

EC 210/310 Intro to ECE

- Students will review the early childhood profession and develop opportunities to grow within the career.
- Students will identify/define child development and developmentally appropriate practices.
- Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
- Students will explain the importance of family, school, and community relationships.
- Students will understand the role of observing, documenting, and assessing to support young children.

EC 211 Observation, Assessment, and Interpretation Techniques

- Examine cognitive knowledge of the philosophical, historical, sociological, and psychological foundations of Early Childhood Education.
- Describe the professional responsibilities of Early Childhood Educators, including maintaining confidentiality, documenting child progress, keeping accurate records, and reporting child progress at appropriate intervals.
- Demonstrate the ability to pose questions and make comments to young children that will advance their learning and thinking.
- Demonstrate, reflect, and translate theoretical practices into actual field-based experiences.

EC 213/313 Language & Literacy in ECE

- Students will analyze and apply current theory and research on promoting language acquisition and early literacy.
- Students will use the state Early Learning Guidelines for Language and literacy when planning for individual children.
- Students will be able to identify and design developmentally appropriate curriculum, including teacher-made materials, that reflects the interrelationship among culture and language influences represented in the family, in the community and in the daily experiences in the early childhood environment.
- Students will gain competence in assessing growth in language/literacy development. Students will be able to provide appropriate assessment and instruction to children for whom English is a second language.
- Students will develop and implement integrated and authentic learning experiences, using the central concepts and skills identified in the state Core Competencies for Promoting Language Development and Literacy.

EC 220/320 Infants and Toddlers

- Students will describe/define the multiple abilities and skills that develop simultaneously in the first three years of life across all domains-perceptual, motor, social/affective, communication, and cognitive.
- Students will demonstrate an understanding of the infant toddler teaching theories which mandate the need for a nurturing, responsive, reciprocal, respectful, consistent, and sensitive primary caregiver for each child.
- Students will recognize and create developmentally appropriate curriculum for individual infants and toddlers that acknowledges care-giving routines and play as the two key elements.
- Students will understand and practice effective communication techniques for partnering with families to promote family-centered care.
- Students will demonstrate knowledge of the administration and organization of infant/toddler programs (licensing, staffing, health and safety issues, equipment, and space requirements).
- Students will participate in a field experience where they write reflective observations, assess learning, and participate with infants and toddlers in developmentally appropriate activities.

EC 222/322 Admin & Leadership in ECE

- Students will demonstrate knowledge of, and how to apply licensing rules and regulations that govern early childhood programs.
- Students will analyze effective program policies and procedures necessary to implement a high-quality program. Including handling finances, recordkeeping, supervising staff, enrollment procedures, and health, safety and nutrition policies, and personnel policies.
- Students will understand the need to including families, professionals and the community in overall program development and evaluation.
- Students will recognize the link between curriculum, environment, and the use of evaluation to adequately plan for a high-quality program for children. Tools to reference include: ERS (Environmental Rating Scales), CLASS (Classroom Assessment Scoring System), PAS (Program Administration Scales), NAEYC Accreditation, Head Start Performance Standards.
- Students demonstrate the ability to use oral and written communication effectively with parents, staff, and the community to articulate program philosophy, policies, and procedures. This can include leading parent/board meetings, speaking on behalf of a program and the use of technology in creating marketing materials, newsletter, program handbooks, etc.
- Students will learn the role of professionalism, advocacy, and ethical behavior as a key component to being a leader in the field of Early Education and Care.
- Students will learn the importance of fiscal responsibility that is necessary to run a high-quality program. Including, identifying revenue and expenses used in planning an operational budget, collecting, and handling money, financial recordkeeping, and grant writing.
- Students will recognize the role of supervising and collaborating with others as a key element of program leadership.

EC 233/333 Pre-K Methods & Materials

- Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches.
- Students will recognize, select and/or create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language.
- Students will demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies.
- Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

EC 236/336 Soc/Emot Dev & Guidance in ECE

- Students will learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication.
- Students will identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills.
- Students will recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities.
- Students will use individual and group guidance and problem-solving techniques to develop positive and supportive relationships among children.
- Students will identify the principles of child guidance based on the developmental characteristics of young children.
- Students will understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth.
- Students will recognize characteristics of healthy interactions between teacher/child and child/child.
- Students will demonstrate an increase in understanding of cultural influences on child behavior—both typical and atypical, as evidenced by classroom discussion.

EC 237 Special Needs in Early Childhood Education

- Determine if developmental delays or developmental disabilities may be involved, and, when warranted.
- Design a suitable educational program.

- Discuss how to monitor and evaluate the child's progress as well as assess the program's delivery model.
- Describe the guarantee the continuation of vital support services.
- Explain a seamless system of partners dedicated to the support of every child, including a family-focused perspective and inclusion to the maximum extent possible.
- Develop an awareness of individual differences related to special needs, bicultural and multicultural populations.
- Describe understanding of the family and what the family needs in regards to support from an educational setting.

EC 238/338 Home, School, Comm Relations

- Apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities.
- Distinguish between effective/ineffective educational leadership.
- Explore methods of communicating with families, school, and community members.
- Review and apply NAEYC Code of Ethical Conduct.
- Examine the diversity of young children, teachers, other educators and families and the impact on early childhood education.
- Demonstrate the skills (communication, critical thinking, etc.) needed to work effectively as a member of a professional team.
- Review current issues impacting children, families, teachers, other educators, and community in early childhood education.

EC 376 Field Experience in ECE

- Develop an understanding and appreciation of all aspects of a preschool classroom by participating in an appropriate environment.
- Construct early childhood course content with practical experience and apply strategies and methods in early childhood environments.
- Engage in professional relationships with others in the childcare setting including teachers, parents, administrators, and other university students.
- Examine personal and professional qualities in order to self-assess and to develop a plan for professional growth.
- Implement activities for children based on an understanding of developmentally appropriate practice and observations made while participating in the early childhood setting.