

EARLY CHILDHOOD EDUCATION (ECED)

ECED 1001 Introduction to Early Childhood Care and Education (3 Credits)

This course is designed to acquaint students with the field of early childhood inclusive education. The course will emphasize the importance of ages birth to eight and the part that early care and educational settings play in every child's development including children with disabilities, developmental delays, language, and cultural differences. The course will review theories and philosophies of early care and education and will acquaint students with historical perspectives as well as modern trends, developments, and curriculum models. The course will explore the organization and composition of early childhood settings; curriculum planning based on Developmentally Appropriate Practices, materials, and equipment; and the role of the teacher including reflective practice. The course includes four, 2.5 hours of preschool classroom observations for a minimum of 10 hours. A minimum of 10 hours of field work is required for this course.

Previous: Legacy Equivalent(s): ECE* 101

ECED 1002 The Foundations of Child Development (3 Credits)

This course is concerned with human development from prenatal through elementary education with particular emphasis on the preschool child including children with developmental delays, disabilities, language and/or cultural differences. The early childhood developmental benchmarks through successive stages will be studied in depth. A minimum of 10 hours of field work is required for this course.

Prerequisite or corequisite: ENG 1010

Previous: Legacy Equivalent(s): ECE* 182

ECED 1018 Dance Pedagogy for Young Children (3 Credits)

This course introduces students to the basic techniques and methodology for teaching dance to young children. Using the standards established by the State of Connecticut and the National Dance Education Organization (NDEO), appropriate dance content will be explored. Emphasis is placed on dance techniques, types of dance, movement activities, child development, and teaching strategies.

Previous: Legacy Equivalent(s): ECE*118

ECED 1031 Introduction to Children's Literature (3 Credits)

This course examines literature for all children from infancy to young adulthood, including critical study of the various forms of literature, exemplary authors and illustrators, historical/social contexts, trends/issues, and the role of literature in children's education.

Previous: Legacy Equivalent(s): ECE* 131

ECED 1104 Infant and Toddler Growth and Development (3 Credits)

Students will be introduced to theories, practices, and philosophies/approaches associated with caring for all young children during the first three years of life, including those children with disabilities, developmental delays, language and/or cultural differences. The relationship between nature (typical and atypical growth and development) and nurture (environment) are critically explored in this introductory course. The course will cover brain research; attachment; temperament; emotions and feelings; routines, health, safety, and nutrition; family engagement, indoor and outdoor environments.

Previous: Legacy Equivalent(s): ECE* 141

ECED 1142 Fundamentals of Infant and Toddler Care and Education (3 Credits)

This course examines curriculum models and the methods and techniques for caring for infants and toddlers. Students will learn ways to interact with and support children under the age of three. Emphasis will be on the learning environment including feeding and routines; responsive, reciprocal, nurturing, relationships; cultural sensitivity, and inclusion. This includes knowledge and skills needed to plan, implement, and evaluate developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language and/or cultural differences. Topics explored will include how to create routines and organize the environment to support learning, the role of families, as well as creating experiences and interactions to support development in all domains.

Prerequisites: ECED 1104 or ECED 1002

Previous: Legacy Equivalent(s): ECE* 241

ECED 1202 Introduction to the Role of Educational Paraprofessional (3 Credits)

This course introduces students to the roles and responsibilities of educational paraprofessionals working with young children (ages 2.9 to 8) in public-school settings. Emphasis is on providing educational paraprofessionals and students interested in paraprofessional opportunities with knowledge and skills for aiding certified and licensed professional staff in schools.

Previous: Legacy Equivalent(s): EDU* 102

ECED 1303 Creative Arts and Experiences (3 Credits)

This course is designed to study the concept of creativity and the creative process as it applies to art and creative play for all young children including children with disabilities, developmental delays, language and/or cultural differences. Students will explore a wide variety of creative media suitable for use with all young children. Emphasis is given to creative experiences and environments as they impact on the development of all young children.

General Education: Creativity (CRTY)

Previous: Legacy Equivalent(s): ECE* 103

ECED 1306 Music and Movement for Children (3 Credits)

This course is designed to have students acquire skills in order to plan and implement creative music and movement education experiences for all children from infancy through age eight including children with disabilities, delays, language and/or cultural differences. Areas of exploration will include singing, listening to music, rhythmic activities, chants, creating music, using instruments with children, multicultural music, dance and movement, musical games, and using music spontaneously in the classroom. The main goals of the course are to develop an understanding of the importance of music and movement education experiences in an early childhood environment, the role that music plays in the growth and development of young children, and how these experiences can be creatively planned, implemented, and integrated throughout the daily curriculum. All students will build a repertoire of music and movement education experiences.

General Education: Creativity (CRTY)

Previous: Legacy Equivalent(s): ECE* 106

ECED 1376 Health and Wellness (3 Credits)

The relationship between health, safety and nutrition and child development will be examined. Emphasis will be on the strategies needed to implement a safe, healthy, and nutritionally sound program for all children including children with disabilities, developmental delays, language and/or cultural differences. Community agencies and resources that benefit all children and families will be explored.

Previous: Legacy Equivalent(s): ECE* 176

ECED 1377 Guiding and Understanding Children's Behavior (3 Credits)

This course will review the many positive guidance, behavior management and discipline strategies that are appropriate to be used with all young children including children with disabilities, developmental delays, language and/or cultural differences. Positive guidance approaches that go beyond rules and punishment will be examined. The course will explore how to support all children's social and emotional development including resilience. Self-reflection as a teacher will be stressed. The course will study how the environment affects behavior. Teaching/management styles will be analyzed to identify the best techniques to help guide all children to learn self-control.

Prerequisites: PSY 2004 or ECED 1002

Previous: Legacy Equivalent(s): ECE* 190

ECED 1800 Child Development Associate (CDA) Credential Preparation (3 Credits)

This course is designed for childcare providers who wish to obtain a Child Development (CDA) Credential. Students will study the national standards from evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students will prepare to apply for the CDA Credential with one of the following endorsements: center-based preschool, center-based infant/toddler, family day care, or home visitor. This course emphasizes best practices in diversity, equity, and inclusion.

Prerequisites: ECED 1001, ECED 1002

ECED 1801 Child Development Associate (CDA): Seminar and Fieldwork (3 Credits)

This seminar and fieldwork course is designed for childcare providers who are preparing for their Child Development Associate (CDA) Credential through the Council for Professional Recognition in Washington, D.C. under its present requirements. The student will attend a weekly seminar and a minimum of 10 hours of fieldwork in a licensed early childhood setting. This course will assist and continue to assist in the preparation of the required CDA Professional Resource File, the required Classroom Observation Visit and the final assessment process. This course also emphasizes best practices in diversity, equity, and inclusion.

Prerequisites: ECED 1001, ECED 1002

ECED 2307 The Natural Sciences and Young Children (3 Credits)

This course presents pedagogical methods, content, and current research in the field of natural sciences. Emphasis is placed on planning an integrated, inclusive curriculum and creating an environment that stimulates natural curiosity.

Prerequisites: ECED 1001 or permission of program coordinator

Previous: Legacy Equivalent(s): ECE* 207

ECED 2309 STEM for Young Children (3 Credits)

This course is designed to help students explore a wide variety of developmentally appropriate math, science, engineering, and technology (S.T.E.M.) experiences suitable for use with young children. Foundational S.T.E.M. concepts are presented in relation to everyday objects and occurrences. This course will focus on the teacher's role in supporting children's interests in S.T.E.M. experiences. This course includes an introduction to the appropriate uses of various forms of technology with and by children, families, and educators as informed by contemporary research and best practice. Emphasis will be placed on the relationship between essential dispositions and cognitive learning.

Previous: Legacy Equivalent(s): ECE* 109

ECED 2322 Curriculum and Methods for Diverse Learners (3 Credits)

The study of the methods and techniques needed to plan, implement, and evaluate a developmentally and culturally appropriate, inclusive curriculum. Experiences will focus on the strategies used to design the learning environment; the interactions between and among teachers, children, and families; and the fostering of opportunities to enhance the development all children including those with disabilities, developmental delays, language and/or cultural differences. Students will share knowledge, experiences, and skills in a cooperative and supportive environment. A minimum of 25 hours of field work is required for this course.

Prerequisites: ECED 2410 and Home Campus Program Coordinator Approval

Previous: Legacy Equivalent(s): ECE* 222

ECED 2331 Language Development and Emergent Literacy in Young Children (3 Credits)

An introduction to language and literacy acquisition and development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills and the teaching strategies that will support the curriculum. Emphasis on the influence of a child's background and experiences on emerging literacy development will be explored as will the importance of family partnerships and assessment. This course will address the learning needs of all children including children with disabilities, developmental delays, language and/or cultural differences. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included. A minimum of 5 hours of field work is required for this course.

Prerequisites: ECED 1001 or ECED 1142 and ECED 1002 or ECED 1104 or PSY 2004

Previous: Legacy Equivalent(s): ECE* 231

ECED 2410 Observation, Documentation, and Assessment of Young Children (3 Credits)

This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics and to increase awareness of typical and atypical patterns of behavior for all children including those with disabilities, developmental delays, language and/or cultural differences. Observation and participation placements are provided for the study of young children at the College's Laboratory School or at an area NAEYC accredited center with the approval of the professor. The students will observe and participate in a center to gain experience and competency in working with young children including those with disabilities, developmental delays, language and/or cultural differences. Weekly seminars devoted to issues in observing and understanding all children's development will extend the individual's observing and participating experiences. A minimum of 45 hours of field work is required for this course.

Prerequisites: ECED 1001, ENG 1010, and ECED 1002 & Home Campus Program Coordinator Approval

Previous: Legacy Equivalent(s): ECE* 210, ECE* 214

ECED 2515 Exceptional Learners (3 Credits)

The course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices, and terminology used by professionals in the field within inclusive settings. Accommodations and teaching techniques effective for children with disabilities and developmental delays will be explored. A minimum of 5 hours of field work is required for this course.

Prerequisites: ECED students need ECED 1001 and ECED 1002 Pathway to Teaching Careers - Elementary students need ECED 1002 Pathway to Teaching Careers - Secondary students need PSY 2004 or permission of program coordinator, or bachelor's degree in education or related discipline

Previous: Legacy Equivalent(s): ECE* 215, ECS* 107

ECED 2552 Children on the Autism Spectrum (3 Credits)

In this course students examine autism spectrum disorder (ASD), philosophies aligned with ASD and, strategies and interventions regarded as ASD best practices in the literature. The course emphasizes the identification process, appropriate traditional and nontraditional strategies, behavior interventions, and models focusing on, but not limited to, Applied Behavioral Analysis (ABA). Field work may be required in this course.

Prerequisites: ECED 1001 or permission of program coordinator

Previous: Legacy Equivalent(s): ECE* 252

ECED 2690 Student Teaching I (3 Credits)

The purpose of the Student Teaching Practicum I is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual's student teaching experience. Students will complete a minimum of 100 hours of student teaching in an approved setting.

Prerequisites: All core ECED courses with a grade of C- or higher and permission of program coordinator

Previous: Legacy Equivalent(s): ECE* 290

ECED 2692 Student Teaching II (3 Credits)

The purpose of the student teaching practicum is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will manage a classroom, plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual's student teaching experience. Students will complete a minimum of 100 hours of student teaching in an approved setting.

Prerequisites: ECED 2690 with a grade of C- or higher, within 9 credits of graduation, and permission of program coordinator

Previous: Legacy Equivalent(s): ECE* 291

ECED 2695 Student Teaching Practicum (6 Credits)

The purpose of the student teaching practicum is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will manage a classroom, plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual's student teaching experience. Students will complete a minimum of 200 hours of student teaching in an approved setting.

Prerequisites: All ECED courses with a grade of C- or higher, within 9 credits of graduation, and permission of program coordinator.

Additional fees may apply

Previous: Legacy Equivalent(s): ECE* 295

ECED 2706 Administration and Supervision of Programs for Young Children (3 Credits)

This course is designed to examine the multi-dimensional aspects of administering high quality education programs for young children ages 0-8. Emphasis is placed on best practices in supervision, program implementation and operations, and the basic responsibilities of an administrator in private, public, and federally funded schools/programs. Field work may be required in this course. Students who complete this course are encouraged, but not required, to complete ECED 2712.

Prerequisites: Permission of program coordinator.

Previous: Legacy Equivalent(s): ECE* 206

ECED 2712 Management and Leadership in Programs for Young Children (3 Credits)

This course is designed to provide basic understanding of the multi-dimensional role of leaders and mentors in education and an administrator in an early education program that serves young children between the ages of 0 to 8 and through didactic and exploratory learning. Emphasis and examination are on leadership, communication, management, advocacy, and strategic approaches. Field work may be required in this course.

Prerequisites: ECED 2706 and permission of program coordinator.

Previous: Legacy Equivalent(s): ECE* 212

ECED 2713 Finance for Early Childhood Programs (3 Credits)

This course will focus on the financial aspects of administering an early childhood program. It will explain and discuss the various aspects of budgeting; including tools that are commonly used in all businesses as well as tools that are specific to ECED programs. It will address the "trilemma" inherent to programs with strategies to think about balancing cost, quality and affordability.

Prerequisites: ECED 2706

Previous: Legacy Equivalent(s): ECE* 213

ECED 2825 Anti-Bias, Equity, and Diversity in Education (3 Credits)

This course introduces anti-bias and multicultural education, equity, implicit bias, and microaggression awareness as it applies to working with children and families. It examines and challenges prevailing misconceptions, stereotypes, and isms. This course offers practical guidance for creating a culturally relevant and anti-bias/multicultural curriculum for children and families. Students practice self-reflection and critical analysis of the four goals of anti-bias education.

Prerequisites: Eligibility for ENG 1010 or permission of program coordinator.

Previous: Legacy Equivalent(s): ECE* 225

ECED 2875 Children, Families, and Communities (3 Credits)

This course is an in-depth look at the child, family school and community and the relationship between and among them. It will review the socialization process and the development of the child as a social being. The course will examine how family systems, community settings and school environments impact young children including those with disabilities, developmental delays, language and/or cultural differences. Students will explore creating effective working relationships with families through communication considering the role of culture, diversity and theory.

Prerequisites: Eligibility for ENG 1010 or permission of program coordinator.

Previous: Legacy Equivalent(s): ECE* 275, SOC* 111