

ENDICOTT COLLEGE
M ED in Early Childhood Education (PreK-2)-Initial License
Course Descriptions

Each course earns 3 graduate credits.

ECE 500 Child Development

This course studies the development of the child from infancy through adolescence, examining major cognitive, physiological, emotional, and social changes that occur during this period. It articulates how factors within the child, family, and broader society shape the process of development. Through classroom and field experiences students will acquire knowledge of developmental changes in children and adolescents, analyze developmental theories, examine developmental processes, interpret developmental research, and apply this knowledge to their work with children.

ECE 505 Role of Play in Early Childhood Education

This course explores the cognitive, social, emotional, physical, and creative benefits of play in the early childhood and elementary classroom. Through interactive learning experiences, readings, and discussions, students examine the nature of play, its disappearance in our schools, and its importance in the development of the whole child. Students develop a rationale for play as a fundamental component of the curriculum, design developmentally appropriate learning environments, and create play-based learning experiences. Students explore the teacher's role in observing, facilitating, and assessing play. Inclusive play-based intervention strategies for children with developmental delays will be addressed.

SPN 507 - Family, School and Community: Forming Partnerships

This course explores the contexts of the lives of learners. Participants will understand families, schools, and society as social systems and be able to practice this understanding in their relationships with children, colleagues, parents, and the community. Participants explore effective strategies, theories, practices, and processes for partnering with families and personnel from the community resource agencies and organizations.

SPN 506 - Nature and Needs of Students with Moderate Disabilities

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of moderate disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary, and Secondary Education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

ED 542 Sheltered English Immersion

This course identifies the key factors affecting second language acquisition students, the relationship of cultural differences and teaching/learning experiences in the classroom, instructional strategies and tasks in sheltered content instruction, and reading and writing in sheltered content classrooms. This course is required for all Initial License students and approved by the DESE.

RDG 506 - The Emergence of Literacy

This course will examine the role of the "reflective practitioner" in developing literacy experiences for elementary-school aged children. We have come to realize that children progress along a developmental continuum that reveals their gradual or "emerging" construction of knowledge about reading and writing. The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the emergence of literacy will be examined. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

RDG 511 - Children's Literature for Early Childhood Teachers

This course will explore the enormous impact that literature-based reading has had on our students and programs. The integration of reading strategies with literature will be discussed. As children's literature is being included as the centerpiece of reading and writing instruction in the elementary grades, literature has become a powerful force in language arts instruction in schools. A variety of literary forms will be explored including picture books, folk tales and fairy tales, fantasy, realistic fiction, historical fiction, and poetry. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English.

ECE 568 Literacy, Language Arts, and Social Studies for Early Learners

This course investigates the content and processes related to increasing literacy and teaching Language Arts and Social Studies to early childhood learners. Participants will study the relevant Massachusetts Curriculum Frameworks and specifically explore ways of designing and modifying curriculum and instruction.

ECE 504 Early Childhood Curriculum and Assessment

This course will examine and appraise the early childhood curriculum. It includes a basic presentation of basic curriculum models with reference to formative and summative evaluation. The goal of this course is to provide each student with opportunities to study a broad variety of curriculum theory, design, and successful practice that is related to subject frameworks. Students will investigate specific theories of curriculum development and apply them to classroom best practice. They will review current curriculum development research and examine classroom practices. Students will complete extensive case study analysis. Through direct, structured observation and professional experience students will gain an understanding of theory and practice and develop sample instructional materials, lesson plans, and units. The final goal is to develop a curriculum project appropriate to the student's work setting or interest, and grounded in a theoretical framework. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

ECE 567 Mathematics and Science for Early Learners

This course investigates the content and processes related to teaching mathematics, science, and technology to a early childhood learners. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing curriculum and modifying instruction.

EXM 699 Comprehensive Examination

The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area.

ECE 511 Early Childhood Reflective Seminar PreK-2

This seminar, which consists of weekly sessions, is taken concurrently with EDU 510 Practicum Experience. The seminar discussions build participants' reflective capacities as they integrate knowledge of early childhood students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field. Each student is required to complete a multi-faceted study that combines methodologies, theories, and current research about teaching and learning based on his/her practicum experience. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers.

ECE 510 Early Childhood Practicum PreK-2

A 300-hour practicum experience for those pursuing the Initial Licensure program in a grades PreK-2 school setting that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. A minimum of three regularly scheduled seminar meetings between the student, the College supervisor, and the cooperating practitioner is also required. Guidelines for the practicum are described in the Practicum Handbook. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers.