# Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs)

Donald Halquist, Dean

Joan Ford, Director, Office of Partnerships and Placements

|  |  |  |
| --- | --- | --- |
|  | **Degree** | **Concentration** |
| Community Health and Wellness (p. **Error! Bookmark not defined.**) | B.S. | Community and Public Health Education |
|  |  | Health and Aging |
|  |  | Recreation and Leisure Studies |
|  |  | Wellness and Movement Studies |
|  |  | Women’s Health |
| Early Childhood Education (p. **Error! Bookmark not defined.**) | B.S. | Concentration in Teaching(Certification for PreK–Grade 2) |
|  | B.S. | Concentration in Community Programs |
|  | B.S. | Concentration in Birth to Three |
|  | **Degree** | **Content Major** |
| Elementary Education (p. **Error! Bookmark not defined.**) | B.A. | English (Certification for Grades 1–6) |
|  | B.A. | General Science (Certification for Grades 1–6) |
|  | B.A. | Mathematics (Certification for Grades 1–6) |
|  | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) |
|  | B.A. | Social Studies(Certification for Grades 1–6) |

## Program pages:

## Early Childhood Education

Writing in the Discipline

**Department Chair:** Patricia Cordeiro

**Early Childhood Education Graduate Program Director:** Mary Ellen McGuire-Schwartz

**Early Childhood Undergraduate Program Coordinator:** Leslie Sevey

**Early Childhood Program Faculty: Associate Professor** McGuire-Schwartz; Sevey, Assistant Professor Zoll

Students **must** consult with their assigned advisor before they will be able to register for courses.

Early Childhood Education B.S.

Program

Admission Requirements

Admission to program is dependent upon prior admission into the FSEHD.

Students will select a concentration and follow the same core program of coursework until the final semester of the program where they will either complete a student teaching experience or an internship. Concentration options include:

• Concentration in Teaching (certification Pre-K through Grade 2)

• Concentration in Community Programs

* Concentration in Birth to Three

Fifth-Year Master’s Program Option

Applicants to this program will have the option of applying to the fifth-year master’s program in early childhood special education, which will fulfill the requirements for Early Childhood Special Education Certification.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: MATH 144, PSYC 110: Count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| ECED 439 | Student Teaching in Early Childhood Settings | 9 | Sp |
| ECED 469 | Best Practices in Early Childhood Settings | 3 | Sp |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 346 | Pedagogical Skills in Elementary Health/Physical Education | 3 | F, Sp, Su |
| MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F |
| ECED 302 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp |
| ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 419 | Early Care and Education, Birth to Three Years | 3 | F |
| ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp |
| ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp |
| ECED 425 | Developmental Literacy and the Language Arts II | 4 | F |
| ECED 429 | Early Childhood Social Studies and Science | 4 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Total Credit Hours: 85

Program adds to 77 credit hours without general education courses.

Concentration in Community Programs

Note: This program does not lead to RIDE teaching certification.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experences.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do not maintain good standing or who receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

MATH 144, PSYC 110: Count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ARTE 340 | Methods and Materials in Art Education | 2 | F, Sp, Su |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| HPE 346 | Pedagogical Skills in Elementary Health/Physical Education | 3 | F, Sp, Su |
| MUSE 241 | Methods and Materials in Music Education | 2 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F |
| ECED 302 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp |
| ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp |
| ECED 419 | Early Care and Education, Birth to Three Years | 3 | F |
| ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp |
| ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp |
| ECED 425 | Developmental Literacy and the Language Arts II | 4 | F |
| ECED 429 | Early Childhood Social Studies and Science | 4 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Total Credit Hours : 82

Program adds to 74 credit hours without general education courses.

CONCENTRATION IN BIRTH TO THREE

*Note this program does not lead to RIDE teaching certification.*

**Admission Requirements**

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better) and ECED 290 (grade of B- or higher), and an overall GPA of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences.

**Retention Requirements**

1. Minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in all professional and major courses.
3. Recommendation to continue from course instructors and clinical instructors.

Records of students who do no maintain good standing or receive a recommendation to continue with concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

**Course Requirements**

**Cognates**

CEP 315 Educational Pyschology 3 F, Sp, Su

ECED 290 Early Childhood Education and Social Work3 F, Sp

PSYC 110 Introduction to Psychology 4 F, Sp, Su

Note: PSYC 110: counts toward General Education requirements.

**Professional/Major Courses**

ECED 302 Early Childhood Development, Birth – 8 3 F

ECED 310 Contextualizing Infant Toddler Education 3 F

ECED 312 Infant Toddler Social/Emotional 3 Sp

Development and Learning

ECED 314 Infant Toddler Cognitive Development

And Learning 3 F

ECED 332 Building Family, School, Community Partnerships 3 Sp

ECED 410 Infant Toddler Field Experience I 4 Sp

ECED 412 Infant Toddler Field Experience II 4 F

ECED 416 Infant Toddler Language Development

And Learning 3 F

ECED 440 Building Collaborative Relationships

Through Coaching 3 Sp

ECED 449 Early Childhood Internship 6 Sp

ECED 479 Best Practices in Infant Toddler Settings 3 Sp

HPE 344 Infant Toddler Health and Wellness 3 F

SPED 305 Supporting Infants and Toddlers with

Special Needs 3 F

SPED 415 Early Childhood Developmenta

Screening and Assessment 3 F

Total Credit Hours:: 57

Program adds to 53 credit hours without general education courses

## Course Descriptions:

## ECED - Early Childhood Education

ECED 290 - Early Childhood Education and Social Work (3)

The application of social work principles to the field of early care and education is explored, with emphasis on a systems-based approach to working with children and families.

Offered: Fall.

ECED 301 - Developmental Approaches to Teaching and Learning (3)

Developmentally appropriate approaches and teaching models for all early childhood education students, including atypical/exceptional, are learned through supervised practice. Observations and a multicultural/urban practicum are required.

Prerequisite: Minimum GPA of 2.50 in all previous courses and admission to the early childhood education teacher preparation program, or consent of department chair.

Offered: Fall.

ECED 302 - Early Childhood Development, Birth to Eight (3)

This course examines the characteristics and needs of young children, birth through eight, including the stages and multiple influences on early development and learning, using historical and culturally diverse perspectives.

Prerequisite: ECED 290 and admission to the early childhood education teacher preparation program, or consent of department chair.

Offered: Fall.

ECED 303 - Creating an Early Childhood Learning Community (3)

This course explores principles of care and education in the early childhood environment, including the importance of creating a community through relationships, physical space, and organization of time.

Prerequisite: CEP 315; ECED 301, ECED 302; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

**ECED 310 – Contextualizing Infant Toddler Education (3)**

Students explore effective tools emphasizing positive attention, approval, and affection in infant-toddler care/development, and apply a structured caregiving model to current trends and theories to enhance development across developmental domains.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of Department Chair.

Offered: Fall

**ECED 312 – Infant Toddler Cognitive Development and Learning (3)**

Candidates’ study the cognitive development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research, and reflection candidates’ strengthen their own practices.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of Department Chair.

Offered: Fall

**ECED 314 – Infant Toddler Social/Emotional Development and Learning (3)**

Candidates’ study the social-emotional development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research, and reflection candidates’ strengthen their own practices.

Prerequisite: Completion of ECED 302, 310, 312, and SPED 305 (B-or higher)..

Offered: Spring

ECED 332 - Building Family, School, and Community Partnerships (3)

Students examine methods of building respectful, reciprocal relationships that empower and support families in their children's development. Students also come to understand the complexities of family and community characteristics.

Prerequisite: ECED 301, ECED 302, ECED 419; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

**ECED 410 – Infant Toddler Field Experience I (4)**

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 310, ECED 314, and SPED 305 (B- or higher).

Offered: Spring

**ECED 412 – Infant Toddler Field Experience (4)**

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 302, 310, 312, 314, 332, 410, and SPED 305 (B- or higher)

Offered: Fall

**ECED 416 – Infant Toddler Language Development and Learning (3)**

Students explore language development for infants/toddlers including theoretical perspectives, the role of caregiving relationships, and environmental, cultural, and socioeconomic influences.

Prerequisite: Completion of ECED 302, 310, 312, 314, 332, 410, and SPED 305 (B- or higher).

Offered: Fall

ECED 419 - Early Care and Education, Birth to Three Years (3)

Students create and maintain positive learning activities for infant-toddler group care. (Formerly ELED 419: Early Childhood Education: Day Care for Children from Birth to Three.)

Prerequisite: Prior or concurrent enrollment in ECED 301, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 420 - Mathematics, Prekindergarten through Second Grade (3)

Mathematics education in prekindergarten through second grade is examined. Also explored are the development of appropriate teaching/learning strategies, content, and materials related to teaching all young children. Practicum required.

Prerequisite: ECED 301 or equivalent and ECED 419, each with minimum grade of B-; MATH 143 and MATH 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

ECED 423 - Developmental Literacy and the Language Arts I (4)

Developmentally appropriate methods and materials for promoting literacy and language skills, strategies, and dispositions for young children are explored, including children's literature. Practicum: kindergarten and grade one.

Prerequisite: ECED 301; ECED 419, with minimum grade of B-; prior or concurrent enrollment in ECED 420, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

ECED 425 - Developmental Literacy and the Language Arts II (4)

Teacher candidates work with infants, toddlers, and preschoolers from diverse populations. Study includes managing classroom literacy programs through grade two. Practicum: infants through grade two.

Prerequisite: ECED 301; ECED 419, ECED 420, ECED 423, each with minimum grade of B-; concurrent enrollment in ECED 429; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 429 - Early Childhood Social Studies and Science (4)

Students use developmentally appropriate methods, content, and materials to establish positive learning environments. Practicum: prekindergarten and grade one. (Formerly ELED 429: Early Childhood Education: Social Studies and Science.)

Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, ECED 420, ECED 423; prior or concurrent enrollment in ECED 425; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

ECED 439 - Student Teaching in Early Childhood Settings (9)

In this culminating field placement, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor in a full-semester assignment.

Prerequisite: Concurrent enrollment in ECED 469 and satisfactory completion of all major and professional courses.

Offered: Spring.

**ECED 440 – Building Collaborative Relationships Through Coaching (3)**

Application of the coaching model to build capacity and support children, families, and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three or Concentration in Community Programs. Completion of ECED 302 and 332.

Offered: Spring

ECED 449 - Early Childhood Community Program Internship (6)

In this culminating experience, candidates complete in an infant-toddler program, preschool program, or community-based program under the supervision of a cooperating teacher/supervisor and college supervisor. Graded S/U.

Prerequisite: Completition of all program major requirements.

Offered: Spring.

ECED 469 - Best Practices in Early Childhood Settings (3)

Candidates analyze the teaching profession and examine current issues and practices in early childhood teaching in order to understand collaborations among school personnel, families, community agencies, assessment, and classroom management.

Prerequisite: Concurrent enrollment in ECED 439.

Offered: Spring.

**ECED 479 – Best Practices in Infant Toddler Settings (3)**

Issues and practices of care and education of infants/toddlers are analyzed to understand how collaborations among programs, families, community agencies, and assessment, in high quality infant/toddler care and education operate.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three. Completion of ECED 310, ECED 312, ECED 314, ECED 416, ECED 410, ECED 412, and SPED 305.

Offered: Spring

ECED 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## HPE - Health and Physical Education

HPE 325 - Assessment in Health and Physical Education (3)

Construction, administration, and interpretation of measuring devices for classroom and program assessment are covered. Student performance, achievement, and program status are also evaluated and discussed.

Prerequisite: HPE 300 or HPE 301, or consent of department chair.

Offered: Fall.

HPE 335 - Consumer Health (3)

Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services, examining the appropriateness of wellness and health promotional activities, and interpreting and evaluating claims.

Prerequisite: 60 credit hours or consent of department chair.

Offered: Summer or As needed.

HPE 344 - Infant Toddler Health and Wellness (3)

Students explore infant/toddler development including physical health, motor development, and impact of environmental, socioeconomic and cultural influences on development. Basic health, safety, and nutritional practices are also studied.

Prerequisite: Completion of ECED 302, 310, 312, 314, 332, 410, and SPED 305 (B- or higher).

Offered: Fall

HPE 346 - Pedagogical Skills in Elementary Health/Physical Education (3)

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed.

Prerequisite: Admission to the Feinstein School of Education and Human Development.

Offered: Fall, Spring, Summer.

HPE 351 - Leadership and Supervision of Recreation (3)

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed.

Prerequisite: HPE 151.

Offered: As needed.

## SPED - Special Education

SPED 300 - Introduction to the Characteristics and Education of Children and Youth with Disabilities (4)

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

Offered: Fall, Spring.

SPED 302 - Teaching All Learners: Foundations and Strategies (4)

Universal and selected teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Practicum required. Students cannot receive credit for both SPED 302 and ELED 302.

Prerequisite: FNED 346, with minimum grade of B-, and admission into the elementary and special education teacher preparation programs; or consent of department chair.

Offered: Spring.

SPED 304 - Deaf Education: Introductory Concepts (3)

General overview of the critical concepts necessary for teaching children/adolescents who are deaf or hard of hearing are explored.  Field based experience required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

SPED 305 - Supporting Infants/Toddlers with Special Needs (3)

Students learn history and current policy regarding special education and early intervention.  Recommended practices and processes to effectively support infants and toddlers with special needs and their families are studied.

Prerequisite: Admission to the FSEHD ECED Program/Concentration, Birth to Three

Offered: Fall

SPED 310 - Principles and Procedures of Behavior Management for Children and Youth with Disabilities (4)

This is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of an assigned practicum is included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302) with minimum grade of B-.

Offered: Fall, Spring.