



Bachelor Degree in Early Childhood Education Course Descriptions[^]

LAE 4416 Children's Literature for Educators* 3 credits

This course examines content and teaching strategies for teaching reading through the use of children's literature. Emphasis is on the identification of high-quality literature and the development of disciplinary literacy. Students will learn to scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Students will engage in the systematic problem solving and will plan for multilevel classrooms with learners from diverse backgrounds using researched based strategies aligned to Standards. In addition to class meetings, a minimum of 10 hours of field experience in a diverse age 3 to grade 12 setting are required. Successful Completion of this course is a grade of "C" or better. *This is an ESOL infused and Reading Endorsement infused class.*

Florida Reading Competency (1998) Two: Foundations of Research-Based Practices

***Co-requisite of EEC 4301**

EEC 4301 Cognitive Experiences for Young Children* 3 credits

Students will identify developmentally appropriate and integrated content and methodology in the area of emergent numeracy and mathematical thinking; physical development; science; social studies; the arts; and emergent and beginning literacy, developing substantive understanding of six components of reading as a process. Disciplinary texts and developmentally appropriate methods, materials, activities, and assessment for each area will be introduced through practical applications and strategies that are based on current research. In addition to class meetings, a minimum of 10 hours of field experience in a diverse age 3 – grade 3 setting is required. Successful completion of this course is a grade of "C" or better. *This is an ESOL infused and Reading Endorsement infused class.*

Florida Reading Competency (1998) One: Foundations in Language & Cognition

***Co-Requisite of LAE 4416**

EEX 4201 Young Children with Special Needs 3 credits

This course will guide students in determining a child's developmental readiness, learning styles and social-emotional needs. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Students will learn ways of adapting the classroom to meet the needs of children who have special requirements and will explore collaborative community services to meet the special needs of all children and their families. Students will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Students will engage in the systematic problem solving process. In addition to class meetings, a minimum of 10 hours of field experience in a diverse age 3 – grade 3 setting are required. *This is an ESOL infused and Reading Endorsement infused class.*

**Blended Florida Reading Competencies (1998) One: Foundations in Language & Cognition &
Two: Foundations of Research-Based Practices**

EEC 4219 Integrated Science and Math for Young Children 3 credits

Students will focus on instruction and integration of mathematics and science content and methodology in the areas of emergent numeracy and mathematical and scientific principles. Students will scaffold student learning and engage in the systematic problem solving process through disciplinary literacy by applying the principles of research-based reading instruction, integrating the six components of reading; and differentiate process, product, and context. In addition to class meetings, a minimum of 15 hours of field experience in a diverse age 3 to grade 12 setting is required. Successful completion of this course is a grade of "C" or better. *This is an ESOL infused and Reading Endorsement infused class.*

Florida Reading Competency (1998) Five: Application of Differentiated Instruction

EEC 3400 Family Literacy and Young Children 3 credits

Students in this course will learn how to work with families and practice how to use materials in the home and community environment to foster development and the acquisition of disciplinary literacy skills. Students will engage in the systematic problem solving process as they scaffold learning by applying the principles of research-based reading instruction and integrating the six components of reading across disciplines. In addition to class meetings, a minimum of 10 hours of field experience in a diverse clinical setting are required. Successful completion of this course is a grade of "C" or better. *This is an ESOL infused and Reading Endorsement infused class.*

This course also includes Saturday field experience at the Appleton Museum.

Florida Reading Competency (1998) Four: Foundations of Differentiation

EEC 4624 Creative and Effective Experiences for Young Children 3 credits

Students will select, create, organize and use materials, activities, and environments that support developmentally appropriate practices. These practices will include arrangement of class environment, learning through play, facilitation of learning through technology, discovery learning and problem solving, creative expression, and developing the abilities of all children to be reflective thinkers and life-long learners. Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process. In addition to class meetings, a minimum of 10 hours of observation and participation in a diverse age 3 to grade 3 setting are required. Successful completion of this course is a grade of "C" or better. *This is a reading endorsement and ESOL endorsement infused class.*

Florida Reading Competency (1998) Five: Application of Differentiated Instruction

EDP 4503 Assessment, Evaluation and Diagnosis of the Young Child 3 credits**

Students in this course will be introduced to a philosophic overview of the assessment process, including reading assessment, transdisciplinary assessment teams and provisions for appropriate information gathering techniques- formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing and record maintenance will be discussed. Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process. In addition to class meetings, a minimum of 10 hours of in an age 3 to grade 12 setting is required. *This is a reading endorsement and ESOL endorsement infused class.*

****Co-requisite of EEX 4231**

Florida Reading Competency (1998) Three: Foundations of Assessment

EEX 4231 Assessing the Progress of Young Children with Special Needs 3 credits**

This course will familiarize students to methods and instruments to assess young children with exceptionalities. Students learn to use assessment data to plan interventions and instruction. Topics include formal and informal evaluation techniques, as well as the interpretation, application, and communication of results. The role of technology in testing, record maintenance, and composition of IEP/IFSP will be discussed/modeled. Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process. In addition to class meetings, a minimum of 10 hours of observation and participation in a diverse age 3 to grade 3 setting is required. Successful completion of this course is a grade of "C" or better.

This is a reading endorsement and ESOL endorsement infused class.

****Co-requisite of EDP 4503**

Florida Reading Competency (1998) Three: Foundations of Assessment

EEC 4404 Relations Across Family, School, and Community 3 credits

Students in this course will engage in the systematic problem solving process as they study how to promote maximum growth and psychological safety of young children. Emphasis is placed on the indicators and procedures to ameliorate child abuse and neglect; social systems; and the supports to families to increase their child's cognitive skills. Sources of community support and resources to support prevention and family strength will be highlighted. Students will examine information that can create a vital link among school, community, and home in our multiethnic society. In addition to class meetings, a minimum of 10 hours of field experience in a diverse age 3 – grade 3 setting is required.

This is a reading endorsement and ESOL endorsement infused class.

EDG 4410 Classroom Management and Child Guidance+ 3 credits

This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and the Teacher Behavior Continuum. Students in this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children ages three to eight years old. In addition to class meetings, a minimum of 10 hours of in an age 3 to grade 12 setting is required.

This is a reading endorsement and ESOL endorsement infused class.

+Co-requisite of EEC 4940

EEC 4940 Internship: Early Childhood+ 3 credits

This course offers a comprehensive review and practical application of educational philosophy, methods, and strategy through a 10-week full time internship in a diverse setting where students implement all learned competencies and skills and the Florida Educator Accomplished Practices (FEAPs).

This is an ESOL infused and reading endorsement infused class.

+Co-Requisite of EDG 4410

Florida Reading Competency (1998) Six: Demonstration of Accomplishment

^pending Program Approval from the Florida Department of Education