Early Childhood (ECE) Courses

ECE 3133. Programs and Policies in Early Childhood Education. (3-0) 3 Credit Hours.
This course is a survey of historical, philosophical, and sociocultural foundations of early childhood programs and policies. Students will examine past and current trends in early childhood education and their impact on early childhood practices and policies. A variety of early childhood programs-national and international, traditional and culturally responsive, federal and state-funded-will be examined. Early childhood policies and their impact on teachers and students will be discussed at length.

ECE 3143. Child Growth and Development. (3-0) 3 Credit Hours.
Concurrent enrollment in ECE 3313 and ECE 3603 is required. Examination of child development theories (conception through elementary years) within different domains that affect children’s development and learning including, physical, cognitive, linguistic, social, and emotional. Emphasis on multicultural theoretical perspectives of child development addressing culturally and linguistically diverse populations and children with atypical patterns of development. Field experience required. (Formerly ECE 2103. Credit cannot be earned for both ECE 3143 and ECE 2103.)

ECE 3313. Play, Creativity, and Learning. (3-0) 3 Credit Hours.
Concurrent enrollment in ECE 3143 and ECE 3603 is required. A study of play theories as they relate to creativity, development, and learning. Will provide early childhood and elementary educators with knowledge and skills necessary to promote and guide children’s play as a fundamental learning mechanism within culturally, linguistically, and cognitively diverse classrooms. Emphasis on effective strategies, equipment, materials, and activities that support and encourage children’s play and creativity at the early childhood and elementary grades. Field experience required.

ECE 3603. Language and Literacy Acquisition. (3-0) 3 Credit Hours.
Concurrent enrollment in ECE 3143 and ECE 3313 is required. Exploration of theories of language and literacy development in young children with implications for acquisition of language and early literacy concepts for all children. Explores ways that educators can enhance language and literacy development and introduces appropriate, research-based approaches to teach early reading and writing in diverse classroom settings. Field experience required. (Formerly titled “Language and Cognitive Development in EC–4.”)

ECE 4103. Guidance of Young Children in Groups. (3-0) 3 Credit Hours.
Study of effective strategies for guiding the social-emotional development and learning of children, including those with special needs, in group settings. Emphasis on classroom management and discipline methods; understanding human interactions and the cultural dynamics of groups; and guiding children in task involvement. Examination of strategies for facilitating cooperative activities and use of materials; the design of effective learning environments; conflict resolution techniques, and strategies for enhancing the inclusion of children with special needs in social and learning contexts. Field experience required.

ECE 4123. Family and Community Resources in Early Childhood. (3-0) 3 Credit Hours.
Study of approaches to family, community, societal, cultural, and ideological support systems in children’s growth, learning, and development. Emphasis on how these factors are related in the permissive-restrictive dimensions of child rearing and socialization in broad perspectives across environmental contexts. Examination of resources and systems to address the special needs of families with children who are “at risk” or have disabilities. Review of technological tools used to locate and compile information on community resources. Field experience required.

ECE 4143. Principles and Practices of Differentiated Education EC–6. (3-0) 3 Credit Hours.
Prerequisites: Admission to the Teacher Certification Program, completion of C&I 4353, C&I 4403, ECE 4203, and RDG 3823. Concurrent enrollment in C&I 4303 and RDG 4833 is required. May not be taken concurrently with C&I 4353, C&I 4403, ECE 4203, and RDG 3823. This course addresses the exploration of culturally responsive instruction for diverse groups of learners with a broad range of abilities, interests, and backgrounds. Identification of theoretical perspectives and principles for differentiated education in early childhood and elementary settings will be explored. Emphasis is on the development of effective instructional planning, supportive learning environments, and flexible teaching practices that accommodate individual needs within group settings. Restricted course; advisor code required for registration. Field experience required.

ECE 4153. Culturally Appropriate Assessment for Infants and Young Children. (3-0) 3 Credit Hours.
Selecting and employing culturally fair assessment and evaluation techniques that are reliable, valid, and developmentally appropriate for infants and young children. Includes the examination of strategies such as developmental checklists, parent interviews, play-based, portfolios, and informal observations for conducting assessment. Using assessment outcomes appropriately for instructional and curricular planning.

ECE 4203. Assessment and Evaluation in EC–6. (3-0) 3 Credit Hours.

ECE 4913. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Permission in writing (form available) from the instructor, the student’s advisor, the Department Chair, and Dean of the College in which the course is offered. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, will apply to a bachelor’s degree.