

# EARLY CHILDHOOD AND INTERVENTION SPECIALIST (ECIS)

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## **ECIS 2600 Educating the Whole Child 3 s.h.**

This course is designed to provide teacher candidates with the knowledge and skills needed to educate the whole child. A balanced approach is studied which includes a strong foundation in core subjects in addition to the whole child tenets of: healthy, safe, engaged, supported, and challenged.

## **ECIS 2629 Best Practices in ECIS 3 s.h.**

Gives teacher candidates a research-based inquiry into early childhood education and promotes the acquisition of knowledge, skills, and dispositions that will facilitate best practices within the field. 10 field/clinical hours.

## **ECIS 3700 Integrated Strategies in ECE/ECIS Inclusive Environments 4 s.h.**

This course examines developmentally appropriate teaching practices in a PK-3 inclusive classroom. Candidates will explore the concepts of differentiation, integration, universal design, IEPs and classroom designs, along with schedules that support learning for all students. Requires 10 hours of field experience.

**Prereq.:** Upper division status in BCOE.

## **ECIS 3790 Assessing Learning in Early Childhood Education PK3 3 s.h.**

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a PK-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 preclinical experience to provide candidates with an authentic classroom assessment experience. Requires 65 hours of field experience.

**Prereq.:** Upper-division status in BCOE.

## **ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years 4 s.h.**

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood language arts and social studies. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of language arts and social studies concepts and skills in a diverse PK-3 classroom. Requires 65 hours of field experience.

**Prereq.:** Upper-division status in BCOE, ECIS 3700, TERG 3703.

**Coreq.:** ECIS 4802, ECIS 3790, SPED 5866.

## **ECIS 4802 Teaching of Mathematics and Science: The Early Years 4 s.h.**

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood math and science. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students' development of math and science concepts and skills in a diverse PK-3 classroom. Requires 65 hours of field experience.

**Prereq.:** Upper-division status in BCOE, ECIS 3700, TERG 3703, MATH 2652.

**Coreq.:** ECIS 4801, ECIS 3790, SPED 5866.

## **ECIS 4841 Supervised Student Teaching: ECE/ECIS 10 s.h.**

Sixteen week supervised clinical teaching experience which provides the candidate an opportunity to apply knowledge, skills and dispositions needed to effectively teach in diverse early childhood classroom. CR/NC. Co-req.: ECIS 4842.

**Prereq.:** Upper-division status in BCOE, FOUN 3702, PSYC 3709, successful completion of pre-clinical experience.

## **ECIS 4842 Student Teaching Seminar in ECE/ECIS 2 s.h.**

Student teaching seminar provides an opportunity to explore in-depth, relevant issues related to teaching/learning in the PK-3 classroom. Topics include: diversity, differentiated instruction, professional ethics, reflection, classroom management, and the edTPA. CR/NC Coreqs: ECIS 4841, ENGL 4857.

**Prereq.:** Upper-division status in BCOE, FOUN 3708, PSYC 3709, successful completion of preclinical experience.