

EDUC: EARLY CHILDHOOD (ECHD)

ECHD 210 - CHILD, FAMILY, COMMUNITY, AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Early childhood educational goals and practices will be examined through historical, theoretical, and philosophical perspectives. Family, schools, and community involvement in educational programs will be studied; impact on child and family development and a child's academic development will be discussed and family engagement plans that are partnered with families, community, and practitioners will be developed. Credits: 3

ECHD 303 - IND. COACH & FIELD EXP. 1

With an extended supervised field experience, this course is designed to support and/or enhance early childhood teacher candidates to connect theory with actual classroom experience. Supervised observation and teaching in a local school or agency, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Emphasis development of teaching skills through one-on-one instruction and coaching with a transition to small-group instruction. The Field Experience 1 placement is in an infant or a toddler classroom (ages 0 – 3) to meet required licensure assignments, assessments, hours and preparation for the edTPA. Credits: 1

Course Notes: Open to COE majors only.

ECHD 305 - ASSESSMENT EARLY CHILDHOOD EDUCATION

The course introduces early childhood formal and informal assessment tools and teaches culturally and linguistically responsive assessments, authentic and observational assessments, and standardized assessments to develop skills to support children's development and learning. The cycle of assessment/planning/instruction is discussed with an emphasis on how assessment informs planning and instruction. The course also addresses strategies to share assessment results with families and include them in the assessment process. Credits: 3

Prerequisites: ECHD 303 and ECHD 334 and ECHD 338

ECHD 310 - ANTI-BIAS AND MULTICULTURAL CURRICULUM

The course explores current theories and practices in anti-bias, culturally responsive, multi-cultural education in early childhood education classrooms. Credits: 3

Credits: 3

ECHD 328 - IND. COACH & FIELD EXP 2

With an extended supervised field experience, this course is designed to support and/or enhance early childhood teacher candidates to connect theory with actual classroom experience in a preschool setting. Supervised observation and teaching in a local school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Emphasizes development of teaching skills through one-on-one instruction and coaching with a transition to small-group instruction. The Field Experience 2 placement is in a preschool classroom (aged 3 – 5) setting to meet required licensure assignments, assessments, hours and preparation for the edTPA. Credits: 1

Prerequisites: ECHD 303

ECHD 334 - LANGUAGE DEVELOPMENT

Language development from infants through primary-aged children. Topics include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development, and activities to foster language development. Attention to linguistically diverse populations as well as to children who develop differently from the norm. Credits: 3

Credits: 3

Course Notes: Open to Education majors only. Advisor consent.

ECHD 336 - STRATEGIES AND MATERIALS FOR TEACHING EMERGENT LITERACY AND SOCIAL STUDIES: PRE-K

This course is designed to give students a framework from which to develop appropriate and effective language, literacy, and social studies experiences for prekindergarten children, with an examination of children's literature serving as a foundation. Topics include literacy and social studies concepts, state and national learning standards, emergent reading and writing strategies, literacy and social studies theories and research practices, assessment of literacy and social studies and support of learners' literacy and social studies growth and development. Content knowledge required for effective instruction will be demonstrated through planning, instructing instruction, and assessment to support children's learning. Credits: 3

Prerequisites: ECHD 303 and ECHD 334 and ECHD 338

ECHD 337 - LITERACY AND SOCIAL SCIENCES IN EARLY CHILDHOOD EDUCATION: PRIMARY GRADES

This course is designed to give students a framework from which to develop effective reading and writing experiences for kindergarten and primary-grade children following the Common Core Standards for English Language Arts. Credits: 3

Credits: 3

Prerequisites: ECHD 209 and ECHD 211 and ECHD 338

Course Notes: ITCS Basic Skills Test with a min score of Pass required.

ECHD 338 - EARLY CHILDHOOD CURRICULUM AND ASSESSMENT: PRESCHOOL

The synthesis of the developmentally appropriate goals, content, materials, activities/lessons, and teaching strategies that are required for instructing preschool aged children are studied. Various early childhood curriculum/program models and their underlying theories and research are explored. Emphasis is placed on planning, implementing, evaluating/assessing, and designing preschool curricula that are integrated into the developmental domains and subject areas. Credits: 3

Credits: 3

Course Notes: Education majors only. Advisor approval required.

ECHD 339 - MATHEMATICS & SCIENCE IN EARLY CHILDHOOD EDUCATION

The course covers developmental theory and research in mathematics and science that underlie Early Learning and Development standards. Candidates will demonstrate knowledge of curriculum objectives and the selection and design of curriculum materials and will plan, instruct, and assess activities that are appropriate for preschool children. Credits: 3

Credits: 3

ECHD 348 - INDIVIDUALIZED COACHING AND FIELD EXPERIENCES 3

With an extended supervised field experience, this course is designed to support and/or enhance early childhood teacher candidates to connect theory with actual classroom experience. Supervised observation and teaching in a local school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Emphasizes development of teaching skills through small and large group coaching and instruction. The Field Experience 3 placement is in a primary grade (K-2nd) setting to meet required licensure assignments, assessments, hours and preparation for the edTPA.

Credits: 1

Prerequisites: ECHD 303

Course Notes: Advisor approval required.

ECHD 352 - TOPICAL WORKSHOP

Credits: 1-6

Prerequisites: ICTS Basic Skills with min score of P

ECHD 370 - INFANT AND TODDLER: TEACHING, LEARNING AND ASSESSMENT

Students design and implement curriculum plans and assess individual and group progress in infant and toddler settings. Students learn and demonstrate their understanding of a positive and safe learning environments across a variety of settings. Early intervention, culturally, linguistically diverse, varying abilities and needs, and health and safety related practices and strategies will be reviewed.

Credits: 3

Course Notes: Open to COE majors only.

ECHD 374 - STUDENT TEACHING AND SEMINAR IN EARLY CHILDHOOD EDUCATION

Supervised observation and teaching in preprimary and primary settings. Students design and implement curriculum plans and assess individual child and group progress. Students demonstrate their understanding of the role of family and community in child education. Seminar discussions on educational setting and analysis of student's own role in classroom and community.

Credits: 12

Course Notes: Written advisor consent required. All general education courses and major coursework completed. Early Childhood Content Exam with a min score of Pass required.

ECHD 375 - PRACTICUM: INFANT, TODDLER, AND PRESCHOOL

Supervised observation and teaching in infant, toddler, and preschool settings. Students design and implement curriculum plans, assess progress of individual children and the group, and demonstrate understanding of the role of family and community in child's education. Weekly seminar discussions focus on educational setting, teaching strategies, and individual problems.

Credits: 6

Course Notes: Written advisor consent required. All required general education and major coursework completed.

ECHD 376 - TEACHER RESIDENCY 1

This is the first course in a year-long student teaching experience in Early Childhood Education. Students participate in supervised observation and teaching in a CPS preprimary or primary setting. Students observe mentor teachers, review and implement curriculum plans and assess individual child and group progress. Students demonstrate their understanding of the role of family and community in early childhood education. Seminar discussions focus on educational setting, teaching strategies, individual issues and an analysis of student's own role in classroom and community.

Credits: 6

Course Notes: This is the first course in a year-long student teaching experience in Early Childhood Education.

ECHD 377 - TEACHER RESIDENCY 2

This is the second course in a year-long student teaching experience in Early Childhood Education. This is the second course in a year-long student teaching experience. Students participate in supervised observation and teaching in a CPS preprimary or primary setting. Students observe mentor teachers, review and implement curriculum plans and assess individual child and group progress. Students demonstrate their understanding of the role of family and community in early childhood education. Seminar discussions focus on educational setting, teaching strategies, individual issues and an analysis of student's own role in classroom and community.

Credits: 9

Course Notes: This is the second course in a year-long student teaching experience in Early Childhood Education.

ECHD 382 - EARLY CHILDHOOD SPECIAL EDUCATION METHODS

Content and skills necessary for working with young children with special needs (0 – 8-year-old) will be presented. These include: laws, assessment, family focus, intervention principles, appropriate techniques, suitable materials, and inclusion of children with special needs in early childhood settings. The development and implementation of IFSPs and IEPs is a focus.

Credits: 3