

# EARLY CHILDHOOD EDUCATION (EE)

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## **EE3114 Instr Des & Techn Integ in Incl ECE (3.0 Credits)**

This course is designed to help candidates apply, analyze, and evaluate the principles of instructional design and constructed models toward the development of instruction based on learning theory, curricular frameworks, project planning, content expertise, and technology tools to architect effective experiences for today's learners. The development of lessons for diverse learners is addressed using the Universal Design for Learning (UDL) framework for effective teaching that involves providing students with multiple means of engagement, representation, and expression. Developmentally appropriate techniques, including the integration of play, and principles of culturally responsive teaching are reviewed and practiced.

Prerequisite(s): ED2999, ED3110, and PS245.

## **EE3115 Instr in ELA & Lit I in Incl ECE & SpEd (3.0 Credits)**

This course develops teacher candidates' understanding of the integral relationship of children's cognitive, linguistic, and cultural development in the acquisition of the English/language arts of reading, writing, listening, speaking, viewing, and representing. Candidates will learn to use assessment data and students' individual and group strengths and needs as guides for creating developmentally appropriate and evidence-based literacy instruction for literary and informational texts. Candidates will also learn strategies for advancing the literacy skills of students with specific learning disabilities including dyslexia, students who are eligible for special education, students who struggle with age-appropriate literacy skills, and students with diverse linguistic and cultural backgrounds.

Prerequisite(s): ED2999, ED3110, and PS245.

## **EE3217 Numeracy in Incl ECE & SpEd (3.0 Credits)**

This course focuses on early childhood mathematics instruction and the New Jersey Student Learning Standards in mathematics. The course uses contemporary research in student motivation, cognition, and comprehension of mathematical processes to inform strategies for differentiated instruction. Candidates will create instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): EE3114 and EE3115.

## **EE3218 Inst Lit II & SS Incl ECE & SpEd (3.0 Credits)**

This is the second part of a two-part course sequence that builds on the foundational knowledge gained in EE3115 Instruction in English/Language Arts and Literacy I in Inclusive Early Childhood and Special Education. Candidates will develop interdisciplinary activities demonstrating their knowledge of the New Jersey Student Learning Standards in social studies and English/language arts and pedagogy to build effective and culturally responsive instruction for P-3 students. Instructional planning and accommodation/ modification of instruction and assessment to meet students' diverse needs are addressed.

Instructional strategies based on learning theory in the social studies and English/language arts including children's literature will be highlighted. Prerequisite(s): EE3114 and EE3115.

## **EE3219 Sci & Tech in Incl ECE & SpEd (3.0 Credits)**

This course focuses on a holistic approach to P-3 science instruction, through a consideration of the Next Generation Science Standards, design thinking, and problem solving. The course uses contemporary research in student motivation, and cognition of scientific processes to inform strategies for differentiated instruction. Candidates will create integrated instructional activities with adaptations for diverse learners, including English language learners, and practice modifying instruction and materials for students with disabilities.

Prerequisite(s): EE3114 and EE3115.

## **EE4212 Coll Plan w/ Family School & Comm ECE (3.0 Credits)**

In this course, candidates gain experience applying their knowledge, skills, and attitudes for promoting learning by planning and managing instruction during their clinical experience in an inclusive classroom. The clinical practice serves as a bridge from theory to professional practice. It provides candidates with the opportunity to develop skills necessary to collaborate with families, educators, multi-disciplinary teams, and community partners in IEP and transition planning. Co-teaching and a variety of instructional strategies for students with special needs will be included. Candidates will complete 175 hours of clinical practice in this course.

## **EE4302 Early Childhood Ed Clinical Practice (9.0 Credits)**

Clinical Practice is the capstone course in teacher education. During clinical practice, clinical interns demonstrate their integration of content knowledge, understanding of students, ability to create effective instructional environments, and their professional knowledge and attributes. Clinical practice is full time (15 weeks) in an inclusive setting and required for all teacher candidates. Candidates are supported and evaluated by an in-class cooperating teacher and a GCU clinical supervisor. Concurrent with clinical practice, candidates attend weekly seminar meetings. Candidates develop a performance portfolio that demonstrates that they meet the New Jersey Professional Standards for Teachers and that their teaching is guided by the New Jersey Student Learning Standards. One semester.

Prerequisite(s): EE4212.

## **EE4303 Reflective Practice in EC & SpEd (3.0 Credits)**

Concurrent with clinical practice, this course provides students with the opportunity to reflect on their teaching experience to develop the meaning of teaching in a school setting. Candidates will be introduced to reflective practice developed by Donald Schon, an approach to teaching that enables novice teachers as emerging professionals to understand how to use their knowledge in practical situations and how to combine action and learning to elicit expected outcomes. The conceptual basis for the course are the works of Donald Schon, Chris Argyris, John Dewey, and Kenneth Zeichner, among others. Candidates develop a performance portfolio that addresses the New Jersey Professional Standards for Teachers, guided by the New Jersey Student Learning Standards. Offered at Lakewood campus only.

Prerequisite(s): EE4212.