ECE 121 # - Parent Caregiver Relationships  Units: 1
This course focuses on effective, positive communication skills to enhance family-teacher relationships in early childhood education programs. Students will learn formal and informal verbal and written communication strategies. Daily interactions, newsletters, phone conversations, informational bulletin boards, record keeping, family conferences and home visits will be introduced as methods of communication.  
Term Offered: Fall

ECE 123 # - Health and Nutrition for Young Children  Units: 1
This course focuses on the physical development, nutrition, health, safety and childhood illnesses and diseases of young children in early childhood education programs. Students are introduced to menu planning, selecting safe equipment and toys, routines to ensure good health, policies on safety and illness, and integrating nutrition and health into the early childhood curriculum.  
Term Offered: Spring

ECE 124 # - Sensorimotor Development in Infants and Toddlers Units: 1-3
This course is the study of sensorimotor development of young children from birth to age three. Students will be introduced to child development theory, as well as how to develop activities and materials to foster sensory and motor skills in infants and toddlers.  
Term Offered: Spring and Fall

ECE 125 # - Language Development Infant Toddler  Units: 1
This course is the study of language development in young children from birth to age three. Students will be introduced to child development theory, as well as how to develop activities and materials to foster language skills in infants and toddlers.  
Term Offered: Spring and Fall

ECE 126 # - Social/Emotional Development for Infants and Toddlers  Units: 1-3
The course is the study of social/emotional development in young children from birth to age three. Students will be introduced to child development theory, as well as how to develop activities and materials to foster social/emotional skills in infants and toddlers.  
Term Offered: Spring and Fall

ECE 127 # - Role of Play for Infants and Toddlers  Units: 1
This course is the study of the role of play as it affects the social, emotional, physical and intellectual growth and development of young children from birth to age three. Students will be introduced to theory and research on play, as well as how to develop activities and materials to foster play in infants and toddlers.  
Term Offered: Spring and Fall

ECE 128 # - Self Help Skills for Infants and Toddlers  Units: 1
This course is the study of self-help skills in young children from birth to age three. Students will be introduced to child development theory and research related to self-help skills, as well as how to develop activities and materials to foster self-help skills in infants and toddlers.  
Term Offered: Spring and Fall

ECE 129 # - Environments for Infant and Toddler  Units: 1-2
The course focuses on how to establish and maintain developmentally appropriate, high quality infant/toddler environments in early childhood education programs. Students learn about the importance of relationship-based care, health and safety, space utilization, selecting appropriate equipment and materials, aesthetics, and making accommodations for children with differing abilities.  
Term Offered: Spring and Fall

ECE 130 # - Infancy  Units: 3
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 Offered: Spring and Fall

ECE 151 # - Math in the Preschool Curriculum  Units: 1
This course focuses on math in the preschool curriculum for young children in early childhood education settings. Students will learn how to plan activities and select materials to develop mathematics readiness, including math concepts such as shapes, counting sets, number sense, estimation, patterns, sorting, and classification.  
Term Offered: Spring and Fall

ECE 152 # - Science in the Preschool Curriculum  Units: 1
This course is the study of science in the preschool curriculum for young children in early childhood education settings. Students will learn how to plan developmentally appropriate activities and select materials to support science concepts including observation, experimentation, and exploration of the world around them.  
Term Offered: Spring and Fall

ECE 154 # - Literature for Preschool Children  Units: 1
This course focuses on the elements of quality literature for young children in early childhood education settings. Students learn criteria for selecting and using children’s literature, techniques for effective read-alouds, and other story telling strategies with and without visual aids.  
Term Offered: Spring and Fall

ECE 155 # - Literacy and the Young Child  Units: 1
This course focuses on teaching literacy skills to young children in early childhood education programs. Students learn about the developing auditory and visual perception skills of preschoolers, as well as effective techniques to support literacy development including listening, speaking, pre-reading and pre-writing skills.  
Term Offered: Spring and Fall

ECE 156 # - Music in the Preschool Curriculum  Units: 1
This course focuses on teaching techniques and music activities for preschool children in early childhood education settings. Students learn methods of including music in the preschool curriculum, including songs, finger plays, dance and rhythm activities.  
Term Offered: Spring and Fall

ECE 157 # - Art in the Preschool Curriculum  Units: 1
This course is the study of creative art for young children in early childhood education settings. Students will learn how to plan activities and select materials to develop creative expression and enjoyment of art through the use of a wide range of materials.  
Term Offered: Spring and Fall

ECE 158 # - Activities for Physical Development in Young Child  Units: 1
This course focuses on the physical development of young children in early childhood education settings. Students learn how to plan physical development activities, and select materials and equipment to support fine and gross motor development and coordination in preschool children both indoors and outdoors.
ECE 161 # - Social Studies in the Preschool Curriculum  Units: 1
This course focuses on how to develop activities and materials for teaching social studies in early childhood education programs. Students will learn specific content appropriate for young children drawn from geography, history, economics, civics, government, and social emotional development. Strategies for teaching children about themselves, their families and their communities, as well as an introduction to multicultural and anti-bias curriculum will also be explored.

ECE 167 # - Child Abuse and Neglect  Units: 1
This course is an overview of the definitions, signs, and causes of child abuse and neglect. Students learn how and when to report suspected child abuse and neglect. The course also includes a 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  Units: 1
This course focuses on infectious diseases and first-aid measures for young children in early childhood education settings. Students learn how to recognize communicable and acute illnesses, manage accidents and injuries, take measures to prevent the spread of illness and disease, and provide health education in early childhood education programs. Current research and community resources available to address childhood illness and first aid will also be explored.

ECE 169 # - Bilingual and Multicultural Experience in ECE  Units: 1
This course is an introduction to multicultural and anti-bias curriculum goals and methodology in early childhood education, including the lifestyles, values, and experiences of children from bilingual/bicultural families. Students are introduced to strategies, materials and resources designed to help enhance multicultural and anti-bias experiences in the early childhood classroom. An introduction to working with dual language learners and in bilingual and two-way immersion environments is also explored.

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.

ECE 200 # - The Exceptional Child  Units: 3
This course is a study of young children with differing physical, social/ emotional, language, and/or cognitive abilities. Students are introduced to typical and exceptional development, specific developmental disabilities, as well as strategies for including all children in early care and education programs. Adaptive teaching approaches to support children with differing abilities, working with families of exceptional children, and behavior and classroom management strategies are also explored.
Term Offered: Spring and 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 Offered: Spring and Fall

ECE 210 # - Observation, Documentation and Assessment of Young Children  Units: 3
This course focuses on how to observe, document, and assess the growth and development of young children in early care and education settings. Students learn and practice a variety of appropriate observation techniques, documentation methods, and assessment strategies and tools. Students are introduced to the goals, benefits, and uses of assessment for young children. Confidentiality and assessment partnerships with families and other professionals are also explored.
Enrollment Requirements: Prerequisite: ECE 250.

ECE 231 # - Preschool Practicum: Early Childhood Lab  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. * 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 Offered: Spring and Fall

Term Offered: Spring and Fall
ECE 232 # - Practicum: Infant and Toddler  
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 Offered: Spring

ECE 240 # - Administration of the Preschool  
This course is a study of the effective management and administration of high quality early care and education programs. Students are introduced to a variety of topics related to opening and/or managing an early childhood program, including community needs assessments, program planning, implementation, and evaluation, finance and budget, marketing, and personnel development and management. Licensing and regulation, facilities development and maintenance, parent and community interaction, nutrition, and health and safety issues are also explored. 
Enrollment Requirements: Prerequisite: ECE 190, ECE 250, ECE 251, and HDFS 201, or permission of the instructor. 
Term Offered: Spring and Fall

ECE 244 # - Practicum in Administration in ECE Programs  
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  
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  
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  
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 Offered: Spring and Fall

ECE 251 # - Curriculum in Early Childhood Education  
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 Offered: Spring and 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