

## **EARLY CHILDHOOD EDUCATION: P-3**

**Associate of Arts Degree (A.A.)**

**(106 credits)**

**Bachelor of Science Degree (B.S.)**

**(106 + 93 = 199 credits total)**

### **Program Description**

The function of the Early Childhood Education: P-3 Program is to prepare and graduate teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015). Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

### **Career Opportunities**

Candidates who graduate with an Associates Degree in Early Childhood Education: P-3, are qualified to teach as paraprofessionals in public school districts and in early childhood programs, including Head Start, childcare centers, and family childcare homes. A.A. graduates often continue in their program to earn a Bachelor of Science Degree in ECE: P-3. Completion of this degree with the successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 classrooms. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a bachelor degree in ECE: P-3 is not a guarantee of licensure. This program is accredited by the Montana Board of Public Education.

## **Associate of Arts Degree**

### **Early Childhood Education: P-3**

#### ***Fall (First Year)***

ECED 100 Introduction to Early Childhood Education	2
Elective NAS – OPEN	3
HPED 125 First Aid and CPR	1
**EDUC 193 Writing Essentials in Education	2
EDUC 240 Human Growth and Development	4
ENGL 101 English Composition I	3
HUM-INTRO (HMNT 100, PHIL 100 or ENGL 210)	3
<b>Total</b>	<b>18</b>

#### ***Winter (First Year)***

ECED 103 Positive Guidance and Discipline	3
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ECED 104 Positive Guidance and Discipline Lab	3
ECED 117 Creating a Learning Environment	2
**MUSC 101 Music Fundamentals	3
SPCH 100 Basic Communication	3
ENGL 202 English Composition II	3
<b>Total</b>	<b>17</b>

***Spring (First Year)***

Elective SS-INTRO (List C)	5
NASD 101 History of Indians	3
ECED 261 Social Science Content for Early Learning	3
EDUC 202 Elements of Expression	3
**EDUC 115 Computers in Education	3
<b>Total</b>	<b>17</b>

***Fall (Second Year)***

ECED 112 Early Childhood Curriculum I	3
SCID 210 Science for Ed. 1	4
MATH 132 Mathematics for K-8 Teachers 1	5
Elective NAS- FAH or NAS-LANG (List A)	3
ECED 315 Literacy and Language in the Early Child Classroom	3
<b>Total</b>	<b>18</b>

***Winter (Second Year)***

ECED 209 Meeting the Needs of Families	3
SCID 211 Science for Ed. II	4
ECED 113 Early Childhood Curriculum II	3
ECED 106 Early Childhood Lab (embed service learning)	3
MATH 133 Mathematics for K-8 Teachers II	5
<b>Total</b>	<b>18</b>

***Spring (Second Year)***

ECED 299 Early Childhood Practicum	4
ECED 265 Leadership and Professionalism in ECED	4
MATH 134 Mathematics for K-8 Teachers III	5
EDUC 203 Foundations in Education	5
<b>Total</b>	<b>18</b>

**Total Credits                      106**  
**(A.A.)**

**Bachelor of Science Degree**

**Early Childhood Education: P-3**

***Fall (Third Year)***

EDUC 250 Educational Psychology	3
ECED 330 Partnerships and Collaboration	3
EDUC 307 Curriculum, Planning, and Assessment	4
Elective OPEN	3

ECED 375 Fostering Physical Development in Young Children	2
<b>Total</b>	<b>15</b>

***Winter (Third Year)***

ECED 340 Social-Emotional Growth and Socialization of Young Children	5
EDUC 337 Introduction to Special Education	5
EDUC 235 Introduction to Indian Education	3
ECED 335 Technology and Early Childhood Education	3
<b>Total</b>	<b>16</b>

***Spring (Third Year)***

EDUC 311 Cultures, Diversity and Ed Ethics	3
EDUC 312 Diversity in Education	1
EDUC 321 Research Writing in Education	3
EDUC 340 Intro to Lit Assessment and Instruction	4
EDUC 341 Intro to Lit Assessment Practicum	1
EDUC 207 Health, Safety and Drug Awareness in Ed	3
<b>Total</b>	<b>15</b>

***Fall (Fourth Year)***

ECED 420 Observation, Documentation and Assessment of Young Children	5
EDUC 372 Teaching Math in the Early Grades	3
ECED 421 Curriculum Integration & Application in ECE I	3
ECED 321 Teaching Reading & Comm. Arts in the Early Grades	4
HPED 125 First Aide/CPR	1
<b>Total</b>	<b>16</b>

***Winter (Fourth Year)***

EDUC 390 Teaching Science in the Elementary Classroom	4
ECED 360 Creativity and Young Children	4
ECED 305 Social Studies and Young Children	3
EDUC 471 Action Research in Education	3
ECED 451 Curriculum Integration and Application in ECE II	3
<b>Total</b>	<b>17</b>

***Spring (Fourth Year)***

EDUC 490 Student Teaching	12
EDUC 495 Reflective Practice & Research in Education	2
<b>Total</b>	<b>14</b>

**Total credits: 199**

**B.S.**

**(106 from AA + 93)**

\*\*This course may be challenged by passing a competency exam

**ECED 261 3 cr (S)**

**Social Science Content for Early Learning** provides early childhood teacher candidates with the knowledge, understanding, and use of the major concepts and modes of inquiry from the social sciences: the integrated study of history, government/civics, economics, geography, and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world.

Prereq: None

Coreq: None

**ECED 299 4 cr (S)**

**Early Childhood Fieldwork and Practicum** provides early childhood teacher candidates at the associate degree level an opportunity to observe, teach, and reflect upon teaching experiences in an early childhood setting with children from birth to age five. Candidates will integrate knowledge gained from previous coursework and experiences to develop and articulate a teaching philosophy and rationale for decisions. For candidates seeking ECE: P-3 licensure, the demonstration of knowledge, skills and dispositions during a well-planned and sequenced clinical experience must occur while working with children 3-5 years of age and their families in a clinical site which may include state licensed childcare centers or homes, Head Start, and community or school based preschool programs. Successful completion of this course requires a passing score on the ECE Teacher Education Program I (ECE TEP I) Portfolio and Interview.

Prereq: Permission of the instructor

Coreq: None

**ECED 321 4 cr (F)**

**Teaching Reading and Communication Arts in the Early Grades** provides early childhood teacher candidates with foundational knowledge of the development, processes, and components of early reading, writing, speaking, and listening (PreK-3<sup>rd</sup> Grade). Further, teacher candidates will be exposed to a variety of instructional approaches and materials that support student learning at varying abilities and developmental stages through an integrated, balanced literacy curriculum. This course includes the selection and use of quality literature, particularly Native American literature for young students; understanding of major theories and research that describe the cognitive, linguistic, motivational, and sociocultural foundations of early reading and writing; and the role of reading and communication arts in the development and teaching of content areas, such as math, science, and social studies.

Prereq: EDUC 307; ECED 315

Coreq: ECED 421

**ECED 421 3 cr (F)**

**Curriculum Integration and Application in the Early Grades I** supports early childhood teacher candidates in applying knowledge and skills acquired throughout their content and methods coursework. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3<sup>rd</sup> grade students. Coursework will support the critical reflection of teacher candidates'

current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: EDUC 307

Coreq: ECED 321

### **ECED 451 3 cr (W)**

**Curriculum Integration and Application in the Early Grades II** builds upon the knowledge and skills gained from Curriculum Integration and Application in the Early Grades I and is designed to support teacher candidates in applying knowledge and skills relative to their current teaching methods courses. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3<sup>rd</sup> grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: ECED 421

Coreq: EDUC 471

### **EDUC 337 5 cr (W)**

**Introduction to Special Education for Pre-K-12th Grade** is designed to provide an historical and contemporary overview of the special education process while focusing on various types of learners with special needs, including students with disabilities, gifted learners, and children at risk. Topics include: legal requirements and laws, partnering with parents/families, categories of exceptionality, identification and intervention, collaboration, and research-based best practices, including Response to Intervention (RTI) and Universal Design for Learning (UDL). This course requires a 10 hour embedded field experience working with diverse learners in preschool to 12th grade classrooms.

Prereq: EDUC 307

Coreq: None

### **EDUC 471 3 cr (W)**

**Action Research in Education:** Candidates will explore and apply theory and methodology for conducting classroom based action research through the investigation of a significant question or issue related to teaching in pre-K through 12th grade classrooms. This course serves as the prerequisite and foundation for EDUC 495 taken during student teaching/advanced practicum in which candidates gather and analyze data as they carry out their research, report results, and develop implications for their future teaching practice and continued action research.

Prereq: Acceptance into TEP or permission of the instructor

Coreq: None