## Early Childhood Education

Writing in the Discipline (p. 388)

**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 Feinstein School of Education and Human Development.  
  
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.

Concentration in Teaching

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 345 | Wellness for the Young Child | 3 | 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 | Assessment/Instruction with Young Exceptional Children | 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 |

Note: Program adds to 77 credit hours without general education courses.

Total Credit Hours: 85

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 BCI's 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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 345 | Wellness for the Young Child | 3 | 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 | Assessment/Instruction with Young Exceptional Children | 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 |

Note: Program adds to 74 credit hours without general education courses.

Total Credit Hours: 82

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 G.P.A. 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 G.P.A. 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 Psychology | 3 | F, Sp, Su |
| ECED 290 | Early Childhood Education and Social Work | 3 | F |
| 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 to Eight | 3 | F |
| ECED 310 | Contextualizing Infant Toddler Education | 3 | F |
| ECED 312 | Infant Toddler Cognitive Development and Learning | 3 | F |
| ECED 314 | Infant Toddler Social/Emotional Development and Learning | 3 | Sp |
| ECED 332 | Building Family, School, and 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 Community Program 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/Toddlers with Special Needs | 3 | F |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |

Note: Program adds to 53 credit hours without general education courses.

Total Credit Hours: 57











## 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.

SPED 311 - Language Development and Communication Problems of Children (3)

Emphasis is placed on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered.

Prerequisite: SPED 300 or SPED 302 or ELED 302 or consent of department chair.

Offered: Fall, Spring.

SPED 312 - Assessment Procedures for Children and Youth with Disabilities (4)

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, or consent of department chair.

Offered: Fall, Spring.

SPED 412 - Reading/Writing for Students with Mild/Moderate Disabilities (4)

Curriculum and instructional approaches for children with mild/moderate disabilities (gr1-6) are analyzed. Emphasis is placed on assessment and intervention in reading and writing for children with disabilities. Practicum is required.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 312, and consent of department chair.

Offered: Fall, Spring.

SPED 415 – Assessment/Instruction with Young Exceptional Children (3)

An array of curriculum and instructional approaches for serving infants, preschool, and early elementary children with disabilities in inclusive contexts are examined. Topics include assessment, evidence-based instruction, and curriculum design/adaptations.

Prerequisite: SPED 301 or consent of department chair.

Offered: Fall.