

# ECET: EARLY CHILDHOOD STUDIES (UNDERGRADUATE)

## **ECET 1005 Exploring the Professions: Children & Child Care (2 Credits)**

Explore the opportunities to work with children in the field of early childhood education. Students will explore child care credentialing, professionalism, ethics and the foundations of teaching and learning in formal and informal child care settings. The course places emphasis on ways to enhance development and learning through an environment and curriculum that supports young children and families. Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-232422 Exploring the Professions: Children and Child Care.

**Attributes:** Liberal

## **ECET 1010 Introduction to Early Childhood Education (4 Credits)**

This course provides an introduction to the core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children, birth through grade 2. Topics include historical influences, program types, observation & assessment, developmentally and culturally appropriate practice across the developmental domains, professionalism, ethics, and current issues and trends including the New York State Learning Standards.

## **ECET 1996 Special Topics in ECET (1-8 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

## **ECET 1998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/ advisor for more details.

## **ECET 2005 Creative Arts for Young Children (4 Credits)**

This study presents a practical approach to designing play environments as we guide young children in creatively expressing themselves through the arts: visual arts, dance and movement, and drama. Developmentally appropriate practice will be emphasized as students incorporate materials and explore their safe use and function with children. Additional topics may include extending creativity into the home with families, multicultural art forms, and emphasis on addressing national standards. Prerequisites: Prerequisites: Child Development or equivalent.

**Attributes:** Liberal

## **ECET 2010 Early Childhood Professionalism Family & Culture (4 Credits)**

This course examines professional standards for early care and education programs and caregivers such as the NAEYC Code of Ethical Conduct, the NYS Core Body of Knowledge, and state regulations. Students will learn what it means to advocate for children and families as well as how culture and family structure impact parenting values and childrearing beliefs. Effective communication strategies will also be addressed.

**Attributes:** Liberal

## **ECET 2015 Health Safety & Nutrition in Children's Programs (4 Credits)**

This course will prepare professionals to meet the physical and nutritional needs of children in formal, non-formal and home settings. The course addresses safety requirements, factors influencing eating behaviors and physical activity patterns, intervention strategies, and program policies that promote healthy eating and physical activity within state and federal guidelines. Additional topics may include major public health and nutrition-related issues for young children including SIDS prevention, child abuse and neglect, positive health routines, childhood diseases, and food safety within the context of children's programs. This course was previously EDU-252314 Health, Safety, and Nutrition in Children's Programs.

## **ECET 2075 Early Childhood Curriculum Planning and Assessment (4 Credits)**

Students will explore early childhood curriculum with a focus on environmental design for the purpose of adopting and implementing intentional instructional practices such as responsive care for our youngest children. This course will explore a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that build on children's natural curiosity, deepen children's knowledge and awareness, and sustain active engagement with ideas and materials through play. Students will investigate nationally recognized environmental rating scales such as the ITERS/ECERS, and explore how to utilize formal and informal assessment tools to enhance the classroom environment and their teaching practice.

## **ECET 2996 Special Topics in ECET (1-8 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

## **ECET 2997 Special Topics in ECET (1-8 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

## **ECET 2998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/ advisor for more details.

## **ECET 3005 Challenging Behaviors in Early Childhood (4 Credits)**

In this course the student will explore challenging behaviors in young children and the role of the adult during the early childhood years. Biological, neurological, and environmental influences on children's behaviors will be explored; in addition to, how to plan for crises, develop individualized behavior plans, and evaluate the effectiveness of the plan. Topics addressed in this study may include a variety of problem-solving approaches and classroom management techniques. Prerequisites: HUDV 3015 Child Development or equivalent and at least 1 course in early childhood curriculum and planning.

**ECET 3010 Children's Programs: Administration (4 Credits)**

The purpose of this course is to provide directors and prospective directors an understanding of the administration of an effective organizational structure for children's programs including personnel and human resource management. Topics covered in this study include: the purpose and development of vision and mission statements, strategic planning, management theory and roles and responsibilities of administrators, development of personnel policies and procedures, job descriptions, performance evaluations, and leadership styles. This study meets Topics 1 and technology from Topic 3 of the Children's Program Administrator Credential of New York State. Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs.

**Attributes:** Liberal

**ECET 3015 Children's Programs: Design & Supervision (4 Credits)**

This course examines various professional practices associated with children's programs including curriculum development, design of the learning environment, and program assessment and evaluation. Topics may include: developmentally appropriate practice, individualizing for the whole child, planning for children with special needs, the caregiver's role in supporting play and developing a nurturing learning environment, program evaluation and using technology applications in curriculum and to improve home and school communication. This course covers topics 3 and 5 for the New York State Children's Program Administrator Credential. Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs. This course was previously CHS-253214.

**ECET 3020 Children's Programs: Ethical & Professional Standards (4 Credits)**

In this course students will research applicable federal, state, and local laws pertaining to the administration of children's programs. Students will examine policies and regulations relevant to maintaining safe and healthy environments. This course provides an exploration of ethical principles and responsibilities fundamental to professionals working with children, families, staff, and the community. This course also provides the student with opportunities to review the National Association for the Education of Young Children Code of Ethical Conduct, including ethical responsibilities for information technology, and the Supplement for Early Childhood Program Administrators. This course covers topics 3 and 4 for the New York State Children's Program Administrator Credential.

Prerequisites: 18 credits in child development and/or related early childhood coursework and experience in children's programs.

**Attributes:** Liberal

**ECET 3025 Children's Programs: Financial Planning & Budgeting (4 Credits)**

In this course students will learn the critical nature of financial planning and its process for children's educational programs. Students will explore financial planning as a process for success in the stability and sustainability of children's programs. Topics may include publicity and marketing strategies, budgeting, and financial planning. Students will engage in hands-on experience with the financial planning process and the practical applications around fiscal administration of a children's program. This course covers topics 2 and 4 for the New York State Children's Program Administrator Credential. Prerequisites: ECET 3010, ECET 3015, and ECET 3020.

**ECET 3030 Curriculum & Environments for Infants & Toddlers (4 Credits)**

This course is intended for students who provide direct care for infants and toddlers as well as for program administrators and educational coordinators who incorporate infant/toddler programming into infant toddler programs. Students will leave with an in-depth understanding of curriculum and environments for young children birth to three including developmentally appropriate practices and the teacher's role in supporting development of infants and toddlers. There will be an emphasis on health and safety, curriculum planning including goals, environments, and building responsive relationships with the children and families. Prerequisites: HUDV 3030 Infant/Toddler Development, HUDV 3015 Child Development, or equivalent.

**Attributes:** Liberal

**ECET 3035 Curriculum & Environments for Preschoolers (4 Credits)**

This course is intended for students who provide direct care for preschoolers as well as for program administrators and educational coordinators. This study is designed to give students an in-depth understanding of curriculum and environments for young children from three to five years of age. Students will learn developmentally appropriate practices and the teacher's role in supporting development of preschoolers in the classroom. There will be an emphasis on curriculum planning, learning environments, and the role of teachers and parents. Prerequisites: HUDV 3015 Child Development, or equivalent.

**Attributes:** Liberal

**ECET 3037 Professional Preparation for Early Childhood Education (2 Credits)**

In this specialized course, students in the early childhood education teacher preparation program will investigate all program requirements, including all NYSED and SUNY General Education Requirements. Students will analyze personal, academic, and career goals and the relationships among these goals. Students will think ahead to identify practicum placements and examine student teaching assignments and the role of self-assessment in teaching. Please note: This course is restricted to ECE students and should be taken in the first term of the program.

**ECET 3040 Emergent Literacy (4 Credits)**

In this course the student will examine the latest research in literacy development, defined as the development of skills in language, reading and writing; for young children birth through age 8. The student will investigate literacy development from the emergent stages of early childhood through early elementary grades, how to incorporate the principles and methods of using literacy to improve learning, and how to translate this research into good instructional practices. Other topics included in this study may include literacy and culture, assessing literacy development, and family literacy.

**ECET 3050 Observation & Assessment of Children (4 Credits)**

This course will focus on observation, documentation, and assessment techniques in order to understand children's growth and development. Students will engage in practical observation and assessment activities involving the physical, cognitive, language, social and emotional development of children. Students will utilize and interpret formal, informal and authentic assessments for children; the appropriate and ethical uses for assessment, and methods of inquiry relevant to the field. Observations are required. Please note: This course is expected for students concentrating in early childhood studies. Prerequisites: EDST 3015 Child Development (or equivalent), HUDV 3030 Infant/Toddler Development (or equivalent), or HUDV 3060 Early Childhood Development.

**ECET 3060 Young Children & Technology (4 Credits)**

Learn how the field of early childhood education has come to embrace emerging technology and find appropriate ways to integrate it into teaching and learning practice. Students in this study will research professional recommendations regarding the use of technology and interactive media in early childhood, explore how technology can be used to support teaching and learning, and how technology can be used to connect home, school, and community. Prerequisites: Students should have knowledge of child development and curriculum development such as that gained in Child Development and Curriculum and Environments for Preschoolers. Basic experience with technology is required; students will be required to interact with a wide variety of websites and social media applications. This course was previously EDU-233424 Educational Technology in Early Childhood.

**ECET 3065 Music Across the Early Childhood Curriculum (4 Credits)**

Music plays a foundational role in early learning, which provides reason for intentionally integrating music throughout infant-toddler-preschool activities and curriculum. As a hallmark of evidenced-based practice, students will examine research and theories relating music activities to social, emotional, physical, and cognitive skills including language and literacy development. Discussions will include the integration of music from various cultures and share the benefits of music for all children and their families.

**Attributes:** Liberal

**ECET 3070 Issues and Advocacy in Early Childhood Education (2 Credits)**

In this interactive course, students will explore common issues within the field of early childhood education and their professional role as advocates for change. Controversial issues will be explored and discussed from a research-based perspective. As an additional requirement of the course, students will complete all NYSED training components such as child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction, preventing alcohol, tobacco and other drug abuse, safety education, and providing instruction in fire and arson prevention. Additional topics include the prevention of and intervention in school violence, means for the prevention of and intervention in harassment, bullying (including cyberbullying), and discrimination within educational settings. Students must be enrolled in the ECE registered program.

**ECET 3080 Assessment in Early Childhood Education (2 Credits)**

Early childhood assessment utilizes tools to gather and provide educators, parents, and families with critical information about a child's development and learning. In this course, students will explore both formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis. Students will learn to plan or modify instruction and develop skills in using various resources to enhance teaching. Assessment strategies such as formative and summative assessments, portfolios, standardized testing, outcomes, and/or practical applications with methods of sharing feedback with students will be explored. A focus will be placed on reflective teaching practices as a means of analyzing one's own teaching practice through information gathered through assessment. Please note: This course is required for students in the early childhood education program. It is open for all students, but anyone concentrating in early childhood studies is expected to take ECET 3050 Observation and Assessment and should discuss potential redundancy with their mentor.

**ECET 3085 Early Childhood Experience: Language and Literacy (2 Credits)**

In this first early childhood field observation experience students will observe young children and begin to apply their knowledge of language and literacy development in practical classroom situations. Students will investigate how young children demonstrate progress towards literacy skills/goals as defined by learning standards through responsive environments. Topics will emphasize how instruction is guided by the child's prior learning and various culturally, developmentally, and linguistically appropriate teaching practices. Emphasis will be placed on music as a foundation to language, English language learners, and methods of reading enrichment and remediation. Please note: Observation hours are required as per New York State Education Department (NYSED) requirements. Prerequisites: ECET 3040 Emergent Literacy .

**ECET 3090 Early Childhood Experience: Special Education (2 Credits)**

In this second early childhood observation experience, students will begin to apply their knowledge of special education and the inclusion of young children with exceptionalities in classroom situations. Students will focus on how to provide instruction that will promote engagement, understanding, participation, progress, and performance of students with disabilities in the general education curriculum through evidence-based instruction. Emphasis will be placed on the development of an agency appropriate for the individual needs of the child. Please note: Enrollment in the Early Childhood Education program is required. Additionally, observation hours are required as per New York State Education Department (NYSED) requirements. Prerequisites: EDST 2025 Intro to Special Education.

**ECET 3122 Inclusion in Early Childhood Education (4 Credits)**

In this course, the student will develop an understanding of special education for children birth to age five and how children are supported in inclusive early childhood settings through developmentally appropriate strategies for curriculum, instruction, and assessment. Topics in the course are varied but typically include early intervention and public policy, planning for inclusion, monitoring young children, the role of administration and the professional collaboration and cooperation required when working with individuals with multiple disabilities. Prerequisites: EDST 2025 Introduction to Special Education.

**Attributes:** Liberal

**ECET 3996 Special Topics in ECET (2-4 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**Attributes:** Liberal

**ECET 3997 Special Topics in ECET (2-4 Credits)**

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

**ECET 3998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/ advisor for more details.

**ECET 4005 Children's Program Administration: Capstone (4 Credits)**

The capstone is the culminating course designed to fulfil the coursework portion of the New York State Children's Program Administrator Credential. The intent of this study is to provide the student with the opportunity to integrate the information and principles from Topics 1-5 of the competencies. Students will demonstrate mastery of the principles and skills as a children's program administrator through the completion of a portfolio or a final project. This course meets Topic 6 of the New York State Children's Program Administrator Credential. Students seeking the credential will need to complete 200 hours in administration in order to submit their application to the New York State Association for the Education of Young Children. In some cases, a student could take one of these courses concurrently with instructor approval. Prerequisites: ECET 3025.

**ECET 4010 Curriculum Models in Early Childhood Education (4 Credits)**

Students in this course will investigate the global perspectives of various curriculum models and early childhood programs with specialized philosophies, frameworks, and approaches to early childhood education including diverse learners. There will be an emphasis on curriculum planning, learning environments, and assessment within various cultural contexts. The models may vary, but examples include Head Start, Creative Curriculum, High Scope, Montessori, Pyramid, Reggio Emilia, Vygotsky, Waldorf, and/or The Project Approach. Prerequisites: Child Development (or equivalent) and at least 12 credits in early childhood coursework. This course was previously EDU-234244.

**Attributes:** Liberal

**ECET 4015 Development & Meaning of Play (4 Credits)**

This course will investigate the various theories of play, current research and trends, the meaning of play, and the interaction between play and child development, including play in its myriad forms. Topics may include using observation to analyze children's level of play skills and adults' role in play; the utility of play and fantasy at different developmental stages; different contexts for play; and the effect of external factors, such as media, gender differences, culture, and toys, on children's play. While it is not required, it might be helpful if students have taken a course in child development or equivalent. This course was previously HDV-284354 Development and Meaning of Play.

**Attributes:** Liberal

**ECET 4020 The Science Behind Learning and Trauma in Early Childhood Settings (4 Credits)**

Professionals in the field of early childhood education are becoming increasingly aware of the science behind learning and the science behind early-life trauma and its impact on learning and development. In this course students will review and discuss scientific and early childhood research and literature about learning, development, and trauma for the purpose of merging scientific knowledge with practice. Science literature will also be discussed as it relates to children and families, the impact of play, building relationships with children and families to promote healing, and explore self-care of the early childhood professional.

**Attributes:** Liberal

**ECET 4030 Early Childhood Curriculum Planning Across the Content Areas (4 Credits)**

Students in this course will take a deeper dive into curriculum development, instructional planning, and research-validated instructional strategies for teaching students with the full range of abilities. Using an interdisciplinary approach, students will have an opportunity to explore the learning standards and how they apply to the content area(s) and plan and implement interventions to help children meet developmental milestones and learning goals based on learning standards.

**ECET 4122 Poverty and Early Learning (4 Credits)**

This course encourages students to examine many types of poverty a child may experience and how living in poverty affects development within the context of the learning environment. Topics investigated in this course include the definition of poverty, the dynamics and culture of poverty, stress from poverty and the effect on development, and the effects on brain development and therefore, the child's ability to learn. For example, students may analyze how the social environment supports language and literacy skills in the preparation for reading texts.

**Attributes:** Liberal

**ECET 4140 Early Childhood Practicum: Student Teaching I (6 Credits)**

With an emphasis on curriculum and environments for prekindergarten and kindergarten, students will apply pedagogical methods as they begin the practicum component of the early childhood education program. Each student will apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. This practicum will take place in an approved pre-kindergarten or kindergarten classroom. Please note: All program requirements must be met before the student can register for this course.

**ECET 4150 Early Childhood Practicum: Student Teaching II (6 Credits)**

With an emphasis on curriculum and environments for first and second grade, students will apply pedagogical methods as they begin the practicum component of the early childhood education program. Each student will apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child. This practicum will take place in an approved first or second grade classroom. Please note: All program requirements must be met before the student can register for this course.

**ECET 4998 Individualized Studies in Early Childhood Studies (ECET) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor in Early Childhood Studies (ECET). Please contact your mentor/advisor for more details.