

# Early Childhood Education (ECED)

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Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

## **ECED 2101. Child Development, Birth to Nine. 3 Credit Hours.**

This class introduces students to trends and variations in children's physical, cognitive, and socioemotional development from the birth through the start of adolescence (around 4th grade). Specifically we will discuss how children's development proceeds in terms of physical changes to the body (and the brain), thinking skills, and social competence. We will also examine developmental differences across individual children (including those with exceptional characteristics and/or special needs) and, more broadly, across cultures within and beyond the US. Six hours of field experience required for this course.

**Repeatability:** This course may not be repeated for additional credits.

## **ECED 2104. Integrating the Arts into Early Childhood Education. 3 Credit Hours.**

This course is a joint project between the College of Education and the Boyer College of Music and Dance. It is designed to provide an overview of the role and the significance of the arts in the education of children from Pre-K through fourth grade. Pre-service teachers will be exposed to art experiences that support standards, increase learning of content, teach basic aesthetic principles, and help them learn specific techniques and ideas. Through numerous hands-on experiences, students will start with their own skills and perspectives as creators of art and then move to explore the power and potential of the arts to reach children in new and effective ways. Students will be introduced to four art forms - dance, music, drama, and the visual arts - and their unique histories and pedagogies. Students will learn from disciplinary experts in each of these four domains, who also have expertise in engaging young children in developmentally appropriate ways.

**Repeatability:** This course may not be repeated for additional credits.

## **ECED 2105. Cognition and Learning in the Classroom. 3 Credit Hours.**

Understanding how people learn is a critical part of understanding how best to teach. This course will address theories of cognition and learning and provide practice in weaving key ideas into the design, implementation, and assessment of classroom instruction. This class is not a methods class; rather, it is a perspectives class designed to help students flexibly organize and use the teaching methods that you will add to your "tool belt" in the coming semesters. NOTE: Background clearances required.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C- in ECED 2101.

## **ECED 2106. Language and Literacy Development in Early Childhood: Birth through Kindergarten. 3 Credit Hours.**

The main focus of this course is to develop an understanding of the development of language skills and how language lays the critical foundation for pre-literary skills, which are necessary for learning to read. The course will cover the important theories of language development and the developmental course of language acquisition. Woven throughout the class will be a discussion of dual language learners and ESL learners as they encounter the task of reading at the same time that they may be learning to speak English. Early childhood classroom activities will be discussed in relation to the six critical language and pre-literacy precursors suggested by the National Early Literacy Panel (2009). A unique emphasis is on the children's language and literacy development from birth to 6 years of age. There has been a dramatic shift in how early childhood language and pre-literacy development is perceived, taught, and learned. However, these new theoretical understandings have not translated into effective classroom practices. Through current readings and class discussion the following questions will be addressed: How should we think about language and the learning and teaching of literacy? How will we prepare young children for a world in which reading, specifically vocabulary development and comprehension will be increasingly important? How can activities be developed that embody the changes in reading teaching and learning advocated by recent recommendations? How can we form these changes to include all children, especially children in poverty and ESL children? NOTE: Background clearances required.

**Co-requisites:** ECED 2187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 2108. Engaging Children in the Learning Process through Classroom Management. 3 Credit Hours.**

The purpose of this course is to prepare pre-service early childhood educators with the knowledge and skills required to create classroom climates that support positive social, emotional, and academic outcomes for all learners. This course follows Child Development and is taken in conjunction with Cognition and Learning because we will work on applying these ideas about how children learn and grow in service of creating an optimal environment to foster this change. Specifically, this course will address relationship-building approaches and classroom management techniques and strategies that have been shown to promote resiliency, and mediate/moderate risk factors. Course work will focus on prevention of learner problem situations, preparation to deal with learner problem situations that cannot always be prevented, and proactively responding to learner problem situations in the future, all in the context of developmentally appropriate practices for young learners. Prevention content will explore how to create a classroom ecology that promotes safety and access to the social and academic curriculum; creating a positive and psychologically safe classroom climate; establishing relationships; using class rules and routines; and making instructional and curricular decisions that foster pro-social and emotional growth along with positive academic outcomes. Preparation to deal with concerns as they arise will include collaborative problem-solving for group and individual interventions (e.g., conflict resolution, social skills). Content on how to proactively respond to problem situations in the future will include methods on how to collaborate in the design, implementation, and monitoring of individual interventions for young learners with challenging behaviors, regardless of disability classification status and the role and function of early childhood educators in crisis responding. Across these topic areas, we will discuss how to adjust real-world techniques to a variety of children (i.e., taking a focus on every child), with attention to gender, ethnicity, language learning status, special needs, or levels of classroom engagement and attention. NOTE: Background clearances required.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 2187. Sophomore Practicum. 3 Credit Hours.**

This course provides pre-service teachers with opportunities to apply theories of learning and development, observe classroom management skills, and practice effective methods of instruction under the guidance of a cooperating teacher and through interactions with the practicum instructor. This three-credit practicum integrates content from three courses (ECED 2105, ECED 2106, and ECED 2108) through practical application and implementation of assignments in pre-kindergarten and kindergarten classrooms. Pre-service teachers complete 45 hours of field experience. The majority of time is spent on classroom experience and related professional development. Three stages of field experience are incorporated into this practicum. Observation (Stage 1) occurs throughout the semester as students experience the culture of an early childhood setting and the everyday life of classrooms, teachers, and children. Exploration (Stage 2) takes place as pre-service teachers conduct individual tutorials and work with a small group of students. Activities often include subject matter experiences, such as language and literacy, as well as outdoor play, and monitoring classroom routines and procedures. Pre-student Teaching (Stage 3) occurs as students design pedagogical materials and implement instructional plans with individuals, small groups and the whole class. NOTES: Clearances are required for this course. Prior to Fall 2024, this course was titled "Practicum for Pre-K and Kindergarten."

**Co-requisites:** ECED 2105.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 2251. Effective Use of Instructional Technology in Early Childhood Classrooms. 3 Credit Hours.**

This 3 semester-hour undergraduate course will provide Early Childhood pre-service teachers with knowledge and experiences necessary for incorporating appropriate educational technology into their classrooms. The course will provide hands-on experiences to examine, interact with, and evaluate educational software and web sites, along with technology intended for young learners. Students will learn to develop classroom applications for use by both teachers and students, and to develop instructional materials for use in the classroom.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 2321. Curriculum Development and Implementation in Early Childhood Program. 3 Credit Hours.**

This course provides an introduction to the field of early education. Special emphasis is placed on understanding diverse program models and practices for children from birth to age eight. Students learn how to organize the classroom and plan educationally appropriate experiences for young children. Practicum experiences in local schools and child care centers provide opportunities for students to implement curricular activities in areas such as language and literacy, mathematics, science, social studies, expressive arts, and play. NOTE: This is an introductory course that serves as a prerequisite to all other early childhood courses.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 2322. Family/School/Community Environments for Young Children. 3 Credit Hours.**

The purpose of this course is to provide early childhood educators with information about (a) what school-family-community relations are, (b) how they can promote children's early academic and social development as well as other family and school outcomes, and (c) how teachers and other educators can build strong, healthy, mutually beneficial relationships with families and communities.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3106. Literacy Foundations for the Primary Grades: First Grade through Fourth Grade. 3 Credit Hours.**

The main focus of this course is to develop knowledge of the theories, methods and materials that can be used to teach reading concepts and skills in the elementary classroom (from first grade through fourth grade). The core curriculum for reading education should equip graduating teachers with the theoretical and practical knowledge to teach young children how to read and comprehend written text and to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world. There is growing consensus around a set of six foundational elements that teachers must use to produce proficient readers that should be included in any systematic program of study. These six foundational elements-- foundations in theory and research, word-level instructional strategies, text-level comprehension strategies, reading and writing connections, Instructional approaches and materials, and integrated assessment-- are the key components of the syllabus. Current research has provided important insight into how young children acquire literacy skill-- reading, writing, and comprehension of text. However, these new theoretical understandings have not entirely translated into effective classroom practices. Through current readings and class discussion the following questions will be addressed: How should we think about reading and the teaching of reading? How will we motivate young children to learn to read? How do we approach instruction for children who are struggling to learn to read? How do we prepare young children to approach different types of text and text from different subject areas? How can classroom activities be developed that emphasize reading and comprehension? How can assessment be used to help tailor the literacy curriculum? How can these changes to include all children? NOTE: Must be admitted to candidacy.

**Co-requisites:** ECED 3187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3107. Learning Mathematics for the Primary Grades: First through Fourth Grade. 3 Credit Hours.**

The main focus of this course is to develop knowledge of the theories, methods and materials that can be used to teach mathematics concepts and skills in preschool through fourth grade classrooms. Students will develop both a) a conceptual understanding of the important identified math concepts for first through fourth graders and b) procedural knowledge of how to teach children mathematical concepts using developmentally appropriate strategies and activities. The purpose of this course is to help pre-service teachers discover how early childhood and elementary children think about and learn mathematics. The overall objective of teaching mathematics should be to help each child to understand mathematical concepts, enabling them to become mathematically literate. The foundations for this course are the Professional Standards for Teaching Mathematics set forth by the National Council of Teachers of Mathematics. These standards propose significant change in mathematics teaching in the Pre-K - 12 classrooms, as well as how mathematical learning is assessed and evaluated. They are available online at <http://www.nctm.org/standards/>. NOTE: Must be admitted to candidacy.

**Co-requisites:** ECED 3109, ECED 3187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3108. Social Studies for the Early Years, Pre K-4. 3 Credit Hours.**

The main focus of this course is to develop an understanding of the development of social skills and how they lay the critical foundation for civic and citizenship skills and habits, which are necessary for being a citizen in a democracy. The course will cover the important theories of social education and the developmental course of learning history, economics, civics, and geography. Woven throughout the class will be a discussion of culture and diversity as children encounter the world. A unique emphasis is on the children's social development from pre-K to grade 4. There has been a dramatic shift in how young children understand cultural universals, the core of the early childhood social studies curriculum. These new theoretical understandings are slowly being translated into effective classroom practices. Through current readings and class discussion the following questions will be addressed: What do young children understand about cultural universals (e.g., food, clothing, shelter)? How will we prepare young children for a world in which respect for the environment, diversity, and the principles of democracy have become increasingly important? How can activities be developed that embody the principles of children's concept development in history, economics, geography, and citizenship? How can we create learning experiences that include and value all children's backgrounds? NOTE: Must be admitted to candidacy.

**Co-requisites:** ECED 3106, ECED 3187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3109. Science for the Early Years. 3 Credit Hours.**

This three-credit course will draw on inquiry, instructional technology (e.g., video vignettes of classroom activities and science websites), and collaborative lab-based activities to explore current issues of teaching and learning science in the pre-K and early elementary school classroom. It is very important that young children develop scientific habits of mind from the outset. As a result, this course will be based on developing these habits of mind while giving students an understanding of the "Big Ideas" in the field. Therefore, the first part of this course will be devoted to developing an understanding for those habits of minds and how to engage young children. The second part of the course will examine the Big Ideas in science as a whole, focusing heavily on scientific inquiry as a pedagogical approach and a learning goal. Throughout the course, investigating the preconceptions that young children bring to the science classroom will be emphasized, as well as discovering the pedagogical approaches to uncovering and addressing them. Students will apply, evaluate, and reflect upon early childhood science teaching methods through class activities and field experience assignments that address the interdisciplinary nature of science. The assignments for the course will use the foundation fostered in the course to (a) examine science content, (b) student conceptions, (c) the meeting of theory and practice, (d) instructional resources (e.g., museums, websites, children's literature), and (e) lesson planning. Students will have opportunities to develop their own philosophy of science education and explore each of the major content domains in science. NOTE: Must be admitted to candidacy.

**Co-requisites:** ECED 3107, ECED 3187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3187. Junior Practicum I. 3 Credit Hours.**

This practicum is a continuation of the early childhood field experiences with 3- to 5-year-old children. For this practicum with school age children, students will be placed in 1st through 4th grade classrooms for the purpose of implementing lessons and activities in reading, math, science, and social studies. Students will be expected to implement activities and lessons with individual children, as well as small and large groups. This practicum experience is an integral part of the methods courses with which it is associated and is under the direct supervision of a university instructor and the cooperating teacher. NOTE: Must be admitted to candidacy. Also, prior to Fall 2024, this course was titled "Practicum for the Primary Grades."

**Co-requisites:** ECED 3107.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3197. Language and Literacy Development and Instruction I. 3 Credit Hours.**

The focus of this course is to develop knowledge of the theories, methods and materials that can be used to teach reading and writing concepts and skills in the early years - preschool, kindergarten and first grade - to students who are emergent and beginning readers and writers. The core curriculum for literacy education should equip graduating teachers with the theoretical and practical knowledge to teach young children how to read, write, and comprehend written text and to use reading and writing effectively to negotiate the world. Decades of research have identified a set of components that should be included in systematic and explicit literacy instruction - phonological awareness, phonics, vocabulary, fluency, comprehension, plus writing are the key components of the syllabus. Similarly, research supports a systematic, explicit approach to instruction to provide a strong core of foundational skills in the language systems of English which integrates listening, speaking, reading, spelling and writing. A key aspect of literacy instruction is the teaching and learning cycle. The teaching and learning cycle has four key elements: assessment, planning, teaching and evaluation, supported by an understanding of the reading process and of the conditions that are favorable for learning to occur. The teaching and learning cycle describes the process by which teachers make professional instructional decisions and then act on those decisions. The goal of any teaching is to produce new learning, which in turn provides a new assessment sample for the teacher to evaluate.

**Co-requisites:** ECED 3187.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3204. Language and Literacy Development and Instruction II. 3 Credit Hours.**

The focus of this course is to develop knowledge of the theories, methods and materials that can be used to teach reading and writing concepts and skills in the early years - second, third and fourth grades - to students who are intermediate and fluent readers and writers. The core curriculum for literacy education should equip graduating teachers with the theoretical and practical knowledge to teach young children how to read, write, and comprehend written text and to use reading and writing effectively to negotiate the world. Decades of research have identified a set of components that should be included in systematic and explicit literacy instruction - phonological awareness, phonics, vocabulary, fluency, comprehension, plus writing are the key components of the syllabus. Similarly, research supports a systematic, explicit approach to instruction to provide a strong core of foundational skills in the language systems of English which integrates: listening, speaking, reading, spelling and writing. Through current readings and class discussion the following questions will be addressed: How should we think about reading and the teaching of reading? How will we motivate young children to learn to read? How do we approach instruction for children who are struggling to learn to read? How do we prepare young children to approach different types of text and text from different subject areas? How can classroom activities be developed that emphasize reading and comprehension? How can assessment be used to help tailor the literacy curriculum? How can these changes to include all children?

**Co-requisites:** ECED 3287.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C in ECED 3187.

**ECED 3205. Assessment in Early Childhood Education. 3 Credit Hours.**

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify at-risk children. This course requires 15 hours of field experience and, therefore, background clearances prior to enrollment. The purpose of the field work is to provide experiences for students to learn how to conduct focused, systematic, and unbiased observations useful for making informed instructional and assessment decisions on an individual case study child. In addition, students will learn ways to gather documentation on all the children in the class in multiple developmental areas.

**Co-requisites:** ECED 3296.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3206. Differentiated Reading Instruction in the Early Grades. 3 Credit Hours.**

Every classroom is made up of students who have diverse backgrounds, different strengths and weaknesses, and varying approaches to learning. A "one-size fits all" approach to reading instruction will not adequately address the needs of ALL students. Differentiated instruction is an instructional approach designed to understand students' developmental level and provide instructional support that scaffolds individual learning. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among the learners in the classroom and to tailor instruction to meet individual needs. In essence, teachers differentiate instruction whenever they reach out to an individual or small group to vary their teaching skills in order to create the best learning experience possible. This course will focus on four basic classroom elements in discussing differentiated instruction - content, process, product, and learning environments. The content is what the student needs to learn about reading and what various methods will be used to help the student access that information. The process is the specific activities that the student will engage in order to master the reading content. The products are the various projects and activities that require the student to rehearse, apply and extend the information that he has learned. The learning environments are the way the classroom is structured to support the differentiated instruction activities and grouping practices.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3207. Mathematics and Science Pedagogical Content Knowledge. 3 Credit Hours.**

This three credit hour course focuses on the idea of pedagogical content knowledge (PCK) for mathematics and science teaching: the intersection of content specific knowledge and pedagogy. According to Shulman (1986), PCK includes "the ways of representing and formulating the subject that make it comprehensible to others...Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons." Recently, the Common Core State Standards for Mathematics has called for a greater focus, coherence, and rigor in understanding key mathematical concepts (CCSSI, 2010). In teaching content courses for preservice teachers, Thanheiser et al., (2010) focus on engaging preservice teachers in developing their own understanding, facilitating opportunities for mathematical communication, and conducting formative assessments of their knowledge and development to inform mathematics instruction. Similarly, the Next Generation Science Standards (Quinn et al, 2012) emphasize that teachers' knowledge be built around crosscutting concepts that unify the study of science and engineering through their common application across fields. For mathematics, this course will focus on geometry, measurement, and data analysis, which are topics expected by the CCSS but have little room in ECE 3107 due to time constraints. For science, the content will focus on crosscutting topics emphasized in the NGSS in the physical, life, and earth science and engineering.

**Co-requisites:** ECED 3208, ECED 3296.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3208. Social Studies for the Early Years, Pre K-4. 3 Credit Hours.**

The main focus of this course is to develop an understanding of the development of social skills and how they lay the critical foundation for civic and citizenship skills and habits, which are necessary for being a citizen in a democracy. The course will cover the important theories of social education and the developmental course of learning history, economics, civics, and geography. Woven throughout the class will be a discussion of culture and diversity as children encounter the world. A unique emphasis is on the children's social development from pre-K to grade 4. There has been a dramatic shift in how young children understand cultural universals, the core of the early childhood social studies curriculum. These new theoretical understandings are slowly being translated into effective classroom practices. Through current readings and class discussion the following questions will be addressed: What do young children understand about cultural universals (e.g., food, clothing, shelter)? How will we prepare young children for a world in which respect for the environment, diversity, and the principles of democracy have become increasingly important? How can activities be developed that embody the principles of children's concept development in history, economics, geography, and citizenship? How can we create learning experiences that include and value all children's backgrounds? NOTE: Must be admitted to candidacy.

**Co-requisites:** ECED 3207, ECED 3296.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3209. Teaching English Language Learners in the Early Grades. 3 Credit Hours.**

This course offers students an introduction to theory, research and practice in teaching English language learners in the early grades (i.e. PreK-4). The course begins with an overview of sociocultural characteristics of ELLs, legal responsibilities, and educational and language policies in the United States. Students will also learn the basic theories and principles associated with second language acquisition. Students will explore the philosophies of bilingual and ESL education as well as different program models that address the education of linguistically diverse students. Students will be introduced to an array of contemporary, research-based instructional approaches, including content-based instruction, task-based language teaching, and sheltered English instruction. As a result, they will gain an understanding of how to adapt standards-based lessons for English language learners. Through a practicum component, students will learn to design lessons and assessments for small-group instruction. Students will also develop cross-cultural competence through interactions with ELLs, teachers and school staff in the middle grades.

**Co-requisites:** ECED 3206, ECED 3298, EDUC 4389.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3287. Junior Practicum II. 3 Credit Hours.**

Temple University's Practicum courses provide students with an opportunity to practice the craft of teaching. Junior Practicum II (ECED 3287) offers a second authentic, in-depth classroom experience, following on the heels of ECE 3187. This course provides practicum students in Junior 2 with the opportunity to explore, implement, and reflect on the research, theory, and strategies introduced in the methods courses. The practicum presents a unique opportunity in the life of a developing teacher in that it provides a safe space for trial and error in the development of one's professional style and practice. Throughout the semester, the practicum student has the on-going feedback and support of his peers, mentor teachers, and school leaders at the practicum site, and an experienced master teacher who serves as the University Coach. NOTE: Clearances are required. Also, prior to Fall 2024, this course was titled "Practicum II for the Primary Grades."

**Co-requisites:** ECED 3204, ECED 3207.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C in ECED 3187.

**ECED 3296. Differentiated Literacy and Assessment. 3 Credit Hours.**

Every classroom is made up of students who have diverse backgrounds and different strengths and weaknesses. A "one-size fits all" approach to reading instruction will not adequately address the needs of all students. Differentiated instruction is an instructional approach designed to understand students' developmental level and provide instructional support that scaffolds individual learning. At its most basic level, differentiation consists of the efforts of teachers to tailor instruction to meet individual needs. This course will focus on four basic classroom elements in discussing differentiated instruction - content, process, product, and learning environments. The content is what the student needs to learn about reading and what various methods will be used to help the student access that information. The process is the specific activities that the student will engage in order to master the reading content. The products are the various projects and activities that require the student to rehearse, apply and extend the information that he has learned. The learning environments are the way the classroom is structured to support the differentiated instruction activities and grouping practices. Assessment is essential in all facets of differentiation, because data show the teacher what children already know, how well they are learning new information, and what kinds of activities would best support their continued learning. This course has been designated as a writing intensive course. In their writing for the course, students will practice (a) effective organizational structure, (b) advanced instructional terminology, and (c) clear and logical communication. The writing assignments are designed to teach students about the kinds of writing that are specific to early childhood classroom teachers. Specifically, students will be asked to produce writing that is appropriate for fellow educators and parents.

**Co-requisites:** ECED 3287.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.



**ECED 3297. Social Studies for the Early Years. 3 Credit Hours.**

The focus of this course is the development of social studies understandings in young children and how they lay a critical foundation for citizenship in an evolving democracy. We will focus on the four core subjects in social studies: civics, economics, history, and geography. Diversity and culture are central aspects of the course as they relate to ways that children, families, schools, communities, and teachers view and interact in shared communities of learning.

**Co-requisites:** ECED 3287.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3298. Assessment in Early Childhood Education. 3 Credit Hours.**

This course is designed to provide early childhood educators with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children. Learners are introduced to the meaning and uses of authentic assessment as well as assessment terms, various tools, and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor children's progress, guide instructional practice, and identify at-risk children. This course requires 15 hours of field experience. The purpose of the field work is to provide experiences for students to learn how to conduct focused, systematic, and unbiased observations useful for making informed instructional and assessment decisions on an individual case study child. In addition, students will learn ways to assess, observe, and record documentation.

**Course Attributes:** WI

**Repeatability:** This course may not be repeated for additional credits.

**ECED 3322. Observing, Documenting, and Assessing Young Children's Learning. 3 Credit Hours.**

This course gives students experience in using effective methods for observing and documenting young children's development. Various recording methods are featured along with principles of child development and appropriate practice. Practicum experiences in local schools and centers provide opportunities for students to conduct focused, systematic, and unbiased observations useful for making instructional and assessment decisions.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4101. Integrating the Arts into Early Childhood Education. 3 Credit Hours.**

This course is a joint project between the College of Education and the Boyer College of Music and Dance. It is designed to provide an overview of the role and the significance of the arts in the education of children from Pre-K through fourth grade. Pre-service teachers will be exposed to art experiences that support standards, increase learning of content, teach basic aesthetic principles, and help them learn specific techniques and ideas. Through numerous hands-on experiences, students will start with their own skills and perspectives as creators of art and then move to explore the power and potential of the arts to reach children in new and effective ways. Students will be introduced to four art forms --dance, music, drama, and the visual arts -- and their unique histories and pedagogies. Students will learn from disciplinary experts in each of these four domains, who also have expertise in engaging young children in developmentally appropriate ways.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4102. Children's Literature: Pre-K through Fourth Grade. 3 Credit Hours.**

Books are a valuable source of learning and pleasure for children at every stage of development. This course focuses on literature for children in pre-kindergarten through fourth grade. Students in the course will engage in selecting, interpreting, discussing, and evaluating children's books in preparation for their professional careers. They will also examine theory and research as well as classroom practice relating to children's literature, with and without pictures, in a variety of genres. The field of children's literature is expanding rapidly. Vibrant picture books display many artistic media, styles and text-picture relationships. Works of fiction and non-fiction not only pertain to an increasing diversity of themes and issues but also exhibit an array of writing styles and formats. This introductory course surveys literature written for children with varied abilities, cultural backgrounds and book preferences. Its ultimate purpose is to develop future teachers' appreciation of (and passion for) a broad range of children's literature that they will be able to use effectively in the classroom.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4106. The Learning Community: Family and Community Relationships. 3 Credit Hours.**

The purpose of this course is to provide pre-service early childhood and elementary grade teachers with critical information about what school-family-community relationships are; how they can promote children's early academic and social development as well as other family and school outcomes; and how teachers and other educators can build strong, healthy, mutually beneficial relationships with families and communities. An important theme in this course is that all children, families, schools, and communities are different, thus students in this course will learn about this diversity, develop knowledge about general guidelines for good practice, and spend time tailoring these guidelines to specific situations that they have encountered or are likely to encounter in their careers as educators. Special attention will be devoted to diversity in terms of family culture, language, ethnicity, income, household structure, and disability status of children.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4187. Senior Practicum in Early Childhood Education. 1 to 6 Credit Hour.**

This integrated practicum experience provides opportunities for students to apply theories of learning and development, observe and participate in implementing classroom management, and practice developing and delivering effective evidence-based instructional practices with the guidance of a cooperating teacher and through interactions with the practicum coach in varied content areas to students ranging in grade level from Pre-kindergarten through Fourth grade, depending on individual placements in inclusive classrooms and other educational settings. Focus will be placed on delivery of instruction in Literacy, Social Studies, and Special Education. Particular emphasis will be focused on ways to connect information from your co-requisite courses and apply this knowledge to ALL learners in the classroom. Differentiated instruction, active engagement, classroom management, response to intervention, appropriate instructional modification, and use of a variety of assessments related to appropriate instructional decision-making are themes that run throughout this learning experience.

**Repeatability:** This course may be repeated for additional credit.

**ECED 4207. Mathematics and Science Pedagogical Content Knowledge. 3 Credit Hours.**

This three credit hour course focuses on the idea of pedagogical content knowledge (PCK) for mathematics and science teaching: the intersection of content specific knowledge and pedagogy. According to Shulman (1986), PCK includes "the ways of representing and formulating the subject that make it comprehensible to others...Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons." Recently, the Common Core State Standards for Mathematics has called for a greater focus, coherence, and rigor in understanding key mathematical concepts (CCSSI, 2010). In teaching content courses for preservice teachers, Thanheiser et al., (2010) focus on engaging preservice teachers in developing their own understanding, facilitating opportunities for mathematical communication, and conducting formative assessments of their knowledge and development to inform mathematics instruction. Similarly, the Next Generation Science Standards (Quinn et al, 2012) emphasize that teachers' knowledge be built around crosscutting concepts that unify the study of science and engineering through their common application across fields. For mathematics, this course will focus on geometry, measurement, and data analysis, which are topics expected by the CCSS but have little room in ECE 3017 due to time constraints. For science, the content will focus on crosscutting topics emphasized in the NGSS in the physical, life, and earth science and engineering.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4324. Integrated Programming for Young Children. 3 Credit Hours.**

This advanced seminar is designed to prepare students for educating infants, toddlers, and young children who are at risk or have disabilities. The main focus is on differentiation of teaching method, curriculum content and resources considered to be key components of inclusive classroom practice. NOTE: This is an advanced seminar and should be taken as the final early childhood course.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4588. Student Teaching in Early Childhood Education. 7 to 11 Credit Hours.**

Involves a school placement where students demonstrate their knowledge of and competence in early childhood teaching, birth through third grade (N-3). Students work with a certified cooperating teacher and are supervised by a Temple University faculty member. NOTE: All coursework must be completed before taking this course.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C in (ECED 4801 (may be taken concurrently), ECED 4803 (may be taken concurrently), or 'Y' in CREA03) and minimum GPA of 3 in: courses numbered 0700 to 4999.

**ECED 4801. Senior Seminar and Performance Assessment in Early Childhood Education. 3 Credit Hours.**

Students will be involved in experiences that prepare them for making the transition from college to the practice setting, and engage in activities that foster professionalism in school and community settings. The senior performance assessment, a requirement for teacher certification students, is also a part of the course. NOTE: This is a required course for all teacher certification candidates, which is taken during the student teaching semester.

**Co-requisites:** ECED 4588.

**Repeatability:** This course may not be repeated for additional credits.



**ECED 4802. Senior Seminar I in Early Childhood Education. 1 or 3 Credit Hour.**

This seminar is designed to help you make connections between the teaching experiences you will have this semester as student teachers and what you have learned in your university classes. The course will help you bridge theory and practice and provide you with a framework of support and guidance as you prepare to take charge of your own classroom. It will also provide you with tools to reflect on your experience and learn from it, which will facilitate your successful entry into the teaching profession. To accomplish this, we will engage in discussions and activities that center on your core beliefs about teaching, the context for your teaching (where you teach), your pedagogical practices (how you teach), the content you teach (what you teach), and the needs of your students (whom you teach). We will also examine how theory informs classroom practice and come to understand how instructional management strategies are inherently linked to good pedagogy. We will also examine and discuss how both formal and informal student assessments work as tools for reflection and improvement.

**Co-requisites:** ECED 4187.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 4803. Senior Seminar II in Early Childhood Education. 2 or 3 Credit Hours.**

This seminar is designed to help you make connections between the teaching experiences you will have this semester as student teachers and what you have learned in your university classes. The course will help you bridge theory and practice and provide you with a framework of support and guidance as you prepare to take charge of your own classroom. It will also provide you with tools to reflect on your experience and learn from it, which will facilitate your successful entry into the teaching profession. To accomplish this, we will engage in discussions and activities that center on your core beliefs about teaching, the context for your teaching (where you teach), your pedagogical practices (how you teach), the content you teach (what you teach), and the needs of your students (whom you teach). We will also examine how theory informs classroom practice and come to understand how instructional management strategies are inherently linked to good pedagogy. We will also examine and discuss how both formal and informal student assessments work as tools for reflection and improvement.

**Co-requisites:** ECED 4588.

**Repeatability:** This course may not be repeated for additional credits.

**Pre-requisites:** Minimum grade of C in (ECED 4802 or 'Y' in CREA02)

**ECED 5106. Early Literacy and Language Development: Birth-Kindergarten. 3 Credit Hours.**

The aim of this course is to provide students with foundational knowledge about the development of early language and literacy skills, their role in later reading and academic success, and the instructional practices that best support them. Students will develop essential practices for building early language and literacy competence in diverse classroom settings. This course includes 20 hours of stages 1, 2, and 3 field experience competencies.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 5107. Mathematics Education for the Early Years: PreK-4. 3 Credit Hours.**

The aim of this course is to provide preservice teachers (PTs) with essential mathematical knowledge for teaching early mathematics based on an integration of research and practice. In particular, PTs will obtain deep content understanding of the key mathematical topics, relevant knowledge of children's mathematical thinking, and pedagogical design ability such as task analysis and lesson planning. In addition, PTs will develop critical thinking skills that allow them to critically analyze the existing learning environment (e.g., textbooks and instruction) and essential practices for building early mathematics competence in diverse classroom settings. This course includes 20 hours of stages 1, 2, and 3 field experience competencies.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 5108. Social Studies Education for the Early Years: PreK-4. 3 Credit Hours.**

The focus of this course is the development of social skills in young children and how they lay a critical foundation for citizenship in an evolving democracy. The course will include theories of social education and the developmental learning processes of civics, economics, history, and geography in young children in K-4 educational settings. Diversity and culture are central aspects of the course as they relate to ways that children, families, schools, communities and teachers view and interact in shared communities of learning. This course includes 20 hours of stages 1, 2, and 3 field experiences.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 5109. Science Education for the Early Years: PreK to 4. 3 Credit Hours.**

This course will draw on science practices, instructional technology (e.g., video vignettes of classroom activities and science websites), and collaborative lab-based activities to explore current issues of teaching and learning science in the pre-K and early elementary school classroom. This course includes 20 hours of stages 1, 2, and 3 field experience competencies.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 5206. Literacy Foundations for the Primary Grades: First through Fourth. 3 Credit Hours.**

The main focus of this course is to develop knowledge of the theories, methods, and materials that can be used to teach reading and writing concepts and skills in the elementary classroom (from late kindergarten through fourth grade). There will be an emphasis on conceptual knowledge as well as specific procedural knowledge needed to implement effective, research-based practices. Furthermore, policy issues affecting literacy instruction and practices will also be addressed. This course includes 20 hours of stages 1, 2, and 3 field experience competencies.

**Repeatability:** This course may not be repeated for additional credits.

**ECED 5370. Sem Early Child Lit Edu. 3 Credit Hours.**

**Repeatability:** This course may be repeated for additional credit.

**ECED 5502. Cognitive Development. 3 Credit Hours.**

Understanding how people learn is a critical part of understanding how best to teach. This course will address theories of cognition and learning and provide practice in weaving key ideas into the design, implementation, and assessment of classroom instruction. This class is not a methods class; rather, it provides the conceptual basis of teaching approaches that explains why some approaches work better than others.

**Repeatability:** This course may not be repeated for additional credits.