

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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Introduction/Mission

The Department of Elementary and Early Childhood Education (EECE) offers three undergraduate programs to include:

- Childcare and Family Education (Non-Licensure)
- Elementary Education K-3
- Elementary Education K-6.

The department houses the Test Preparation Center which assists in preparing students for licensure examinations toward educator licensure; and the Harris-Gambrell Reading Center which assists students with various components of reading. The department also houses the Student National Education Association (SNEA) and the EECE Club which are open to all education majors. The mission of the Department of Elementary and Early Childhood Education (EECE) is to prepare responsive and effective educators for working with learners of all ages, infancy through adulthood.

Objectives

The objectives for undergraduate programs in the Department of Elementary and Early Childhood Education are to produce educators who:

1. Are responsive in the field of Early Childhood and Elementary Education;
2. View the profession of education as most influential in the advancement of mankind; and
3. Understand and have as a primary goal to help children develop into productive citizens who will enhance the advancement of humanity.

Courses and experiences support the development of independent thinking, effective communication, professional collaborating, effective participation in the education system, and professional ethics.

Accreditation

The Elementary Education K-3 and K-6 programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Other Requirements

All EECE majors must:

- Pass the Undergraduate English Proficiency Examination
- Complete 120 Hours of Community Service or Service Learning (60 Hours for Transfer Students).
- Earn a C or better in all major (EDCI and RE) courses; Elementary Education majors must earn a C or better in all major and core courses as denoted by the Center for Teacher Quality (Teacher Education Admission policies).

Students pursuing a major in elementary education (educator licensure programs) must:

- Select one of two options:
 - Bachelor of Science in Education for Elementary Education: Grades K-3 *or*
 - Bachelor of Science in Education for Elementary: Grades K-6 (Includes 18 hours of concentration courses in English, Science, Social Science, or Mathematics.)
- Have a grade point average (GPA) of 2.75 or higher *and* complete a minimum of 44 hours of the core curriculum to become eligible for Teacher Education Admission through the Center for Teacher Quality. Teacher Education is the academic program through which educator licensure is obtained. For additional information please refer to the Center for Teacher Quality.
- Complete all educator preparation examinations (Praxis Core Academic Skills for Educators, Principles of Learning and Teaching, Praxis II - Content Knowledge, Foundations of Reading) to enroll for selected restricted courses as denoted on the departmental curriculum sheets.
- Submit to a criminal background check prior to receiving a clinical internship placement for student teaching. The fee associated with this screening is the responsibility of the teacher candidate.
- Complete a two semester clinical internship for student teaching. This clinical experience will not increase the number of required completion hours (122 hours for graduation for K-3 and K-6 majors).

Bachelor

- Childcare and Family Education (B.S.) (<https://jsums-public.courseleaf.com/undergraduate/college-education-human-development/department-elementary-early-childhood-education/childcare-family-education-non-licensure-program/>)
- Elementary Education K-3 (B.S.E.D.) (<https://jsums-public.courseleaf.com/undergraduate/college-education-human-development/department-elementary-early-childhood-education/elementary-education-k-3-bse/>)
- Elementary Education K-6 (B.S.E.D.) (<https://jsums-public.courseleaf.com/undergraduate/college-education-human-development/department-elementary-early-childhood-education/elementary-education-grades-k-6-bse/>)

Course Descriptions

EDCI 100 INTRODUCTION TO EDUCATION (3 Hours)

Prerequisite: to all other education courses for prospective teachers and is to be taken during the Freshman year by students seeking careers in Teacher Education.

It is a multipurpose foundation course designed to give an overview of teaching and learning. Requires 10 clock hours of field-based activity.

EDCI 101 PRAXIS CORE MATH PREP (3 Hours)

This 3 hr. course is designed to prepare potential teachers for the PRAXIS CORE Mathematics Exam that is necessary to be admitted into Teacher Education. Emphasis is placed on content specifications of the PRAXIS CORE Mathematics Exam, study skills and simulated examinations. Upon completion, candidates should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS CORE Mathematics Exam.

EDCI 102 PRAXIS CORE READING PREP (3 Hours)

This course is designed to prepare potential teachers for the PRAXIS CORE Reading Exam that is necessary to be admitted into Teacher Education. Emphasis is placed on content specifications of the PRAXIS CORE Reading Exam, study skills and simulated examinations. Upon completion, candidates should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS CORE Reading Exam.

EDCI 103 PRAXIS CORE WRITING PREP (3 Hours)

This course is designed to prepare potential teachers for the PRAXIS CORE Writing Exam that is necessary to be admitted into Teacher Education. Emphasis is placed on content specifications of the PRAXIS CORE Writing Exam, study skills and simulated examinations. Upon completion, candidates should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS CORE Writing Exam.

EDCI 120 PRACTICAL CHILDCARE EXPERIENCE (3 Hours)

Designed to introduce the students to a variety of personnel certification programs and to assist in the preparation for assessment when appropriate (i.e., Child Development Associate [CDA] and National Association of Education for Young Children's Validation [NAEYC]). Includes an in-depth review of the functional areas providing the basis for competency goals as designated by validating agencies. (D)

EDCI 121 INVTNS,PROB&ISS IN CHDCR (3 Hours)

A comprehensive study of the growth and development of the infant and toddler; including physical environment, care and handling, immunizations and health care, toilet training, developmentally appropriate activities, and the special needs of infants and toddlers. (D)

EDCI 122 FMLY DYNAM&INTRPRNL SKILLS (3 Hours)

Discuss the development of family structures and the various types and functions of families. Emphasizes basic communication skills and their application within the family; family values; and the caregiver's role in the family. (D)

EDCI 200 Elementary Mathematics Methods (3 Hours)

The foundations for this course are the Professional Standards for Teaching Mathematics set forth by the National Council of Teachers of Mathematics and the Career and College Readiness Standards for Mathematics. This course centers on children's thinking in mathematics and classroom practices that support and develop children's thinking.

EDCI 208 MTHDS & MTRLS OF ERLY CH (3 Hours)

This course is designed to investigate curricula methods and materials for teaching nursery, kindergarten and primary children. This includes preparation, executive, and evaluation of materials and methods within the subject matter areas of mathematics, science, social science, music, art, and language arts. (F, S)

EDCI 220 TCHG&LRNG STYLES YOUNG CHILDRN (3 Hours)

Prerequisite: EDCI 120, 121, 122, or special permission by the department Chair prior to enrollment.

Instructional strategies of content and materials, and evaluation of child care procedures in programs designed for infants, toddlers, and pre-school children. (D)

EDCI 221 ADMIN OF CHILDCARE SERVICES (3 Hours)

Leadership styles, director-staff relationships, staff training, and goal setting are explored within the framework of developing lessons with appropriate developmental activities for young children. Construction of lesson plans, integration of yearly curriculum goals with weekly plans and evaluation of curriculum should be included. (D)

EDCI 301 CLASSROOM MANAGEMENT AND EFFECTIVE LEARNING ENVIRONMENTS (3 Hours)

This course explores theories and various models of discipline that enhance student motivation, classroom management, and learning. Its focus is to develop an understanding of the needs of diverse student populations and creating an atmosphere for learning in the classroom. Emphasis will be placed on the development of a personal discipline system, learning environment creation and management, and parental involvement.

EDCI 303 PARENTS,CHILD &TEACHRS INTRACT (3 Hours)

This course examines the importance of developing good relationships between parent, children and teachers during the early childhood and elementary years. The goal is to assist students to delineate nonblaming environments where dialogue and mutual planning can take place between families and school personnel.

EDCI 305 CHILD GUIDANCE/N EARLY CHILDRN (3 Hours)

This course is designed to provide comprehensive information on the nature and need of infants, toddlers, and pre-school children. Emphasis is placed on psychological, sociological, and physiological development and growth.

EDCI 306 EDUCATIONAL PSYCHOLOGY (3 Hours)

Application of psychological principles of student learning and achievement, teaching methods, and performance assessment.

EDCI 320 FIELD EXPERIENCE IN CHILDCARE (3 Hours)

Prerequisite: EDCI 120, 121, 122, 220, or special permission by the department Chair prior to enrollment.

This course is of the practical learning experiences engaged in a more intensified and concrete manner. These experiences occur in off-campus, school, and community situations where opportunity is given to the student to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student is also given the opportunity to develop the ability, initiative, and responsibility for planning, guiding, and evaluating the total child care program. (D)

EDCI 399 PRAXIS CIA AND PLT PREPARATION (3 Hours)

This course is designed to prepare potential teachers for the PRAXIS Curriculum, Instruction and Assessment the Principles of Learning and Teaching exams that are required for teacher certification. Emphasis is placed on content specifications of the PRAXIS CIA & PLT Exams, study skills and simulated examinations. Upon completion, candidates should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS CIA & PLT Exams.

EDCI 400 THEORY&PRIN IN EARLY CHD (3 Hours)

This course is concerned with the basic history, philosophy, theories, and principles underlying early childhood education. (D)

EDCI 401 Unit Planning, Assessment, and Classroom Management (3 Hours)

This course is designed to integrate research on effective teaching and learning with theory and practice. Candidates will develop an understanding of unit planning, traditional and authentic assessment, and how they are used to guide instructional practice. Additionally, candidates will be introduced to classroom management strategies and teaching routines through video analysis and rehearsal. Candidates will apply skills in unit planning, assessment, data analysis, and classroom management during a clinical experience parallel to each candidate's respective discipline.

EDCI 402 CLINICAL INTERNSHIP IN STD TCH (12 Hours)

(A¿Elementary Education, B¿Secondary Education). This course is a continuation of the practical learning experiences engaged in during the 401C course, but in a more intensified and concrete manner. These experiences occur in an off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

RE 001 DEVELOPMENTAL READING I (3 Hours)

An individualized course for meeting reading needs of students whose entrance scores indicate likelihood of difficulty in doing college work.

RE 002 INTERMEDIATE READING (3 Hours)

An individualized course designed for any student deserving to increase speed of reading and to improve study skills.

RE 003 INTEGRATED INTERMEDIATE READING (3 Hours)**RE 103 Intermediate Reading (3 Hours)**

Prerequisite: This course is required for all incoming Freshmen whose ACT score is less than a 17 in the Reading subsection.

RE 103 is an individualized course designed for any student desiring to increase the speed of reading and improve study skills.

RE 204 PRE-READING SKLS F/PRESCHLRS &E (3 Hours)

Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children;s literature-creative storytelling and the study of management systems. (D)

RE 301 CHILDREN'S LITERATURE (3 Hours)

A survey of library media appropriate for children at the pre-school through the primary grades with emphasis on selection and use.

RE 309 EARLY LITERACY I (3 Hours)**RE 310 TCHNG READING IN CONTENT AREAS (3 Hours)**

A thorough study of techniques for promoting reading growth through teaching content materials. (F, S, Sum)

RE 311 Strategies and Techniques for Teaching English Language Arts and Literacy in Elementary Schools (3 Hours)

The course will provide comprehensive information of instructional strategies needed to provide the learner with competencies in the communicative arts. Emphasis will be on the communicative areas to enhance responsible, receptive, and expressive language arts and literacy skills. Focus will also be given to application of reading strategies, as well as multi-cultural education relative to the reading literacy.

RE 312 EARLY LITERACY II (3 Hours)**RE 455 DIAG RD INST N/SECDY SCH (3 Hours)**

This course is designed to assist students in utilizing a diagnostic/prescriptive model in determining the unique needs of students; specific teaching strategies and techniques, approaches, and materials useful in acquiring and/or maintaining essential reading skills needed for concept attainment in content areas in the secondary school classroom.