

EARLY CHILDHOOD EDUCATION (ECE)

ECE 3713 Teaching of Mathematics: Early Years 3 s.h.

Using NCTM/NAEYC/NCATE and Ohio Model guidelines as the framework, focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood mathematics. Learning to use mathematical connections to stimulate diverse students' development of math concepts and skills and create learning environment combining mathematics pedagogy/methodology in an early grades classroom.

Prereq.: TELS Upper Division Status and approval of chair.

Coreq.: ECE 3715, ECE 3780, and ECE 4814.

ECE 3715 Teaching Science: Early Years 3 s.h.

Using NSTA/NCATE and Ohio Model guidelines as the framework, focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include teaching for meaningful science understanding, planning and providing an effective and supportive learning environment, planning and implementing curriculum and lessons appropriate for children in their early years, selection and use of instructional aids and resources, assessment, and professional development. Experiences that promote the use of science processes and problem-solving skills for life-long learning. Field experience combining science pedagogy/methodology in an early childhood setting.

Prereq.: TELS Upper Division Status and approval of chair.

Coreq.: ECE 3713, ECE 3780, and ECE 4814.

ECE 3780 Social Studies for Young Children 3 s.h.

Methods of teaching social studies to young learners (PreK-3) including exploration of a variety of effective teaching and assessment behaviors related to diverse learner needs. Use of key concepts, application of tools of social studies to foster social development and encourage independent problem solving, investigate the use of technology, create instructional resources; collaboratively plan, teach, and evaluate lessons in inclusive instructional settings; keep a reflective learning log.

Prereq.: TELS Upper Division Status and approval of chair.

Coreq.: ECE 3713, ECE 3715, and ECE 4814.

ECE 3790 Assessing Learning in Early Childhood Education P3 3 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-3 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is a required part of the TEC experience to provide candidates with an authentic classroom assessment experience.

Prereq.: ECE 3760.

ECE 4814 Language Arts Methods in the Early Years (Ages 3-8) 3 s.h.

Teaching oral and written communication through consideration of listening, speaking, reading, viewing, and related skill areas in the elementary school.

Prereq.: TELS Upper Division Status and approval of chair.

Coreq.: ECE 3713, ECE 3715, and ECE 3780.

ECE 4841 Supervised Student Teaching: Early Childhood 1-10 s.h.

Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. Grading is CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.

Coreq.: ECE 4842 and/or ECIS 4842.

Gen Ed: Capstone.

ECE 4842 Student Teaching Seminar in Early Childhood Education 2 s.h.

Student Teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC. Corequisites ECE 4841 and/or ECIS 4841.

Prereq.: TELS Upper Division Status; Admission to Student Teaching in Early Childhood Education or Early Childhood/Early Childhood Intervention Specialist.

ECE 6910 Curriculum, Theories, and Methods in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Investigation of curriculum, theories, and assessment and how they relate to children's learning. Attention given to the role of parents as teachers.

ECE 6911 Early Childhood Pedagogy in Math and Science 4 s.h.

By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers.

ECE 6920 Current Social Issues in Early Childhood Education 3 s.h.

Analysis of contemporary issues, trends, and current educational policies that impact classroom practices. Includes service-learning component.

Prereq.: ECE 6910 or ECE 6911.

ECE 6921 Action Research in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Designed as a culminating experience. Direct participation is required for the successful completion of a field study, onsite project, or other classroom-based experience deemed suitable by the student's major faculty advisor.

Prereq.: ECE 6911 and FOUN 6904.