

# Early Childhood Education

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## Courses

### ***ECH ED 3300 Introduction to Early Childhood Education: 3 semester hours***

Prerequisites: Completion of Level I requirements. Students will use theoretical bases as well as on site observations to develop an awareness of teaching learning strategies appropriate for the developmental needs of children from birth through age eight. Scheduling, classroom arrangement, and child management practices will be considered. Students will develop their own philosophy of early childhood education.

### ***ECH ED 3301 Early Childhood Special Education Processes and Trends: 3 semester hours***

Prerequisites: Completion of Level I requirements. Focus on the history and federal laws related to the early childhood special education process. Examination of child development theories and assessment to determine if developmental delays exist. Emphasis on the importance of collaboration between teachers and therapists for service delivery, designing effective transition plans and integrating intervention services into a developmentally appropriate curriculum.

### ***ECH ED 3302 Introduction to Inclusive Early Childhood Education: 3 semester hours***

Prerequisites: Completion of Level I requirements; current and clear background check; current and clear TB screening. This course serves as an introduction to the field of early childhood education including historical, social and psychological foundation, child development, recommended and evidence based-practice appropriate to address developmental needs of children from birth through age 8. Program administration, management, environmental arrangement, and consultation/collaboration are emphasized. The family-centered practice, diversity, early intervention, early childhood special education, ethical and legal issues are addressed to enhance students' knowledge of inclusive education. Additional Field Experience may be required.

### ***ECH ED 3303 Curriculum and Practice Laboratory: Infant/Toddler: 1 semester hour***

Prerequisites: Completion of Level II requirements; admission to the teacher education program; current and clear background check; current and clear TB screening. Classroom experience in infant/toddler inclusive classrooms under directions of University personnel. Must be taken concurrently with ECH ED 3313 Curriculum and Practice: Infant/Toddler.

### ***ECH ED 3304 Curriculum and Practice Laboratory: Preschool: 1 semester hour***

Prerequisites: Completion of Level II requirements; admission to the teacher education program; current and clear background check; current and clear TB screening. Classroom experience in inclusive preschool classrooms under direction of university personnel. Must be taken concurrently with ECH ED 3314 Curriculum and Practice: Preschool.

### ***ECH ED 3313 Curriculum and Practice: Infant/Toddler: 2 semester hours***

Prerequisites: Completion of Level II requirements; admission to the teacher education program. This course addresses how to design and implement integrated, inclusive curriculum for children from birth to 3 years of age. Must be taken concurrently with ECH ED 3303.

### ***ECH ED 3314 Curriculum And Practice: Preschool Education: 2 semester hours***

Prerequisites: Completion of Level II requirements; admission to the teacher education program. This course addresses how to design and implement integrated, developmentally appropriate curriculum for the inclusive preschool classroom with emphasis on science, social studies, creative activities and technology. Must be taken concurrently with ECH ED 3304.

### ***ECH ED 3332 Literacy, Learning and Instruction For The Young Child: 3 semester hours***

Prerequisites: Completion of Level I requirements, current and clear background check, and current and clear TB screening required. Attention on the language acquisition and environments (home, school, community) of young children as they construct knowledge of print from birth to age eight. Critical examination of the range of opportunities for early literacy learning available to all children including the use of assistive technology and augmentative communication approaches to support their literacy development. Emphasis on meaningful, culturally, and developmentally appropriate activities for fostering beginning reading and writing. Focus on strategies for involving families and capitalizing on community resources in promoting language and literacy learning for young children. Field experience required.

### ***ECH ED 3350 Family and Professional Partnerships within School/Community: 3 semester hours***

Prerequisites: Completion of Level I requirements. This course is designed to provide students with the knowledge and skills needed to work successfully with diverse families of young children including those who have children with special needs. The focus is on using a family-systems perspective and family centered approach to strengthen family-professional relationships. Building collaborative partnerships with families and community agencies is emphasized.

### ***ECH ED 4317 Implementation, Evaluation, and Assessment in Early Childhood Education: 3 semester hours***

Prerequisites: Completion of Level II requirements, admission to the teacher education program, current and clear background check, and current and clear TB screening required. This course is designed to provide students with techniques for observing children and using assessment instruments to collect information and plan and implement individual program plans and curriculum in inclusive early childhood settings. Field experience required.

### ***ECH ED 4320 Classroom Management: 3 semester hours***

Same as SEC ED 4320, ELE ED 4320. Prerequisites: Completion of level I and II requirements or consent of instructor. Understanding classroom management as the development of engaging instruction that establishes healthy and culturally appropriate teacher-student relationships, builds successful classroom community and enhances student learning. Participants develop a culturally relevant classroom management plan that includes rules, procedures, expected behaviors and uses problem solving strategies to resolve behavior problems. Emphasis is on the teacher developing the social competence of Pre K-12 students within culturally diverse classrooms and engaging families in supportive interactions.

***ECH ED 4348 The Acquisition of Mathematical and Science Concepts: 3 semester hours***

Prerequisites: MATH 1150 and MATH 2510, completion of Level II requirements, current and clear background check, current and clear TB screening, and admission to the Teacher Education Program. Applications of the major theorists to mathematics reasoning and scientific inquiry. Content is appropriate for pre-K to third grade learners. Research and its implications for practice in the areas of logical thinking, pre-number ideas, geometry, topology, arithmetical operations, problem solving, observation, inquiry and documentation are considered. Field experience required.

***ECH ED 4989 Practicum I: Early Childhood Education/Early Childhood Special Education Site Based Experience: 3 semester hours***

Prerequisites: Completion of Level II requirements; current and clear background check; current and clear TB screening. This course is a two-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Concurrent Level III methods course assignments will be completed in Practicum I. Taking the Missouri Content Exam (MOCA) is required during Practicum I. Not available for graduate credit.

***ECH ED 4990 Practicum II: Early Childhood Education/Early Childhood Special Education Site Based Experience: 12 semester hours***

Prerequisites: Grade of B or higher in ECH ED 4989, completion of Level III requirements, and taking the Missouri Content Exam. This course is a four-day per week intensive, collaborative professional experience in diverse K-12 settings with students, emphasizing improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Course includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Certification requirements are successful completion of the Missouri Content Exam (MOCA) and the Missouri Preservice Teacher Assessment (MOPTA).

***ECH ED 4991 Student Teaching in Early Childhood Education II: 6 semester hours***

Prerequisites: ECH ED 3313, ECH ED 3314, ECH ED 4989, completion of Level II courses, concurrent enrollment in ECH ED 4991, and must immediately precede ECH ED 4991 in the semester. Must follow ECH ED 4990 in the same semester. Clinical teaching experience in early childhood education classrooms in the schools under University and school supervision. Assignments will be in different school districts buildings, serving families of different socio-economic and cultural backgrounds, and at different age/grade levels from those of the ECH ED 4990 assignments. Required of all majors in early childhood education. Not available for graduate credit.

***ECH ED 5989 Practicum I: Early Childhood/Early Childhood Special Education Site Based Experience: 2 semester hours***

Prerequisites: Completion of Level I and Level II requirements. Activities on site include partnering with the classroom teacher in all areas of instruction, assessment, classroom management. Particular emphasis will be given to impacting students' achievement for diverse populations and differentiated instruction. Level III methods courses assignments may be completed during the practicum day at school sites and Practicum I experiences inform Level III coursework. Activities to acquire research skills are included. Practicum I is taken in the semester immediately preceding Practicum II.

***ECH ED 5990 Practicum II: Early Childhood/Early Childhood Special Education Site Based Experience: 8 semester hours***

Prerequisites: Grade of B- or higher in ECH ED 5989 and admission to Teacher Education Program. Clinical teaching experiences, 4 days per week where placements occur with two different age levels (infant/toddler; pre-k; or k-3) within preschool and elementary schools. These sites offer settings where classrooms implement inclusion (combined general education and special education) and/or have pull-out resources room setting and may also have self-contained settings where students with complex disabilities are educated exclusively. Teacher candidates collect data for a research project.

***ECH ED 6321 Parent and Community Resources in Early Childhood Education: 3 semester hours***

Prerequisite: Graduate standing. Competencies for working with parents and community agencies will be developed through a study of community and community resources. Procedures for parent participation and use of service agencies in the education of all young children, including those with special needs, will be examined.

***ECH ED 6348 Understanding and Supporting Children's Math and Science Inquiry: 2-3 semester hours***

Prerequisites: ED PSY 6215, ECH ED 6412. Advanced study of current cognitive theory to support the development of children's inquiry skills. Curriculum development and implications for practice in the areas of logical thinking, pre-number ideas, geometry, topology, arithmetical operations, problem solving, observation, inquiry and documentation are considered. National and state standards in math and science will provide a framework for teaching strategies.

***ECH ED 6412 Foundations of Early Childhood Education: 3 semester hours***

Prerequisite: A course in child psychology or equivalent. A study of the various types of early childhood programs and the philosophy upon which they are based. Attention will also be directed to the implementation of such programs, problems of parent involvement and the social environment of the children.

***ECH ED 6412A Foundations of Early Childhood Education: History, Philosophy and Current Trends: 1 semester hour***

Prerequisites: Admission to Teach For America or Alternative Certification Program and must be practicing teacher with Bachelor Degree. A study of the various types of early childhood programs and the philosophy upon which they are based. Attention is directed to the history and philosophy of a variety of early childhood programs, current trends and issues in the early childhood education field, and parental involvement.

***ECH ED 6412B Foundations of Early Childhood Education: Practice and Application: 1 semester hour***

Prerequisites: Admission to Teach For America or Alternative Certification Program and must be practicing teacher with Bachelor Degree. A study of the various types of early childhood programs and the philosophy upon which they are based. Students analyze appropriate practice and program implementation. Students conduct an action research project pertaining to a relevant early childhood issue.

***ECH ED 6413 Educational Role of Play: 3 semester hours***

Prerequisites: ECH ED 3300 or equivalent. Emphasizes play as a constructive process with application to cognitive and social development. Special attention to facilitating play in early childhood classrooms.

***ECH ED 6415 Organization and Development of Early Childhood******Programs: 3 semester hours***

Prerequisites: ECH ED 3300 or equivalent. Strategies for the effective organization and development of programs for children from diverse cultures, ages birth through age eight years, will be studied. Research and theory in funding and budgeting, staffing and professional development, and selection, development, and assessment of program curriculum will be emphasized. Long-range planning for program stability and involvement in advocacy issues will be covered.

***ECH ED 6490 Internship: 1-10 semester hours***

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation and related professional activities.

***ECH ED 6497 Problems: 1-10 semester hours***

Prerequisite: Graduate standing. Individual study on topics pertaining to early childhood education.

***ECH ED 6535 Assessment, Curriculum, and Research-Based Practice: Birth-Grade 3: 2-4 semester hours***

Prerequisites: ED PSY 6030, ECH ED 6412. Advanced studies in curriculum design, assessment, and research-based practice for children from birth through eight years, with primary emphasis on birth through 5 years. Students will learn to develop curriculum based upon observation of children and their interests; child development theory and research and the diverse needs of children by considering culture, context, and family relationships. Must be taken concurrently with ECH ED 6536 if obtaining certification.

***ECH ED 6536 Early Childhood Pre-Primary Practicum: 2 semester hours***

Prerequisites: ED PSY 6215, TCH ED 5310A, ECH ED 6412. The focus of this practicum is observation of and participation in classrooms of children birth through five years. Concurrent registration in ECH ED 6535 required.