

Undergraduate Early Childhood/Early Childhood Special Education



Teachers play an important role in fostering the intellectual and social development of their students. Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concepts in identified subjects. They plan, evaluate and assign lessons; prepare, administer and grade tests; listen to oral presentations; and maintain classroom discipline. Teachers observe and evaluate a student's performance and potential, and increasingly are asked to use new assessment methods. Teachers also grade papers, prepare report cards and meet with students, parents and/or school staff to discuss a student's academic progress or personal problems.

At Ottawa University

The Early Childhood/Early Childhood Special Education major is designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Candidates complete methods courses, professional education courses, field experiences, observations, and clinical experiences. They develop critical thinking skills through an analysis of educational history, philosophy and psychology, an evaluation of the assessment of learning, and application of classroom management. They gain awareness of cultural diversity, ethics appropriate teaching dispositions, and the social and political contexts of education. Elementary and early childhood majors must also demonstrate ability in liberal arts areas including mathematics, communication, inquiry, wellness, science, social studies, and the fine arts. The major is based on state, regional, and national certification criteria and testing competencies. The Ottawa University teacher education programs are state approved in Arizona.

Careers

According to the U.S. Department of Labor, Bureau of Labor Statistics, job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level and subject taught. Most job openings will result from the need to replace the large number of teachers who are expected to retire through 2016.

Education and Qualifications

The traditional route to becoming a public school teacher involves completing a bachelor's degree from a teacher education program and then obtaining a certificate/license in a specific state. Those who have a college degree in other fields may meet state guidelines by completing a teacher certification/licensure program.

Undergraduate Early Childhood Education

The program outlined below is designed for those seeking to obtain the course work necessary for Arizona dual-certification in Early Childhood (ECE) and Early Childhood Special Education (ECSE), birth to age 8 years old. Students not seeking dual certification will not need to take ECE 49015.

Required Major Courses

EDU 20000 Technology for Educators

Develop skills needed to integrate technology into teaching and learning. Covers multimedia, word processing, spreadsheets, Internet searching, legal and ethical use of technology. Begin construction of electronic portfolio, which demonstrates candidate is ready to be recommended for teacher licensure. Present portfolio at end of student teaching. Corequisite: EDU 30731 The Teaching Profession: Part I.

ECE 30100 Early Childhood Foundations

Course provides the student with a knowledge base of the history, theory, philosophies, and foundations of early childhood education (Birth - Age 8). Course also provides students with foundational knowledge regarding issues surrounding early childhood special education. Students examine family, community, and cultural influences on development of the young child and consider trends and threats to relationships and cultural identity. Topics also include the roles and responsibilities for the Early Childhood Education professional, integrating the influences of history and philosophy with an emphasis on issues of professionalism, ethics, and program types.

ECE 30200 Child Development and Learning

Examination of age-appropriate physical, cognitive, adaptive, language, social/emotional, and motor development of children prenatal to 8 years. Course explores both typical and atypical development and includes the importance of sensory and temperament awareness. Overview of public health, safety, nutritional needs, and physical well-being of young children birth to 8 years old is explored. Consideration of public health issues and safety procedures within early childhood settings is also examined.

ECE 30300 EC Typical/Atypical Quality Practices

Overview of the exceptional learner (birth to age 8), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, interventions, and programming. Topics include ethics, referral and reporting procedures, and collaboration with families and other professionals. Students learn about applicable federal and state laws and requirements for providing services to children with special needs, including, but not limited to, the Individual with Disabilities Education Act, Americans with Disabilities Act, Individualized Family Service Plans, Individualized Education Plans, and 504 Plans.

ECE 30400 EC Social and Emotional Development

Overview of social and emotional development in the young child birth to age 8. Course provides research-based indicators for guiding young children in early care and a variety of education environments as it relates to child guidance and management of social and emotional behaviors. Course provides content knowledge of the exceptional learner birth to age 8 who differs from the norm, with emphasis on observation, characteristics, strategies, identification, as well as process and programs to assist young children with challenging behavior. Course includes observations, screening and assessment of children birth to age 8 who may have behavioral challenges compared to same-aged peers.

ECE 30503 Early Childhood Math & Science

Methods

Course provides scope and sequence methods for teaching and learning math and science for students who are considered both regular education and students with special education needs birth to age 8. This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and differentiating instruction for all students. Topics include use of knowledge and application skills to design a curriculum, unit for a specific subject and age/grade level. Use of technology will be integrated into the course curriculum, with an emphasis on linking objectives to developmentally appropriate practices (NAEYC, Common Core, and INTASC National Standards).

ECE 30506 EC SS & Art Methods

Course provides scope and sequence methods for teaching and learning social studies and the arts for students who are considered both regular education and students with special education needs birth to age 8. This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and differentiating instruction for all students. Topics include use of knowledge and application skills to design a curriculum unit for a specific subject and age/grade level. Use of technology will be integrated into the course curriculum with an emphasis on linking objectives to developmentally appropriate practices (NAEYC, Common Core, and INTASC National Standards).

ECE 30600 EC Assessment and Monitoring

Students learn the federal and state laws regarding the Individual with Disabilities Education Act (IDEA), rules and regulations regarding child find, and identification and evaluation of children birth to age 8 who may need special education services. Students examine the eligibility criteria for a young child to receive special education services under federal and state laws. Students are provided practice in screening, evaluation, and progress monitoring of a young child using a variety of developmentally appropriate instruments and practices. Focus is on writing an Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) linked to evaluation results. Students explore using informal/formal and on-going progress monitoring assessments to evaluate children's progress (with and without disabilities) and report this information to parents/guardians/caregivers.

ECE 30700 Early Literacy and Reading Methods

Course looks at research in language and literacy development, with an emphasis on effective strategies such as phonemic awareness and decoding in ages birth to age 8. Other topics include specific strategies and methods to assist the challenged learner.

ECE 49010 Early Childhood Practicum I (Birth-Pre-K)

Field placement in an approved Early Childhood site to further develop the knowledge, skills and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Enrollment in this practicum requires approval of faculty advisor. Covers ages 0-5 in an inclusive environment.

ECE 49012 Early Childhood Std Teach (K-3)

Field placement in an approved Early Childhood site to further develop the knowledge, skills and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Enrollment in student teaching requires approval of faculty advisor. Covers K-3 in an inclusive environment.

ECE 49015 Early Childhood Student Teaching K-3 Special Education

Field placement in an approved early childhood site to further develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Covers K-3 in a special

EDU 40932 Reflective Teaching Action

Research I

Provides opportunity for student teachers to reflect on teaching and learning. Complete portfolio, develop credential files and interviewing skills, and make application for teaching licensure/certificate.

EDU 40934 Reflective Teaching Action

Research II (Capstone)

Provides opportunity for student teachers to reflect on teaching and learning. Complete portfolio, develop credential files and interviewing skills, and make application for teaching licensure/certificate.

Site-Specific Coursework

HPS 30151 Arizona Constitution

Overview of Arizona's history and constitution from territorial days to the present.

HPS 30251 US Constitution

Overview of the history of the United States Constitution to establish a foundation of understanding.

EDU 44033 SEI Methods for ELL II

Course will examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. It will also analyze and apply disaggregated data to differentiate instruction, as well as integrate diagnostic, formative, and summative assessments for ELLs. In addition, the course will describe the legal, historical and educational reasons for SEI. The course will further identify and use multiple strategies to improve student achievement by integrating comprehensible input; ongoing, specific and immediate feedback; grouping structures and techniques; building background and vocabulary development; and student engagement. It will also identify the socio-cultural influences on ELLs, such as language shift, identity issues, and the role of culture in learning.