

EARLY CHILDHOOD EDUCATION (ECED, ECPK)

ECED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ECED 230 The Basics of Early Childhood Education (3 credits)

This foundation course examines early childhood education (birth through grade 2) from a variety of perspectives including historical, sociocultural and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into both the teaching licensure and Early Education and Care programs.

ECED 280 Creative Techniques in Early Childhood (3 credits)

Prerequisite: ECED 230 and PSYC 224

The course prepares teachers of very young children in techniques that are developmentally appropriate. Students will learn instructional strategies that incorporate the various movement, visual, performance and language arts into early childhood projects, activities and routines, both within the classroom and in community settings. (Formerly ECED 380)

ECED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve

their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

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ECED 300 Early Childhood Art Methods (.5 credit)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood

This course is an introduction to methods and materials in art for the early childhood teacher. Art projects typical of those done by children grades PreK-2 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

ECED 311 Science and Social Studies Inquiry for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood

The major concepts and process skills in science and social studies will be experienced in this course and emphasis will be on the learning environment. Students will learn how to help children move from specific information toward general statements, concepts and generalizations in an inductive process using convergent and divergent thinking.

ECED 332 Reading Development for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood

In this course, early childhood majors will learn how to create the conditions that facilitate the acquisition of literacy. The roles

of print processing strategies, guided reading experiences and voluntary, independent reading are explored along with the relationship between reading and writing. Prepracticum experiences include reading aloud, shared book experiences and teaching guided reading lessons.

ECED 342 Language Arts for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood
In this course, through the use of an integrated approach of content, the student will develop strategies for the teaching of language arts, which build on the relation of thought and word and the changes in that process that develop competencies in listening, speaking, writing and reading as a union of word and thought. (CWRM)

ECED 352 Developmental Mathematics for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood
In this course, through the use of an integrated approach of content, the student will develop strategies in math that are concept-oriented in which the primary emphasis is on thinking, reasoning and understanding with an emphasis on developing in young children the ability to investigate how and why things happen in math. In a prepracticum experience the student will teach a series of lessons in math at the primary level.

ECED 361 Creating an Effective Early Childhood Environment (3 credits)

Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood
This course explores ways to create a developmentally appropriate, standards-based, inclusive early childhood setting (PreK-2). Topics include early childhood standards, issues of diversity and multicultural education, classroom-based "inclusive" teaching and assessment strategies, management techniques and parent-community relationships. Teacher candidates will also continue to gather evidence for their Professional Teaching Portfolio.

ECED 493 Internship in Early Childhood Education (6 or 12 credits†)

Prerequisite: Consent of the department and admission to the Professional Education Program
For this internship, a minimum of 300 clock hours will be required in a PreK-2 grade setting as an early childhood teacher. This internship must be less than full-time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

ECED 496 Supervised Teaching in Public Schools: Early Childhood (6 or 12 credits†)

Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience. Candidates are assigned by the School of Education and Allied Studies to an appropriate primary classroom (grades K-2) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all departmental requirements.

ECED 497 Supervised Teaching in an Integrated Early Childhood Setting (6 credits†)

Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate preschool or kindergarten setting where they will work to develop and refine their teaching skills with children of diverse backgrounds. Candidates will have the opportunity to observe children and various learning environments, design developmentally appropriate curriculum, practice effective management techniques, utilize contemporary teaching strategies, and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site practitioner and a faculty member of the Department of Elementary and Early Childhood. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all department requirements.

ECED 499 Directed Study (1-3 credits)

Prerequisite: Consent of the department; formal application required
Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

ECED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ECED 510 Fundamentals of Early Childhood (3 credits)

This course prepares students to enter the graduate program for initial licensure in Early Childhood Education (PreK-2).

†May be taken for graduate-level credit

Developmentally appropriate practices for children birth to grade 2 are examined from a variety of developmental, historical, learning theory and sociocultural perspectives. As part of the course, students spend 15 hours as participant-observers in a public integrated preschool or Head Start classroom and 25 hours in a K-2 elementary classroom. Field-based observations are used to explore issues of child development, learning, family partnerships, accommodating diverse learners and developmentally appropriate curriculum covered in the context of course readings, activities, discussions and independent research.

ECED 515 Inclusive Early Childhood Classrooms: Instructional Practices and Assessment (3 credits)

Prerequisite: Admission to the Professional Education Program
By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices, and other topics related to preschool and primary grade classrooms, including child-study procedures and current laws, teacher candidates will be able to design inclusive classrooms and use various assessment strategies to guide instructional supports and strategies that support all young children in this course.

ECED 563 Early Childhood Curriculum: Ages 5-7 (3 credits)

For students interested in planning teaching strategies for primary grades. Course explores language arts, math, science, social sciences and classroom management. Observation and participation field component included.

ECED 570 Special Topics in Early Childhood Education (1-4 credits)

Prerequisite: Course prerequisite may be specified depending upon the nature of the topic
Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be taken more than once with consent of the adviser.

ECED 596 Practicum: Early Childhood Education (6 or 12 credits)

Prerequisite: Acceptance and good standing in teacher preparation program
This graduate-level practicum involves an eight- or 15-week field experience at the K-2 level under the guidance of a cooperating teacher and a college supervisor. Opportunities for participation in pupil observation, program planning and utilization of contemporary teaching strategies are included. *Either semester*

ECED 597 Practicum: Preschool (6 credits)

Prerequisite: Acceptance and good standing in teacher preparation program
This graduate-level practicum involves a supervised student teaching experience in a preschool setting with children, infancy through age five. Emphasis will be placed on development, implementation and evaluation of innovative preschool pro-

grams. The student participates in a total program, five days a week for eight weeks, in either a day care center, nursery school or head start program. *Either semester*

ECED 598 Internship: Early Childhood Education (6 credits)

Prerequisite: Consent of the department
This graduate-level internship involves a minimum of 300 clock hours in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full-time but at least one-fifth-time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

ECPK 199 First Year Seminar (3 credits)

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ECPK 320 Language Development and Early Literacy (PreK-K) (3 credits)

Prerequisite: ECED 230 and PSYC 224 or consent of instructor
This course focuses on the emergence of both expressive and receptive language and literacy competencies in young children. Topics include optimal language and print environments; the socio-cultural, genetic and physiological components of optimal language and literacy development; early indicators of the need for and remediation of language-, hearing-, and literacy-related difficulties; and second language acquisition. This course must be taken at BSC.

ECPK 321 Project-Based, Standards-Rich Learning in Early Childhood (PreK-K) (3 credits)

Prerequisite: ECED 230 and PSYC 224; or equivalent or consent of instructor
This course focuses on implementing a curriculum consistent with the Massachusetts' content area guidelines — particularly those for mathematics, science and social studies — with an emphasis on play-based, integrated learning. This course must be taken at BSC.

ECPK 322 Observation and Assessment in Early Childhood (PreK-K) (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211
This course teaches students to make ethical, appropriate, valid and reliable assessment an integral part of their practice. Students will learn to identify and use observation and assessment methods, both formal and informal, that are developmentally appropriate as well as culturally and linguistically responsive, and to make collaborative decisions that are responsive to young children's strengths, progress and needs. This course must be taken at BSC.

ECPK 323 Managing Positive Environments for Children (PreK-K) (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211
This course focuses on how to set up and manage respectful learning environments that encourage young children to manage their own behaviors and learn to resolve conflicts peacefully.

ECPK 490 Mentored Program Observation, PreK-K (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211
This course consists of observations and fieldwork in various PreK-K settings, including Head Start and integrated preschools. This course must be successfully completed prior to the final field experience, ECPK 492. This course must be taken at BSC. (CWRM)

ECPK 491 Mentored Performance Fieldwork I (PreK-K) (3 credits)

Prerequisite: ECED 230 and ECPK 320 and ECPK 321 and PSYC 224; consent of department; formal application required
This course involves field experience in the student's workplace or in an assigned practicum placement. Students will document knowledge and competencies regarding health, safety, and administration issues and policies in early childhood settings. This experience requires a minimum of 75 documented hours in a PreK-K setting. It must be supervised by a qualified college supervisor or instructor and by a licensed, site-based teacher. It must be completed prior to the final field experience, ECPK 492.

ECPK 492 Mentored Performance Fieldwork II (PreK-K) (3 or 6 credits)

Prerequisite: Completion of all other program requirements; consent of department and formal application required
This course involves fieldwork in the student's workplace or in an assigned practicum placement. This experience requires a minimum of 150 documented hours (six credits) in a PreK-K setting. The experience may be taken in 75 documented-hour increments (three credits). The experience must be supervised by a qualified college supervisor and by a licensed, site-based teacher. Students maintain a log and develop a performance portfolio demonstrating their competencies, including family outreach, professional networking and child advocacy activities. The experience may be taken as a quarter course or extended across two consecutive semesters. This course must be taken at BSC. This course is repeatable for a maximum of six credits.

ECPK 499 Directed Study (1-3 credits)

Prerequisite: Consent of the department; formal application required
Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

Other Approved Courses

ECED 313 Teaching Music in Pre-K and Elementary School
ECED 400 Creative Techniques for Teaching
ECED 475 Seminar in Early Childhood Education
ECED 498 Internship in Early Childhood Education (Non-Licensure)
ECED 561 Current Issues in Early Childhood Education
ECED 562 Early Childhood Curriculum: Ages 2-5
ECED 564 Administration of Early Childhood Programs
ECED 575 Graduate Seminar in Early Childhood Education