

Early Childhood Education (ECE) - Courses

Courses

ECE 212 Cr.3

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.

ECE 213 Cr.3

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, Spring.

ECE 316 Cr.3

Early Childhood Care and Program Administration

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, and advocacy. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

ECE 324 Cr.3

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.

ECE 326 Cr.2

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.

ECE 327 Cr.1

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 are expected to complete at least 32 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 326, ECE 425, and ECE 490; admission to teacher education. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

ECE 425 Cr.3

ECE Student Teaching: 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 eight 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; 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 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 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.