

EARLY CHILDHOOD EDUCATION (ELC)

ELC-100: Introduction to Early Childhood Education (3 Credits)

This course provides a broad and comprehensive overview of Early Childhood Education. Teacher education candidates are introduced to educational initiatives. Content standards for the content areas are introduced, as are the Rhode Island Early Learning and Development Standards (RIELDS), the Rhode Island Professional Teaching Standards (RIPTS), and the standards for the National Association for the Education of Young Children (NAEYC). Candidates visit early childhood classrooms and have an opportunity to document observing these standards in implementation.

ELC-220: Child Growth and Development, Learning and Teaching: Theories and Application (3 Credits)

Pre-requisite(s): ELC-100 is required.

In this course, Early Childhood teacher education candidates examine, integrate, evaluate, and apply information on physical, emotional, cognitive, and social development of children birth through eight years from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them are also examined, integrated, and applied. Teaching methods, classroom experiences, and other aspects of the teaching learning process are analyzed and evaluated in relation to the theories, their principles, and current research, both in the theories and in child development.

ELC-298: Tutoring and Mentoring in a Multicultural Society I (1 Credits)

This course affords teacher education candidates the opportunity to reflect on ways to support diversity and equity in early childhood classrooms, write their own cultural and racial autobiography, and design several activities that meet the Rhode Island Early Learning and Development Standards with particular focus on social emotional development and creative arts. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy. Early Childhood majors of sophomore standing is required.

ELC-299: Tutoring and Mentoring in a Multicultural Society II (1 Credits)

This course, the continuation of ELC-298, affords teacher education candidates the opportunity to design multiple activities that meet the Rhode Island Early Learning and Development Standards, with particular focus on math and literacy. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy. Early Childhood majors of sophomore standing is required.

ELC-310: Language and Literacy (6 Credits)

Guided by National Association for the Education of Young Children (NAEYC) standards and Rhode Island Core Standards for English Language Arts/Literacy, this course integrates content, methods, and materials for developing early literacy in young children. The interrelationship of listening, speaking, reading, and writing is stressed. Teacher education candidates are exposed to the components of a comprehensive literacy program and to the development of the various strategies young children employ in developing literacy skills. Topics are examined from a multicultural perspective and attention is given to working with children who are Multilingual Learners. A field component provides teacher education candidates with a culturally diverse environment in which to practice the theories they are learning. Candidates spend two hours a week working in a primary classroom. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

ELC-311: Early Childhood Methods and Curriculum (6 Credits)

This course focuses on understanding the curriculum and methods for developmentally appropriate practice in mathematics, science, and social studies. The use of technology to enhance these content areas is explored. National Association for the Education of Young Children (NAEYC) standards and national, state, and local standards are the foundation for the development of lessons that provide an integrative network for approaching curriculum development. A field component provides teacher education candidates with experience working with children from diverse cultural backgrounds. Candidates will spend two hours a week working in a primary classroom. Acceptance into the Early Childhood Education program and successful completion of all Rhode Island Department of Education certification testing requirements is required.

ELC-314: Authentic Assessment (2 Credits)

This course focuses on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools are evaluated as are ways to use results from these measurements to design student learning outcomes (SLO's). Opportunities are provided to enable teacher education candidates to create rubrics and checklists, and to use the data from them to drive instruction. Students study norm and criterion-referenced measurements. The components of portfolio assessment are studied in detail. Teacher education candidates create a portfolio of assessment tools designed to be used to assess a child's learning development. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

ELC-332: Early Childhood Math Concept Development (3 Credits)

This course focuses on major mathematical concepts and research-based methodologies for effective mathematics teaching of diverse early childhood student populations, including those who struggle with math. In addition, students will become familiar with the National Council of Teachers of Mathematics (NCTM) math standard, RI Core Standards for Math, and research-based strategies and tools to support children's development of mathematical concepts. Acceptance into the Early Childhood Education program required.

ELC-431: Student Teaching in Early Childhood Education (12 Credits)

Student teaching is a full-time assignment under the supervision of a clinical educator and university supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Teacher education candidates will complete an Impact Project by using baseline data to identify an area of need for students. They will then conduct a relevant research review to identify effective learning strategies and use this information to develop and implement an intervention plan. They will teach a series of intervention activities, conduct formative and summative assessments of the students' learning, and then analyze the data to report the findings and determine the next instructional steps for the student. Acceptance to Student Teaching (see Assessment Handbook) and successful completion of Praxis 5024 and 5025 is required.

Course Fee: \$500.00

ELC-432: Student Teaching Seminar in Early Childhood Education (1 Credits)

Pre/Co-requisite(s): ELC-431 or concurrent enrollment is required. This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina University Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

ELC-480: Senior Partnership (3-6 Credits)

This course provides experienced Early Childhood majors with the opportunity to use their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. Teacher education candidates develop a contract that specifies standards and student learning outcomes to be met during the semester. Working under the guidance of a university clinical educator, candidates implement the contract and present a portfolio of work completed. Successful completion of Student Teaching and the recommendation of the University supervisor (see Assessment Handbook) is required.

ELC-490: Senior Seminar (3 Credits)

The focus of this capstone course is to provide intensive reflection on the development of the teacher education candidate as he or she prepares to enter the education profession. Resumes, cover letters, and mock interviews are completed. Community guests and/or former graduates provide advice and practical knowledge to students. Completion of professional portfolio is achieved. Successful completion of Student Teaching is required.

ELC-499: Independent Study (1 Credits)

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum. Permission of department chair is required.