

# Education and Early Childhood (EDUC)

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## Courses

### **EDUC 121 Introduction to Teaching\* (3 Hours)**

**Prerequisites:** RDG 126 or College Reading Readiness.

Teaching concepts and practices as they apply to today's elementary and secondary schools will be introduced. Topics will include the roles and responsibilities of the teacher, various modes of instruction, specialized areas in teaching, and professional requirements and concerns. Twenty hours of observation in a school setting are required. 3 hrs. lecture/wk.

### **EDUC 130 Foundations of Early Childhood Education\* (3 Hours)**

**Prerequisites:** RDG 126 or College Reading Readiness.

This introductory survey course is designed to provide students with current information on topics relevant to employment in early childhood programs. The course explores the historical and philosophical roots of early childhood education, general principles in child development, the teacher's role, values and ethics in early childhood education, curriculum design, and classroom management. Twenty hours of observation in a group childcare setting are required. 3 hrs. lecture/wk.

### **EDUC 131 Early Childhood Curriculum I\* (3 Hours)**

**Prerequisites or corequisites:** EDUC 130 with a grade of "C" or higher.

This methods course is designed for students who are, or will be, working in an early childhood education setting and parents or others who desire to develop an intellectually challenging environment for young children. The focus of the course is curriculum areas that deal with language and physical development. 3 hrs. lecture/wk.

### **EDUC 210 Creative Experiences for Young Children\* (3 Hours)**

**Prerequisites:** EDUC 130 with a grade of "C" or higher and PSYC 215.

This course is a study of constructing and maintaining an environment for young children that fosters aesthetic sensitivity and creativity. The course includes the young child's developmental stages in art, music, movement, creative movement and creative drama. Methods and materials for this course cover developmentally appropriate creative experiences; inclusive, anti-bias curriculum; integration of creative experiences throughout the curriculum; use of technology; and helping families understand the creative experience. 3 hrs. lecture/wk.

### **EDUC 220 Survey of the Exceptional Child\* (3 Hours)**

**Prerequisites:** RDG 126 or College Reading Readiness.

This course is an overview of the field of special education geared to those who are preparing to work with children and youths with special needs. The course provides fundamental information on the identification and exceptionality, laws and legal cases affecting the delivery of services to individuals with exceptionalities, and the principles of effective educational approaches for each exceptionality. Categories of exceptionality presented include learning disabilities, behavior disorders, gifted and talented, communication disorders, autism, traumatic brain injury, physical disabilities, sensory impairments, other health impairments, and multiple and severe disabilities. 3 hrs. lecture/wk.

### **EDUC 231 Early Childhood Curriculum II\* (3 Hours)**

**Prerequisites:** EDUC 131.

This methods course is designed for students who are, or will be, working in an early childhood education setting and parents or others who desire to develop an intellectually challenging environment for young children. The focus of the course is on curriculum areas that deal with the physical and social aspects of the world. Included in this inquiry curriculum are mathematics, science, social studies and nutrition. 3 hrs. lecture/wk.

### **EDUC 234 Families in Society\* (3 Hours)**

**Prerequisites or corequisites:** PSYC 215.

This course is a study of effective relationships between families and the larger society. The course is designed for teachers and families who desire to provide an environment that reflects sensitivity to the unique needs of the individual child/adolescent and their families. Topics covered during the course are family dynamics, child and adolescent development, supporting positive relationships and behaviors, and effective communication and guidance strategies, as well as building and advocating for effective, collaborative relationships between teachers, families and communities. 3 hrs. lecture/wk.

### **EDUC 250 Child Health, Safety and Nutrition\* (3 Hours)**

**Prerequisites:** RDG 126 or College Reading Readiness.

This course is a study of the basic health, nutrition and safety management practices for young children. Information on establishing and maintaining a physically and psychologically safe and healthy learning environment appropriate for the needs of young children will be included. The interrelation of health, safety and nutrition is stressed, with emphasis on appraisal procedures, prevention and protection, services and educational experiences for young children and their families. 3 hrs. lecture/wk.

**EDUC 260 Observing and Interacting with Young Children\* (3 Hours)**

**Prerequisites:** EDUC 130 with a grade of "C" or higher.

**Prerequisites or corequisites:** PSYC 215.

This course is a study of the role of observation to assess and monitor the development and learning of, and the appropriate techniques for interacting with, young children. Included will be the purposes and types of observation procedures, interpretation and use of findings, reporting techniques, and legal and ethical responsibilities. Expected age-related child behavior, fundamental principles of and theoretical approaches to child guidance, guidance techniques, working with families and issues of diversity are also presented. The laboratory will include demonstration of the subject matter. 2 hrs. lecture, 3 hrs. lab/wk.

**EDUC 283 Professional Competencies: Early Childhood Education\* (1 Hour)**

**Prerequisites:** Department approval.

This course focuses on the conduct and responsibilities of the early childhood professional. Topics include early childhood education codes, laws and regulations; child development; experience planning and curriculum development; observation and guidance of young children; authentic assessment; responsibilities to the young child's family, to the community, and to the teaching profession; employability skills; self-assessment; and job seeking skills. Completion of this course is required to obtain the One Year Post-Secondary Certificate in Early Childhood Education. 1hr. lecture/wk.

**EDUC 285 Student Teaching: Early Childhood Education\* (3 Hours)**

**Prerequisites:** EDUC 130 and EDUC 250 and EDUC 260 (All courses must be completed with a grade of "C" or higher.)

This course will focus on the field experience of early childhood education students allowing them to apply their knowledge of teaching young children in a supervised setting. The student lab experience will occur in two different early childhood settings, with children of varying age groups. The course will also include a lecture/seminar component focused on practical application of student teaching experiences, as well as the development of a student teaching portfolio.

**EDUC 290 Leadership in Early Childhood Education\* (3 Hours)**

**Prerequisites:** Program Facilitator Approval.

The student will study how early childhood education program directors lead programs and create quality environments for children, families and staff. The leadership topics include: leadership styles; developing mission statements, program philosophies, procedures, manuals and handbooks; assessing and planning for program improvements; recruiting and retaining qualified early childhood teachers; creating professional growth opportunities; developing effective staff meetings; implementing a shared decision making process; utilizing conflict resolution strategies; and developing partnerships with families and community agencies. 3 hrs. lecture/wk.

**EDUC 291 Independent Study\* (1-7 Hour)**

**Prerequisites:** 2.0 GPA minimum and department approval.

Independent study is a directed, structured learning experience offered as an extension of the regular curriculum. It is intended to allow individual students to broaden their comprehension of the principles of and competencies associated with the discipline or program. Its purpose is to supplement existing courses with individualized, in-depth learning experiences. Such learning experiences may be undertaken independent of the traditional classroom setting, but will be appropriately directed and supervised by regular instructional staff. Total contact hours vary based on the learning experience.