# EARLY CHILDHOOD EDUCATION (ECE)

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**ECE 121 # - Parent Caregiver Relationships**
A course designed for child development students in which they can acquire various communication skills to enhance parent/caregiver relationships. Newsletters, parent conferences, phone conversations, record keeping and student data folders.
Term Typically Offered: FALL

**ECE 123 # - Health and Nutrition for Young Children**
A study of young children concerning physical development, nutrition, health, safety and childhood illnesses and diseases. Skills developed in menu planning, selecting safe equipment and toys, routines to ensure good health and policies on illness.
Term Typically Offered: SPRING

**ECE 124 # - Sensorimotor Development in Infants and Toddlers**
Study of the development of sensorimotor skills in infants and toddlers. Emphasis placed on developing materials and activities for use in the home and child care setting which will foster sensory and motor skills in children from birth to two years.
Term Typically Offered: SPR/FALL

**ECE 125 # - Language Development Infant Toddler**
Study of language acquisition in infants and toddlers. Emphasis placed on developing materials and activities for use in the home and child care setting which enhance the development of expressive language in children from birth to three years.
Term Typically Offered: SPR/FALL

**ECE 126 # - Social/Emotional Development for Infants and Toddlers**
The study of affective development in infancy and toddlerhood. Emphasis on experiences and techniques for use in the home and child care setting which will foster self-concept and social interactions for children from birth to three years old.
Term Typically Offered: SPR/FALL

**ECE 127 # - Role of Play for Infants and Toddlers**
The study of the role of play as it affects the social, emotional, physical and intellectual growth and development of infants and toddlers.
Term Typically Offered: SPR/FALL

**ECE 128 # - Self Help Skills for Infants and Toddlers**
The study of exploring the ideas that promote self-help skills in the infant and toddler. Emphasis is placed on developing materials and activities for use in the home and child care setting which enhance the development of self-help skills in children from birth to three years.
Term Typically Offered: SPR/FALL

**ECE 129 # - Environments for Infant and Toddler**
The study of setting up and maintaining an infant/toddler program-environment with emphasis on health and safety concerns, space utilization, equipment, and material needs and usage.
Term Typically Offered: SPR/FALL

**ECE 130 # - Infancy**
The course will provide a comprehensive introduction to the principles and basic concepts of the development of the child from conception to age three. Emphasis on the physical, emotional and social growth of the infant as well as understanding of the parenting process and the development of parenting skills.
Term Typically Offered: SPR/FALL

**ECE 151 # - Math in the Preschool Curriculum**
Activities and materials for developing mathematics readiness in the preschool child. Math concepts such as shapes and counting sets will be included.

**ECE 152 # - Science in the Preschool Curriculum**
Activities and materials for teaching science in the preschool. Lectures and hands on activities designed to acquaint the child with the world around him/her.

**ECE 154 # - Literature for Preschool Children**
Survey of books for use with preschool children. Included are criteria for selecting and using children's literature, techniques of story telling with and without audiovisual aids such as puppets, flannel graphs, and story rolls.

**ECE 155 # - Literacy and the Young Child**
Activities and materials for developing auditory and visual perception skills in the preschooler. Included are techniques for the development of language skills through experiences in listening, speaking, prewriting and reading readiness.

**ECE 156 # - Music in the Preschool Curriculum**
Teaching techniques and music activities for preschool children, including songs, finger plays, dance and rhythm activities.

**ECE 157 # - Art in the Preschool Curriculum**
Activities and materials for teaching art in the preschool. Emphasis on developing creativity and enjoyment of art through the use of a wide range of materials and activities.

**ECE 158 # - Activities for Physical Development in Young Child**
Activities, materials and equipment for development of gross motor coordination in preschool children. Individual, small group and large group activities for both indoor and outdoor use will be included.

**ECE 161 # - Social Studies in the Preschool Curriculum**
Activities and materials for teaching social studies in the preschool, with specific content appropriate for young children, drawn from anthropology, economics, geography, history, political science, sociology and psychology. Emphasis on methods of teaching children about themselves, their families and their communities.

**ECE 167 # - Child Abuse and Neglect**
This course will provide the opportunity for students to learn the legal definition, symptoms, causes and reporting procedures of child abuse and neglect. The course will include discussion of the roles and responsibilities of community agencies such as law enforcement, social services, child care personnel, medical and psychosocial professionals.

**ECE 168 # - Infectious Diseases and 1st Aid in Childcare**
This course will provide information about infectious diseases and first-aid measures in child care settings. Course content will include recognizing communicable and acute illnesses, management of accidents and injuries, preventive measures, health education, current research and community resources.

**ECE 169 # - Bilingual and Multicultural Experience in ECE**
A general introduction to life-styles, values, and socioeconomic conditions of children from bilingual/bicultural families. Students are introduced to strategies, materials and resources designed to help them enhance bilingual/multicultural experiences in the classroom.
ECE 190 # - Professionalism in Early Care and Education  Units: 3
This course focuses on professional issues in Early Childhood Education including knowing about and upholding ethical guidelines and other professional standards related to early childhood practice; involvement in the early childhood field through professional organizations and activities; principles of effective leadership and advocacy for young children and for the early childhood profession; and public policy at the local, state, and national levels to support early childhood education in appropriate ways.
Transferability: May not transfer towards an NSHE bachelor's degree

ECE 198 # - Special Topics in ECE  Units: 0.5-6
Various short courses and experimental classes covering a variety of subjects in child development. The course will be of variable one-half to six credits depending on the course content and number of hours required. The course may be repeated up to a total of six credits.
Transferability: May not transfer towards an NSHE bachelor's degree

ECE 200 # - The Exceptional Child  Units: 3
The study of children with physical, social, emotional and/or intellectual disabilities with emphasis on techniques for mainstreaming the children into existing child care programs. Suggested classroom activities for children with disabilities will be included.
Term Typically Offered: SPR/FALL

ECE 204 # - Principles of Child Guidance  Units: 3
This course is a study of effective use of positive techniques to guide child behavior in early childhood settings. Emphasis is placed on the role of the early childhood professional in using specific positive techniques to help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems. This course requires 15 hours of field experience in an early childhood classroom. Field experiences are focused learning opportunities that require the student to practice specific skills working with young children. Students must complete the field experience through TMCC. Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in courses with field experience. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with field experience. Students must work with the instructor to arrange a field experience schedule and placement site.
Term Typically Offered: SPR/FALL

ECE 210 # - Observation, Documentation and Assessment of Young Children  Units: 3
This course will focus on appropriate reasons for and methods of observing and assessing growth and development of children in early care and education settings. A variety of observation, documentation and assessment methods appropriate for young children will be introduced. Observation and documentation will include running observations, time sampling, event sampling, anecdotal records, checklists and rating scales. Assessment methods will include developmental checklists, parent interviews, child portfolios, and work samples. Confidentiality and appropriate use of assessment information with families and colleagues will also be explored.
Transferability: May not transfer towards an NSHE bachelor's degree
Enrollment requirements: Prerequisite: ECE 250.

ECE 211 # - Principles of Early Childhood Education  Units: 3
The study of the management of early childhood education programs. Areas include program planning, implementation, and evaluation, facilities development and maintenance, parent and community interaction, nutrition, health and safety issues and personnel development.
Enrollment requirements: Prerequisite: ECE 190, ECE 250, ECE 251, and HDF 201, or permission of the instructor.
Term Typically Offered: SPR/FALL

ECE 231 # - Preschool Practicum: Early Childhood Lab  Units: 2
All ECE degrees require courses with practicum experience in early childhood classrooms with young children (birth to age five). Practicum experiences are focused student teaching experiences that require the student to demonstrate specific skills in an early childhood classroom with young children.* Students must complete the practicum experience through TMCC.* Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in practicum experience courses. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with practicum experience. * Students must meet all of the prerequisite/co-requisite requirements, as well as have the practicum instructor's approval prior to enrolling in a practicum course.* Two semesters of practicum are required. Students must complete the practicum courses in two, consecutive fall and spring semesters, during the final year of the ECE program of study.* Students must work with the practicum instructor to arrange a practicum schedule and placement site.
Enrollment requirements: Prerequisite or Corequisite (Fall): ECE 251; Prerequisite (Spring): ECE 231 (Must have earned 2 units in the previous fall semester with a C or better). Corequisite (Spring): ECE 245. Instructor approval required.
Term Typically Offered: SPR/FALL

ECE 232 # - Practicum: Infant and Toddler  Units: 2
All ECE degrees require courses with practicum experience in early childhood classrooms with young children (birth to age five). Practicum experiences are focused student teaching experiences that require the student to demonstrate specific skills in an early childhood classroom with young children.* Students must complete the practicum experience through TMCC.* Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in practicum experience courses. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with practicum experience. * Students must meet all of the prerequisite/co-requisite requirements, as well as have the practicum instructor's approval prior to enrolling in a practicum course.* Two semesters of practicum are required. Students must complete the practicum courses in two, consecutive fall and spring semesters, during the final year of the ECE program of study.* Students must work with the practicum instructor to arrange a practicum schedule and placement site.
Enrollment requirements: Prerequisite or Corequisite (Fall): ECE 252; Prerequisite (Spring): ECE 232 (Must have earned 2 units in the previous fall semester with a C or better). Corequisite (Spring): ECE 245. Instructor approval required.
Term Typically Offered: SPR/FALL

ECE 240 # - Administration of the Preschool  Units: 3
The study of the management of early childhood education programs. Areas include program planning, implementation, and evaluation, facilities development and maintenance, parent and community interaction, nutrition, health and safety issues and personnel development.
Enrollment requirements: Prerequisite: ECE 190, ECE 250, ECE 251, and HDF 201, or permission of the instructor.
Term Typically Offered: SPR/FALL
ECE 244 # - Practicum in Administration in ECE Programs  Units: 1-5
All ECE degrees require courses with practicum experience in early childhood classrooms with young children (birth to age five). Practicum experiences are focused student teaching experiences that require the student to demonstrate specific skills in an early childhood classroom with young children. Students must complete the practicum experience through TMCC. Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in practicum experience courses. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with practicum experience. Students must meet all of the prerequisite/co-requisite requirements, as well as have the practicum instructor's approval prior to enrolling in a practicum course. This course is the second half of a two-part practicum and is taken in the spring semester during the final year of the program of study. Students must work with the practicum instructor to arrange a practicum schedule and placement site.
Transferability: May not transfer towards an NSHE bachelor's degree
Enrollment requirements: Prerequisite: MGT 171, ECE 231 (2 units in previous fall semester with a C or better); Prerequisite or Corequisite: MGT 212, ECE 240; Corequisite: ECE 245; Instructor approval required.

ECE 245 # - Practicum Seminar  Units: 2
Students discuss topics related to their practicum experiences in a seminar format. Topics may include but are not limited to: curriculum planning; child guidance; observation, documentation and assessment of children; professionalism, advocacy, and leadership in ECE; career options; the NAECY/ECADA standards; the student portfolio; developmentally appropriate practices; family engagement; and current trends and issues in ECE.
Transferability: May not transfer towards an NSHE bachelor's degree
Enrollment requirements: Prerequisite: Must be taken concurrently with ECE 231, ECE 232, or ECE 244 during the spring semester of the practicum experience sequence. Instructor approval required.

ECE 247 # - Effective Management and Supervision in Early Childhood Education  Units: 2
This course focuses on effective management and supervision in Early Care and Education (ECE) settings. Content includes effective communication with early childhood education staff and families; hiring, training, retaining, motivating, mentoring and supervising staff; professional development of staff; planning and facilitating effective staff meetings; and effective program management.
Transferability: May not transfer towards an NSHE bachelor's degree
Enrollment requirements: Prerequisite: ECE 190 and COM 215.

ECE 250 # - Introduction to Early Childhood Education  Units: 3
This course is an introduction and overview of the field of Early Childhood Education (ECE). Topics include: a history and theoretical foundation of early care and education, types of early childhood programs and settings, an overview of child care licensing and regulation, professional development in ECE, working with families, designing the classroom environment, ethical conduct, daily schedules, curriculum planning, positive guidance, child development, components of the early care and education system, and current trends and issues in ECE. The course also emphasizes the importance of developmentally appropriate practice (DAP) in the field.
Term Typically Offered: SPR/FALL

ECE 251 # - Curriculum in Early Childhood Education  Units: 3
This course focuses on methods of planning developmentally appropriate curriculum for preschool age children (3-5 years old). Topics include theories of preschool curriculum development, children's play, curriculum objectives, lesson planning, daily schedules, assessing child development through the curriculum, evaluation of curriculum effectiveness, and the role of the teacher in facilitating curriculum for preschool children. Curriculum development in all content areas is explored including art, science, literature, music and movement, sensory, language arts/literacy, blocks, dramatic play, woodworking, cooking, math, social studies, multiculturalism, and outdoor play. This course requires 15 hours of field experience in an early childhood classroom. Field experiences are focused learning opportunities that require the student to practice specific skills working with young children. * Students must complete the field experience through TMCC. * Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in courses with field experience. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with field experience. * Students must work with the instructor to arrange a field experience schedule and placement site.
Enrollment requirements: Prerequisite: ECE 190, ECE 204, ECE 210, and HDFS 201.
Term Typically Offered: SPR/FALL

ECE 252 # - Infant-Toddler Curriculum  Units: 3
This course focuses on planning and implementing a curriculum for children ages birth to 3 years old. The course includes a variety of child development theories and applies them to curriculum development for infants and toddlers. The major developmental domains such as physical, social, emotional, cognitive and language development are utilized in developing infant/toddler curriculum. Students will learn and apply best practice in infant/toddler curriculum planning including individualized curriculum, and caregiving relationships and routines as curriculum. An emphasis will be placed on the relationship between the environment and successful curriculum planning for infants and toddlers.
This course requires 15 hours of field experience in an early childhood classroom. Field experiences are focused learning opportunities that require the student to practice specific skills working with young children. * Students must complete the field experience through TMCC. * Students are required to have fingerprints, an approved background check, and a clear TB test prior to enrolling in courses with field experience. If a student fails to meet these requirements, or if the background check is not approved, the student will not be permitted to participate in courses with field experience. * Students must work with the instructor to arrange a field experience schedule and placement site.
Enrollment requirements: Prerequisite: ECE 127, ECE 128, ECE 129, ECE 130, ECE 190, ECE 204, ECE 210, and HDFS 201.

ECE 290 # - Internship in Early Childhood Education  Units: 1-8
A course designed wherein students will apply knowledge to real on-the-job situations in a program designed by a company official and a faculty advisor to maximize learning experiences. Available to students who have completed all core and major requirements and have a 2.5 GPA. Contact the appropriate chairperson for an application, screening and required skills evaluation. Up to eight semester hour credits may be earned on the basis of 75 hours of internship for one credit. May be repeated for up to eight credits.
Transferability: May not transfer towards an NSHE bachelor's degree