

**EASTERN NAZARENE COLLEGE/ JON L. JENMARC COHORT**  
**M ED in EARLY CHILDHOOD**  
**Course Descriptions**

**FALL SEMESTER**

**ED-503, ADVANCED EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 CR)**

A review of human development in a psychological context is emphasized, followed by a concentration of learning theories and evaluation and assessment strategies. The aim is to help each student arrive at a consistent, systematic position in applying psychology to the educational setting. (pre-practicum 25 hrs.)

**ES-520, ELL CURRICULUM AND METHODS (3 CR)**

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place (second language acquisition and the world of English Language Learners). A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25 hour pre-practicum requirement for this course.

**EC-525, EARLY CHILDHOOD CURRICULUM AND METHODS I (3 CR)**

Students will gain an overview of philosophy, approaches to teaching young children, technology, special needs, classroom management and practical materials designed for the developmental curriculum in the following areas: sensory experiences, language arts and the humanities (including social studies and the expressive arts). (pre-practicum 25 hrs.)

**SPRING SEMESTER**

**EC-530, EARLY CHILDHOOD CURRICULUM AND METHODS II (3 CR)**

Students will examine effective methods of curriculum implementation, considering cultural and special needs, combined with developmental learning and ways to prepare a supportive physical environment. This course will feature the following areas of curriculum: the natural sciences (including science, health and mathematics), motor development and parent/community involvement. The student will design an integrated curriculum unit and resource kit. (pre-practicum 25 hrs.)

**RE-541, PRINCIPLES OF TEACHING AND CHILDREN'S LITERATURE (3 CR)**

Literature based instruction is the primary focus of this course. The developmental stages of reading will be explored with emphasis on phonemic awareness, phonics, and knowledge of word analysis skills. Practical strategies to facilitate student comprehension and the development of fluent readers and writers will be closely examined. Students will evaluate current methodologies and techniques. We will attempt to gain a broad knowledge base, assess existing programs, demonstrate knowledge of assessment principles, and develop meaningful instructional strategies.

**SN-505, HUMAN EXCEPTIONALITIES (3 CR)**

This is an introductory course designed to explore the wide variety of handicapping conditions and current legislation regarding evaluation and program planning for individuals with handicaps. Attention will be given to discussion of program options and special methodologies enabling handicapped individuals to achieve maximum potential. (pre-practicum 25 hrs.)

**SUMMER SEMESTER**

**ED-510, EDUCATIONAL TECHNOLOGY (3 CR)**

This course includes an overview of the applications of technology in the classroom. Students will review, evaluate and produce educational software including videos, slides, presentations, transparencies, photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing and multi-media computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. (pre-practicum 25 hrs)

**ED-502, AMERICAN FOUNDATIONS OF EDUCATION (3 CR)** The historical, sociological, and philosophical bases of American education are studied. Implications of the past, present, and future on school program development, organizations and the individual educator are emphasized.

**SN-540, EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT (3 CR)**

The focus of this course will be the basic principles of assessment for individuals who have been referred or are being serviced as handicapped individuals. Students will have opportunities to study and apply psychometric and ethnographic procedures. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with handicapped individuals will be required.

**LAST SEMESTER (for students seeking Initial License in EC PK-K or 1-2)****ED-549Z, PRACTICUM SEMINAR (1.5 CR)**

A one and one-half credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer.

*Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).*

**EC-549K, PRACTICUM - PREK THROUGH K (5.5 CR)**

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. One hundred hours will be done in a PreK-K setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

**OR**

**EC-549E, PRACTICUM GRADES 1-2 (6 CR)**

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. Two hundred hours will be done in a 1-2 setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

**LAST SEMESTER (for students seeking DEGREE ONLY or a Pathway to PROFESSIONAL License)**

12 Credits (4 courses) in Early Childhood Education will complete the Degree.

These courses are currently being designed.

These courses will make up the 12 Content Area credits that will bring an INITIAL License to PROFESSIONAL Status as part of an M ED Degree.