice. Teacher candidates 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 is established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ECE 335, ECE 413, ECE 418; taken concurrently with ECE 421 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 418 Cr.3

### Literacy Methods II: Early Childhood/Elementary Education

The course focuses on teaching literacy development (i.e., reading and writing) for K through grade 3 learners. This course covers pedagogy and application of evidence-based practices in literacy instruction. Prerequisite: grade of "C" or better in EDS 318; must be taken concurrently with ECE 413; admission to teacher education. Offered Fall, Spring.

ECE 421 Cr.3

### Science Methods: Early Childhood/Elementary Education

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching science in elementary classrooms. Methods investigate the nature of science as a discipline, as well as strategies for instruction and assessment of student learning. In addition, teacher candidates explore and critically evaluate standards and science curricula. Diversity and gender issues in science education are emphasized. Prerequisite: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 422 Cr.2-3

**Mathematics Methods: Early Childhood/Elementary Education**

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching mathematics in elementary school classrooms. Teacher candidates deepen their understanding of the scope and sequence of mathematics standards, research-based instructional methods, and assessment strategies designed to support all learners. Prerequisite: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 421; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 424 Cr.4

**Curriculum and Assessment for Preschool-Kindergarten**

Students demonstrate an understanding and effective use of instructional strategies and authentic assessments for children in preschool through kindergarten. The course addresses early learning from both developmental and content perspectives. Students 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 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 426 Cr.3

**Intervention and Assessment for Children PreK through Grade 3**

This course addresses research-based interventions to support young children from preschool through third grade who have identified disabilities and/or developmental or academic delays. Students study high impact interventions and teaching strategies that meet universal design requirements and can be implemented in centers and school classrooms. Students study informal assessments and progress monitoring. They also investigate developmentally appropriate standardized screenings and assessments. Prerequisite: ECE 415, SPE 200. Offered Fall, Spring.

ECE 428 Cr.3

**Intervention and Assessment for Children Birth through Age 3**

This course addresses early intervention services for infants, toddlers, and young preschoolers with or at risk for developing disabilities. The course includes skills and techniques to promote learning and development while empowering families. Service coordination, screenings, assessments, and progress monitoring are addressed in home, early care, and education settings. Federal and state regulations and research-based practices are emphasized. High impact partnerships with families, including due process rights, are also addressed. Prerequisite: ECE 415, SPE 200. 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 explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students plan and implement experiences including art, drama, music, and movement activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: taken concurrently with ECE 415 or ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 445 Cr.3

**Early Childhood Special Education Field Experience**

Under the direction of a university supervisor and in cooperation with an approved teacher or service provider, teacher candidates engage in a professional experience in a selected inclusive early childhood setting. This experience may be located in a center or home setting or shadowing a service provider (e.g., a speech/language pathologist). Part of this experience includes observing a service coordinator who supports a family of a child with a disability. Field placements include programs for children from birth through age 3. Teacher candidates develop and implement learning activities that address children's specific needs. They also assess children's developmental and early academic progress. Prerequisite: ECE 415, SPE 200. 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 engages in a professional experience in a selected early childhood, infant/toddler through kindergarten setting. Teacher candidates develop their professionalism, guidance techniques, and conflict resolution skills. Teacher candidates 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 are explored. The role of the teacher in advocating for and supporting families using a strengths-based approach are addressed, effective strategies for two-way communication and collaborative approaches to meeting the diverse needs of children and families. Social justice, equity, and cultural competence is 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 470 Cr.1

**Special Topics in Early Childhood Education**

This course presents specialized topics in early childhood education. Repeatable for credit - maximum six. Prerequisite: admission to teacher education. Offered Occasionally.