Early Childhood Education

UAB's Early Childhood Education program (M.A.Ed., Ed.S., Ph.D.) embodies a three-fold purpose. Its first purpose is to prepare educators in meeting the evolving needs of learners, primarily in grades P-6, within today's rapidly changing society. Its second purpose is to deliver cutting-edge instruction through a standards-based, inquiry-focused approach. Based on constructivism, this approach prepares prospective and experienced educators to use state-of-the-art instructional strategies in their own classrooms. Its third purpose is to ensure that a quality program is available to pre-service and in-service teachers who may be unable to attend class during traditional class hours. This program is unique in how it combines online support from the learning management system (i.e. Canvas) with a variety of delivery formats:

- blended courses (online alternating with face-to-face)
- professional learning communities
- flexible summer programming
- internships and practicums
- totally online platforms
- Saturday classes

These purposes are expanded through the Ed.S. program. This advanced degree program infuses an inquiry-focused approach that prepares teachers for assuming leadership roles in curriculum development and instructional delivery. It also provides experienced teachers with collaborative skills and mentoring techniques for serving as reflective practitioners to guide change and positively impact student achievement and school improvement. Teachers with Class A certification can pursue Ed.S. level certification in elementary education or early childhood education. By then pursuing the Ph.D. program in early childhood education, they can then explore relevant issues, theories, and practice at an even higher level.

For detailed information regarding admission requirements for the School of Education graduate programs, please visit the Admissions Requirements website at https://www.uab.edu/education/studentservices/admission-requirements.

Master of Arts in Education in Early Childhood Education

The Early Childhood Education Master of Arts in Education program requires a minimum of 33 hours. A minimum GPA of 3.25 is required.

Requirements | Hours
--- | ---
EDR 650 Teaching Reading P-12 | 3
EEC 660 Reading in Teaching and Learning | 3
Select two (2) courses from the list below: | 6
EEC 680 Cognitive Curriculum ECE
EEC 540 Workshop in Education: Strategies for English Learners
EEC 560 Current Issues in Education
EEC 620 Teaching Mathematics N-6
EEC 621 Teaching Language Arts P-12
EEC 622 Teaching Social Studies N-6
EEC 623 Teaching Science N-6
EEC 678 Primary Mathematics: A Constructive Approach

Master of Arts in Education in Early Childhood Alternative Master's (Fifth Year)

Requirements | Hours
--- | ---
**Curriculum** |  
ECE 620 Introduction to Curriculum and Teaching in Cultural & Familial Contexts | 3
**Diverse Populations** |  
EESL 641 Teaching Emergent Bilingual Learners in the Early Childhood Setting | 3
**Literacy** |  
EDR 540 Developmental Reading I | 1-4
**Professionalism** |  
EDU 500 Education as a Profession | 1-3
ECE 650 Systematic Reflections About Teaching | 3
**Using Assessment Data to Improve Student Learning** |  
EPR 510 Measurement and Evaluation in Education ECE | 3
**Survey of Special Education Coursework** |  
ECT 625 Positive Behavioral Supports | 3
EPR 622 Learning Theories | 3
EPR 610 Child Psychology | 3
EEC 674 Language Development | 3
Total Hours | 33

1 May not be required if previously completed

Teaching Field Courses

At least 1/3 of the program shall be in teaching field courses:

ECE 633 Social and Emotional Development of the Young Child | 3
ECE 670 Studying the Young Child in School | 3
ECE 671 Creative and Affective Experiences | 3
ECE 631 Programs for Young Children | 3
ECE 502 Primary Math Methods | 1-4
ECE 632 Young Children and Their Literature | 3
ECE 546 Comm Arts/Reading Young Child | 3-6
ECE 545 Curriculum for Young Children: Math Science and SS | 3-6
EEC 594 Field Work in Elementary and Early Childhood Education | 1-6
Master of Arts in Education in Early Childhood/Elementary Educational Alternative Master’s (Fifth Year)

The M.A.ED. degree requires a minimum GPA of 3.25 for the Early Childhood/Elementary Education Alternative Master’s (Fifth Year).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 594 Field Work in Elementary and Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>EEC 600 Transition into P-6 Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EEC 612 Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EEC 650 Systematic Reflections About Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EEC 690 Internship in P-3/3-6</td>
<td>6</td>
</tr>
<tr>
<td>EDR 540 Developmental Reading I</td>
<td>3</td>
</tr>
<tr>
<td>EDR 543 Developmental Reading II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 500 Education as a Profession</td>
<td>1</td>
</tr>
<tr>
<td>EPR 510 Measurement and Evaluation in Education ECE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>52-58</strong></td>
</tr>
</tbody>
</table>

Students who have previously completed EEC 660 will complete four (4) hours of EEC 694 Field Study. Students who have not previously completed EEC 660, will complete one (1) hour of EEC 694 Field Study.

Doctor of Philosophy in Early Childhood Education

As candidates may enter the Ph.D. program from a variety of early childhood related fields, there are a number of basic prerequisites required for all applicants. If a Ph.D. applicant has completed most/all of the following coursework, they may enter the program and start their Ph.D. coursework the first semester. If Ph.D. applicants have not taken courses similar to the ones listed below, then the applicant can be accepted into the program and is expected to complete the majority of the prerequisite coursework prior to taking doctoral level classes. Determination of whether the following coursework has been completed will be made by the Program Director from a review of transcripts. Applicants may be asked to identify and submit additional documentation (course syllabi) to substantiate course credit toward prerequisite.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 300 Child Development/Family Relationships</td>
<td>3</td>
</tr>
<tr>
<td>EPR 594 Introduction to Educational Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EPR 596 Introduction to Qualitative Methods in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EPR 608 Introduction to Statistical Methods in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EPR 609 Statistical Methods and Research in Education: Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>EEC 610 Curriculum Development in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 620 Introduction to Curriculum and Teaching in Cultural &amp; Familial Contexts</td>
<td>3</td>
</tr>
<tr>
<td>or EEC 612 Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ECE 630 Cognitive Curriculum ECE</td>
<td>3</td>
</tr>
<tr>
<td>or EEC 672 Piaget and Perspectives in Learning</td>
<td>3</td>
</tr>
<tr>
<td>or EEC 633 Classroom Applications of Constructivist Theory</td>
<td>3</td>
</tr>
<tr>
<td>EEC 660 Reading in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECE 791 Field Studies in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Educational Specialist in Education with a concentration in Early Childhood Education

The Educational Specialist degree for the Early Childhood Education program requires a minimum of 33 hours.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 707 Introduction to Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDC 711 Analysis and Evaluation of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDC 720 Problems and Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 692 Curriculum Projects</td>
<td>3</td>
</tr>
<tr>
<td>EEC 694 Field Study 1</td>
<td>1-6</td>
</tr>
<tr>
<td>EEC 695 Practicum Supervision in ECE/ELE</td>
<td>2</td>
</tr>
<tr>
<td>EEC 660 Reading in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Advisor-approved 600+ level Elective Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>EEC 600 Introduction to Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>EPR 596 Introduction to Qualitative Methods in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>33-38</strong></td>
</tr>
</tbody>
</table>

PhD Coursework - Minimum of 57 hours

If all prerequisites are met, the Ph.D. is a minimum of 57 hours made up of core, specialty, research, and dissertation hours. Students may apply for candidacy after 36 hours, with up to 6 hours being non-dissertation research credits.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 730 Doctoral Seminar I: Issues in Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECE 731 Doctoral Seminar II: Children and Society</td>
<td>3</td>
</tr>
<tr>
<td>ECE 732 Doctoral Seminar III: History of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 749 Advanced Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ECE 790 Internship in Early Childhood Education and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interest Area - 9+ hours at the doctoral 730+ level. Other coursework at the discretion of the Program Director.</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 740 Research Apprenticeship</td>
<td>3</td>
</tr>
</tbody>
</table>
ECE 545. Curriculum for Young Children: Math Science and SS. 3-6 Hours.
Basic knowledge of curriculum and concepts of mathematics, science, and social studies for young children. Child growth and development as basis for planning and teaching mathematics, science, and social studies to young children. Teaching methods and use of instructional media. Practicum experience required.

ECE 546. Comm Arts/Reading Young Child. 3-6 Hours.
Nature of reading and language arts experiences for children grades Pre-K-3. Media, materials, experiences, programs, and strategies to facilitate development of communicative abilities with emphasis on preserving and maintaining creative expression. Integration of learning in areas of listening, speaking, reading, composition, literature, handwriting, spelling, and other communication arts. Laboratory experiences required.

ECE 548. Infant/Toddler Development. 3 Hours.
Study of human development within an ecological context from before birth to three years of age. Course covers social-emotional, physical, cognitive, language, and creative development of the infant and toddler in the home and also in programs for very young children.

ECE 620. Introduction to Curriculum and Teaching in Cultural & Familial Contexts. 3 Hours.
Developing knowledge of early childhood curricula for young children and their families in a variety of cultural contexts. Relationship of child growth and development and family empowerment in planning and implementation of curriculum.

ECE 630. Cognitive Curriculum ECE. 3 Hours.
Mathematics and science for young children based on constructivism. Topics include children's thinking, particularly in physical-knowledge, group games, and situations in daily living. Development oral autonomy is also included. Field experiences required.

ECE 631. Programs for Young Children. 3 Hours.
Basic knowledge of organizing and administering early childhood programs, infancy through third grade, in a variety settings. Provides an overview of functions of program administration including pedagogy, accreditation, organizational development and systems, human resources, collaboration, and advocacy. Field experiences required.

ECE 632. Young Children and Their Literature. 3 Hours.
Literature for children infancy through third grade; selection, use, and integration of literature in total curriculum. Using literature for reading and writing instruction. Field experiences required.

ECE 633. Social and Emotional Development of the Young Child. 3 Hours.
Topics include the study of social and emotional development, the child's ability to react to and interact with the social environment, temperament, attachment, emotional regulation, and social competence. Field experiences required.

ECE 670. Studying the Young Child in School. 3 Hours.
This course provides an overview of key issues related to analysis of child study in school and the values and limitations of assessment. Candidates will engage in in-depth experiences in evaluating the growth and development of children.

ECE 690. Infant-Toddler Practicum. 1-6 Hour.
Early Childhood Practicum in birth to age three settings.

ECE 691. Practicum Supervision in ECE. 1-3 Hour.
Supervision of practicum students.

ECE 692. Practicum in Primary Education. 1-9 Hour.
Early Childhood Practicum in Kindergarten to third grade settings.

ECE 693. Internship in Early Childhood Education. 3-9 Hours.
Full-time internship for 10 weeks (300 clock hours).

ECE 694. Practicum in Play-based Education for the Young Child. 3 Hours.
Investigate the intrinsic nature of play in the lives of young children; engage in play observations, analyze contemporary theories of play & development, and plan and implement a play-based curriculum inclusive of creativity, curiosity, play, social negotiation, and problem-solving.
ECE 730. Doctoral Seminar I: Issues in Development Theory. 3 Hours.
Special Topics in Early Childhood and Development Studies. Specific topic announced in class schedule.
Prerequisites: GAC Z

ECE 731. Doctoral Seminar II: Children and Society. 3 Hours.
Special Topics in Early Childhood Development Studies. Specific topic announced in class schedule.
Prerequisites: GAC Z

ECE 732. Doctoral Seminar III: History of Early Childhood Education. 1-3 Hour.
Survey of historical, philosophical, and sociocultural foundation of early childhood programs and policies.
Prerequisites: GAC Z

ECE 734. Logic and Scientific Inquiry. 3 Hours.
Scientific investigation as applied in education. Conceptual issues in research process. Methods of analysis and presentation.

ECE 735. Meaning and Development of Play. 3 Hours.
Nature of play, its importance and how it is nurtured.

ECE 737. Parent Child and School Interface. 3 Hours.
Historical development of parent involvement. Theoretical bases of family-school interactions.

ECE 738. The Consultation Process and the Young Child. 3 Hours.
Skills for working with families, teachers, and professionals in community agencies that serve infants, toddlers, and young children.

ECE 740. Research Apprenticeship. 3-6 Hours.
Planning, implementation, analysis, and presentation of research.

ECE 746. Contemporary Issues in Science Education. 3 Hours.
Crisis atmosphere surrounding science education in American classroom.

ECE 748. Research in Infancy. 3 Hours.
Theoretical and empirical evidence relating to developmental domains for young children.

ECE 749. Advanced Early Childhood Curriculum. 3 Hours.
Historical, philosophical, psychological, and social thought influencing curriculum in early childhood education.

ECE 750. Literacy Before School. 3 Hours.
Written language development of preschool children.

ECE 751. School and Literacy Instruction. 3 Hours.
Primary-level literacy instruction and children's literacy development. Prerequisites: Admission to doctoral program in early childhood education and two courses in language development.

ECE 752. Theory Research Literacy Development Instruction. 3 Hours.
Philosophical and psychological beliefs regarding literacy development.

ECE 760. Current Issues in Education. 2-3 Hours.
Current Issues in Early Childhood Education and Advocacy.

ECE 774. Advanced Seminar in Language Development. 3 Hours.
Relationship of thinking and knowing to language development; strategies for analysis; strengths and weaknesses of techniques of examining language development.

ECE 790. Internship in Early Childhood Education and Development. 3-9 Hours.
Internship.

ECE 791. Field Studies in Early Childhood Education. 1-6 Hour.
Individual Field Projects.

ECE 792. Directed Readings in Research. 3 Hours.
Review of research in early childhood education to gain understanding of conceptual and methodological basis.

ECE 793. Individual Research in Early Childhood Education. 3 Hours.
Recent research in early childhood education; systematic solutions to problems in education.

ECE 794. Current Research Topics in Early Childhood Education. 1-3 Hour.
Philosophical aspects of scientific methods in education; functions of paradigms, theories, and models in inquiry; theory development and validation; major types of experimental and nonexperimental inquiry appropriate to study of educational phenomena.

ECE 798. Non-Dissertation Research. 1-12 Hour.
The course provides for supervised research experience under the direction of a graduate faculty member within the School of Education. The topic for an ECE 798 course must relate to the discipline or specializations within early childhood education and child development.

ECE 799. Dissertation Research. 1-12 Hour.
Doctoral research.
Prerequisites: GAC Z

**EEC-Elem Early Childhood Courses**

**EEC 502. Primary Math Methods. 1-4 Hour.**
Materials and methods on emergent numeracy. Field experience required.

**EEC 505. Children's Literature in Elem. and Early Childhood. 3 Hours.**
Prerequisites: EEC 600 [Min Grade: C] and EEC 650 [Min Grade: C]

**EEC 506. Language Arts in Elementary and Early Childhood Ed.. 1-4 Hour.**
Materials and methods. Communication-based approach in developing effective language arts program. All aspects of language arts program addressed. Field experiences required.
Prerequisites: EEC 600 [Min Grade: C] and EEC 612 [Min Grade: C] and EEC 650 [Min Grade: C]

**EEC 512. Math in EC and Elementary Educ. 3 Hours.**
Material and methods of teaching mathematics. Emphasizes scope, sequence, and content of the mathematics program. Computation skills and problem solving are stressed. Includes field experiences. Admission to 5th-Year Program.

**EEC 513. Science in EC and Elem Edu. 3 Hours.**
Scope, sequence, materials, and methods. Emphasis on teaching and the development of content and process skills. Field experiences completed in conjunction with practicum. Admission to 5th-Year Program.

**EEC 514. Soc Studies in EC and Elem Edu. 3 Hours.**
Scope, sequence, and content of elementary school social studies curriculum. Teaching strategies, program articulation, and instructional planning. Field experiences completed in conjunction with practicum. Admission to 5th-Year Program.
Prerequisites: EEC 612 [Min Grade: C]
EEC 515. Learning Environments through Positive Behavior Support. 1-3 Hour.
Theoretical approaches that focus on child centered curriculum, classroom management, discipline strategies and cultural, linguistic, and developmentally appropriate instruction. Field experience required.

EEC 521. Methods of Teaching Foundations of Reading. 3 Hours.
This 3-hour foundations of reading methods course will prepare educators with content knowledge of scientific and evidence-based foundations of the cognitive, linguistic, socio-cultural, and motivational influences for early language and literacy development. The course presents scientifically proven instructional methods, strategies, techniques, and materials, with focused considerations for brain processes of reading, that are needed to successfully teach reading to P-6 students. Specific topics will include the teaching oral language development (expressive and receptive), concepts about print, early orthography, and beginning reading skills (phonemic awareness, alphabet knowledge, high frequency words, phonics, decoding, and encoding/spelling). Extensive field experience required.

EEC 522. Methods of Teaching the Development of Reading Comprehension. 3 Hours.
This three-hour course will prepare educators to teach foundations of reading development using evidence-based instructional practices. Specific topics include promoting academic language development, including vocabulary development; promoting comprehension and analysis of literacy and informational texts; and developing the reading-writing connection. Extensive field experience required.

EEC 523. Methods of Reading Assessment, Instruction, & Intervention. 3 Hours.
This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The focus of the course includes the knowledge and skills needed to choose and administer appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers, including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative, problem solving model. Students will be guided to apply both formal and informal assessment in a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating multi-tiered systems of support (MTSS) for increasing reading achievement among all students. Extensive field experience will be required. Admission to TE2 required.

EEC 540. Advanced Workshop in Education: Methods to Support English Learners. 1-3 Hour.
Strengthen proficiency in teaching English Learners in the mainstream classroom. Develop understanding of second language acquisition, culturally responsive teaching, accommodations for varying language levels, and appropriate assessments for English Learners. Practice planning, implementing, and managing sheltered instruction.

EEC 593. Individual Readings. 1-3 Hour.
Individualized readings on special topics.

EEC 594. Field Work in Education. 1-6 Hour.
Observation and participation experiences with children.

EEC 600. Transition into P-6 Teaching. 3 Hours.
Introduction to the teaching profession (Alternative Master’s Program, Elementary/Early Childhood Education).

EEC 610. Curriculum Development in Teaching. 3 Hours.
Curriculum decisions, planning and implementation.

EEC 612. Models of Teaching. 3 Hours.
Developing knowledge of curriculum and instruction. Selecting and applying specific teaching strategies. Includes practicum experiences.

EEC 615. Collaborative Learning Spaces - Designing and Developing. 3 Hours.
Introduction to the maker movement in P-12 STEM education. Explorations of the history of the maker movement in K-12 education, collaborative learning spaces, interdisciplinary connections, maker projects, curriculum, instructional strategies, assessment tools, and learning theories that support student-driven projects.

EEC 617. Engineering for P-6 Students. 3 Hours.
Introduction and exploration of the different fields of engineering, concepts, and content related to each field, engineering design process, and practices, the Next Generation Science Standards, curricular materials and resources, the latest research on engineering in P-12 schools, and assessments necessary to design and develop research-based interdisciplinary curricula for students in grades P-6.

EEC 620. Teaching Mathematics K-6. 3 Hours.
Issues and approaches in early childhood and elementary mathematics; research and implementation for instruction.
Prerequisites: EEC 660 [Min Grade: C]

EEC 621. Teaching Language Arts P-12. 3 Hours.
Issues and approaches in teaching early childhood and elementary school language arts. Implications of research for instruction.

EEC 625. Critical Pedagogy Advocacy Collaboration. 3 Hours.
Encompasses current issues in education from critical, postmodern, and feminist perspectives. Issues of advocacy, collaboration, equity, social justice, racism, sexism, and the marginalization of minorities in education will be explored.

EEC 626. Mathematics Coaching Grades K-2. 3 Hours.
Provides content knowledge and pedagogical strategies to empower instructional coaches to improve classroom teacher and instructional coach effectiveness and student achievement in mathematics. Includes authentic assessments requiring utilization of of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with initial certification candidates and mentoring novice teachers.

EEC 627. Mathematics Coaching Grades 3-5. 3 Hours.
Content knowledge and pedagogical strategies to empower instructional coaches to improve classroom instruction and student achievement in mathematics. Includes authentic assessment requiring utilization of data and current research to provide intervention to effectively respond to mathematics difficulties. Includes facilitating coaching cycles with colleagues and novice educators.

EEC 633. Classroom Applications of Constructivist Theory. 3 Hours.
This course provides practical classroom applications of constructivist principles in teaching and learning.

EEC 650. Systematic Reflections About Teaching. 3 Hours.
Theory and practice of reflective inquiry in the elementary classroom which includes observations, data collection, analysis, and narrative reporting. Prerequisite: Admission into Graduate School.

EEC 660. Reading in Teaching and Learning. 3 Hours.
Introductory course is designed to assist the student in locating, analyzing, and synthesizing current research in early childhood and elementary education.
EEC 670. Studying the Child in School. 3 Hours.
Analysis of child study in school; values and limitations of assessment.

EEC 671. Creative and Affective Experiences. 1-3 Hour.
Nature and nurture of creativity through creative learning experiences.
Maintaining and preserving creative expression throughout curriculum.

EEC 672. Piaget and Perspectives in Learning. 3 Hours.
Piaget's theory of intellectual or cognitive development; applications to elementary and early childhood education.

EEC 673. Teaching in Diverse Society. 3 Hours.
Examination of effective strategies for working with diverse populations.

EEC 674. Language Development. 3 Hours.
Developmental processes involved in language, relationship to education programs.

EEC 675. Teaching in the Urban School. 3 Hours.
Methods and materials; evaluation of school and school-related programs for equalizing educational opportunity.

EEC 677. Readiness for Learning. 3 Hours.
Preschool and primary level language development and literacy development; assessment techniques.

EEC 690. Internship in P-3/3-6. 3-9 Hours.
Supervised teaching in an early childhood (P-3) and/or an elementary (3-6) program. The student gradually assumes responsibility for planning and teaching for the entire class (minimum of 15 weeks). The internship experience includes supervision in working with professional resource professionals and parents. Approval of application for Internship in P-3/3-6 required.

Prerequisites: EDR 540 [Min Grade: C] and EEC 502 [Min Grade: C] and EEC 540 [Min Grade: C] and EEC 506 [Min Grade: C] and EEC 512 [Min Grade: C] and EEC 513 [Min Grade: C] and EDR 543 [Min Grade: C] and EEC 514 [Min Grade: C]

EEC 691. Practicum in ECE/ELEM. 1-3 Hour.
Practicum in Early Childhood Education and Elementary Education.

EEC 692. Curriculum Projects. 1-6 Hour.
Field projects in curriculum modifications and improvement of classroom practice.

EEC 693. Independent Studies. 1-3 Hour.
Independent Study in Elementary and Early Childhood Education.

EEC 694. Field Study. 1-6 Hour.
Field study.

EEC 695. Practicum Supervision in ECE/ELE. 2-6 Hours.
Supervision of practicum students.

EEC 696. Internship Seminar. 1-3 Hour.
Course will accompany the 9 semester hour internship (EEC 690) to support and extend the efforts of student teaching. The course will focus on problem-solving related to classroom situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during the internship.

EEC 702. Administration and Supervision Prog Young Children. 3 Hours.
Evaluation, decision making, supportive services, staff development, community interaction strategies.