

The conceptual framework, “Reflective Decision Makers Who Are Collaborative and Effective Practitioners” undergirds all professional education programs offered within the education and leadership studies department, and is rooted in the basic tenets of the University’s and the School of Education and Professional Studies’ mission, goals and objectives.

Required coursework and field experiences contribute to the development of reflective educators who are able to make wise decisions when planning, implementing and evaluating instruction to promote learner growth and development.

Faculty members in the Education and Leadership Studies Department believe that educators who are prepared to make well-informed appropriate decisions when working with children and youth are more likely to promote their students’ learning, growth and development. As such, the department has established the following as its goals:

1. To equip candidates with the skills, knowledge, and attitudes needed to think critically about pedagogy, subject matter, and the needs and backgrounds of all learners;
2. To prepare candidates who are able to choose appropriate content, adapt teaching approaches as needed, remain current to guide instructional decisions, and assess their effectiveness;
3. To prepare candidates who are empowered to make significant and creative decisions that impact the lives of children and youth; prepare teacher candidates who understand the theories underlying the education process;
4. To prepare candidates who understand the importance of attitudes in the education process; expose candidates to numerous opportunities to practice effective strategies; and
5. To develop in candidates the ability to make judgments about the performance of learners and about their own performance.

Undergraduate Degree Program Offerings

B.S. Early Childhood Education

The Early Childhood Education Program is planned to develop candidates who are reflective decision-makers, collaborative change agents, and effective practitioners capable of making informed decisions about the learning environments in which children flourish emotionally, intellectually, socially, and physically. Students engage in designing and implementing developmentally appropriate activities for children. In addition, the students develop the competencies necessary to develop effective relationships with other teaching personnel, parents, and community agencies. They review research and current trends and practice strategies for administering child care services.

The early childhood program is designed to accommodate the age of the developing child: birth to two, and from five to eight years of age. The format provides an in-depth, coordinated study of the infant-toddler, preschooler, and early elementary school-age children.

Candidates for the B.S. Degree in Early Childhood Education are eligible to pursue certification in grades N-3 through the Pennsylvania teacher certification testing program.

EARLY CHILDHOOD EDUCATION CURRICULUM WORKSHEET

Education and Leadership Studies Department

Bachelor of Science Degree

2010-2011 AY

NAME:					ADVISOR:				
EMAIL:					ENTERED:				
PHONE:					ANT. GRADUATION:				
					DATE LAST UPDATED: November 2010				
GENERAL EDUCATION					MAJOR COURSES				
COURSE NUMBER	COURSE NAME	CR	Sem	Grade	COURSE NUMBER	COURSE NAME	CR	Sem	Grade
I. CORE REQUIREMENTS					REQUIRED EDUCATION COURSES (57 credits)				
Essential Skills (15 Credits)					ECE 121	ECE Component I	3		
HEN 112	English I	3			ECE 122	ECE Component II	3		
HEN 113	English II	3			ECE 123	ECE Component III	3		
HEN 114	Speech	3			ECE 131	Introduction to Early Childhood	3		
EDU110	Intro. Interp. & Analysis	3			ECE 300	Families, Schools and Community	3		
HPH110	Critical Thinking	3			EDU 211	Introduction to Teaching	3		
					EDU 213	Philosophical Foundations of Education	3		
Mathematics (3 credits)					EDU 309	Reading, Literacy and Language Dev I	3		
MAT 105	Math for Teachers I	3			EDU 317	Language Arts including Children's Lit	3		
					EDU 320	Field Experience I	1		
African-American Experience (3 credits)					EDU 321	Field Experience II	1		
AAS210	A-A Experience in a Global Context	3			EDU 401	Educational Technology and Class App	3		
					EDU 413	Educational Tests and Measurement	3		
Freshmen Experience (2 credits)					EDU 416	Field Experience III	1		
GAC 101	Freshmen Seminar I	1			EDU 428	Student Teaching	12		
GAC 102	Freshman Seminar II	1			EDU 440	Classroom Management	3		
<small>Note: All Core requirements must be complete before a student is considered a Junior.</small>					ELE 300	Critical Skills In Math I	3		
					ELE 310	Teaching Physical Sci in the Elem Sch	3		
					Total Education Course Requirements 57				
II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)					REQUIRED RELATED COURSES (15 Credits)				
Humanities (6 credits)*					HMU 306	Music Methods (K-6)	3		
HMU 200	Fundamentals of Music	3			MAT 106	Math for Teachers II	3		
	Humanities course II (Literature course)	3			MAT 111	Intermediate Algebra	3		
<small>*Satisfactory courses include literature, language, theater, music, arts, & philosophy.</small>					RSO 312	Marriage and Family	3		
Foreign Language (6 credits)**					SPE 121	Basic Concepts in Special Education	3		
	Foreign Language I	3			Total Related Requirements 15				
	Foreign Language II	3			Total Required Course Requirements 72				
<small>**Must be in the same language.</small>									
Social Sciences (6 credits)***									
RPS 211	Introduction to Psychology	3							
RPS 212	Educational Psychology	3							
<small>***Courses include anthropology, economics, geography, history, political science, psychology & sociology.</small>									
Natural Science (6 credits)®									
SPH ____	Physical Science Elective I	3							
SLF ____	Biological Science Elective I	3							
<small>®Satisfactory courses include biology, chemistry, physics, earth or space science.</small>									
Health & Wellness (4 credits)									
REC 111	Health & Wellness	2							
REC ____	Physical Education	1							
REC ____	Physical Education	1							
TOTAL CREDITS IN GENERAL EDUCATION 51					TOTAL CREDITS FOR GRADUATION 123				
A 3.0 overall cumulative GPA is required for graduation.									
III. INTENSIVE COURSES					DEVELOPMENTAL/REMEDIAL COURSES++:				
	Writing Course (W)		Sem	Grade	ERE 001	Reading & Study Skills	CR	Sem	Grade
	Writing Course (W)				HEN 011	Elements of Writing			
	Writing Course (W)				MAT 001	Basic Math			
	Global Course (G)				MAT 002	Elementary Algebra			
	A-A Heritage course (A)				<small>++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.</small>				
	Information Literacy course (I)				<small>++PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.</small>				
<small>‡This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of the pre-require course(s).</small>					<small>+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.</small>				