Early Childhood (ECE) Courses

ECE 5123. Seminar in Infancy and Toddler Development. (3-0) 3 Credit Hours.
Prerequisite: EDP 5003 or consent of instructor. Examines the biological and environmental influences on infant and toddler development. A discussion of the diverse environments where children thrive and potential negative factors that may hinder development. Identifies issues related to early intervention including culturally and linguistically appropriate assessment and instructional practice.

ECE 5133. Language and Discourse Development in Young Children. (3-0) 3 Credit Hours.
This course focuses on the study of early acquisition and development of all aspects of language knowledge. Emphasis on identifying the sequence of expressive and receptive language development in terms of the child’s related abilities and learning experiences. Language acquisition and discourse in linguistically and culturally diverse children.

ECE 5443. Social/Emotional Development in Children. (3-0) 3 Credit Hours.
Study of children’s socioemotional development of diverse children. Focus on building positive parent-child relationships, sibling relationships, peer relationships, sense of self, resiliency, self-control, friendship, and prosocial behaviors. Examination of societal issues that may lead to aggression in children. (Formerly ECE 5453. Credit cannot be earned for both ECE 5443 and ECE 5453).

ECE 5513. Curriculum, Materials and Methods in Early Childhood/Elementary Education. (3-0) 3 Credit Hours.
This course focuses on the study of curriculum and instructional methods in early childhood and elementary classrooms. Emphasis on identification and analysis of curriculum design, methods of instruction, and materials that are congruent with developmentally appropriate practices (DAP).

ECE 6123. Leadership in Early Childhood Education. (3-0) 3 Credit Hours.
This course is designed for those who are interested in becoming leaders in early childhood contexts. Students explore the various components related to successful leadership of early childhood programs in inclusive setting. The students will be able to identify ways to build systems for professional relationships, examine ways to promote authentic learning, and become familiar with leadership and management standards. (Formerly titled “Leadership and Administration of Early Childhood Programs”).

ECE 6133. Brain-Based Research and Learning in EC and Elementary Education. (3-0) 3 Credit Hours.
This course is designed to examine the numerous influences on early brain development and learning for young children. Students examine brain research from a multicultural dimension as they focus on meeting the demands of learners within our ever-changing society. Discussions concentrate on implications for classroom practice and on forming positive relationships with families to positively impact our work with young children. (Formerly titled “Biological Basis of Child Development: Brain Based Research and Learning”).

ECE 6183. Reconceptualizing Sociocultural Contexts in Early Childhood Education. (3-0) 3 Credit Hours.
Exploration of sociocultural contexts in early childhood education. Focus on social justice issues affecting children in the U.S. and globally such as immigration, poverty, genocide, discrimination, hunger, education, domestic violence, child abuse and child labor among others. A view of cultural practices with a particular emphasis on gender issues across diverse groups. (Formerly titled “Seminar in Early Childhood Education in Cross-Cultural Perspective”).

ECE 6213. Current Issues in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
Studies of current issues in early childhood and elementary schools and other educational settings with an emphasis on critical reflection on how these issues impact diverse populations. Investigation of research, practices, and positions related to the issues studied. Exploration of available models for possible solutions or resolution of issues, as well as factors that may have an impact on desired outcomes.

ECE 6363. Differentiated Instruction in a Diverse Classroom. (3-0) 3 Credit Hours.
Application of instructional strategies for promoting the learning of diverse groups of children in typical classrooms. Implementing teaching strategies and techniques matched to individual learners, characteristics of subject matter and demands of the learning environment. Emphasis on acquiring a variety of teaching strategies to differentiate instruction within a social learning environment. (Formerly ECE 5473 and ECE 6373. Credit cannot be earned for more than one of the following: ECE 5473, ECE 6363, or ECE 6373).

ECE 6423. Advanced Studies in Play. (3-0) 3 Credit Hours.
This course focuses on the examination and analysis of play research and practice as it relates to different areas of young children’s development including cultural, cognitive, social, emotional, physical, and linguistic—birth through age eight. Examination of play theories, the role of the adult as facilitators of play, and contexts of play for all children including culturally and linguistically diverse children and with special needs.

ECE 6453. Responsible Assessment and Evaluation in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
This course focuses on appropriate measures to collect, document, and assess young children in classroom settings. Students examine current research on effective assessment strategies for understanding children’s development in multiple contexts. Class discussions concentrate on the various influences on assessment outcomes and the implications for developing supportive interactions with families as a means to influence the growth of every child.

ECE 6473. Seminar in Early Childhood and Elementary Education Research. (3-0) 3 Credit Hours.
Examination of research topics in early childhood and elementary education, including an extensive study of methodology, research findings, and publications applied to early childhood and elementary programs.
ECE 6503. Theoretical Foundations of Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
This course analyzes the theoretical basis for young children’s development within our culturally and linguistically diverse society. Pedagogical applications and implications of theoretical principles are examined for relevance in today’s classrooms. Readings focus on the need to create respectful partnerships with families and learning environments that are healthy, supportive, and challenging for every child. (Formerly ECE 5503. Credit cannot be earned for both ECE 5603 and ECE 5503).

ECE 6513. Grant Writing. (3-0) 3 Credit Hours.
Grant writing basics and specifics. The course is designed to help educators learn how to conceptualize, write, and submit a grant application. Students will learn how to identify funding entities, develop a theoretical and research base for grants, create timelines, and utilize grant-writing strategies. (Same as C&I 6513. Credit cannot be earned for both ECE 6513 and C&I 6513).

ECE 6523. Family Development, Policy and Advocacy. (3-0) 3 Credit Hours.
Examination of family theories and their influence on increasing understanding about families. Identification of different parenting styles that support/affect children’s well-being. Focus on social policies that directly impact children, families and communities in a culturally, linguistically, and socioeconomic diverse society. Emphasis on inclusive family engagement. (Formerly titled “Social Policy for Families and Children”).

ECE 6653. Action Research in Childhood Settings. (3-0) 3 Credit Hours.
Prerequisite: EDU 5003. This is a capstone course restricted to students in their last semester of the program. Advisor code required. Application of research concepts and skills in field studies. Participants conduct directed research in early childhood and elementary school settings. (Formerly ECE 6643. Credit cannot be earned for both ECE 6653 and ECE 6643. Credit cannot be earned for both ECE 6653 and C&I 6103).

ECE 6733. Fundamentals of Environmental Education. (3-0) 3 Credit Hours.
Provides educators with the knowledge and skills necessary to incorporate quality environmental education into their instruction and curriculum. Explores the explanation of the theory, history, definition, national standards, and goals of environmental education. Provides an understanding of the professional roles and instructional methods and assessment strategies of environmental educators within the context of environmental education. (Same as C&I 6733. Credit cannot be earned for both ECE 6733 and C&I 6733).

ECE 6773. Environmental Education in the Curriculum. (3-0) 3 Credit Hours.
An exploration of the integration of environmental concepts and environmental education curricula into the total school curriculum. Using local, accessible outdoor locations, students will explore the many aspects that come together to create a “Sense of Place.” This course will assist students to discover and interpret the natural history and critical environmental issues of their local communities through a variety of mediums. It is designed for educators who want to help learners of all ages to discover the wonders and intricacies of the natural world. (Same as C&I 6773. Credit cannot be earned for both ECE 6773 and C&I 6773).

ECE 6903. Environmental Issues Investigations. (3-0) 3 Credit Hours.
Rationale and strategies for investigating environmental issues at local, state, regional, or national levels. Select and implement actions to resolve issues through political, economic, legal, educational, and lifestyle avenues. (Same as C&I 6903. Credit cannot be earned for both ECE 6903 and C&I 6903).

ECE 6943. Interdisciplinary Internship. (0-0) 3 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree. (Formerly titled “Instructional Internship in Teaching”).

ECE 6946. Instructional Internship in Teaching. (0-0) 6 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

ECE 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

ECE 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

ECE 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

ECE 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

ECE 7123. Cognitive Development in Early Childhood. (3-0) 3 Credit Hours.
Theories and research of cognitive and intellectual development in early childhood within sociocultural contexts. Implications for early childhood programs, environments, learning and teaching.

ECE 7893. Directed Doctoral Research. (0-0) 3 Credit Hours.
Supervised research on a topic in Interdisciplinary Learning and Teaching. May be repeated for credit, but no more than 6 hours may be applied to the Doctoral degree.