



## MSE in Early Childhood Education (Curriculum and Instruction)

### **Early Childhood Education (30 hours)**

Bachelor's degree and a completed Elementary Education endorsement required if seeking an additional endorsement; other related Bachelor's degrees when not seeking endorsement.

Core:

EDU 658 Foundations of Curriculum Development K-12

Early Childhood:

EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3)

EDU 617 Assessment of Needs for Young Children Birth-8 (3)

EDU 632 Clinical for Early Childhood (3)

FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4)

FCS 530 Organization & Administration of Early Childhood Programs (3)

FCS 616 Early Childhood Practicum with Applied Research (5)

SPD 530 Behavior Management (3)

SPD 552 Consultation and Collaboration (3)

Deficiencies (only needed if not completed in undergraduate program): EDU 201, 211, 330, FCS 325, SPD 151, 251.

### **Course Descriptions:**

**EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3)** Planning, implementing, and evaluation developmentally appropriate and integrated curricula for young children in the areas of language, literacy, mathematics, science, social studies, the art, and health and safety; planning for and implementing developmentally appropriate methods for the learning of young children.

**EDU 617 Assessment of Needs for Young Children Birth-8 (3).** Study of formal and informal assessment procedures for youth from birth to grade three.

**EDU 632 Clinical for Early Childhood (3)** Professional practice will include supervised placement of a minimum of 125 clock hours in two different settings serving young children from birth through grade three. One setting must serve infant/toddlers, pre-primary, or primary school children.

**EDU 658 Fundamentals of Curriculum Development K-12 (3).** A course designed to examine the principles underlying the development of a K-12 public school curriculum. Emphasis on methods of determining priorities, objectives, scope and sequence and organizational patterns. The roles of state and local involvement will also be examined.

**FCS 520 Infants/Toddler through Primary Children Birth-8 (4)** Study of the processes of human growth and development from birth through age 8 as determined by heredity, society and human interaction. The course will examine physical, social, emotional, cognitive (intellectual), language (communication) and creative development.

**FCS 530 Organization and Administration of Early Childhood Education Programs (3)** Prerequisites FCS 120, 220, and 230 or FCS 520. A study of program development and management, safe and nurturing environments, and principles for successful operation of early childhood education programs and centers. Personnel management, public and private funding, legislation and public policy trends, environmental safety, children with a range of disabilities, and family and community partnerships will be addressed. Graduate students will complete a project relative to the management of an early childhood program.

**FCS 616 Early Childhood Practicum/Applied Research (3-5)** Study of children birth through age 5 by observation and interaction in an organized environment such as a child development center or preschool program. Thirty (30) hours of interaction and observation are required for each credit hour (90-150). A child study, case study, an anecdotal record or other research project resulting from the interaction/observation will also be required.

**SPD 530 Behavioral Intervention for the Least Restrictive Environment (3)** Prerequisites: SPD 151, 252, and 353. Study of maladaptive, atypical or deviant behaviors of students who require specialized educational programming. Techniques for modification of student behavior to enable the learner to be teachable in the general classroom will be addressed. Special strategies may include: the engineered classroom, contingency contracting, and token economies. Theoretical models and therapeutic techniques will be studied. Emphasis on parental training and involvement in behavior management is included.

**SPD 452/552 Consultation and Collaboration Practices for Exceptional Learners (3)**- The processes for collaborating and consulting with general educators, parents, and support personnel of exceptional learners through the trans-disciplinary procedure will be emphasized. Attention to multicultural aspects and the need to meet the unique educational needs of exceptional learners are included. Emphasis on consulting and case management.