

EARLY CHILDHOOD EDUCATION (EC-3), BS

Program Details

The Bachelor of Science in Early Childhood Education EC-3 degree will prepare you to be a highly-qualified early childhood education teacher of young children in a variety of settings. Students pursuing this proposed degree will have the option to choose from two tracks. One allows degree candidates to take the Texas Examination of Educator Standards for grades pre-kindergarten through third grade and enables them to teach in public schools throughout Texas. The other track would support educators in their work in educational settings outside of the public school environment. This program combines coursework and carefully supervised field work designed to prepare you to meet pre-kindergarten through grade three Texas Education Agency certification standards or to work with young children who are not enrolled in the public-school system.

The Early Childhood Education Degree requires a minimum of 121-123 credits:

- 43 - Core Curriculum Program
- 2 - First-Years Seminars (when applicable)*
- 51 - Major Requirements & Supporting Fields
- 27- Professional Development Requirement

Program Description

A minimum of 121 semester hours is required for the BS degree. Degree requirements include University Core Curriculum, the Major Concentration, and the Teacher Education Core Requirements.

Student Learning Outcomes

Students will:

- demonstrate knowledge of child development, including the concept of the Whole Child (social, emotional, cognitive, and physical domains) and various influences on the instructional setting
- understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children across content areas
- Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to identify a given student's strengths and needs and design developmentally appropriate instruction

General Requirements

Requirements	Credit Hours
Core Curriculum Program (http://catalog.tamucc.edu/undergraduate/university-college/programs/core-curriculum-program/)	43
First-Year Seminars (when applicable) ¹	0-2
Major Requirements & Supporting Fields	51

Professional Development Requirement	27
Total Credit Hours	121-123

1

First-Year Seminars or Electives

Full-time, first time in college students are required to take the first-year seminars.

- UNIV 1101 University Seminar I (1 sch)
- UNIV 1102 University Seminar II (1 sch)

Program Requirements

All courses in the concentration, supporting fields and in the professional development sequence must be completed with a grade of "C" or better.

Code	Title	Hours
Full-time, First-year Students		
First year seminars		0-2
UNIV 1101	University Seminar I	1
UNIV 1102	University Seminar II	1
Core Curriculum Program		
University Core Curriculum		43
Major Concentration Requirements		
ECED 1322	Promoting Health, Nutrition and Locomotor/ Physical Skills of Young Children	3
ECED 2312	Partnering with Families of Young Children	3
ECED 2332	Play in the Early Childhood Classroom	3
ECED 2342	Young Children and the Creative Arts	3
ECED 2352	Educating Young Children Through DAP	3
ECED 2362	Culturally Responsive Pedagogy to Support Young Children	3
ECED 3322	Math with Young Learners	3
ECED 3332	Science with Young Learners	3
ECED 3342	Emergent Writing	3
ECED 3352	Assessment in Early Childhood	3
ECED 4312	Inquiry-based Learning in the Early Childhood Classroom	3
ECED 4322	Teaching Young Children Through the Social Studies	3
ECED 4332	Social-Emotional Development and Child Guidance	3
READ 3310	Principles and Practices of Early Reading Instruction	3
READ 3320	Principles and Practices of Reading Instruction	3
READ 3351	Reading Assessment and Intervention	3
SMTE 1350	Fundamentals of Mathematics I	3
Teacher Education Core Requirements		
EDUC 2211	Foundations of Education	2
IDET 3210	Design and Development of Technology-Integrated Learning Environments	2
EDUC 3211	Culturally and Linguistically Responsive Teaching	2
SPED 3310	Individual Differences in Schools and Communities	3
EDUC 4305	Seminar I	3
BIEM 4357	Methods of Teaching English as a Second Language	3
EDUC 4395	Seminar II	3

EDUC 4694	Clinical Teaching	6
READ 3352	Content Area Reading for Elementary Students	3
Total Hours		123-125

Course Sequencing

Early Childhood Education (EC-3)

First Year

Fall		Hours
UNIV 1101	University Seminar I	1
ARTS 1301	Art and Society	3
EDUC 1354	Child Growth and Development	3
ENGL 1301 or ENGL 1302	Writing and Rhetoric I or Writing and Rhetoric II	3
HIST 1301 or HIST 1302	U.S. History to 1865 or U.S. History Since 1865	3
University Core Curriculum		3
Hours		16

Spring

UNIV 1102	University Seminar II	1
BIOL 1308	Science for Life I (Non-Majors Biology)	3
COMM 1311	Foundation of Communication	3
ECED 1322	Promoting Health, Nutrition and Locomotor/Physical Skills of Young Children	3
MATH 1314	College Algebra	3
POLS 2305	U.S. Government and Politics	3
Hours		16

Second Year

Fall		Hours
EDUC 2211	Foundations of Education	2
ECED 2312	Partnering with Families of Young Children	3
ECED 2332	Play in the Early Childhood Classroom	3
ENGL 2316 or ENGL 2332 or ENGL 2333	Literature and Culture or Literature of the Western World: From the Classics to the Renaissance or Literature of the Western World: From the Enlightenment to the Present	3
POLS 2306	State and Local Government	3
Hours		14

Spring

ECED 2362	Culturally Responsive Pedagogy to Support Young Children	3
ESCI 1401	Environmental Science I: Intro to Environmental Science	4
HIST 2301	Texas History	3
SMTE 1350	Fundamentals of Mathematics I	3
University Core Curriculum		3
Hours		16

Third Year

Fall		Hours
EDUC 3211	Culturally and Linguistically Responsive Teaching	2
ECED 2342	Young Children and the Creative Arts	3

ECED 2352	Educating Young Children Through DAP	3
ECED 4332	Social-Emotional Development and Child Guidance	3
READ 3310	Principles and Practices of Early Reading Instruction	3

Hours **14**

Spring

ECED 3322	Math with Young Learners	3
ECED 3332	Science with Young Learners	3
ECED 4312	Inquiry-based Learning in the Early Childhood Classroom	3
ECED 3342	Emergent Writing	3
READ 3320	Principles and Practices of Reading Instruction	3

Hours **15**

Summer

READ 3351	Reading Assessment and Intervention	3
READ 3352	Content Area Reading for Elementary Students	3

Hours **6**

Fourth Year

Fall

BIEM 4357	Methods of Teaching English as a Second Language	3
ECED 3352	Assessment in Early Childhood	3
ECED 4322	Teaching Young Children Through the Social Studies	3
IDET 3210	Design and Development of Technology-Integrated Learning Environments	2
EDUC 4305	Seminar I	3

Hours **14**

Spring

EDUC 4694	Clinical Teaching	6
EDUC 4395	Seminar II	3
SPED 3310	Individual Differences in Schools and Communities	3

Hours **12**

Total Hours **123**

1

NOTE: Non-Certification Track to the BS Degree

The degree will be a Bachelor of Science Degree without certification. Students will follow the same degree plan except for the last two semesters, during which they will choose 6 SCH of faculty advisor approved elective courses that will replace the clinical teaching component of the degree.

Noncertification Track - Fourth Year - Fall & Spring

Fourth Year

Fall

Noncertification Track (12 SCH)		Hours
ECED 4334	Internship I in Early Childhood Education	3
ECED 3352	Assessment in Early Childhood	3
ECED 4321	Infant and Toddler Development	3

ECED 4325	Current Issues and Trends in Early Childhood Education	3
Hours		12
Spring		
Noncertification Track (12 SCH)		
ECED 4335	Internship II in Early Childhood Education	3
SPED 3310	Individual Differences in Schools and Communities	3
Elective	Must be approved by faculty advisor	3
Elective	Must be approved by faculty advisor	3
Hours		12
Total Hours		24

Courses

ECED 1320 Child Growth and Development: Infancy Through Adolescence

3 Semester Credit Hours (3 Lecture Hours)

This course provides the student with an overview of the physical, cognitive, social, emotional, and psychological development of children from infancy through adolescence. Students must be aware of overall growth and development to fully understand the students they will teach and the families they will serve.

ECED 1322 Promoting Health, Nutrition and Locomotor/Physical Skills of Young Children

3 Semester Credit Hours (3 Lecture Hours)

This course will facilitate the acquisition/attainment of knowledge necessary for educators to support and meet the health, nutrition and LOCOMOTOR/PHYSICAL needs of the children with whom they will work/educate.

ECED 2312 Partnering with Families of Young Children

3 Semester Credit Hours (3 Lecture Hours)

The course is designed to provide students with the knowledge and skills needed to work successfully with families and parent groups in individual, group, school, and community settings. It explores family-centered practices designed to help early childhood professionals involve and support families in the care and education of children. Strategies for working with socially, culturally, and linguistically diverse families will be included.

ECED 2332 Play in the Early Childhood Classroom

3 Semester Credit Hours (3 Lecture Hours)

This course focuses on play as the primary way through which children learn and develop from birth through age 8. It includes a review of the historical role of play in teaching/learning, theories of play, and different curricula models utilizing play-based approaches. Students will learn the teacher's role in supporting, facilitating, and guiding children's play to support their learning. They will also learn how to infuse play into math, science, and language arts lessons.

ECED 2342 Young Children and the Creative Arts

3 Semester Credit Hours (3 Lecture Hours)

This course will provide students with the knowledge and understanding needed to select appropriate techniques to support young children and the creative arts. Students will use the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills to develop activities that support young children's personal expression through visual arts, music, creative movement, dance, and theatre.

ECED 2352 Educating Young Children Through DAP

3 Semester Credit Hours (3 Lecture Hours)

This course will provide students with the understanding of current, best practices that effectively engage young children in the learning process. Developmentally appropriate strategies that will engage young children in exploration and maximize the learning opportunities in small and large groups will be presented. Students will apply their understanding of appropriate practices for young children in the creation of lesson plans and planning of classroom environment.

Prerequisite: EDUC 1354.

ECED 2362 Culturally Responsive Pedagogy to Support Young Children

3 Semester Credit Hours (3 Lecture Hours)

This course will introduce students to the concept of culturally responsive pedagogy and how culture influences young children's identity, their school experience as well as the preservice teacher. Students will explore the meanings of culture, social justice, culturally responsive pedagogy, and ways to create a classroom environment that is respectful, inclusive and equitable.

Prerequisite: EDUC 1354.

ECED 3322 Math with Young Learners

3 Semester Credit Hours (3 Lecture Hours)

This course addresses the important "big ideas" in mathematics appropriate for PreK -3rd grade students, with an emphasis on student-centered learning and inclusive environments for all learners of math. Students will have the opportunity to engage in math, observe and reflect upon children's mathematical thinking and solution strategies, identify and integrate children's lived experiences and background knowledge into mathematics lessons, and use assessments to build on children's understanding and extend their learning. This course is designed to have students experience and learn mathematics through a process of inquiry which differs in significant ways from traditional mathematics classes. Students will deepen their own mathematical knowledge while furthering their understanding of effective mathematics instruction. Students will develop an understanding of the math content in accordance with State and National Standards and contemporary educational research findings in early childhood mathematics teaching and learning.

Prerequisite: EDUC 1354.

ECED 3324 Child Development

3 Semester Credit Hours (3 Lecture Hours)

Provides the student with an overview of the physical, social, emotional, and psychological development of children from infancy through early childhood.

ECED 3332 Science with Young Learners

3 Semester Credit Hours (3 Lecture Hours)

This course is designed to provide preservice teachers with a global understanding of teaching science in the EC-3rd grade school setting. This aim requires preservice teachers to learn about the nature of science, engage in science investigations, and construct an understanding of natural phenomena. At the same time, students will explore how to facilitate this knowledge construction with young children through the use of inquiry. Students will become knowledgeable of the state-adopted proficiencies for teachers (science emphasis), state standards for science (science TEKS), as well as, the Next Generation Science Standards (NGSS), the national science education standards.

Prerequisite: EDUC 1354.

ECED 3342 Emergent Writing**3 Semester Credit Hours (3 Lecture Hours)**

This course aims to prepare undergraduate teacher candidates to support young children's emergent literacy, with an emphasis on oral language and writing. The development of children's writing skills, from scribbling and drawing to conventional spelling is explored. Current research, educational practice, and instructional materials will be analyzed, with an emphasis on how to integrate child-initiated writing into multiple areas of the curriculum.

Prerequisite: EDUC 1354.

ECED 3352 Assessment in Early Childhood**3 Semester Credit Hours (3 Lecture Hours)**

This course addresses the various ways to assess the development and learning of children from EC-3rd grade. The ways in which teachers select, administer, and interpret formal, informal, and alternative assessments will be explored. The principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, dependable, and content-valid for young children will be investigated. Finally, various ways to systematically observe and document students' development and learning will be reviewed.

Prerequisite: EDUC 1354.

ECED 3380 Developmentally Appropriate Practice in Early Childhood Education**3 Semester Credit Hours (3 Lecture Hours)**

An intensive study of developmentally appropriate practice in early childhood education. Students will learn the components of lesson plans and create several lesson plans. Emphasis will be placed on selecting, defining, developing strategies and techniques, and assessing practices which support developmentally appropriate practices.

Prerequisite: ECED 3324.

ECED 4310 Socialization of the Young Child**3 Semester Credit Hours (3 Lecture Hours)**

An intensive study of the social development, the agents of socialization, and the socialization process in early childhood.

Prerequisite: ECED 2310 or 3324.

ECED 4312 Inquiry-based Learning in the Early Childhood Classroom**3 Semester Credit Hours (3 Lecture Hours)**

This course is a study of theory into practice through the creation of an emergent curriculum that integrates content in the areas of math, science, and technology alongside learners' interests. Students will be expected to have a firm foundation in math and science content, with the aim of this course to build on that knowledge to develop hands-on, concrete, and relevant experiences to help young children develop an understanding of the physical world and to develop skills of inquiry. Technology serves as both a subject of instruction as well as an instructional tool to support learning and communication. This course also includes a discussion of the differentiation of instruction, learner characteristics, the learning environment, curriculum, and standards.

Prerequisite: EDUC 1354.

ECED 4320 The Young Child, Family and Community Resources**3 Semester Credit Hours (3 Lecture Hours)**

A study of current family structures, their relationship to the young child, society, and the community. Emphasis will be placed on an inclusive model which addresses the needs of the global community as it relates to the young child.

Prerequisite: ECED 2310 or 3324.

ECED 4321 Infant and Toddler Development**3 Semester Credit Hours (3 Lecture Hours)**

The course will explore the specific development and growth of infants and toddlers. In addition, appropriate programs and environments which support infant and toddlers' physical, emotional, social, and cognitive growth and development will be explored.

ECED 4322 Teaching Young Children Through the Social Studies**3 Semester Credit Hours (3 Lecture Hours)**

This course will acquaint students with techniques of incorporating the social studies concepts of geography, government and economics through a cultural lens. This perspective will prepare students to teach young children in culturally diverse communities

ECED 4325 Current Issues and Trends in Early Childhood Education**3 Semester Credit Hours (3 Lecture Hours)**

The course will focus on the study and discussion of topics related to current issues and trends that affect early childhood education programs and policies. The course will assist students to become advocates for young children

ECED 4330 Health, Nutrition, and Locomotor Concepts for the Young Child**3 Semester Credit Hours (3 Lecture Hours)**

The relationship between health, nutrition, and locomotor development in the young child is investigated.

ECED 4332 Social-Emotional Development and Child Guidance**3 Semester Credit Hours (3 Lecture Hours)**

This course focuses on conflict resolution, problem-solving, the development of supportive interactions, and children's initiation and self-help skills. Students will build knowledge about underlying emotional skill development as well as knowledge of the influence of stress and trauma, protective factors, resilience, and supportive relationships on the cognitive and emotional development of young children. In addition, students will analyze children's social skills to develop supportive interactions and use developmentally appropriate strategies to effectively manage instructional activities for young children. Finally, students will utilize knowledge of children's learning and social/emotional development in order to adapt the environment to meet students' individual and group needs.

Prerequisite: EDUC 1354.

ECED 4334 Internship I in Early Childhood Education**3 Semester Credit Hours**

This course is the first of a sequential series of field-based experiences. Students will work in collaboration with staff and teachers where they are placed to plan and implement developmentally appropriate lesson plan which shall be evaluated in cooperation with the teacher and supervisor. Faculty approval of the early childhood program for internship is required.

ECED 4335 Internship II in Early Childhood Education**3 Semester Credit Hours**

This course is the last of a sequential series of field-based experiences designed to ensure that the ECED degree candidate develops and demonstrates the ability to apply the knowledge and skills learned in content and professional courses. Faculty approval of the early childhood program for internship is required.

ECED 4340 Communication and Aesthetics**3 Semester Credit Hours (3 Lecture Hours)**

A study of language development; early literacy, language arts, and aesthetics. Students will develop an integrated thematic unit plan. Strategies and curriculum materials that are developmentally appropriate for young children will be emphasized to support the Texas Essential Knowledge and Skills (TEKS).

ECED 4345 EC-6 Assessment and Evaluation**3 Semester Credit Hours (3 Lecture Hours)**

A study of assessment for children EC-6 utilizing both formal and informal instruments will be addressed. A knowledge of choosing, administering, and reporting developmental assessment will be explored with an emphasis on assessment tools that can be used by teachers of young children. Principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, and content-valid for young children. Differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments will be emphasized. Students will review strategies for using assessment data to design instruction, and match assessment techniques to individual children and learning situations

ECED 4350 EC-6 Social Studies Curriculum**3 Semester Credit Hours (3 Lecture Hours)**

This course will expose students to skills and concepts taught in the Social Studies curriculum in the elementary school. Developmentally appropriate strategies, concepts, and curricular materials used in teaching the Social Studies will be emphasized.

Prerequisite: ECED 3324.