

## Early Childhood

### ECE 101

#### **Intro to Early Childhood Education.... 3.00 credits**

This course will focus on the development and learning of children from birth to age 8. Students will explore historical perspectives, theories, and current practices in early childhood education. Other topics include child development, play, learning environments, curriculum, family and community engagement, diversity, equity, inclusion, health, safety, nutrition, and professional ethics. Through discussions, readings, and assignments, students will gain a deeper understanding of the importance of early childhood education and the role of educators in supporting young children's growth and development in diverse contexts. (3 credits)

### ECE 176

#### **Hlth,Safety & Nutri: Birth to Eight. .... 3.00 credits**

This course will focus on a comprehensive overview of current philosophies and developmentally appropriate practices related to health, safety and nutrition for young children ages birth through eight years old. Students will investigate a variety of effective strategies and available resources to promote healthy lifestyles, safety, and nutritional guidelines within the context of an early childhood educational setting. Permeating themes are inclusion, diversity and the importance of being culturally, linguistically, and individually sensitive to our children and families. Students will explore topics including child development; physical and mental health; childhood diseases and illnesses; safe environments and activities; child abuse with an emphasis on the educators' role as mandated reporters; nutritionally sound menus; as well as the importance of food safety. 10 hours of field experience (observation and practice) required for completion of this course.

### ECE 205

#### **Diversity & Ethics in ECE..... 3.00 credits**

This course is designed for students who work or are preparing to work in early childhood education. Students taking this course will develop an historical and contemporary understanding of diversity and anti-bias teaching practices focusing on the United States. Participants will examine the meaning of culture, race, ethnicity, language, gender, families and how those concepts influence identity and school experience. Students will review the NAEYC Code of Ethical Conduct and consider strategies for affirming diversity in the early childhood classroom. Prerequisite: ECE 247

### ECE 210

#### **Observ & Assess in EC Programs..... 3.00 credits**

This course is designed to provide an overview of observation and assessment of children in the early childhood classroom, specific to children who are between the ages of 0-5. Students will learn the purpose and methods of observation and assessment in the early childhood setting and will come to understand NAEYC Guidelines for assessment of young children in early childhood settings. Students will also learn about state guidelines for early learning. During this course, students will explore the many and varied types of observation tools and will come to understand the integral role these assessment methods play in the cycle of intentional teaching and family involvement. Prerequisite(s): ECE 101, ECE 247.

### ECE 215

#### **Behavior Mgt in Early Childhood..... 3.00 credits**

This course will focus on the behaviors seen in children from birth through age eight, as well as practical ideas to help children build self-esteem, develop self control, identify problem behaviors, and recognize potential causes.

### ECE 217

#### **The Exceptional Learner..... 3.00 credits**

This is an introductory methods course for students learning to work with young children with disabilities. The course provides an overview of special needs children and their families, including types of disorders, treatments for disorders, and how relationships with parents provide an integral role in ensuring early intervention occurs. Students will learn laws related to special education and how the process for referral works. By the end of this course, students should understand inclusion and be able to both design classroom environments as well as utilize effective strategies that are supportive of inclusive teaching. Field experience required: 5 hours. Prerequisite(s): ECE 101, ECE 247.

### ECE 222

#### **Curriculum Young Child: Meth/Technq 3.00 credits**

This course will explore developmentally appropriate practices and strategies as they relate to an early childhood curriculum cycle that promotes each child's growth and learning across all developmental domains. Students will review how to create caring environments in which children will thrive. Students will discuss their roles as planners of the curriculum cycle and environment, observers of children, and facilitators of achievement in a self-directed learning environment. They will apply culturally-sensitive, cross-curricular methods of teaching that are based on typical developmental stages, observations, and the individual needs of the children. They will consider intentionality and the appropriate use of child-guided and adult-directed experiences. Students will become reflective practitioners who use supportive questions and statements while providing powerful interactions with each child. Students will plan activities that are aligned with the CT Early Learning Development Standards. Prerequisite(s): ECE 101, ECE 217, ECE 210, ECE 247.

## **ECE 231**

### **Early Language & Literacy Development 3.00 credits**

This course serves as an introductory methods course in early childhood language and literacy development. Students explore the development of language from birth-age 8 and learn effective strategies for promoting language and literacy in the early childhood years, including language development for children who are learning more than one language. Students plan and implement developmentally appropriate activities to support language development for infants, toddlers, and preschool age children. Students also learn how to create literacy-rich environments for the purpose of supporting young children in developing listening, speaking, reading, and writing skills within young children. Ten (10) field experience hours required (observation and practice) for completion of this course. A passing grade of 'C' or above is required for this course key assessment. Prerequisite(s): ECE 101, ECE 176, ECE 210, ECE 217, ECE 247, and ECE 222 or ECE 261 (both are recommended).

## **ECE 247**

### **Child Development: Birth to Eight. .... 3.00 credits**

This course will focus on an examination of development from prenatal through the early childhood years (to age eight). The course will explore current theory and research of early childhood development and how to translate this into practice in the lives of young children today. The developmental domains of cognitive, physical, and social/emotional are studied from an ecological perspective. Students will consider developmentally appropriate practices for children's diverse and individual differences, including special needs, gender, age, and multicultural dimensions. This course requires twenty hours of observation field hours (in an instructor-approved center) in the following age groups: infants, toddler, preschoolers, and school age (5 years through 8 years) in order to complete the course.

## **ECE 250**

### **Admin & Supervision in ECE**

### **Programs. .... 3.00 credits**

This course will focus on the development and administration of early care and education programs for ages birth through eight years. Best practice, quality programming, and program evaluation are examined. Management and leadership skills addressed include: leadership and advocacy, human relations, self awareness, staff management, family and community, public relations and marketing, educational programming, regulatory/legal requirements, and fiscal management. Early childhood skills and knowledge topics include: child development, curriculum and instructional methods learning environments, health, safety and nutrition, classroom guidance, children with special needs, and professional development. (3 credits)

## **ECE 261**

### **Infant/Toddler Care: Methods & Tech. . 3.00 credits**

This course will focus on both the theoretical knowledge and practical skills necessary to create an infant/toddler curriculum in an inclusive environment. It provides information on how the playful interaction of infants/toddlers with their surroundings helps them to discover what the world is made of, how it works, and what they can do with their emerging skills. Students learn how the routines and organization of a child's inside-outside environment facilitate a child's learning. The successful student will demonstrate knowledge of program planning and implementation, as well as an understanding of the role of the physical environment in creating quality development programs for typical and atypical infants and toddlers. Prerequisite(s): ECE 101, ECE 217, ECE 210, ECE 247.

## **ECE 271**

### **Career Development in ECE. .... 2.00 credits**

This course will focus on preparation for career success in the field of early childhood education. Emphasis will be placed on creating a professional e-Portfolio, developing an online profile via Linked In as well as a professional development growth plan. Students will analyze individual elements of GRIT, personal skills and traits, then incorporate that knowledge into the weekly coursework.

## **ECE 273**

### **Early Learning Standards. .... 1.00 credits**

The purpose of this course is to provide students with an understanding of Connecticut Early Learning Development Standards (CT ELDS) and how to use them to support child development and learning. Students will learn about the eight domains of development and how to use the strands, progressions, and indicators to track child development, related to the various domains. (1 credit)

## **ECE 274**

### **Assessment Strategies for ECE- DOTS 1.00 credits**

The purpose of this course is to provide students with an understanding of the Office of Early Childhood (OEC) assessment tool available for use in ECE programs in CT. Students will learn about the Documentation for Observation and Teaching System (DOTS) and how to use it to support child development and learning. Students will learn about the guiding principles, the role of observation and assessment in the cycle of intentional teaching, and the structure of the tool in planning for observation and assessment of young children. Prerequisite(s): ECE 273

## **ECE 275**

### **Strategies for Planning in ECE. .... 1.00 credits**

The purpose of this course is for students to learn strategies for using both the ELDS and the DOTS in their early childhood settings. Learning experiences will provide students with opportunity to critically reflect on the role of observation and assessment in the cycle of intentional teaching, and how it all starts with having a solid understanding of each child's growth and development. Prerequisite(s): ECE 274

## **ECE 299**

### **ECE Practicum I..... 6.00 credits**

This six (6) credit course consists of an on-ground practicum of 200 hours of supervised field work, an ongoing field journal, three video tapings of classroom performance, a practicum paper and a phone conference. Within the field work practicum students will demonstrate ability to: a) apply knowledge of child development theory and approaches; b) engage in classroom management; c) plan, organize, and implement daily routine and learning activities independently; d) work as part of a team and e) reflect on professional growth related to classroom teaching practices. Only Charter Oak State College matriculated students may register for this course. The practicum enables students who work in or do extensive volunteering in an early childhood education setting to earn credits for this experience. A minimum of 200 hours will be required and must be completed in one location prior to applying for the practicum credits and completing the assessment process. Students must obtain advisor approval prior to enrolling in practicum. 100 pre-practicum field experience hours are required for approval. Students are asked to complete the Practicum Application 30-45 days prior to the start of the course. Field Experience: 200 hours. (Formerly Titled: Early Childhood Education Practicum). Prerequisites: ENG101, ENG102, ECE 176, ECE 210, ECE 217, ECE 231, and ECE 222 or ECE 261.

## **ECE 304**

### **Adv Lang & Literacy: Infant/Toddler... 3.00 credits**

This course will focus on language and literacy development specifically in infants and toddlers. It is designed to provide students with knowledge of the early social, cognitive, and linguistic foundations of literacy and effective strategies that support beginning language/literacy learning by infants and toddlers. Emphasis is placed on the role of families and other important adults in creating learning opportunities in the context of everyday activities and routines. The course also addresses the broader family context and individual difference factors, such as culture and disability as they relate to beginning language and literacy learning. Upon completion of the course, students will be able to identify, plan, implement and evaluate appropriate beginning language and literacy experiences for infants and toddlers and their families. Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE 210, ECE 231, ECE 247

## **ECE 320**

### **Global Perspectives in ECE..... 3.00 credits**

This course will focus on examining early childhood education in seven diverse countries, Australia, Finland, New Zealand, Hong Kong, Republic of Korea, Singapore, England, and Italy. Students will compare how the countries' history and values frame policies and programs for young children, with specific emphasis on curriculum methods and practices. Special consideration will be given to understanding the pedagogical practices of Reggio Emilia, Italy and how those practices can be implemented in the US. Prerequisite(s): ENG 101, ENG 102.

## **ECE 325**

### **Personnel Mgt in Prog for Children... 3.00 credits**

This course will focus on providing program administrators and supervisors with an understanding of the development of human resources in an early childhood setting. The course will provide an in-depth look at personnel management in the early childhood environment. Students will explore recruitment, orientation and development, motivation and supervision of employees. Personnel policy development and procedures will be examined. Prerequisite(s): ECE 101, ENG 101, ENG 102. Recommended Prerequisite(s): ENG 101, ENG 102, ECE 250.

## **ECE 326**

### **Finance in Early Childhood Programs. 3.00 credits**

This course is designed for early childhood administrators or those preparing for an administrative position in an early care and education program. The course analyzes the principles of human resources and financial management including budgets and financial reports; quality programming and financial considerations; and raising revenue. The course helps develop a deeper understanding of the relationships between staffing and financing in the multiple aspects of a quality early childhood program. programming. Both center-based administrators as well as family child care providers taking this course will learn how the finances of a program can influence decisions in all areas of programming. Note: Some assessments will require students to be currently employed by an early care and education setting and/or have access to the financial documents of the program. Prerequisite(s): ENG 101, ENG 102, ECE 250.

## **ECE 330**

### **Math, Science, and Tech Young Child. 3.00 credits**

This course focuses on early mathematical and science content and concepts that are relevant to young children during the first five years of life. The course is designed to teach students effective strategies to recognize and promote mathematical development and science inquiry in all young children. Students will explore what mathematics and science looks like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development. Students will practice what they are learning through a variety of assignments, including direct interactions with young children. Upon completion of the course, students will be able to identify opportunities for mathematics and science learning throughout the curriculum, observe and assess young children's developing mathematical and science knowledge, plan experiences that focus on specific math and science concepts, and use a variety of strategies and materials to promote children's interests and abilities in mathematics and sciences. The course also infuses the relevance of and best practices related to technology into its content. Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE210\*, ECE 217\*, and ECE 222\* or ECE 261\*. \*Not applicable for Child Studies Majors

### **ECE 335**

#### **Adv Methods ECE/Special Ed- Pre K-K 3.00 credits**

This course will focus on principles of learning, curriculum development, and relationships in conjunction with ongoing observation, assessment, and intentional teaching. The course examines the roles of play and active exploration in designing developmentally appropriate learning experiences for all children and addresses guiding children's behavior. The course emphasizes the role of families in children's learning and supports students' development as reflective practitioners and intentional teachers. Students will observe two separate classrooms; one must be an inclusive preschool special education classroom and the other either an NAEYC community based preschool program OR a Kindergarten classroom. It is the student's responsibility to ensure that they can meet this requirement. Prerequisite(s): ENG101, ENG102, ECE 101, ECE 210, ECE 217, ECE 222.

### **ECE 350**

#### **History of Montessori Education..... 3.00 credits**

This course will focus on helping students understand the philosophy which guides the Montessori Method. A historical and comparative perspective of leading Early Childhood theorists will allow for a deep understanding of how Maria Montessori formulated her philosophy and classroom materials. Prerequisite(s): ENG 101, ENG 102.

### **ECE 351**

#### **Advanced Leadership ECE Programs. 3.00 credits**

This course will focus on leadership in early childhood education. An overview of the principles and practices of leadership will be framed with an anti-biased approach and reflective practice. Students will examine leadership as it relates to children, families, and community. Topics will include leadership styles, collective leadership, leadership and social justice, current issues, and advocacy in the early childhood profession. Prerequisite(s): ENG 101, ENG 102, ECE 250.

### **ECE 492**

#### **Program Admin/Leadership Practicum 3.00 credits**

This course consists of an on-ground practicum of 100 hours in an approved childcare center that provides a full-day program for children between the ages of birth-5 years. Students will participate as interns or assistants under the direction of the administrator of an NAEYC accredited center. They will demonstrate that they are ready to take on administrative or leadership positions in the early childhood field by supporting the director in effectively managing early childhood program operations as they relate to state licensing requirements, accreditations, and developmentally appropriate practices. Students will complete weekly discussions and reflective journals. They will write a practicum paper to demonstrate their knowledge of trends in the field, and prepare a program related to their knowledge of the CT Cre Knowledge and Competency Framework. Students must find and obtain approval for their own practicum setting. Students are asked to complete the Practicum Guidelines at the beginning of the course. This course requires 100 hours of practicum fieldwork. Prerequisite(s): ENG101, ENG102, ECE 247, ECE101, ECE176, ECE210, ECE205, ECE231, ECE217, PSY301, EDU360 (formerly SOC350), ECE325, ECE326

### **ECE 493**

#### **ECE Program Admin & Ldrshp**

#### **Capstone..... 3.00 credits**

In this capstone course, students demonstrate fulfillment of the various outcomes of the courses within the early childhood major- program administration and leadership concentration. Each student will complete the capstone project to demonstrate his/her/their understanding of the concentration, mastery of the content of the selected field(s) of study and application of what has been learned. Students must also demonstrate that they can synthesize written material and apply it to their work. Students in the program administration and leadership concentration must complete the Capstone Project related to Early Childhood Program Administration and Leadership. Prerequisite(s): ENG 101, ENG 102, and no more than 6 six credits remaining in the major in order to register for this course.

## **ECE 494**

### **ECE Major-ECTC Capstone..... 6.00 credits**

This course is for students pursuing the Early Childhood Teacher Credential (ECTC) focus of the ECE Major. This course will focus on both the culminating practicum and capstone project/paper. The fieldwork component of the course consists of an on-ground practicum of 200 hours of supervised field work, an ongoing field journal, three video tapings of classroom performance and a practicum paper, and a phone conference. Within the field work practicum students will demonstrate: a) their ability to apply their knowledge of child development theory and approaches; b) their ability to engage in classroom management; c) their ability to plan, organize, and implement daily routine and learning activities independently; and d) their ability to work as part of a team. For the Capstone component of this course the student will demonstrate fulfillment of the various outcomes of the ECTC concentration courses. Each student will complete the capstone project to demonstrate that the student understands clearly his or her concentration, has mastered the content of the selected field of study, and can synthesize and apply what he or she has learned. The capstone project may take one of several formats: a research paper, scholarly essay, portfolio, case study, or any other mode appropriate to the student's interest and experience. A minimum grade of "C" must be earned on this project to meet the requirements of the concentration. Students must have completed all ECE core courses (27 ECE credits), pre-practicum field experience hours, and passed all key assessments prior to taking this course. Prerequisite(s): ECE 101, ENG 101, ENG 102, ECE 176, ECE 247, ECE 210, ECE 205, ECE 231, ECE 217, PSY 301, SOC 350.

## **ECE 495**

### **Early Childhood Education Capstone. 3.00 credits**

In this 3-credit capstone course, students demonstrate fulfillment of the various outcomes of the major in Early Childhood Education specific to the concentrations in Infant/Toddler, Preschool and Montessori. Each student will complete the capstone project to demonstrate understanding of the methodology related to their chosen concentration. The capstone project is an independent research project and includes the following components; writing a proposal, developing a research plan, review the existing literature in the concentration area, presenting the project and evaluating the project for final outcomes. A minimum grade of 'C' must be earned to meet the requirements of the major. Prerequisites: Early Childhood core and concentration courses (Advisor approval required). Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE 176, ECE 247, ECE 210, ECE 205, ECE 231, ECE 217, PSY 301, SOC 350.