

# Early Childhood Education (ECED)

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## Courses

### **ECED-301. Curriculum And Instruction In Early Childhood Education. 3 Hours.**

In this course, candidates learn to create developmentally appropriate lesson plans and implementation strategies for infants and toddlers (ages 0-3), preschool and kindergarten (ages 4-5), and primary grade children (ages 6-8). Appropriate classroom layouts, curricular materials, activities, learning centers, educational play, individualization of instruction, child guidance and classroom management techniques for each age range are discussed. Lesson plans created for preschool and the primary grades are implemented within the course. This course includes the infant/toddler curriculum and must be taken concurrently with ECED-328D, the infant/toddler clinical, during which candidates implement the infant/toddler lesson plans developed in this course.

**Prerequisite:** College of Education Admission with a score of Y and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

**Corequisite:** ECED-328D.

### **ECED-302. Methods Of Teaching Language Arts-Primary Through Upper Grades. 3 Hours.**

### **ECED-306. Methods Of Teaching Reading In Early Childhood. 3 Hours.**

This course presents methods, techniques, materials and assessments for early literacy instruction. It examines the nature of the literacy processes (listening, speaking, reading, writing, viewing and visual representation), literacy development in the typically developing child, and the child with special needs. Attention is given to the five major areas of literacy instruction (phonological awareness, phonics, fluency, vocabulary and comprehension). Candidates learn how to use authentic assessment data to monitor children's progress and create flexible groupings for instructional purposes. They also learn strategies to differentiate instruction and support struggling and advanced readers. The course is integrated with technology.

**Requirement:** Minimum cumulative GPA of 2.75 in professional courses is required

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-328D with a minimum grade of B.

### **ECED-313. Writing Intensive Program: Language Development And Educational Implications. 3 Hours.**

This Writing Intensive Program (WIP) course is a study of young children's language development, communication theory and analysis of the five aspects of language knowledge-phonemes, semantics, syntax, morphemes and pragmatics. Major language acquisition theories, basic language development inventories and research on early brain development with regard to language growth are studied. Culture, gender, and socio-economic differences as well as the function of the home language in young children's development are discussed in relation to their effect on communication in the classroom. Developmentally appropriate screening tools, observation methods and language assessment approaches, are examined.

**Prerequisite:** ENGL-101 with a minimum grade of C and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and College of Education Admission with a score of Y.

### **ECED-316. Child, Family And Community. 3 Hours.**

This course focuses on how to build trusting relationships with families and engage them in the education of their children. It examines various models of family involvement, advocacy and strategies for utilizing families' funds of knowledge, strengths and resources that they bring to the school. Candidates create home learning activities that support families in engaging their children and locate, classify and catalogue community resources and programs that support children and families. Community health appraisal procedures are evaluated and emphasis is placed on building a culturally responsive classroom environment that fosters family, school and community cooperation.

**Prerequisite:** College of Education Admission with a score of Y and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

### **ECED-325. Children's Literature Across The Curriculum. 3 Hours.**

Methods, strategies and materials are presented for integrating children's literature across the curriculum in the early grades. Instruction focuses on how to choose books that are developmentally appropriate for children birth through 3rd grade, and how to provide them with enjoyable reading experiences of both fiction and non-fiction. Emphasis is on developing critical thinking skills and generating understanding in children through in-depth exploration of literary element in different genres. Text analysis is guided by reader response theory, which emphasizes the reading transaction balance between the reader, the text and the context. Focus is placed on non-fiction and various text structures.

**Requirement:** minimum cumulative GPA of 2.75 in professional courses is required; Complete all Blocks 1, 2 and 3 courses with a minimum grade of C

**Prerequisite:** ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-328E with a minimum grade of B and BLBC-340 with a minimum grade of C.

### **ECED-327A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.**

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the basic principles and practices of personal, interpersonal and community health and safety. It emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences and weekly classes. A grade of B or better is required to pass the course.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**Corequisite:** ECED-306.

**ECED-327B. Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade. 3 Hours.**

This 100-hour clinical provides opportunity to interact with children in kindergarten, first, or second grade in school settings. Candidates will use interdisciplinary approaches to plan integrated language and literacy as well as Science, Technology, Engineering, Art and Math (STEAM) activities that encourage intellectual curiosity in multi-cultural classrooms. Emphasis is on differentiated instruction for all students. The supervised field experience is integrated with individual conferences and require weekly 3-hour class meetings throughout the semester. A grade of B or better is required to pass the course.

**Requirement:** a minimum cumulative GPA of 2.75 in professional courses

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

**ECED-328D. Clinical Experiences In Early Childhood Education/ Infant-Toddler. 1 Hour.**

This 40-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with infants or toddlers under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies studied in prior early childhood courses, including the basic principles and practices of personal, interpersonal, and community health and safety. Also discussed are center-based practices, nutrition, regulations and protocols. The infant/toddler curriculum and lesson plans created in ECED-301 are implemented during this supervised experience. A Minimum grade of B is required to pass the course.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and College of Education Admission with a score of Y.

**Corequisite:** ECED-301.

**ECED-328E. Clinical Experiences In Early Childhood Education/ Preschool & Kindergarten. 1 Hour.**

This course provides opportunity to interact with preschool/kindergarten children as the children learn English language arts across the curriculum. Emphasis is on integrated language, and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. Students are required to respect and affirm culturally/linguistically diverse children and their families; support home-language preservation, create learning environments and experiences that are free from bias, and demonstrate sensitivity to differences in family structures and socio-cultural backgrounds. The supervised, field experiences are integrated with conferences, and bi-weekly seminars. A grade of B or better is required to pass the course.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence; completion of courses in Blocks 1 and 2

**Prerequisite:** ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-328D with a minimum grade of B.

**Corequisite:** BLBC-340.

**ECED-328F. Clinical Experiences In Early Childhood Education/ Special Education Emphasis. 1 Hour.**

This 80-hour clinical course provides opportunity for candidates to interact with young children who have special needs. An in-depth understanding of models and strategies including assistive technology for working with this population will be supported by individual conferences, bi-weekly seminar topics and discussion. The focus of the course is on children's intellectual curiosity, individualization and differentiation of instruction in interdisciplinary Kindergarten and primary curriculum to promote candidates' professional growth. Candidates will create edTPA mock portfolios in the course. A grade of B or better is required to pass the course.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence; complete all Blocks 1, 2 and 3 courses with a minimum grade of C

**Prerequisite:** ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and BLBC-340 with a minimum grade of C and ECED-328E with a minimum grade of B.

**ECED-328T. Clinical Experiences In Early Childhood Educ:Preschool-Kindergarten & Primary/Technology Emphasis. 1 Hour.**

Teaching/learning activities with preschool-kindergarten and primary children in private and public school classrooms with a technology emphasis. Sixteen weeks will be spent in a preschool-kindergarten setting or a primary classroom. The supervised, guided experiences are integrated with studies in methods classes. Supervision by university faculty, student conferences and biweekly seminars. Fulfills a minimum of 50 clock hours of the 100 clock hours required by the State of Illinois for certification in Early Childhood Education. Concurrent course: ECED-352.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**Corequisite:** ECED-352.

**ECED-329. Student Teaching In Early Childhood. 9 Hours.**

Student Teaching is the culminating experience of the teacher education program. Candidates spend 16 weeks full-time teaching in Preschool/Primary settings under the supervision of a licensed Cooperating Teacher and a University Supervisor. Candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs; and on using authentic assessment data to plan instruction. Candidates align assessment with required reporting mechanisms. Emphasis is on being professional, ethical, and communicating appropriately with children and adults.

**Requirement:** cumulative GPA of 2.75 in the professional sequence; completion of all courses in Blocks 1, 2, 3 and 4

**Prerequisite:** Illinois Content Area Test with a score of P and ECED-325 with a minimum grade of C and ECED-352 with a minimum grade of C and ECED-328F with a minimum grade of B and SPED-382 with a minimum grade of C.

**ECED-338. Developmental Assessment Of Young Children. 3 Hours.**

This course presents approaches, strategies, and tools for authentically assessing young children's development and learning from birth through second grade. Emphasis is on physical, socio-emotional, and mental/cognitive growth. Candidates study varieties of academic achievement and screening tools to monitor children's progress in content-area benchmarks and developmental outcomes. Assessment is presented as an ongoing, informal practice that monitors children's interests, motivation and engagement in instruction, as well as the collection, organization and aggregation of data for communicating academic progress to stakeholders. Candidates discuss family involvement in assessing children's development and learning and how to create positive, high quality learning environments.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence; complete all Blocks 1 and 2 courses with a minimum grade of C

**Prerequisite:** ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-328D with a minimum grade of B.

**ECED-352. Methods Of Teaching Language Arts, Music And Art In Early Childhood. 3 Hours.**

In this interdisciplinary course, ECED candidates learn how to facilitate and support language development and children's creative expressions within the aesthetic domain through a variety of sensory experiences including art, drama, music, dance, and a variety of fine and gross motor movement activities. Candidates explore approaches to teaching art, and discuss methods and materials for supporting culturally responsive artistic expressions in young children. Candidates examine cultural dimensions of the visual arts, as well as the interrelations of visual arts and other forms of art, including drama, music, dance and movement. Candidates analyze technological tools for creating works of art.

**Requirement:** Minimum GPA of 2.75 in the professional sequence; complete all Blocks 1, 2 & 3 courses with a minimum grade of C in each

**Prerequisite:** ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and BLBC-340 with a minimum grade of C and ECED-328E with a minimum grade of B.

**Corequisites:** ECED-325, ECED-355.

**ECED-355. Methods Of Teaching Mathematics, Science And Social Science In Early Childhood. 3 Hours.**

This course explores methods and materials for teaching mathematics, science, and social science to young children in multicultural classrooms. Candidates explore major concepts and interdisciplinary approaches to learning, including connections to language and literacy. Candidates learn to teach U.S. history, world economic systems, and how to summarize and use data in Social Science with the integration of technology. Candidates study children's mathematical development, increase pedagogical knowledge and math proficiency. Science methods and principles include active exploration and experimentation within everyday environments. Emphasis is on preschool and primary grades. Classroom-management techniques conducive to successful individual and group lessons are discussed.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence; complete all Blocks 1 and 2 courses

**Prerequisite:** ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-328D with a minimum grade of B.

**ECED-402. Application Of Learning Theories To Early Childhood Education. 3 Hours.**

This course reviews philosophies and theories of early childhood development with classroom implications. Topics include: early philosophies, developmental theories, teaching techniques, individualizing instruction to meet the needs of all children, and strategies for facilitation of active learning.

**ECED-403. Early Childhood Assessment. 3 Hours.**

Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow.

**Prerequisite:** PSYC-212 with a minimum grade of C and SPED-303 with a minimum grade of C.

**ECED-407. Family, Child And Teacher Interaction In Early Childhood Education. 3 Hours.**

A course designed for teachers of young children who are working to integrate parents into educational program. Family styles and parenthood are examined followed by methodologies for involvement in children's education. Practical realities of teaching including home visits, communication skills and alternative avenues for communication will be discussed. An exploration of the culture of the early childhood setting and implication for teachers and families will be included.

**ECED-408. Language Acquisition And Intervention Strategies For Teachers Of Young Children. 3 Hours.**

Focuses upon the acquisition of language as the young child develops syntactic, semantic and pragmatic understanding. Differing viewpoints of language learning and cognitive interaction are presented. Techniques for both language assessment and intervention by the teacher of the young child are discussed. Reviews recent research and its applicability to assist the preschool teacher in facilitating language learning and evaluating existing language programs for using language as a tool of communication.

**Prerequisite:** (ECED-313 with a minimum grade of D or CIEC-313 with a minimum grade of D) and PSYC-215 with a minimum grade of C.

**ECED-410. Curriculum Development In Early Childhood Education. 3 Hours.**

Study of the implications of theories of child development for early childhood curriculum development. Investigation of strategies for planning, teaching and evaluating learning experiences which promote cognitive and affective development. Techniques for working with small and large groups are explored through observation and analysis of classroom interaction. Issues related to multicultural education, the utilization of community resources, and parent-teacher relationships are examined. Major early childhood programs are evaluated.

**ECED-411A. Practicum In Early Childhood Education. 3 Hours.**

To provide an opportunity for supervised observation and teaching with normal young children. Practical application of methods and techniques with an integrating seminar will help the practitioner develop teaching strategies. Emphasis will be on the development of skill and a self-analysis of techniques. 135 Clinical hours required.

**ECED-411B. Practicum In Early Childhood Education (04 Certification). 3 Hours.**

To provide an opportunity for supervised observation and teaching with normal young children. Practical application of methods and techniques with an integrating seminar to help the practitioner develop teaching strategies. Emphasis will be on the development of skills and self analysis of teachings. 135 clinical hours are required for 04 certification with three grade levels (Infant-toddler, preschool, kindergarten, 1st, 2nd or 3rd grades).

**Prerequisite:** ECED-402 with a minimum grade of C and ECED-410 with a minimum grade of C and ECED-403 with a minimum grade of C and ECED-407 with a minimum grade of C and ECED-408 with a minimum grade of C.

**ECED-412. Research Seminar In Early Childhood Education. 3 Hours.**

Criteria for selecting research problems and evaluating hypotheses are explored. Various types of experimental designs and descriptive approaches to research design are investigated. Techniques for writing research proposals and reports are studied. There is an examination of recent developments in data processing related to educational research. Other topics include sampling procedures, reliability, validity, interviews, questionnaires, and observational techniques. Research project under the supervision of a faculty advisor.

**ECED-429. Internship/Student Teaching In Early Childhood Education. 6 Hours.**

This course offers supervised teaching experience for graduate students in the Master of Arts in Teaching in ECED program. The intern spends 16 weeks in an assigned school working with a mentor teacher. The student gradually increases teaching responsibilities leading to a minimum of four weeks of intensive teaching. University supervisor observes five lessons and conferences with the student. Weekly two-hour seminars are conducted throughout the semester, addressing topics appropriate for age/grade levels and professional needs. The student completes edTPA portfolio as required by the State. A grade of B or better is required to pass the course.

**Prerequisite:** ECED-402 with a minimum grade of C and ECED-410 with a minimum grade of C and ECED-408 with a minimum grade of C and ECED-403 with a minimum grade of C and ECED-407 with a minimum grade of C and ECED-452 with a minimum grade of C and ECED-455 with a minimum grade of C and ECED-411B with a minimum grade of B and ECED-412 with a minimum grade of C and LTCY-501 with a minimum grade of C and BLBC-440 with a minimum grade of C and SPED-404 with a minimum grade of C.

**ECED-452. Methods Of Teaching Language Arts, Music & Art In Early Childhood. 3 Hours.**

This course explores advanced knowledge of the theoretical foundations, concepts and methods of teaching language arts, music and art in Early Childhood. Presents the creative and language arts research, as well as instructional techniques/strategies and learning materials for teaching language arts, music, drama and visual art to all students in culturally diverse classrooms.

**Prerequisite:** ECED-410 with a minimum grade of C.

**ECED-455. Methods Of Teaching Mathematics, Science & Social Studies In Early Childhood. 3 Hours.**

This class is a methods class designed to help students learn to teach math, science and social studies to young children in the preschool and primary grades. The course explores major concepts and approaches in all three areas as well as the process of using thematic learning to implement the integration of the three areas. The class will also explore learning styles, special needs and multicultural backgrounds to facilitate the teacher's skill in providing for individual student needs as well as classroom management.

**Prerequisite:** ECED-410 with a minimum grade of C and ECED-402 with a minimum grade of C.

**ECED-510. Early Acquisition & Maintenance Of Multiple Languages. 3 Hours.**

Students will study acquisition of multiple languages at an early age (by age 8), and analyze sociolinguistic factors that help maintain multiple languages throughout early childhood and beyond. Students will view and discuss language modules developed from brain research and relate them to individual experiences of early acquisition of multiple languages after interviewing individuals who grew up with two or more languages from early childhood and observing young children (0-8 years) who have been exposed to more than one language in their natural settings. Students will explore their personal philosophies of educating young children in multilingual classrooms.

**ECED-511. Evaluation & Use Of Research In Early Childhood Education. 3 Hours.**

This course introduces students to evaluating and using research in early childhood education, especially research on early brain development. Employing principles of systematic inquiry and fundamentals of early development and learning, students examine different kinds of research processes and reports to determine application within contexts of working with young children. In particular, students will analyze research reports on early development of the brain, and devise practical and contextually beneficial ways to utilize the research finding to enhance children's development and learning. Students will develop and use research-based, culturally and linguistically sensitive strategies to enrich children's experiences.

**ECED-512. Global Perspectives In Early Childhood Education. 3 Hours.**

Students will study, compare and contrast early childhood education policies, programs and practices in selected countries for the purpose of broadening and deepening knowledge about global education systems and how they interrelate. Students will create profiles of early education practices and the circumstances determining those practices. Electronic contacts will be created between NEIU students and students in other countries (preferably NEIU partnership schools) in order to provide opportunities for students to interact with teacher education candidates in other countries. Students will continue developing their personal philosophies of effective education for young children within multicultural and global contexts.