

EARLY CHILDCARE EDUCATION AND PROGRAMMING (E C P)

Courses primarily for undergraduates:

E C P 201: Child Development – Ages Birth to 3

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Development from birth to age three. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills. (on-line course offering via Distance Education).

E C P 202: Child Development – Ages 4 to 8

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Development from ages four through eight. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills. (on-line course offering via Distance Education).

E C P 305: Introduction to Early Care and Education for a Mobile Society

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Exploring the role of a professional as a teacher, administrator or advocate in early childhood programming. Students will learn about professionalism and ethics, identifying child abuse, and applying universal precautions. Discussion of qualities of the early childhood educator role, program models, and working with children and professional colleagues. (on-line course offering via Distance Education).

E C P 306: Health, Safety, and Nutrition

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Important elements for planning, promoting and maintaining healthy and safe learning/care environments, understanding childhood illnesses and establishing healthy lifestyles, first aid, and care providers maintaining their own health. Maintaining safe relationships with others, including identifying and reporting abuse, neglect, and exploitation of children. Exploration of nutrients for life and feeding, food preparation and safety policies and guidelines, food allergies and intolerances, appropriate feeding practices. (on-line course offering via Distance Education).

E C P 307: Child Guidance and Classroom Environments

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Working knowledge of developmentally appropriate practice in child guidance. This goal will be accomplished through review of current guidance methods and programs in order to familiarize students with successful guidance techniques. By the end of this course, students will develop their own approach to guidance based upon practices best suited to their own unique skills and strengths. (on-line course offering via Distance Education).

E C P 320: Practicum I – Child Observations in Classroom Environments

(0-6) Cr. 3.

Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, HD FS 103

Practicum in Early Childhood Education is an opportunity for ECP teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other ECP classes. (on-line course offering via Distance Education).

E C P 322: Diversity in the Lives of Young Children and Families

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Exploration of cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come. (on-line course offering via Distance Education).

Meets U.S. Diversity Requirement

E C P 323: Working with Families

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Application of an ecological model to the understanding of variation in parental roles, perspectives, relationships, approaches, and challenges. (on-line course offering via Distance Education).

E C P 324: Technology and Young Children

(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Impact of electronic technology on the development of young children in educational, home, and community environments, and how technology can be used to enhance teaching and learning. Students will be critical thinkers and informed consumers of technology related to young children. (on-line course offering via Distance Education).

E C P 412: Development of Curriculum for Children Ages Birth to 3
(3-0) Cr. 3. F.S.

Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320

Curriculum development related to children from birth to age 3: (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. All areas of developmental domains and content areas; issues related to diversity in family composition, culture, and individual abilities will also be addressed. (on-line course offering via Distance Education).

E C P 413: Development of Curriculum for Children Ages 4 to 8
(3-0) Cr. 3. F.S.

Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320

Development of curriculum for children ages 4 to 8 years: (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas, and issues related to diversity in family composition, culture, and individual abilities will also be addressed. (on-line course offering via Distance Education).

E C P 424: Assessing Young Children and Their Environments to Enhance Development

(3-0) Cr. 3. F.S.

Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320

Students will learn to select, evaluate, and use appropriate assessment tools for children birth to age 8. Students will use assessment data to inform decisions about teaching (environments and practice) and intervention. There will be an emphasis on the ethical use of assessments, validity of assessments, multicultural sensitivity, and assessments for children with special needs. (on-line course offering via Distance Education).

E C P 425: Understanding and Adapting for Developmental Differences
(3-0) Cr. 3. F.S.

Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320

Knowledge of disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among family members and service providers. (on-line course offering via Distance Education).

E C P 440: Practicum II – Curriculum Development and Implementation
(0-6) Cr. 3. F.S.

Prereq: E C P 412, E C P 413, E C P 424, E C P 425

Practicum in Early Childhood Education is an opportunity for ECE teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other required classes. (on-line course offering via Distance Education).

E C P 442: Administration and Supervision in Early Childhood Settings
(3-0) Cr. 3. F.S.

Prereq: HD FS 102

Exploration of issues surrounding the administration of early childhood programs including identification of community needs, analysis of business opportunities, the evaluation and appropriate use of space and quality programming, consideration of policy and legal responsibilities, and professionalism in the field. In addition, the course explores best practices in staff selection, training, coaching, and supervision. (on-line course offering via Distance Education).

E C P 460: Practicum III – Capstone Experience
(0-12) Cr. 6. F.S.

Prereq: E C P 322, E C P 323, E C P 324, E C P 440, E C P 442

Professional practicum as a 15 week experience designed to allow the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, actual teaching experience and developmental feedback. Practicum students will be involved in observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication. (on-line course offering via Distance Education).