

PROPOSAL FOR REVISION OF THE EARLY CHILDHOOD EDUCATION (ECE)**UNDERGRADUATE PROGRAM**

Submitted by Program Faculty

Mary McMullen and Dan Castner

October 26, 2021

	Page #s
Proposal Narrative	1
Special Questions and Frequently Asked Questions about the Revision	2-3
Planning Sheets	
Track 1 – Teaching All Young Learners (TAYL)	4-5
Track 2 – Early Childhood Care and Education Leaders (ECCEL)	6-7
Degree Maps	
Track 1 – Teaching All Young Learners (TAYL)	8
Track 2 – Early Childhood Care and Education Leaders (ECCEL)	9
Side-by-Side Comparison of Existing Program to Revised Program Tracks	10
Course Descriptions	11-16
Crosswalk of Professional and State Standards	17-18

Proposal Narrative: Dual Track BSED Early Childhood Education (ECE) Program (120 credits)

Several factors resulted in this revisioning of the existing Early Childhood Education (ECE) undergraduate program. For instance, declining enrollments and changing demographics compelled faculty to consider how to attract a new and more diverse group of students. Second, faculty recognized the need to prepare graduates for a broader range of career trajectories needed in the field. And, importantly, growing awareness of socio-political realities made the faculty more aware of gaps in the existing program that must be addressed to more fully prepare professionals to meet the needs of *all* young children and their families.

Description and Rationale: This dual-track program, including license and non-license options, was created to better meet the needs of future professionals for a variety of key positions in the field of Early Childhood Education (ECE) in P-3rd grade classrooms in elementary schools; infant-toddler and preschool child care programs (including center-based, family child care homes, Early Head Start, Head Start, Title I and other public school pre-K options); state agencies that address quality, professional development, and licensing; health and wellness programs such as those in hospitals; and programs in community settings such as in libraries, museums, etc. There is a tremendous need for professionals in these multiple contexts in Indiana and nationally, one growing with increased attention on the needs of families with young children for high quality options and highly qualified professionals. In addition, the ECE program attracts international students who prepare for teacher and leader positions for children for 0-5 years in their home countries and who do not currently benefit from large portions of the existing program. In both Track 1 (birth- to age eight-years) and Track 2 (birth- to age five) in the revised ECCE program, future professionals will be equipped to address the needs of *all* young children and families, *wherever* they may be found. Intentional focus is placed on preparing graduates for inclusive practices able to address multiple and intersecting considerations, for e.g., developmental diversities, varied compositions of families, racial and ethnic diversities, poverty, and those living with stress or dealing with trauma.

Brief Descriptions of ECCE Track 1 (TAYL) and Track 2 (ECCEL)

TRACK 1 Teaching All Young Learners (TAYL): PreK-3rd Grade	TRACK 2 Early Childhood Care and Education Leaders (ECCEL): Birth to Age 5
<p>In this teacher education licensure program, students complete work for the BSED and prepare to apply for the Indiana Early Childhood Generalist Teaching License (preschool through grade 3). Students will develop knowledge, skills, and dispositions to work with typically and exceptionally developing young children and their families from 0 to 8-years (infants through 3rd graders) in child care, Early Head Start, Head Start, Title 1 preschools, elementary schools, and other community settings.</p>	<p>In this non-license track of the ECE Program, students complete work for the BSED as they develop knowledge, skills, and dispositions for multiple roles in ECE as teachers and leaders that care for, educate, and/or provide services to young children and families 0-5 years including as: preschool teachers, preschool directors, home child care providers, family support specialists, early interventionists, and specialists for agencies and community groups that serve young children, families, and those working with them.</p>

SPECIAL FEATURES AND FREQUENTLY ASKED QUESTIONS ABOUT THE ECE REVISION

The two-track program in ECE provides options for students. It meets the professional development needs of those who want to prepare for a classroom teaching, as well as those who want to focus on addressing the needs of children birth-to-age-five and their families in a variety of settings in which ECE professionals are employed.

Issue of Under Enrolled Courses

Faculty have taken into consideration ways to greatly reduce or eliminate under enrolled sections in the ECE Program in both tracks.

- Track 1 (TAYL licensure program – Preschool to 3rd Grade) follows a traditional block structure with K-Primary methods courses mirroring the elementary education program blocks. Thus, if necessary to make full enrollment, TAYL students will take their methods courses (social studies, mathematics, reading, and science teaching methods) with students in the elementary program.
- Track 2 (ECCEL non-licensure program – Birth to Age 5) is designed for flexibility and greater choice in scheduling, with certain courses offered every fall, every spring, and others offered fall, spring, and summer. For those courses that are just for track 2 that are EDUC courses, masters or graduate level courses will be offered together. Nine credits are offered in SPEA year-round, which are managed by SPEA. The Capstone Experience can be taken any time after all coursework is successfully completed, in fall, spring, or summer and is not dependent upon full enrollment.
- Concerns have been noted about two courses required in both tracks from the CEP Department, P249 Growth and Development in Early Childhood and P225 Child and Adolescent Mental Health in Applied Settings. As regard to P225, this is currently offered and taught by Heather Ormiston who has agreed to include a focus on the early years when she teaches it in sections that include early childhood students. Department Chair Joel Wong has requested that we list the requirement for the child development course as P249 (the early childhood through middle childhood focused class) rather than P248 (child development in school years). Mary McMullen, who teaches the masters equivalent of P249, which is P515, has agreed to teach it if needed. If the P249 doesn't 'make' enrollment, students are then to be combined with P248 students.
- One additional course raises concerns about potential under enrollment, which is the 1 credit course F203 Classroom Guidance and Management. This is a course that has been piloted in a project with Jeff Anderson, Brenda Brannigan, Dan Melnick, and Andy Bosk, among others. Although they have not focused on the early years in the piloted online courses as of yet, they are very interested in doing so and making it available to the ECE program and others who may be interested. The ECE faculty will work closely with these colleagues to develop ECE specific content. Because it is online, it could attract students from beyond the program who need professional development in this area.

Common Core Courses

The new ECE Program includes a 15 credit 'common core' to be taken by all students in Track 1 and Track 2, and it will also be offered as a c as a minor or specialty area by those outside the program. The common core will meet the needs of elementary education majors who wish to earn a minor in early childhood and for practicing preschool teachers who need early childhood credits as a job requirement. Core courses will be offered either online or after 4:00 p.m. when greater numbers of practicing professionals can take them along with undergrad students.

Early Childhood Care and Education Common Core

<u>Courses</u>	<u>Credits</u>
E335 Introduction to Early Childhood Education	3
E336 Play as Development	3
E348 Foundations of Early Childhood (birth to age 3)	3
E351 Foundations of Early Childhood II (preschool-K age)	3
E352 Teaching and Learning for Children (preschool-K)	3

Practical Experiences

As in the current ECE Program, emphasis is placed on real-life practical experience.

- Track 1 TAYL students will have three separate supervised field experiences over three semesters including in an infant toddler classroom, preschool classroom, and K-primary classroom before Student Teaching in K-primary in their final semesters.
- Track 2 ECCEL students will have three separate supervised field experiences including in an infant toddler classroom, preschool classroom, and a practicum in preschool administration, before completing a Capstone Experience. The Capstone Experience will be designed to meet the needs and goals of individual students. For e.g., those who want to be program administrators, work in a state agency, or teach in a preschool will have opportunities to do so in this experience. Students will be encouraged in their program to identify a mentor with whom they can work through the practicum and Capstone, inspired by what occurs in COT.
- To ensure the greatest flexibility in Track 2 ECCEL, some students may be allowed to count paid prior and current work while employed in the field in ECE positions toward field experiences, upon review of the employment experiences by faculty.

Possible micro-credentials, certificates, etc.

After program revision is approved ECE faculty will work to develop 'micro-credentials,' certificates, minors, or additions. Currently discussed are micro-credentials in the following:

- ESL/ENL
- Reading
- Early Childhood Mental Health (in discussion with CEP)
- Early Childhood Program Leadership (in discussion with SPEA/ELPS)

This program sheet is effective for all students starting at IUB beginning summer 2022.



B.S. EDUCATION: EARLY CHILDHOOD EDUCATION: TEACHING ALL YOUNG LEARNERS TRACK (TAYL) – 120 CREDITS

The Bachelor of Science in Early Childhood Education leads to a license to teach infant/toddler preschool programs and grades K-3 with an emphasis in child development, family-centered practices, and special education. Graduates are prepared to be P/K-3rd grade teachers in inclusive classrooms, to teach in preschool special education, for positions within agencies and organizations that serve young children and their families, and for working in Indiana's First Steps system in early intervention and developmental therapy. Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A four-year college plan of 120 credits requires completion of 15 credits each semester. The following are required for retention, student teaching and graduation: a 2.0 GPA in each content area; a 2.5 GPA in the Professional Education and overall; and a grade of C or higher in each professional education course.

May 2022

GENERAL EDUCATION REQUIREMENTS

<https://gened.indiana.edu/approved-courses/index.html>

Careful selection & completion of courses with a grade of "C" or higher may allow double counting within General Education, Professional Education &/or Content Field. If you earn a grade lower than a C, please consult with an academic advisor.

	Credits
1. Foundations	
• English Composition (EC)	0-3
• Mathematical Modeling (MM)	3-4
2. Breadth of Inquiry	
• Arts & Humanities (A&H)	6
• Social & Historical Studies (S&H)	6
• Natural & Mathematical Sciences (N&M)	5-6
• Option I: Two courses with one a Natural Science (NS) OR	
• Option II: One 5 hr Science with a lab (LAB)	
3. World Languages & Cultures	6
• Option I: Language Study (WL) OR	
• Option II: World Culture (WC) OR	
• Option III: International Experience (IE)	
4. Shared Goals for the School of Education	
• Intensive Writing (IW) (EDUC-H 205 or H 340)	3
• Information Fluency (IF) (EDUC-W 200)	3
• Diversity in the United States (D) (Professional Education)	3
• Enriching Educational Experiences (EEE/Student Teaching) (EDUC-M 424)	15

PREREQUISITES FOR ADMISSION TO THE TEP

Competitive enrollment. Meeting minimum requirements does not guarantee enrollment in authorized courses.

1. 2.5 GPA overall.	
2. Applicants must have completed or be enrolled in 27-28 credits of coursework:	
Course	Credits
• <i>Communication for Youth Serving Professionals</i> (EDUC-G 203) (S&H)	3
• <i>Math 1</i> (EDUC-N 101)	3
• <i>Math 2 or Math 3</i>	3-4
<i>Math 2</i> (Mathematical Modeling) (MM)	
<i>Math 3</i> (EDUC-N 103)	
• <i>Scientific Inquiry</i> (EDUC-Q 200) (N&M) (NS)	3
• <i>Science</i> (EDUC-Q 205, BIOL-Q 201, EAS-E 105 (N&M) (NS), PHYS-P 199 (N&M) (NS))	3
• <i>Growth and Development in Early Childhood</i> (EDUC-P 249) (S&H)	3
• <i>Technology</i> (EDUC-W 200) (IF)	3
3. Apply to TEP by March 1 to enroll in Fall term Junior Block. Access TEP Application at: https://education.indiana.edu/	

I. CONTENT REQUIREMENTS

39-43 credits

Language Arts (2.0 GPA)

3-6 credits

English Composition (EC) (Select one) (Grade of C or higher required)

CMLT-C 110	<i>Writing the World</i>	3
ENG-W 131	<i>Reading, Writing & Inquiry</i> OR	3
ENG-W 131EX	<i>Elementary Composition-Exempt</i>	0
ENG-W 170	<i>Intro to Argumentative Writing-Projects in Reading & Writing</i>	3

American/World Literature (Select one)

AAAD-A 379	<i>Early Black American Writing</i>	3
CMLT-C 340	<i>Women in World Literature</i>	3
ENG-L 111	<i>Discovering Literature (A&H)</i>	3
ENG-L 203	<i>Introduction to Drama (A&H)</i>	3
ENG-L 204	<i>Introduction to Fiction (A&H)</i>	3
ENG-L 205	<i>Introduction to Poetry (A&H)</i>	3
ENG-L 206	<i>Introduction to Prose (Excluding Fiction) (A&H)</i>	3
ENG-L 210	<i>Studies in Popular Lit & Mass Media (A&H)</i>	3
ENG-L 213	<i>Literary Masterpieces I</i>	3
ENG-L 214	<i>Literary Masterpieces II (A&H)</i>	3
ENG-L 224	<i>Introduction to World Lit in English (A&H) (WC)</i>	3
ENG-L 240	<i>Literature & Public Life (A&H)</i>	3
ENG-L 357	<i>Twentieth-Century American Poetry</i>	3
ENG-L 358	<i>American Literature 1914-1960</i>	3
ENG-L 364	<i>Native American Literature</i>	3
ENG-L 369	<i>Studies in British & American Authors</i>	3

Fine Arts (2.0 GPA)

6 credits

Music

MUS-E 241	<i>Intro to Music Fundamentals</i>	3
-----------	------------------------------------	---

Art

EDUC-M 135	<i>Individualized Instruction in Art</i>	3
EDUC-M 200	<i>Artifacts & Museums in Everyday Life (A&H)</i>	3

Mathematics (2.0 GPA)

9-10 credits

You must complete all three Math courses before beginning the Senior Block offered Fall only.

EDUC-N 101	<i>Teach & Learn Elem School Math</i>	3
	<i>Mathematical Modeling (MM)</i>	3-4
EDUC-N 103	<i>Teach & Learn Elem School Math II (P: EDUC-N 101 with a grade of C or higher)</i>	3

Science (2.0 GPA)		12 credits
It is strongly recommended that you complete all science courses before beginning the Junior Spring Block.		
BIOL-Q 201	<i>Biological Science for Elementary Teachers</i> (P: EDUC-Q 200)	3
EDUC-Q 200	<i>Introduction to Scientific Inquiry (N&M) (NS)</i>	3
EAS-E 105	<i>Earth: Our Habitable Planet (N&M) (NS)</i>	3
EDUC-Q 205	<i>STEM for Educators OR</i>	3
PHYS-P 199	<i>Physical Science through Inquiry (N&M) (NS)</i>	3

Social Studies (2.0 GPA)		9 credits
--------------------------	--	-----------

U. S. History (Select one)		
HIST-H 105	<i>American History I (S&H)</i>	3
HIST-H 106	<i>American History II (S&H)</i>	3
World Civilization (Select one)		
FOLK-F 111	<i>World Music & Culture (A&H) (WC)</i>	3
GEOG-G 120	<i>Regions of the World (S&H)</i>	3
HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3
HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 206	<i>Peace and Conflict (S&H) (WC)</i>	3
LATS-L 200	<i>American Borderlands (A&H)</i>	3
LTAM-L 230	<i>Maya Cultures Mexico, Guatemala (A&H) (WC)</i>	3
REL-R 152	<i>Jews, Christians, Muslims (A&H) (WC)</i>	3
REL-R 153	<i>Religions of Asia (A&H) (WC)</i>	3
Social Studies Elective (Select one not already taken)		
HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-C 210	<i>The Making of the Modern Middle East (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3
HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
HIST-H 211	<i>Latin American Culture & Civilization I (S&H) (WC)</i>	3
INTL-I 100	<i>Intro to International Studies (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 204	<i>Human Rights & International Law (S&H) (WC)</i>	3
INTL-I 206	<i>Identity & Conflict (S&H) (WC)</i>	3
LTAM-L 210	<i>The Latin American Experience (S&H) (WC)</i>	3
NELC-N 204	<i>Topics in Middle Eastern Culture & Society (S&H) (WC)</i>	3

II. PROFESSIONAL EDUCATION

78 credits/2.5 GPA

A grade of C or higher is required in each EDUC course. The following courses must be successfully completed before student teaching.

23 credits

EDUC-G 203	<i>Communication for Youth Serving Professionals (S&H)</i>	3
EDUC-P 225	<i>Child and Adolescent Mental Health in Applied Settings</i>	3
EDUC-P 249	<i>Growth and Development in Early Childhood</i>	3
EDUC-W 200	<i>Using Computers in Education (IF)</i>	3
EDUC-E 300	<i>Teaching in a Pluralistic Society (P: English Comp.)</i>	3

EDUC-H 205	<i>Introduction to Educational Thought (P: English Comp.) (S&H) (IW) OR</i>	3
EDUC-H 340	<i>Education & American Culture (P: Soph. status) (IW)</i>	3
EDUC-M 333	<i>Art Experiences for the Elementary Teachers (P: EDUC-M135 or M200) OR</i>	2
EDUC-M 334	<i>Drama in Education</i>	3
EDUC-X 460	<i>Books for Reading Instruction (P: Soph. status)</i>	3

Admission to the Teacher Education Program (TEP) is required in order to enroll in the following Blocks:		55 credits
--	--	------------

Courses must be taken in prescribed blocks. Successful completion (C or higher grade) of all courses in each block is a prerequisite for the next block and student teaching.

Blocks must be completed in sequence from one semester to the next. Courses listed below must be successfully completed on the Bloomington campus prior to student teaching.

Junior Block (Fall only)		15 credits
--------------------------	--	------------

EDUC-E 335	<i>Introduction to Early Childhood</i>	3
EDUC-E 336	<i>Play as Development</i>	3
EDUC-E 348	<i>Foundations of Early Childhood Education (Birth to Age 3)</i>	2
EDUC-K 308	<i>Teaching Young Children with Special Needs (Birth to Age 5)</i>	3
EDUC-L 338	<i>Early Literacy Learning and Play-based Instruction</i>	3
EDUC-M 201	<i>Lab/Field Experience: Infant/Toddler</i>	1

Junior Block (Spring only)		14 credits
----------------------------	--	------------

P: EDUC-Q 200 and at least one of the three required science courses: BIOL-Q 201, EAS-E 105, or PHYS-P 199

P: Math 1 (EDUC-N 101)

P: Math 2 (Mathematical Modeling)

P: Math 3 (EDUC-N 103)

EDUC-E 328	<i>Science in the Elementary School</i>	3
EDUC-E 343	<i>Mathematics in the Elementary School</i>	3
EDUC-M 301	<i>Lab/Field Experience: K-Primary</i>	1
EDUC-E 351	<i>Foundations of Early Childhood Education II (Preschool)</i>	2
EDUC-E 352	<i>Teaching and Learning for All Children (Preschool)</i>	3
EDUC-M 201	<i>Lab/Field Experience: Preschool</i>	1
EDUC-F 203	<i>Classroom Management</i>	1

Senior Block (Fall only)		14 credits
--------------------------	--	------------

EDUC-E 325	<i>Social Studies in Elementary Schools</i>	3
EDUC-E 339	<i>Methods of Teaching Language Arts</i>	3
EDUC-M 401	<i>Lab/Field Experience: K-Primary</i>	1
EDUC-E 353	<i>Foundations of Early Childhood Education III (K-Primary)</i>	1
EDUC-K 305	<i>Teaching Exceptional Learners in Elementary Sc. Families, Schools and Society</i>	3
EDUC-K 448	<i>Families, Schools and Society</i>	3

Student Teaching		12 credits
------------------	--	------------

Students may not enroll in other classes while completing student teaching. Exception: EDUC-M 202 Job Search Strategies for Educators

EDUC-E 431	<i>Senior Seminar in Early Childhood Education</i>	1
EDUC-M 420	<i>Student Teaching Seminar</i>	1
EDUC-M 424	<i>Student Teaching: Kindergarten-Primary (16 weeks) (EEE)</i>	10

III. ELECTIVES TO REACH 120 CREDITS



This program sheet is effective for all students starting at IUB beginning summer 2022.



INDIANA UNIVERSITY
SCHOOL OF EDUCATION
Office of Teacher Education
Bloomington

B.S. EDUCATION: EARLY CHILDHOOD EDUCATION: EARLY CHILDHOOD CARE AND EDUCATION LEADERS TRACK (NON-LICENSURE) (ECCEL) 120 CREDITS

The Bachelor of Science in Early Childhood Education track allows students to develop knowledge, skills and dispositions for multiple roles in Early Childhood Education as teachers and leaders that care for, educate, or provide services to young children and families ages 0-5 years. Positions include preschool teacher or administrator, family support specialist, early interventionist, and working for an agency and community groups that serve young children, families, and those working with them. Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A four-year college plan of **120 credits** requires completion of 15 credits each semester. The following are required for retention, capstone experience, and graduation: a 2.0 GPA in each content area; a 2.5 GPA in the Professional Education and overall; and a grade of C or higher in each professional education course.

May 2022

GENERAL EDUCATION REQUIREMENTS

<https://gened.indiana.edu/approved-courses/index.html>

Careful selection & completion of courses with a grade of "C" or higher may allow double counting within General Education, Professional Education &/or Content Field. If you earn a grade lower than a C, please consult with an academic advisor.

	Credits
1. Foundations	0-3
• English Composition (EC)	3-4
• Mathematical Modeling (MM)	3-4
2. Breadth of Inquiry	6
• Arts & Humanities (A&H)	6
• Social & Historical Studies (S&H)	6
• Natural & Mathematical Sciences (N&M)	5-6
• Option I: Two courses with one a Natural Science (NS) OR	
• Option II: One 5 hr Science with a lab (LAB)	
3. World Languages & Cultures	6
• Option I: Language Study (WL) OR	
• Option II: World Culture (WC) OR	
• Option III: International Experience (IE)	
4. Shared Goals for the School of Education	
• Intensive Writing (IW) (EDUC-H 205 or H 340)	3
• Information Fluency (IF) (EDUC-W 200)	3
• Diversity in the United States (D) (Professional Education)	3
• Enriching Educational Experiences (EEE/Student Teaching) (EDUC-M 424)	15

PREREQUISITES FOR ADMISSION TO THE TEP

Competitive enrollment. Meeting minimum requirements does not guarantee enrollment in authorized courses.

1. 2.5 GPA overall.	
2. Applicants must have completed or be enrolled in 27-28 credits of coursework:	
Course	Credits
• Communication for Youth Serving Professionals (EDUC-G 203) (S&H)	3
• Math 1 (EDUC-N 101)	3
• Math 2 or Math 3	3-4
Math 2 (Mathematical Modeling) (MM)	
Math 3 (EDUC-N 103)	
• Scientific Inquiry (EDUC-Q 200) (N&M) (NS)	3
• Science (EDUC-Q 205, BIOL-Q 201, EAS-E 105 (N&M) (NS), PHYS-P 199 (N&M) (NS))	3
• Growth and Development in Early Childhood (EDUC-P 249) (S&H)	3
• Technology (EDUC-W 200) (IF)	3
3. Apply to TEP by March 1 to enroll in Fall term Junior Block. Access TEP Application at: https://education.indiana.edu/	

I. CONTENT REQUIREMENTS

39-43 credits

Language Arts (2.0 GPA)

3-6 credits

English Composition (EC) (Select one) (Grade of C or higher required)

CMLT-C 110	Writing the World	3
ENG-W 131	Reading, Writing & Inquiry OR	3
ENG-W 131EX	Elementary Composition-Exempt	0
ENG-W 170	Intro to Argumentative Writing-Projects in Reading & Writing	3

American/World Literature (Select one)

AAAD-A 379	Early Black American Writing	3
CMLT-C 340	Women in World Literature	3
ENG-L 111	Discovering Literature (A&H)	3
ENG-L 203	Introduction to Drama (A&H)	3
ENG-L 204	Introduction to Fiction (A&H)	3
ENG-L 205	Introduction to Poetry (A&H)	3
ENG-L 206	Introduction to Prose (Excluding Fiction) (A&H)	3
ENG-L 210	Studies in Popular Lit & Mass Media (A&H)	3
ENG-L 213	Literary Masterpieces I	3
ENG-L 214	Literary Masterpieces II (A&H)	3
ENG-L 224	Introduction to World Lit in English (A&H) (WC)	3
ENG-L 240	Literature & Public Life (A&H)	3
ENG-L 357	Twentieth-Century American Poetry	3
ENG-L 358	American Literature 1014-1000	3
ENG-L 364	Native American Literature	3
ENG-L 369	Studies in British & American Authors	3

Fine Arts (2.0 GPA)

6 credits

Music

MUS-E 241	Intro to Music Fundamentals	3
-----------	-----------------------------	---

Art

EDUC-M 135	Individualized Instruction in Art	3
EDUC-M 200	Artifacts & Museums in Everyday Life (A&H)	3

Mathematics (2.0 GPA)

9-10 credits

You must complete all three Math courses before beginning the Senior Block offered Fall only.

EDUC-N 101	Teach & Learn Elem School Math	3
_____	Mathematical Modeling (MM)	3-4
EDUC-N 103	Teach & Learn Elem School Math II (P: EDUC-N 101 with a grade of C or higher)	3

Science (2.0 GPA)	12 credits
--------------------------	-------------------

BIOL-Q 201	<i>Biological Science for Elementary Teachers (P: EDUC-Q 200)</i>	3
EDUC-Q 200	<i>Introduction to Scientific Inquiry (N&M) (N 8)</i>	3
EAS-E 105	<i>Earth: Our Habitable Planet (N&M) (N 8)</i>	3
EDUC-Q 205	<i>STEM for Educators OR</i>	3
PHYS-P 199	<i>Physical Science through Inquiry (N&M) (N 8)</i>	3

Social Studies (2.0 GPA)	9 credits
---------------------------------	------------------

U.S. History (Select one)

HIST-H 105	<i>American History I (S&H)</i>	3
HIST-H 106	<i>American History II (S&H)</i>	3

World Civilization (Select one)

FOLK-F 111	<i>World Music & Culture (A&H) (WC)</i>	3
GEOG-G 120	<i>Regions of the World (S&H)</i>	3
HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3
HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 206	<i>Peace and Conflict (S&H) (WC)</i>	3
LATS-L 200	<i>American Borderlands (A&H)</i>	3
LTAM-L 230	<i>Maya Cultures/México Guatemala (A&H) (WC)</i>	3
REL-R 152	<i>Jews, Christians, Muslims (A&H) (WC)</i>	3
REL-R 153	<i>Religions of Asia (A&H) (WC)</i>	3

Social Studies Elective (Select one not already taken)

HIST-B 200	<i>Issues in Western European History (S&H) (WC)</i>	3
HIST-C 210	<i>The Making of the Modern Middle East (S&H) (WC)</i>	3
HIST-H 101	<i>World in 20th Century I (S&H) (WC)</i>	3
HIST-H 102	<i>World in 20th Century II (S&H) (WC)</i>	3
HIST-H 103	<i>Europe: Renaissance to Napoleon (S&H) (WC)</i>	3
HIST-H 104	<i>Europe: Napoleon to Present (S&H) (WC)</i>	3
HIST-H 205	<i>Ancient Civilization (S&H) (WC)</i>	3
HIST-H 206	<i>Medieval Civilization (S&H) (WC)</i>	3
HIST-H 211	<i>Latin American Culture & Civilization I (S&H) (WC)</i>	3
INTL-I 100	<i>Intro to International Studies (S&H) (WC)</i>	3
INTL-I 203	<i>Global Development (S&H) (WC)</i>	3
INTL-I 204	<i>Human Rights & International Law (S&H) (WC)</i>	3
INTL-I 206	<i>Identity & Conflict (S&H) (WC)</i>	3
LTAM-L 210	<i>The Latin American Experience (S&H) (WC)</i>	3
NELC-N 204	<i>Topics in Middle Eastern Culture & Society (S&H) (WC)</i>	3

78 credits/2.5 GPA
A grade of C or higher is required in the courses listed below. The following courses must be successfully completed before the final practicum or capstone experience.
32 credits

EDUC-G 203	<i>Communications for Youth Serving Professionals</i>	3
EDUC-P 249	<i>Growth and Development in Early Childhood</i>	3
EDUC-W 200	<i>Using Computers in Education</i>	3
EDUC-E 300	<i>Teaching in a Pluralistic Society (P: English Comp.)</i>	3
EDUC-H 205	<i>Introduction to Educational Thought (P: English Comp.) OR</i>	3
EDUC-H 340	<i>Education and American Culture</i>	3
EDUC-M 333	<i>Art Experiences for Elementary Teachers (P: EDUC-M126 or M200) OR</i>	2
EDUC-M 334	<i>Drama in Education</i>	3
EDUC-P 225	<i>Child and Adolescent Mental Health in Applied Settings</i>	3
EDUC-X 460	<i>Books for Reading Instruction</i>	3
SPEA-V 186	<i>Introduction to Public Budgeting and Finance</i>	3
SPEA-V 236	<i>Managing and Leading Organizations</i>	3
SPEA-V 246	<i>Elements of Governmental and Non-Profit Financial Accounting Cycle</i>	3

Admission to the Early Childhood Leadership Program is required in order to enroll in the following courses.	46 credits
---	-------------------

Courses Available Fall Semesters	22 credits
---	-------------------

EDUC-E 335	<i>Introduction to Early Childhood</i>	3
EDUC-E 336	<i>Play as Development</i>	3
EDUC-E 348	<i>Foundations of Early Childhood Education (Birth to Age 3) AND</i>	2
EDUC-M201	<i>Lab/Field Experience: Infant/Toddler</i>	1
EDUC-K 306	<i>Teaching Young Children with Special Needs (Birth to Age 6)</i>	3
EDUC-L 338	<i>Early Literacy Learning and Play-based Instruction</i>	3
EDUC-K 448	<i>Families, Schools and Society</i>	3
EDUC-F 203	<i>Classroom Management</i>	1
EDUC-M 330	<i>Designing Visual Learning Experiences for Children OR</i>	3
EDUC-Z204	<i>Applied Theater</i>	3

Courses Available Spring Semesters	12 credits
---	-------------------

EDUC-E 351	<i>Foundations of Early Childhood Education II (Ages 3 to 6) AND</i>	2
EDUC-M 201	<i>Lab/Field Experience: Preschool AND</i>	1
EDUC-E 352	<i>Teaching and Learning for All Young Children (Preschool)</i>	3
EDUC-E 338	<i>The Early Childhood Educator: Program Leadership AND</i>	3
EDUC-M 470	<i>Practicum: Birth to Age 6 Administration</i>	3

Practicum/Capstone Experience	12 credits
--------------------------------------	-------------------

Students may not enroll in other classes while completing capstone. Exception: EDUC-M 202 Job Search Strategies for Educators

EDUC-E 431	<i>Senior Seminar in Early Childhood Education</i>	1
EDUC-M470	<i>Practicum (Capstone Experience) (Internship) (16 weeks) (EEE) (This experience is individually determined for each student, and may include, for e.g., teaching in a preschool classroom, an internship in a preschool program with an administrator or curriculum director, or in a state or community agency or medical setting that works with young children (birth to age 5) and families. Students will identify a mentoring professional to work with locally or near their home.)</i>	11

III. ELECTIVES TO REACH 120 CREDITS
--



II. PROFESSIONAL EDUCATION

Degree Map: Early Childhood Educ BSED (Track 1 – 120 credits)

Teaching All Young Learners (TAYL): PreK-3rd Grade In this teacher education licensure program, students complete work for the BSED and prepare to apply for the Indiana Early Childhood Generalist Teaching License (preschool through grade 3). Students will develop knowledge, skills, and dispositions to work with typically and exceptionally developing young children and their families from 0 to 8-years (infants through 3rd graders) in child care, Early Head Start, Head Start, Title 1 preschools, elementary schools, and other community settings.

Year One (30 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Written Expression	C	3		Cultural Pluralism	C	3
Elementary Math 1	C	3		Math Modeling		3
Intro Scientific Inquiry		3		American/World Culture		3
Art		3		World Civilization		3
US History		3		Earth Science		3
Total 15				Total 15		
Year Two (32 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Intro to Music Fund.		3		Art/Drama in Elementary	C	2
Biol. Science for Teachers		3		Commun. Youth Prog.	C	3
Elementary Math 3		3		Books/Reading Inst.	C	3
Social Science Elective		3		Child Development	C	3
Phys. Science or STEM		3		Computers in Education	C	3
				Ed. Thought/in Am Cul.	C	3
Total 15				(Apply to Teacher Education Program)		Total 17
Year Three (32 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Intro to Early Childhood	C	3		Science in Elementary	C	3
Play as Development	C	3		Math in Elementary	C	3
Early Literacy Learning	C	3		Field Experience: K-Prim.	S	1
Teach. YC Special Needs	C	3		Teach/Learn Preschool	C	3
Foundations ECE I	C	2		Foundations ECE II	C	2
Field Experience: 0-3	S	1		Field Experience: PreK	S	1
				Child Mental Health	C	3
Total 15				Total 17		
Year Four (29 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Foundations ECE III K-3rd	C	1		Senior Seminar ECE	C	1
Social Studies in Elemen.	C	3		Senior Seminar edTPA	S	1
Teaching Language Arts	C	3		Student Teach: K-Primary	S	10
Special Ed Elementary	C	3				Total 12
Families/Communities	C	3				
Field Exper: K-Primary	S	1				
Total 17						

Degree Map: Early Childhood Educ BSED (Track 2 – 120 credits)

Early Childhood Care and Education Leaders (ECCEL): Birth to Age 5 In this non-license track of the ECE Program, students complete work for the BSED as they develop knowledge, skills, and dispositions for multiple roles in ECE as teachers and leaders that care for, educate, and/or provide services to young children and families 0-5 years including as: preschool teachers, preschool directors, home child care providers, family support specialists, early interventionists, and specialists for agencies and community groups that serve young children, families, and those working with them.

Year One (30 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Written Expression	C	3		Cultural Pluralism	C	3
Elementary Math 1	C	3		Math Modeling		3
Intro Scientific Inquiry		3		American/World Culture		3
Art		3		World Civilization		3
US History		3		Earth Science		3
Total 15				Total 15		
Year Two (32 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Intro to Music Fund.		3		Art/Drama in Elementary	C	2
Biol. Science for Teachers		3		Commun. Youth Programs	C	3
Elementary Math 3		3		Books/Reading Instruction	C	3
Social Science Elective		3		Child Development	C	3
Phys. Science or STEM		3		Computers in Education	C	3
				Ed. Thought/Ed in Am Cul.	C	3
Total 15				Total 17		
Year Three (30 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Intro to Early Childhood	C	3		Foundations ECE II	C	2
Play as Development	C	3		Field Experience: Preschool	S	1
Early Literacy Learning	C	3		Teach/Learning Preschool	C	3
Management Concepts	C	3		ECE Program Leadership	C	2
Foundations ECE I	C	3		Practicum: Presch Admin	C	3
Field Exper: Infant/Tod	S	1		Child Mental Health	C	3
Total 16				Total 14		
Year Four (28 units)						
Fall Term	Min. Grade	Units		Spring Term	Min. Grade	Units
Teach. YC Special Needs	C	3		Senior Seminar ECE		1
Budgeting & Finance	C	3		Capstone Experience		11
Accounting Cycle	C	3		Total 12		
Arts/Drama Young Child	C	3				
Families/Communities	C	3				
Classroom Management	C	1				
Total 16						

SIDE-BY-SIDE COMPARISON OF EXISTING PROGRAM AND REVISION

Existing Program – Early Childhood Education (PreK-3 rd Grade)	TRACK 1 – Teaching All Young Learners (TAYL): PreK-3 rd Grade	TRACK 2 – Early Childhood Care and Education Leaders (ECCEL): Birth to 5
G203 Comm Youth Serving Prof.	G203 Comm Youth Serving Prof.	G203 Comm Youth Serving Prof.
P248 Child Devel. Elem/Adoles.	P249 Child Devel. Early Childhood	P249 Child Devel. Early Childhood
W200 Computers in Education	W200 Computers in Education	W200 Computers in Education
H205/H340 Educ. Foundations	H205/H340 Educ. Foundations	H205/H340 Educ. Foundations
X460 Books for Reading Instruction	X460 Books for Reading Instruction	X460 Books for Reading Instruction
A308 Legal and Ethical Issues		
	P225 Child Mental Health	P225 Child Mental Health
	<i>Admission to Teacher Ed Program</i>	<i>Admission to ECE-ECCEL required</i>
E348 Foundations ECE I (birth-3)	E348 Foundations ECE I	E348 Foundations ECE I
E336 Play as Development	E336 Play as Development	E336 Play as Development
E339 Teach/Learn All Young Child		
	K448 Families, Schools, Society	K448 Families, Schools, Society
M301 Field Exp Infant-Toddler	M201 Field Exp Infant Toddler	M201 Field Exp Infant Toddler
L338 Early Literacy Learning	L338 Early Literacy Learning	L338 Early Literacy Learning
E351 Foundations ECE II Pre/K	E351 Foundations ECE II	E351 Foundations ECE II
E352 Teach/Learn Pre/K	E352 Teach/Learn Pre/K	E352 Teach/Learn Pre/K
K308 Young Child Special Needs	K308 Young Child Special Needs	K308 Young Child Special Needs
M470 Preschool Practicum	M201 Field Experience Preschool	M201 Field Experience Preschool
E325 Social Studies in Elementary	E325 Social Studies in Elementary	
E343 Math in Elementary	E343 Math in Elementary	
E328 Science in Elementary	E328 Science in Elementary	
E339 Language Arts Elementary	E339 Language Arts Elementary	
E353 Foundations ECE III K-Primary	E353 Foundations ECE III K-Primary	
M401 Field Experience K-Primary	M301 X2 Field Experiences K-Prim.	
	M333/M334 Art or Drama	M333/M334 Art or Drama
	F203 Positive Guidance in ECE	F203 Positive Guidance in ECE
		M330/M301/Z204 Art or Drama
		E338 ECE Program Leadership
		M470 Practicum in ECE Leadership
		SPEA V186 Budgeting
		SPEA V238 Management
		SPEA V246 Accounting
E450 Sr. Sem./Stud Teach I (3 cr.)	M424 Student Teaching (11 cr.)	E431 Seminar in ECE (1 cr.)
M424 Student Teaching (12 cr.)	E431 Seminar in ECE (1 cr.)	M470 Capstone Experience (11 cr.)
	M420 Sr. Seminar TEP (1 cr.)	

DESCRIPTION OF COURSES IN 2- TRACKS OF ECE PROGRAM

EDUC E-300 Elementary Education for a Pluralistic Society (3 cr.) Tracks 1 and 2

P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

EDUC E-325 Social Studies in the Elementary Schools (3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis. May be repeated.

EDUC E-328 Science in the Elementary Schools (1-3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. The focus of this course will be on developing teacher competencies in writing performance objectives, question asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children. May be repeated.

***EDUC E-335 Introduction to Early Childhood Education (3 cr.)** Tracks 1 and 2

This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.

***EDUC E-336 Play as Development (3 cr.)** Tracks 1 and 2

Admission to the Teacher Education Program. Includes theories on development of play and how it can be guided. Shows how children use play to develop individually; to understand the physical, social, and cognitive environment; and to develop physical and motor skills and creative ability. Includes a section on selection and construction of play materials.

EDUC E-338 The Early Childhood Educator (3 cr.) Track 2

Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC E-339 Methods of Teaching Language Arts (2-3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. This course describes and appraises the materials, methods and techniques employed in an elementary school developmental language art and reading program. May be repeated.

EDUC E-343 Mathematics in the Elementary Schools (1-3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. May be repeated.

***EDUC E-348 Foundations of Early Childhood Education I (1-10 cr.) Tracks 1 and 2**

P: Department consent. Admission to the Teacher Education Program. Students will examine the foundations of the fields of early childhood education and early intervention. They will explore the teacher/caregiver role; review contemporary theories of best practices with young children; and begin developing the knowledge and skills needed to facilitate healthy growth, development, and learning in all young children. May be repeated.

***EDUC E-351 Foundations of Early Care and Education II (1-8 cr.) Tracks 1 and 2**

P: Department consent. Admission to the Teacher Education Program. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the preschool/kindergarten child. They will examine how these factors influence the preschool/kindergarten child's educational experiences and how programs should be designed to address the needs of all children.

***EDUC E-352 Teaching and Learning for Children Ages 3-5 (1-8 cr.) Tracks 1 and 2**

P: Department consent. Admission to the Teacher Education Program. Engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.

EDUC E-353 Foundations of Early Care and Education III (1-8 cr.) P: Track 1

Department consent. Admission to the Teacher Education Program. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.

EDUC E-420 The Student Teaching Seminar: Understanding Schools (1-3 cr.) Track 1

C: Student teaching course. This seminar will address several issues related to the process of becoming a teacher. Graded S/F.

EDUC E-431 Seminar in Early Childhood Education 1-4 Tracks 1 and 2

The early childhood seminar, held each semester of the program, assures the interrelatedness of theory and practice and provides continuity to all the other professional activities. It will serve to help the student develop an awareness of himself as a person and as a professional. Graded S/F.

EDUC F-203 Classroom Management (1 cr.) Tracks 1 and 2

Being developed; has been piloted.

EDUC G-203 Communications for Youth Serving Professionals (3 cr.) Tracks 1 and 2

Students study counseling theories and techniques for application to teaching. They learn methods of building community in the classroom, and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership. Other topics of communication covered: conflict resolution, active listening, and parent-teacher communication.

EDUC H-205 Introduction to Educational Thought (3 cr.) Tracks 1 and 2

P: ENG-W 131 or ENG-W 170 or CMLT-C 110 with minimum grade of C. This introduction to central ideas and Philosophies in the field of educational studies explores questions about the nature of education, its social aims, and the ideas and practices embodied by various approaches to education in order to provide a deeper understanding of what it means to be an educator. [Either this course or H-340 is required.](#)

EDUC H-340 Education and American Culture (3 cr.) Tracks 1 and 2

P: Must have at least Sophomore standing. The present educational system, its social and future implications viewed in historical, sociological, and philosophical perspectives. Special attention is given to ethnic, minority, cultural, pluralistic, and legal dimensions of the educational system. May be repeated. [Either this course or H-205 is required.](#)

EDUC K-305 Teaching the Exceptional Learner in the Elementary School (3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

EDUC K-308 Teaching Young Children with Special Needs (3 cr.) Tracks 1 and 2

P: Department consent. Admission to the Teacher Education Program. Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC K-448 Families, School, and Society (3 cr.) Tracks 1 and 2

This course addresses approaches for providing services to families with members who are developmentally disabled chronically ill, at-risk, or who have other types of impairments. Focusing on the family as a system, it examines the challenges of parents and siblings, presents

techniques for parent-professional communication, building collaboration, and increasing family empowerment.

EDUC L-338 Early Literacy Learning and Play-Based Instruction (3 cr.) Tracks 1 and 2

Study of early childhood literacy development, play-based learning, and developmentally appropriate teaching in preschool settings. The purpose of the course is to understand young children's developing literacies as strengths and to practice teaching methods for culturally responsive and inclusive learning communities where all children thrive intellectually, physically, socially, and emotionally.

EDUC M-201 Laboratory/Field Experience (1 cr.) Tracks 1 and 2

P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience for juniors. Variable title course. Graded S/F. May be repeated. [Taken for Infant-Toddler Field Experience and repeated for Preschool Field Experiences.](#)

EDUC M-301 Laboratory/Field Experience (3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience for seniors. Variable title course. Graded S/F. [K-Primary Placement for Science and Math Methods Courses](#)

EDUC M-330 Designing Visual Learning Experiences (3 cr.) Track 2

P: Department consent. Admission to the Teacher Education Program. An introduction to fundamentals of designing and facilitating children's visual art learning experiences in schools, community centers or museums. Emphasis on pedagogy in the context of practice and field experiences with children. Required for art education majors. Non-art education majors welcome with instructor permission. [Students enroll in this course or Z-204.](#)

EDUC M-333 Art Experiences for Elementary Teachers (2 cr.) Tracks 1 and 2

P: EDUC-M 135 or EDUC-M 200 or SOAD-N 110. Development of skills in viewing and discussing art, guidance in selecting and organizing visuals and media for art instruction in the elementary classroom. [Students enroll in this course or M-334.](#)

EDUC M-334 Drama in Education (2 cr.) Tracks 1 and 2

This course is designed to introduce students to a wide variety of places, spaces, and ways that drama, as a critical social and cultural experience, may be thought about and used with youth. Students will play with multiple drama and theatre strategies with an eye on ways in which these may inform student social and academic growth. It is intended that upon completion of this course students will feel comfortable infusing drama throughout their classroom and curriculum. Students are also expected to be able to articulate how their pedagogy and praxis may be informed through drama. [Students enroll in this course or M-333.](#)

EDUC M-401 Laboratory/Field Experience (3 cr.) Track 1

P: Department consent. Admission to the Teacher Education Program. Laboratory or field experience for seniors. Variable title course. Graded S/F. May be repeated. [K-Primary Placement for Social Studies and Reading Methods Courses](#).

EDUC-M 424 Student Teaching: Kindergarten-Primary (1-16 cr.) **Track 1**

P: Senior status and completion of all professional education coursework with a C or better grade. Full-time supervised student teaching over a full semester, divided equally between a kindergarten and primary grade in a school accredited by the state of Indiana, or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Graded S/F. May be repeated.

EDUC M-470 Practicum (3-8 cr.) *need to expand to 13 credits*

P: Senior status and completion of all professional education coursework with a C or better grade for license addition or Department Consent. Teaching or experience under the direction of an identified supervising teacher and with university provided supervision in the endorsement or minor area and at the level appropriate to the area and in an accredited school within the State of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full or part-time but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Graded S/F. May be repeated. [For 11 credit Senior Capstone Practicum Experience \(Internship\) in Track 2 ECCEL and 2 credits of practicum for the final ECE program leadership course E338](#)

EDUC P-249 Growth and Development in Early Childhood (3 cr.) **Tracks 1 and 2**

Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. Addresses the unique developmental problems of special groups of children: handicapped, economically deprived, and members of minority groups.

EDUC P-225 Child and Adolescent Mental Health in Applied Settings (3 cr.) **Tracks 1 and 2**

This course will introduce students to issues related to childhood and adolescent mental health including prevalence, diagnosis, school-based services, and culture and mental health. Course objectives include: (1) describing the status of child mental health and mental health services in the United States; (2) demonstrating key concepts and principles associated with developmental psychopathology; (3) describing the ways in which trauma and resilience influence a child's mental health outcomes; (4) describing the ways in which mental health services may be delivered within a school setting; (5) describing the variety of careers related to mental health service delivery for children and adolescents; and (6) demonstrate knowledge of the key concepts related to how culture influences mental health diagnosis and treatment.

SPEA V-186 Introduction to Public Budgeting and Finance (3 cr.) Track 1

This course explores the budgetary process that governs spending in the public sector. It also describes the various revenue sources available to public and non-profit sectors and the accounting documents that are used to record financial activities in the public and non-profit sectors.

SPEA V-236 Management Concepts and Applications (3 cr.) Track 1

Course introduces domestic and global challenges of management in the public, nonprofit, and private sectors. Examines a range of management concepts and how they can be applied in a contemporary setting. Topics include the organizational environment as well as employee attitudes, cognition, behavior, and performance. By the end of the semester students should be able to (1) recognize the value of supervision and management to the productivity of an organization, (2) understand and apply basic management theories and concepts, and (3) recognize and apply the basic practices of effective managers in organizations.

SPEA V-246 Elements of Government and Non-Profit Accounting Cycle (3 cr.) Track 1

Students are expected to develop an understanding of basic accounting concepts, assumptions, important Generally Accepted Accounting Principles (GAAP) and accounting cycle as understood and practiced in different types of organizations.

EDUC X-460 Books for Reading Instruction (3 cr.) Tracks 1 and 2

P: Must have at least Sophomore standing. Examines use of trade books and non-text materials for teaching language arts and reading K-8. Special sessions may focus on specific student populations

EDUC Z-204 Applied Theater (3 cr.) Track 2

This course was developed for the larger university population to explore how aspects of Drama, Theatre and performance practice and theory may be used within multiple aspects of society from the physical and mental health industry to business, science, and education. Student exploration of Applied Theatre engages them in hands on and theoretical examinations of interpersonal leaning through multiple physical, vocal, written, and visual arts-based approaches. Students will develop methods to identify areas within their particular disciplines where these strategies may be applied to maximize the potential for human personal, social, and physical growth, cognitive development and socially equitable business production. [Students take this course or M330/M301.](#)

CROSS-WALK OF PROFESSIONAL AND STATE STANDARDS

For Revised ECE Program Track 1 (licensure program Teaching All Young Learners or TAYL) with Early Childhood Education Standards of the National Association for the Education of Young Children (NAEYC) and Indiana Content Standards for Educators

Track 1 Courses	NAEYC	Indiana Content Standards
P225 Child/Adol. Mental Health in Applied Settings	1b 1c, 2a, 2b, 2c, 3cd, 4a, 4b, 6b	8.1, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9
P249 Growth and Develop. in Early Childhood	1a, 1b, 1c, 1d, 2a, 3b	8.1, 8.2, 8.4, 8.6, 8.8, 8.9, 8.10, 8.11
G203 Communications Youth Serving Programs	2b, 2c, 6a	3.1, 3.4, 3.7., 3.8, 5.8,
W200 Computers in Education	2b, 3d, 6c, 6d, 6e	3.7., 3.8, 4.7., 5.6., 5.7
E300 Teaching in a Pluralistic Society	1b, 1c, 1d, 2a, 4c, 6b, 6e	6.3, 6.4, 6.7, 6.8
X460 Books for Reading Instruction	1a, 1b, 3a, 3b, 4c, 5a, 5b, 5c	2.1, 2.7, 2.9, 3.2, 3.8, 3.10
H205 Introduction to Educational Thought OR H340 Education and American Culture	5a, 5b, 6a, 6b	6.3, 6.4, 6.5
Junior Fall Block		
E335 Introduction to Early Childhood Education	1a, 1c, 2a, 3a, 6a, 6b, 6e	8.2, 8.4, 8.6, 8.8
E336 Play as Development	1a, 1b, 1c, 2c, 4a, 4b, 5a	4.1, 5.1, 6.1, 7.1, 8.1, 8.2, 8.3
L338 Early Literacy and Play-Based Instruction	1a, 1c, 1d, 2c, 3a, 3b, 4b, 5b, 5c	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9 Standard 3
K308 Teaching Young Child Special Needs (preschool)	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4b, 4c, 6c	8.1, 8.2, 8.4, 8.5
E348 Foundations of ECE Infant-Toddler	1a, 1b, 1c, 2a, 2b, 3b, 3c	1.2, 1.10, 3.3, 4.10, 5.10, 8.1, 8.2, 8.10
M201 Field Experience Infant Toddler	1d, 3c, 4a, 4b, 4c, 5c, 6a, 6b, 6c, 6d, 6e	1.9, 1.10, 3.10, 3.11, 4.10, 5.10, 6.10, 7.9
Junior Spring Block		
E328 Science in the Elementary Schools	3a, 3b, 5a, 5b, 5c	Standard 5
E343 Mathematics in the Elementary Schools	3a, 3b, 5a, 5b, 5c	Standard 4
M401 Field Experience K-Primary	1d, 3c, 4a, 4b, 4c, 5c, 6a, 6b, 6c, 6d, 6e	1.9, 1.10, 3.10, 3.11, 4.10, 5.10, 6.10, 7.9, 7.10
E351 Foundations of ECE II Preschool	1a, 1b, 1c, 2a, 2b, 3b, 3c	7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.10
M201 Field Experience in Preschool	1d, 3c, 4a, 4b, 4c, 5c, 6a, 6b, 6c, 6d, 6e	1.9, 1.10, 2.10, 3.10, 3.11, 4.10, 4.11, 5.9, 5.10, 6.9, 6.10, 7.9
E352 Teaching & Learning for Children 3-5 years (PreK)	1a, 1b, 1c, 2a, 3a, 3c, 4a, 5a, 5b	1.6, 1.10, 2.6, 2.7, 3.10, 4.10, 4.11, 5.8, 5.10, 6.8, 6.10, 7.9, 8.10
Senior Fall Block		
E353 Foundations of ECE III K-Primary	1a, 1b, 1c, 2a, 2b, 3b, 3c	7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.10
E325 Social Studies in the	3a, 3b, 5a, 5b, 5c	Standard 6

Track 1 Courses	NAEYC	Indiana Content Standards
Elementary Schools		
E339 Methods of Teaching Language Arts	3a, 3b, 5a, 5b, 5c	Standards 1 & 2
K305 Teaching Exceptional Learners in Elementary School	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4b, 4c, 6c	8.1, 8.2, 8.4, 8.5
M301 Field Experience K-Primary	1d, 3c, 4a, 4b, 4c, 5c, 6a, 6b, 6c, 6d, 6e	4.9., 4.10, 4.11, 5.9, 5.10, 5.11
K448 Families in School and Society (K548)	1c, 2a, 2b, 2c, 6b	8.1, 8.2, 8.4, 8.5
M333 Art Experiences for Elementary Teachers OR M334 Drama in Education	4b, 4c, 5a, 5b, 5c	Standard 7, 8.2., 8.3
Senior Spring Block		
M420 Senior Seminar with Student Teaching	3c, 3d, 6c, 6d	1.8, 3.11, 4.11,5.11, 6.11, 7.10, 8.11
M450 ECE Senior Seminar	6a, 6b, 6c, 6d, 6e	7.3, 7.5, 8.1, 8.5, 8.6
M424 Student Teaching: K-Primary	1d, 3c, 4a, 4b, 4c, 5c, 6a, 6b, 6c, 6d, 6e	1.9, 1.10, 3.10, 3.11, 4.9, 4.10, 4.11, 5.9, 5.10, 5.11, 6.10, 7.9, 7.10