Feinstein School of Education and Human Development

**Department Chair:** Carolyn Obel-Omia

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

**Early Childhood Undergraduate Program Co-Coordinators:** Leslie Sevey and Susan Zoll

**Early Childhood Program Faculty: Associate Professor** McGuire-Schwartz, Sevey; 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, FNED 101 and FNED 246 (with a B- or better), completion of community service learning requirement 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. A minimum overall G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses, including ART 210.

3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.

4. Meet program requirements, including successful performance evaluations.

 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

Subtotal: 86

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: ART 210, PSYC 110: Count toward General Education requirements.

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 201 | Introduction to Early Childhood Education | 3 | F, Sp |
| ECED 202 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 232 | Building Family, School and Community Partnerships | 3 | Sp |
| ECED 305 | Intentional Teaching in the Early Years | 4 | Sp |
| ECED 321 | Mathematics: Methods and Assessment | 4 | F |
| ECED 322 | English Language Arts: Methods and Assessment I | 4 | Sp |
| ECED 324 | English Language Arts: Methods and Assessment II | 4 | F |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | Sp |
| ECED 328 | Science and Technology Methods | 4 | Sp |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| SPED 301 | Inclusive Early Childhood Special Education | 3 | F, Sp |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 439 | Student Teaching: Early Childhood Settings I | 9 | F |
| ECED 441 | Student Teaching: Early Childhood Settings II | 9 | Sp |
| ECED 469 | Best Practices: Early Childhood Settings I | 3 | F |
| ECED 470 | Best Practices: Early Childhood Settings II | 3 | Sp |

Note: Program adds to 78 credit hours without general education courses.

Total Credit Hours: 86

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, FNED 101 and FNED 246 (with a B- or better), completion of community service learning requirement and an overall G.P.A. 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 G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses, including ART 210.

3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.

4. Meet program requirements, including successful performance evaluations.

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

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: ART 210, PSYC 110: Count toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449ECED 479 | Early Childhood Community Program InternshipBest Practices in Community Settings  | 63 | Sp, FSp |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 201 | Introduction to Early Childhood Education | 3 | F, Sp |
| ECED 202 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 232 | Building Family, School and Community Partnerships | 3 | Sp |
| ECED 305 | Intentional Teaching in the Early Years | 4 | Sp |
| ECED 321 | Mathematics: Methods and Assessment | 4 | F |
| ECED 322 | English Language Arts: Methods and Assessment I | 4 | Sp |
| ECED 324 | English Language Arts: Methods and Assessment II | 4 | F |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | Sp |
| ECED 328 | Science and Technology Methods | 4 | Sp |
| HPE 345 | Wellness for the Young Child | 3 | Sp, Su |
| SPED 301 | Inclusive Early Childhood Special Education | 3 | F, Sp |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F |

Note: Program adds to 66 credit hours without general education courses.

Total Credit Hours: 74

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), FNED 101, 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. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.

4. Meet program requirements, including successful performance evaluations.

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 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ECED 290 | A Cross-Disciplinary Approach to ECED | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |

Note: PSYC 110 counts toward General Education requirements.

Professional/Major Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 202 | Early Childhood Development, Birth to Eight | 3 | F |
| ECED 232 | Building Family, School and Community Partnerships | 3 | Sp |
| 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 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 Community 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 56 credit hours without general education courses.

Total Credit Hours: 60

Course Descriptions

# ECED - Early Childhood Education

ECED 470 - Best Practices: Early Childhood Settings II (3)

Teacher candidates analyze the teaching profession, and examine current national, state and local issues and practices in early childhood teaching in order to contextualize their place in the larger field.

Prerequisite: Concurrent Enrollment in ECED 441.

Offered: Spring.

ECED 479 - Best Practices in Community 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 410, ECED 412, ECED 416, 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.