

Early Childhood Education

UAB's Early Childhood Education program (M.A.Ed., Ed.S., Ph.D.) embodies a three-fold purpose. Its first purpose is to prepare educators in meeting the evolving needs of learners, primarily in grades P-6, within today's rapidly changing society. Its second purpose is to deliver cutting-edge instruction through a standards-based, inquiry-focused approach. Based on constructivism, this approach prepares prospective and experienced educators to use state-of-the-art instructional strategies in their own classrooms. Its third purpose is to ensure that a quality program is available to pre-service and in-service teachers who may be unable to attend class during traditional class hours. This program is unique in how it combines online support from the learning management system (i.e. Canvas) with a variety of delivery formats:

- blended courses (online alternating with face-to-face)
- professional learning communities
- flexible summer programming
- internships and practicums
- totally online platforms
- Saturday classes

These purposes are expanded through the Ed.S. program. This advanced degree program infuses an inquiry-focused approach that prepares teachers for assuming leadership roles in curriculum development and instructional delivery. It also provides experienced teachers with collaborative skills and mentoring techniques for serving as reflective practitioners to guide change and positively impact student achievement and school improvement. Teachers with Class A certification can pursue Ed.S. level certification in elementary education or early childhood education. By then pursuing the Ph.D. program in early childhood education, they can then explore relevant issues, theories, and practice at an even higher level.

For detailed information regarding admission requirements for the graduate programs, please visit the Admissions Requirements website at <https://www.uab.edu/education/student-services/admission-requirements>.

Master of Arts in Education in Early Childhood Education

The Early Childhood Education Master of Arts in Education program requires a minimum of 30 hours. A minimum GPA of 3.25 is required.

Requirements		Hours
ECE 620	Introduction to Curriculum and Teaching in Cultural & Familial Contexts	3
ECE 630	Cognitive Curriculum ECE	3
EEC 670	Studying the Child in School	3
EEC 677	Readiness for Learning	3
EESL 641	Teaching Emergent Bilingual Learners in the Early Childhood Setting ¹	3
Teaching Field Focus - Select One Area ²		9
Choice 1 - Teaching Multilingual Learners		
EESL 610	Second Language Acquisition	
EESL 630	Methods and Materials of Teaching ESL	
EESL 640	Teaching New Languages Through Reading and Writing	

Choice 2 - Literacy for Diverse Populations

EDR 652	Pre and Early Reading Instruction
EDR 654	Dyslexia Research, Education & Advocacy
ECE 632	Young Children and Their Literature
Choice 3 - Early Childhood Program Leadership	
ECE 631	Programs for Young Children
EDC 695	Coaching for Effective Instruction

Choice 4 - Education, Environment & Services for Infants & Toddlers

ECE 548	Infant/Toddler Development
ECE 549	Edu Environment: Inf/Todd/Par
ECE 694	Practicum in Play-based Education for the Young Child

Survey of Special Education Course (required if not completed previously) 0-3

ECY 600	Introduction to Exceptional Learner ³
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Research

EPR 594	Introduction to Educational Research Design	3
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Practicum ⁴

ECE 690	Infant-Toddler Practicum	3
ECE 692	Practicum in Primary Education	

Total Hours 30-33

¹ Approved diversity course

² Advisor approved substitutions allowed at the 600 or 700 level within the four areas.

³ May not be required if previously completed

⁴ Offered as three, one-hour courses. Two hours from age range taught during academic year and one hour in summer outside typical age range.

Master of Arts in Education in Early Childhood Alternative Master's (Fifth Year)

Requirements	Hours
Curriculum	
ECE 620	Introduction to Curriculum and Teaching in Cultural & Familial Contexts 3
Diverse Populations	
EESL 641	Teaching Emergent Bilingual Learners in the Early Childhood Setting 3
Literacy	
EDR 540	Developmental Reading I 1-4
Professionalism	
EDU 500	Education as a Profession 1-3
EEC 650	Systematic Reflections About Teaching 3
Using Assessment Data to Improve Student Learning	
EPR 510	Measurement and Evaluation in Education ECE 3
Survey of Special Education Coursework ¹	
ECY 600	Introduction to Exceptional Learner 3
Internship	
ECE 693	Internship in Early Childhood Education 3-9
Teaching Field Courses	
At least 1/3 of the program shall be in teaching field courses:	
ECE 633	Social and Emotional Development of the Young Child 3
ECE 670	Studying the Young Child in School 3
EEC 671	Creative and Affective Experiences 3
ECE 631	Programs for Young Children 3

EEC 502	Primary Math Methods	1-4
ECE 632	Young Children and Their Literature	3
ECE 546	Comm Arts/Reading Young Child	3-6
ECE 545	Curriculum for Young Children: Math Science and SS	3-6
EEC 594	Field Work in Education	1-6

Master of Arts in Education in Early Childhood/Elementary Educational Alternative Master's (Fifth Year)

The M.A.ED. degree requires a minimum GPA of 3.25 for the Early Childhood/Elementary Education Alternative Master's (Fifth Year).

Requirements	Hours
ECY 600 Introduction to Exceptional Learner ¹	3
EEC 502 Primary Math Methods	3
EEC 505 Children's Literature in Elem. and Early Childhood	3
EEC 506 Language Arts in Elementary and Early Childhood Ed.	3
EEC 512 Math in EC and Elementary Educ	3
EEC 513 Science in EC and Elem Edu	3
EEC 514 Soc Studies in EC and Elem Edu	3
EEC 515 Learning Environments through Positive Behavior Support	3
EEC 540 Advanced Workshop in Education: Methods to Support English Learners	1
Field Work ²	2-8
EEC 594 Field Work in Education ¹	
EEC 600 Transition into P-6 Teaching	3
EEC 612 Models of Teaching	3
EEC 650 Systematic Reflections About Teaching	3
EEC 690 Internship in P-3/3-6	6
EDR 540 Developmental Reading I	3
EDR 543 Developmental Reading II	3
EDU 500 Education as a Profession	1-3
EPR 510 Measurement and Evaluation in Education ECE	3
Total Hours	52-60

¹ May not be required if previously completed

² Each semester a student enrolls in a pedagogy course (i.e., EDR 540, EDR 543, EEC 502, EEC 506, EEC 512, EEC 513, or EEC 514, EEC 540), he or she must also enroll for one hour of EEC 594

Doctor of Philosophy in Early Childhood Education

As candidates may enter the Ph.D. program from a variety of early childhood related fields, there are a number of basic prerequisites required for all applicants. If a Ph.D. applicant has completed most / all of the following coursework, they may enter the program and start their Ph.D. coursework the first semester. If Ph.D. applicants have not taken courses similar to the ones listed below, then the applicant can be accepted into the program and is expected to complete the majority of the prerequisite coursework prior to taking doctoral level classes. Determination of whether the following coursework has been completed will be made by the Program Director from a review of transcripts. Applicants may be asked to identify and submit additional documentation (course syllabi) to substantiate course credit toward prerequisite.

Requirements	Hours
Prior Studies and prerequisite requirements- up to 27 credit hours	
EEC 300 Child Development/Family Relationships	3
EPR 594 Introduction to Educational Research Design	3
EPR 596 Introduction to Qualitative Methods in Educational Research	3
EPR 608 Introduction to Statistical Methods in Educational Research	3
EPR 609 Statistical Methods and Research in Education: Intermediate	3
EEC 610 Curriculum Development in Teaching	3
or ECE 620 Introduction to Curriculum and Teaching in Cultural & Familial Contexts	
or EEC 612 Models of Teaching	
ECE 630 Cognitive Curriculum ECE	3
or EEC 672 Piaget and Perspectives in Learning	
or EEC 633 Classroom Applications of Constructivist Theory	
EEC 660 Reading in Teaching and Learning	3
ECE 791 Field Studies in Early Childhood Education	3

PhD Coursework - Minimum of 57 hours

If all prerequisites are met, the Ph.D. is a minimum of 57 hours made up of core, specialty, research, and dissertation hours. Students may apply for candidacy after 36 hours, with up to 6 hours being non-dissertation research credits.

Requirements	Hours
Core courses - 15 credit hours	
ECE 730 Doctoral Seminar I: Issues in Development Theory	3
ECE 731 Doctoral Seminar II: Children and Society	3
ECE 732 Doctoral Seminar III: History of Early Childhood Education	3
ECE 749 Advanced Early Childhood Curriculum	3
ECE 790 Internship in Early Childhood Education and Development	3
Interest Area - 9+ hours at the doctoral 730+ level. Other coursework at the discretion of the Program Director.	
Select one of the following:	3
ECE 740 Research Apprenticeship	
or ECE 790 Directed Readings in Research	
Select two of the following:	6
ECE 735 Meaning and Development of Play (Select two of the following:)	
ECE 738 The Consultation Process and the Young Child	
ECE 748 Research in Infancy	
ECE 750 Literacy Before School	
ECE 752 Theory Research Literacy Development Instruction	
*Advisor and Program Director approved interest area course at 600 or 700 level	
Research Methodology	12
EPR 696 Qualitative Research: Inquiry and Analysis	
EPR 710 Computer Applications and Advanced Statistical Methods	
EPR 792 Mixed Methods Approaches to Educational Research	
Select one of the following:	
EPR 695 Survey Methods in Educational Research	3
or EPR 792 Mixed Methods Approaches to Educational Research	
or ECE 740 Research Apprenticeship	

*Advisor and Program Director approved research course at the 600 or 700 level (not including listed prerequisite)

Principles of Scientific Integrity	
GRD 717	Principles of Scientific Integrity
Research Internship	
ECE 798	Non-Dissertation Research (Semester prior to application to candidacy)
Dissertation	
ECE 799	Dissertation Research (Prerequisite: Admission to candidacy. Two consecutive semesters of at least 6 credit hours each.)
Total Hours	
57	

ECE-Early Childhood Educ Courses

ECE 545. Curriculum for Young Children: Math Science and SS. 3 Hours.

Basic knowledge of curriculum and concepts of mathematics, science, and social studies for young children. Child growth and development as basis for planning and teaching mathematics, science, and social studies to young children. Teaching methods and use of instructional media. Extensive field experience required. Admission to TEP required.

ECE 546. Comm Arts/Reading Young Child. 3-6 Hours.

Nature of reading and language arts experiences for children grades Pre-K-3. Media, materials, experiences, programs, and strategies to facilitate development of communicative abilities with emphasis on preserving and maintaining creative expression. Integration of learning in areas of listening, speaking, reading, composition, literature, handwriting, spelling, and other communication arts. Laboratory experiences required.

ECE 548. Infant/Toddler Development. 3 Hours.

Study of human development within an ecological context from before birth to three years of age. Course covers social-emotional, physical, cognitive, language, and creative development of the infant and toddler in the home and also in programs for very young children.

ECE 549. Edu Environment: Inf/Todd/Par. 3 Hours.

Study of infant (or toddler) development as it relates to the organization of a parent/infant (or toddler) educational program. Information concerning program management, observation of parent/infant (or toddler) interaction, development and sequencing of activities, creation and evaluation of materials, and an examination of techniques and procedures for parent involvement and education. Actual experience in working with a parent/infant (or toddler) program will be an integral part of the course.

Prerequisites: ECE 548 [Min Grade: C]

ECE 620. Introduction to Curriculum and Teaching in Cultural & Familial Contexts. 3 Hours.

Developing knowledge of early childhood curricula for young children and their families in a variety of cultural contexts. Relationship of child growth and development and family empowerment in planning and implementation of curriculum. Field experience required.

ECE 630. Cognitive Curriculum ECE. 3 Hours.

Mathematics and science for young children based on constructivism. Topics include children's thinking, particularly in physical-knowledge, group games, and situations in daily living. Development of moral autonomy is also included. Field experiences required.

Prerequisites: EPR 594 [Min Grade: C](Can be taken Concurrently)

ECE 631. Programs for Young Children. 3 Hours.

Basic knowledge of organizing and administering early childhood programs, infancy through third grade, in a variety settings. Provides an overview of functions of program administration including pedagogy, accreditation, organizational development and systems, human resources, collaboration, and advocacy. Field experiences required.

ECE 632. Young Children and Their Literature. 3 Hours.

Literature for children infancy through third grade; selection, use, and integration of literature in total curriculum. Using literature for reading and writing instruction. Field experiences required.

ECE 633. Social and Emotional Development of the Young Child. 3 Hours.

Topics include the study of social and emotional development, the child's ability to react to and interact with the social environment, temperament, attachment, emotional regulation, and social competence. Field experiences required.

ECE 670. Studying the Young Child in School. 3 Hours.

This course provides an overview of key issues related to analysis of child study in school and the values and limitations of assessment. Candidates will engage in in-depth experiences in evaluating the growth and development of children. Field experience required.

ECE 690. Infant-Toddler Practicum. 1 Hour.

Early Childhood Practicum in birth to age 3 settings.

ECE 691. Practicum Supervision in ECE. 1-3 Hour.

Supervision of practicum students.

ECE 692. Practicum in Primary Education. 1 Hour.

Early childhood practicum in Kindergarten to third grade settings.

ECE 693. Internship in Early Childhood Education. 6 Hours.

Supervised teaching in an early childhood (P-3) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with resource professionals and parents. Approval of application for Internship in ECE required. All program courses must be completed. Admission to TEP required.

ECE 694. Practicum in Play-based Education for the Young Child. 3 Hours.

Investigate the intrinsic nature of play in the lives of young children; engage in play observations, analyze contemporary theories of play & development, and plan and implement a play-based curriculum inclusive of creativity, curiosity, play, social negotiation, and problem-solving.

ECE 730. Doctoral Seminar I: Issues in Development Theory. 3 Hours.

Special Topics in Early Childhood and Development Studies. Specific topic announced in class schedule. Admission to ECE Doctoral Program required.

Prerequisites: GAC Z

ECE 731. Doctoral Seminar II: Children and Society. 3 Hours.

Special Topics in Early Childhood and Development Studies. Specific topic announced in class schedule. Admission to ECE Doctoral Program required.

ECE 732. Doctoral Seminar III: History of Early Childhood Education. 3 Hours.

Survey of historical, philosophical, and sociocultural foundation of early childhood programs and policies. Admission to ECE Doctoral Program required.

ECE 734. Logic and Scientific Inquiry. 3 Hours.

Scientific investigation as applied in education. Conceptual issues in research process. Methods of analysis and presentation.

ECE 735. Meaning and Development of Play. 3 Hours.

Nature of play, its importance and how it is nurtured.

ECE 737. Parent Child and School Interface. 3 Hours.

Historical development of parent involvement. Theoretical bases of family-school interactions.

ECE 738. The Consultation Process and the Young Child. 3 Hours.

Skills for working with families, teachers, and professionals in community agencies that serve infants, toddlers, and young children.

ECE 740. Research Apprenticeship. 3-6 Hours.

Planning, implementation, analysis, and presentation of research.

ECE 746. Contemporary Issues in Science Education. 3 Hours.

Crisis atmosphere surrounding science education in American classroom.

ECE 748. Research in Infancy. 3 Hours.

Theoretical and empirical evidence relating to developmental domains for young children.

ECE 749. Advanced Early Childhood Curriculum. 3 Hours.

Historical, philosophical, psychological, and social thought influencing curriculum in early childhood education.

ECE 750. Literacy Before School. 3 Hours.

Written language development of preschool children.

ECE 751. School and Literacy Instruction. 3 Hours.

Primary-level literacy instruction and children's literacy development.
Prerequisites: Admission to doctoral program in early childhood education and two courses in language development.

ECE 752. Theory Research Literacy Development Instruction. 3 Hours.

Philosophical and psychological beliefs regarding literacy development.

ECE 760. Current Issues in Education. 2-3 Hours.

Current Issues in Early Childhood Education and Advocacy.

ECE 774. Advanced Seminar in Language Development. 3 Hours.

Relationship of thinking and knowing to language development; strategies for analysis; strengths and weaknesses of techniques of examining language development.

ECE 790. Internship in Early Childhood Education and Development. 3-9 Hours.

Internship.

ECE 791. Field Studies in Early Childhood Education. 1-6 Hour.

Individual Field Projects.

ECE 792. Directed Readings in Research. 3 Hours.

Review of research in early childhood education to gain understanding of conceptual and methodological basis.

ECE 793. Individual Research in Early Childhood Education. 3 Hours.

Recent research in early childhood education; systematic solutions to problems in education.

ECE 794. Current Research Topics in Early Childhood Education. 1-3 Hour.

Philosophical aspects of scientific methods in education; functions of paradigms, theories, and models in inquiry; theory development and validation; major types of experimental and nonexperimental inquiry appropriate to study of educational phenomena.

ECE 798. Non-Dissertation Research. 1-12 Hour.

The course provides for supervised research experience under the direction of a graduate faculty member within the School of Education. The topic for an ECE 798 course must relate to the discipline or specializations within early childhood education and child development.

ECE 799. Dissertation Research. 1-12 Hour.

Doctoral research. Admission to candidacy and IRB approval for dissertation research required.

Prerequisites: GAC Z

EEC-Elem Early Childhood Courses**EEC 502. Primary Math Methods. 3 Hours.**

Materials and methods on emergent numeracy. Extensive field experience required.

Prerequisites: TEP 0

EEC 505. Children's Literature in Elem. and Early Childhood. 3 Hours.

Materials and methods. Needs of children, selection of books, societal issues in children's literature, and role of media in children's literature. Field experiences required. Admission to TEP required.

Prerequisites: EDU 500 [Min Grade: C] and EEC 650 [Min Grade: C]

EEC 506. Language Arts in Elementary and Early Childhood Ed.. 1-4 Hour.

Materials and methods. Communication-based approach in developing effective language arts program. All aspects of language arts program addressed. Field experience required. Admission to TEP required.

Prerequisites: EEC 600 [Min Grade: C] and EEC 612 [Min Grade: C] and EEC 650 [Min Grade: C]

EEC 512. Math in EC and Elementary Educ. 3 Hours.

Material and methods of teaching mathematics. Emphasizes scope, sequence, and content of the mathematics program. Computation skills and problem solving are stressed. Extensive field experience required. Admission to TEP required.

EEC 513. Science in EC and Elem Edu. 3 Hours.

Scope, sequence, materials, and methods. Emphasis on teaching and the development of content and process skills. Extensive field experience required. Admission to TEP required.

EEC 514. Soc Studies in EC and Elem Edu. 3 Hours.

Scope, sequence, and content of elementary school social studies curriculum. Teaching strategies, program articulation, and instructional planning. Extensive field experience required. Admission to TEP required.

Prerequisites: EEC 612 [Min Grade: C]

EEC 515. Learning Environments through Positive Behavior Support. 3 Hours.

Theoretical approaches that focus on child centered curriculum, classroom management, discipline strategies and cultural, linguistic, and developmentally appropriate instruction. Extensive field experience required. Admission to TEP required.

EEC 521. Methods of Teaching Foundations of Reading Development. 3 Hours.

This 3-hour foundations of reading methods course will prepare educators with content knowledge of scientific and evidence-based foundations of the cognitive, linguistic, socio-cultural, and motivational influences for early language and literacy development. The course presents scientifically proven instructional methods, strategies, techniques, and materials, with focused considerations for brain processes of reading, that are needed to successfully teach reading to P-6 students. Specific topics will include the teaching oral language development (expressive and receptive), concepts about print, early orthography, and beginning reading skills (phonemic awareness, alphabet knowledge, high frequency words, phonics, decoding, and encoding/spelling). Extensive field experience required.

EEC 522. Methods of Teaching the Development of Reading Comprehension. 3 Hours.

This three-hour course will prepare educators to teach foundations of reading development using evidence-based instructional practices. Specific topics include promoting academic language development, including vocabulary development; promoting comprehension and analysis of literacy and informational texts; and developing the reading-writing connection. Extensive field experience required.

EEC 523. Methods of Reading Assessment, Instruction, & Intervention. 3 Hours.

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The focus of the course includes the knowledge and skills needed to choose and administer appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers, including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative, problem solving model. Students will be guided to apply both formal and informal assessment in a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating multi-tiered systems of support (MTSS) for increasing reading achievement among all students. Extensive field experience required. Admission to TEP required.

EEC 540. Advanced Workshop in Education: Methods to Support English Learners. 3 Hours.

Strengthen proficiency in teaching English Learners in the mainstream classroom. Develop understanding of second language acquisition, culturally responsive teaching, accommodations for varying language levels, and appropriate assessments for English Learners. Practice planning, implementing, and managing sheltered instruction. Extensive field experience required. Admission to TEP required.

EEC 593. Individual Readings. 1-3 Hour.

Individualized readings on special topics.

EEC 594. Field Work in Education. 1 Hour.

Observation and teaching experiences with children. Admission to TEP required.

EEC 600. Transition into P-6 Teaching. 3 Hours.

Introduction to the teaching profession (Alternative Master's Program, Elementary/Early Childhood Education).

EEC 610. Curriculum Development in Teaching. 3 Hours.

Curriculum decisions, planning and implementation.

EEC 612. Models of Teaching. 3 Hours.

Developing knowledge of curriculum and instruction. Selecting and applying specific teaching strategies. Field experience required.

EEC 615. Collaborative Learning Spaces - Designing and Developing. 3 Hours.

Introduction to the maker movement in P-6 STEM education. Explorations of the history of the maker movement in K-12 education, collaborative learning spaces, interdisciplinary connections, maker projects, curriculum, instructional strategies, assessment tools, and learning theories that support student-driven projects.

EEC 617. Engineering for P-6 Students. 3 Hours.

Introduction and exploration of the different fields of engineering, concepts, and content related to each field, engineering design process, and practices, the Next Generation Science Standards, curricular materials and resources, the latest research on engineering in P-12 schools, and assessments necessary to design and develop research-based interdisciplinary curricula for students in grades P-6.

EEC 620. Teaching Mathematics K-6. 3 Hours.

Issues and approaches in early childhood and elementary mathematics; research and implementation for instruction.

Prerequisites: EEC 660 [Min Grade: C]

EEC 621. Teaching Language Arts P-12. 3 Hours.

Issues and approaches in teaching early childhood and elementary school language arts. Implications of research for instruction.

EEC 625. Critical Pedagogy Advocacy Collaboration. 3 Hours.

Encompasses current issues in education from critical, postmodern, and feminist perspectives. Issues of advocacy, collaboration, equity, social justice, racism, sexism, and the marginalization of minorities in education will be explored.

EEC 626. Mathematics Coaching Grades K-2. 3 Hours.

Provides content knowledge and pedagogical strategies to empower instructional coaches to improve classroom teacher and instructional coach effectiveness and student achievement in mathematics. Includes authentic assessments requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with initial certification candidates and mentoring novice teachers.

EEC 627. Mathematics Coaching Grades 3-5. 3 Hours.

Content knowledge and pedagogical strategies to empower instructional coaches to improve classroom instruction and student achievement in mathematics. Includes authentic assessment requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with colleagues and novice educators.

EEC 633. Classroom Applications of Constructivist Theory. 3 Hours.

This course provides practical classroom applications of constructivist principles in teaching and learning.

EEC 650. Systematic Reflections About Teaching. 3 Hours.

Theory and practice of reflective inquiry in the elementary classroom which includes observations, data collection, analysis, and narrative reporting. Prerequisite: Admission into Graduate School.

EEC 660. Reading in Teaching and Learning. 3 Hours.

Introductory course is designed to assist the student in locating, analyzing, and synthesizing current research in early childhood and elementary education.

EEC 670. Studying the Child in School. 3 Hours.

Analysis of child study in school; values and limitations of assessment. Extensive field experience required.

EEC 671. Creative and Affective Experiences. 1 Hour.

Nature and nurture of creativity through creative learning experiences. Maintaining and preserving creative expression throughout curriculum.

EEC 672. Piaget and Perspectives in Learning. 3 Hours.

Piaget's theory of intellectual or cognitive development; applications to elementary and early childhood education. Field experience required.

EEC 673. Teaching in Diverse Society. 3 Hours.

Examination of effective strategies for working with diverse populations.

EEC 674. Language Development. 3 Hours.

Developmental processes involved in language, relationship to education programs. Field experience required.

EEC 675. Teaching in the Urban School. 3 Hours.

Methods and materials; evaluation of school and school-related programs for equalizing educational opportunity.

EEC 677. Readinesss for Learning. 3 Hours.

Preschool and primary level language development and literacy development; assessment techniques. Field experience required.

EEC 690. Internship in P-3/3-6. 6 Hours.

Supervised teaching in an early childhood (P–3) and/or an elementary (K-6) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with professional resource professionals and parents. Approval of application for Internship in P–3/3–6 required. All program courses must be completed.

Prerequisites: EEC 502 [Min Grade: C] and EEC 512 [Min Grade: C] and EEC 513 [Min Grade: C] and EEC 514 [Min Grade: C] and EEC 521 [Min Grade: C] and EEC 522 [Min Grade: C] and EEC 523 [Min Grade: C] and EEC 540 [Min Grade: C]

EEC 691. Practicum in ECE/ELEM. 1 Hour.

Practicum in Early Childhood Education and Elementary Education.

Prerequisites: EPR 594 [Min Grade: C](Can be taken Concurrently)

EEC 692. Curriculum Projects. 1-6 Hour.

Field projects in curriculum modifications and improvement of classroom practice.

EEC 693. Independent Studies. 1-3 Hour.

Independent Study in Elementary and Early Childhood Education.

EEC 694. Field Study. 1-6 Hour.

Field study.

EEC 695. Practicum Supervision in ECE/ELE. 2-6 Hours.

Supervision of practicum students.

EEC 696. Internship Seminar. 1-3 Hour.

Course will accompany the 9 semester hour internship (EEC 690) to support and extend the efforts of student teaching. The course will focus on problem-solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during the internship.

EEC 702. Administration and Supervision Prog Young Children. 3 Hours.

Evaluation, decision making, supportive services, staff development, community interaction strategies.