

# ELEMENTARY EDUCATION/ EARLY CHILDHOOD (ELEC)

## **ELEC 100 - Early Childhood Education Theory & Practice**

This course is designed to introduce students to early childhood education with emphasis on historical and contemporary perspectives, theories, practice and current trends and developments. Early childhood environments for children from birth through nine years of age will be studied and various curricula materials will be reviewed. Examination of the student's personal qualities in relationship to expectations of the field is addressed throughout the course (COE assessment of dispositions). Students will be exposed to children within a variety of early childhood settings via videotaped observations of children and classrooms.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Thematic Thread(s): Transfer Thread Completion Course

## **ELEC 139 - Foundations of Academic Discovery**

Foundations of Academic Discovery serves as the entry point to the Rock Integrated Studies Program. With its strong faculty-student interaction, the course promotes intellectual inquiry, critical and creative thinking, and academic excellence. Through varied content, the course introduces students to academic discourse and information literacy while exploring topics such as diversity and inclusion and global awareness. This course will set students along the path to becoming engaged with issues and scholarship important to a 21st century education while they learn about themselves and their place in the world.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Enrollment limited to students with a semester level of Freshman 1 or Freshman 2.

Enrollment limited to students with the ROCK STUDIES 2 STUDENT or ROCK STUDIES STUDENT attributes.

## **ELEC 190 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

## **ELEC 195 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

## **ELEC 198 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

## **ELEC 200 - Child Development Typical**

This course will provide a critical overview of key aspects of child development (physical, psychosocial, and cognitive) from theories and research that span conception to the early school years (birth to age 9). Important contexts that shape children's development will also be a major focus of this course, such as family, school, community, socioeconomic, and policy influences.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Thematic Thread(s): Cultural Literacy & Community Building, Transfer Thread Completion Course

## **ELEC 230 - Field-Based Child Development Typical**

Candidates will connect theory to practice in this course. Both typical and atypical child development will be studied in-depth through observations in a variety of education and education-related settings for children birth through grade four.

Prerequisites: ELEC 100<sup>D</sup> and ELEC 200<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 237 and ELEC 281

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1 or Freshman 2 may **not** enroll.

Enrollment limited to students in the College of Education college.

## **ELEC 237 - ELL Strategies and Practice for Early Childhood Education**

This course will focus on the development of competencies and skills needed to effectively teach students whose first language is not English so that teacher candidates can accommodate and adapt instruction and assessments for Pre-K through Grade 4 English Language Learners (ELLs). In addition, this course is designed to provide pre-service early childhood educators with the scientific study of psycholinguistic phenomena in the study of language acquisition, to understand development of typical and atypical oral language in young children from birth to age 9, and to understand cultural and familial influences on language and literacy.

Prerequisites: ELEC 100<sup>D</sup> and ELEC 200<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 230 and ELEC 281

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1 or Freshman 2 may **not** enroll.

## **ELEC 238 - Literacy Practices for the Emergent Learner, PK-1**

Through a blend of theory and practice, this course explores research-based instruction for the emergent literacy learner (PreK-grade 1), including the relationship between language development and literacy, instructional activities to help children become competent users of oral language, reading and writing processes, creation of a literate environment, and cultural and familial influences on language and literacy.

Prerequisites: ELEC 100<sup>D</sup> and ELEC 200<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 285

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

**ELEC 281 - Family and Community Diversity and Partnerships**

This course is designed to acquaint the teacher candidate in early childhood education to the theories, practices, skills, and knowledge of home, school, and community relationships, building towards home and school partnerships. The focus of this course is developing a thorough understanding of diverse contexts and ethnicities that helps educators of young children strengthen the bonds between home, school and community.

Prerequisites: ELEC 100<sup>D</sup> and ELEC 200<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 230 and ELEC 237

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

**ELEC 285 - Integrating Creative Expression through the Arts**

This course will identify basic elements, principals, related concepts, and vocabulary of the creative and performing arts. The creative arts exist as vehicles through which we can communicate the very essence of expressive language. Students will be introduced to various media, lesson planning, and ways of integrating the arts into planning academic and multicultural curricula for PreK-4 classrooms. This course will serve as a foundation for integrating arts across the curriculum.

Prerequisites: ELEC 100<sup>D</sup> and ELEC 200<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 238

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

**ELEC 290 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

**ELEC 295 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

**ELEC 298 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

**ELEC 301 - Math/Science Teaching Lab**

Provides students with a myriad of opportunities to: identify and develop basic teaching skills, design and implement math and science lessons for peers and school-aged children, and reflect/analyze lessons in light of science and math education research findings. Throughout the course, candidates will have the opportunity to actually experience classroom teaching when possible.

Prerequisites: ELEC 281<sup>D</sup> and (ELEC 288<sup>D</sup> or ELEC 304<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 342

Credits: 1

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 306 - Early Childhood Education I**

Research, history, philosophy, current trends and observations with emphasis on the nature and nurture of the young child from birth through third grade.

Prerequisites: ELEC 200 (may be taken concurrently)<sup>D</sup> and ELEC 248<sup>\*D</sup> and CDEV 342 (may be taken concurrently)<sup>D</sup> (may be taken concurrently).

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 308 - Folk Literature and Storytelling**

Combines a study of traditional literature with practice in the best methods of presenting it orally. Oral presentations include a preschool story hour, folk tale, and myth or literary fairy tale. The course also emphasizes the importance of puppetry in education and recreation.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 311 - Mathematics & Literacy Teaching Lab Pre K - 4**

This course provides teacher education candidates with an opportunity to observe, assist, and teach mathematics and literacy lessons in a pre-school or early childhood grade level setting. Through this lab, candidates identify and develop basic teaching skills, design and implement mathematics and literacy lessons for PK-Grade 4 children, and reflect and analyze on lessons taught, based on assessment data, research and philosophies examined concurrently in the mathematics and literacy methods courses. Candidates will also develop an appreciation for the many tasks teachers perform daily.

Corequisite(s): ELEC 316

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 316 - Developmental Formal and Informal Assessments**

A study of assessment for children from birth to Grade 4. Both formal and informal instruments will be discussed with the emphasis on tools that can be used by teachers of young children to inform developmentally appropriate instruction and practices on a daily basis. Considerations in choosing, administering, and reporting results of assessments will also be addressed.

Corequisite(s): ELEC 330

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 317 - Child and Family Development in Early Childhood**

This course is a theoretical, in-depth examination of physical, intellectual, social-emotional, language and family development from birth through age 8, which builds upon previous Human Development courses. Development is viewed as occurring within a family and a culture, not in isolation. Emphasis is placed upon the connections between the theoretical and the practical.

Prerequisites: CDEV 248<sup>D</sup> and ELEC 306<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 320 - Elementary Field Experience**

Candidates enroll as part of the Professional Block in Elementary Education. This course involves an in-depth teaching experience in an elementary classroom in which opportunities are provided for the application of content knowledge, pedagogical skills, and the assessment of children's learning. Grading P/NC/Fail.

Prerequisites: ELEC 301<sup>P</sup> and ELEC 342<sup>D</sup> and ELEC 362<sup>D</sup>  
<sup>P</sup> Requires minimum grade of P.  
<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 332

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 324 - Methods for Teaching English as a Second Language and Bilingual Education**

A course designed to acquaint the prospective teacher at any level with the methodology used to teach English to native speakers of other languages and to acquaint students with the specialized procedures used when teaching in bilingual classrooms (any two languages) on any level.

Prerequisites: ELEC 200<sup>D</sup> and (CDEV 248<sup>D</sup> or CDEV 342<sup>D</sup>)  
<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 325 - Children's Literature**

This course introduces the children's literature: the history, the authors and illustrators, and the readers. A major focus is on diversity in books for children and how different cultures, experiences, time periods and characters are represented, or excluded. Emphasis is placed on critical analysis and discussion of books and illustrations, with a focus on elements of literature and art. Children as readers is also a focus, exploring ways that literature is used in classrooms and families.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment is limited to students with a program in Early Childhood Ed (PK-4), Early Child/Spec Ed(PK-4)PK-8) or Early Childhood Education.

**ELEC 327 - Social/Cultural Studies in Early Childhood Education**

This course is a multi-dimensional methods course which integrates background knowledge from the social sciences, natural sciences, and the humanities and fine arts. It focuses on an experiential approach to facilitating young children's growth and development, with an emphasis on human relationships. A multi-cultural perspective is fostered.

Prerequisites: (ELEC 306<sup>D</sup> or ELEC 396<sup>D</sup>) and CDEV 248<sup>D</sup> and ELEC 200<sup>D</sup> and SEFE 342<sup>D</sup>  
<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 397

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 328 - Curriculum and Assessment in ESL Education**

This course prepares students seeking Pennsylvania certification in English as a second language (K-12) with key concepts related to curriculum development and assessment for students learning English as a second language. Topics include meeting ESL curriculum standards, novel and accurate assessment procedures, culturally biased testing, assessment suitability criteria, and culturally appropriate testing situations. The course investigates assessment within the context of ESL curriculum design, implementation, and program evaluation. Finally, students will come to terms with the process of evaluating language minority students in relation to diagnosis, placement, formal and informal assessment, exiting, and monitoring of student progress.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 330 - Literacy Practices for the Developing Learner, Grades 2 - 4**

Candidates will acquire a thorough understanding of literacy development (ages 5 - 9) as revealed in learning and motivation theories.

Candidates will be prepared to use a variety of instructional strategies and materials selectively, appropriately, and flexibly. Candidates will be prepared to use multiple strategies for developing students' word/concept knowledge and word analysis skills in addition to understanding how word meaning and fluency support comprehension. Candidates will be able to teach multiple comprehension strategies that support readers in constructing meaning from text, both literary and informational, and in monitoring their comprehension. Candidates will gain strategies for infusing writing and the conventions of writing into literacy learning. Candidates will acquire appropriate assessment techniques to support responsive instructional decision making and reflection. Competencies and skills needed to effectively support students whose first language is not English will be central to this course.

Corequisite(s): ELEC 340

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 332 - The Teaching of Elementary Reading**

Candidates will be introduced, through theory and practice, to a variety of strategies for teaching elementary reading. Candidates will become aware of ways to assess reading progress and ways to support children as they develop as readers. Candidates will also become familiar with materials used in the classroom to support literacy.

Prerequisites: ELEC 301<sup>P</sup> and ELEC 342<sup>D</sup> and ELEC 362<sup>D</sup>

<sup>P</sup> Requires minimum grade of P.

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 320

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 340 - Mathematics Methods and Strategies for PRE K - 4 Teachers**

This course is designed to provide pre-service teachers with the pedagogy and materials necessary for teaching early childhood mathematics. This course addresses development and instruction in play-based and problem-based mathematics in pre-K to grade 4 settings.

Included are methods, materials, and research findings related to teaching of mathematics. Questions that provide the structure for this course are: What is the nature of mathematics (what is mathematics and what does it mean to do mathematics)? How do children learn mathematics? How do we as teachers help children learn mathematics?

Corequisite(s): SPED 350

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

Enrollment limited to students in the College of Education college.

**ELEC 342 - The Teaching of Elementary Mathematics**

The various processes and operations needed to effectively teach mathematics in the elementary school are carefully analyzed. Candidates recognize and can address the mathematical concepts and the potential misconceptions and misunderstandings of these concepts by school-aged children.

Prerequisites: MATH 210<sup>D</sup> and MATH 310<sup>D</sup> and SEFE 270 (may be taken concurrently)<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 362

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 347 - Modern Primary Programs**

A survey of philosophy, techniques and methodology used in educating children through continuous progress in an ungraded primary school.

Prerequisites: ELEC 306<sup>D</sup> or ELEC 396<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 348 - Leadership, Advocacy & Program Development**

This course will focus on leadership, advocacy and program development for teacher candidates preparing to work with children Pre-K to Grade 4. Focus will be on the design, development, and evaluation of early childhood programs, including theory, paradigms and models, policy in the program development process, and the use of technology in program development. In addition, this course will include theory, research and practice in early childhood as a foundation for leadership in the field and advocacy on behalf of young children, families, communities, and the early childhood profession. An examination of current issues in the field and strategies for articulating positions and for working toward change will also be addressed.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2, Sophomore 1 or Sophomore 2 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 352 - The Teaching of Language Arts**

Candidates will be introduced, through theory and practice, to a variety of strategies for teaching elementary language arts. They will become familiar with the six components of language arts: reading, writing, speaking, listening, visually representing, and viewing. Candidates will learn strategies for teaching these components and integrating them into the classroom curriculum. Candidates will also become familiar with assessment tools for language arts.

Prerequisites: ELEC 301<sup>P</sup> and ELEC 342<sup>D</sup> and ELEC 362<sup>D</sup>

<sup>P</sup> Requires minimum grade of P.

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 362 - The Teaching of Elementary Science**

Candidates will learn numerous strategies which engage students in the science inquiry process by connecting scientific understanding and contemporary teaching and assessment practices. Locating and adapting appropriate activity-based science lessons are important components of this course.

Corequisite(s): ELEC 301

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 372 - The Teaching of Elementary Social Studies**

Candidates in this course will explore the social studies curriculum, including its organization; analyze methods of teaching, objectives, and materials; and discuss evaluation/assessment techniques. Study focuses on best practice classroom applications and the relationship between instruction and student learning outcome. Field experiences included.

Prerequisites: ELEC 301<sup>P</sup> and ELEC 342<sup>D</sup> and ELEC 362<sup>D</sup>

<sup>P</sup> Requires minimum grade of P.

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 382 - Literacy Assessment**

A study of literacy assessment techniques designed to support the elementary teacher in designing a supportive literacy environment and effective literacy instruction for all students.

Prerequisites: ELEC 332<sup>D</sup> and SEFE 200<sup>D</sup> and CDEV 248<sup>D</sup> and CDEV 342<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 385 - Creativity**

An interdisciplinary approach to child-centered teaching through creative instructional materials, drama, music, and a variety of art media.

Prerequisites: SEFE 200 (may be taken concurrently)<sup>D</sup> and (SEFE 248 (may be taken concurrently)<sup>D</sup> or CDEV 248<sup>D</sup>) and (SEFE 342 (may be taken concurrently)<sup>D</sup> or CDEV 342<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 390 - Experimental**

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 395 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 397 - Early Childhood Education II**

Curriculum, materials, audio-visual and other aids and their implementation in various early childhood learning situations with full articulation of such programs with the primary grades.

Prerequisites: (ELEC 306<sup>D</sup> or ELEC 396<sup>D</sup>) and CDEV 248<sup>D</sup> and SEFE 342<sup>D</sup> and SEFE 200<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 327

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 398 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 405 - Overview of and Immersion in Global Education**

The course focuses on global education and an immersive experience in a mediated field experience abroad. Students will develop awareness and skills needed to teach in a culturally responsive classroom. Educational systems from various countries will be explored with a focus on the country of the mediated field experience.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Thematic Thread(s): Transfer Thread Completion Course

Enrollment limited to students with the SPECIAL APPROVAL attribute.

**ELEC 407 - Math and Science in Early Childhood Learning**

Students will apply theories of child development to the implementation of math and science in the early childhood curriculum. Using a constructivist approach, students will plan and implement activities designed to enhance cognitive development in these areas. Students will become aware of available materials for teaching and assessment.

Prerequisites: (ELEC 327<sup>D</sup> or ELEC 278<sup>D</sup>) and (ELEC 337<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 410 - Culture and Politics of American Education**

Public education (Pre-K-12) in the United States is one of the most important civic debates in our society. Everyone has attended school and everyone seems to have an opinion about what counts as a quality education. The problem of how to provide an education to the youth of this country requires thoughtful decisions-informed by scholarly research, multiple viewpoints and ethical perspectives. This course will provide students the opportunity to explore the cultural, political and legal issues facing public education today.

Credits: 3

Term(s) Typically Offered: Offerings Vary

Thematic Thread(s): Cultural Literacy & Community Building, Transfer Thread Completion Course, United States in Global Context

Students with a semester level of Freshman 1, Freshman 2, Sophomore 1 or Sophomore 2 may **not** enroll.

**ELEC 415 - Early Science and Math**

Students will apply theories of child development to the implementation of math and science in the early childhood curriculum. Using a constructivist approach, students will plan and implement activities designed to enhance cognitive development in these areas. Students will become aware of available materials for teaching and assessment.

Credits: 4

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Junior 1, Junior 2, Senior 1 or Senior 2.

**ELEC 420 - Early Childhood Field Experience**

Candidates enroll as part of the Professional Block in Early Childhood Education. This course involves an in-depth teaching experience in an early childhood setting in which opportunities are provided for the application of content knowledge, pedagogical skills, and the assessment of children's learning.

Prerequisites: ELEC 330<sup>D</sup> and ELEC 340<sup>D</sup> and ELEC 311<sup>P</sup> and ELEC 316<sup>D</sup> and (SPED 325<sup>D</sup> or SPED 350<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

<sup>P</sup> Requires minimum grade of P.

Corequisite(s): ELEC 480

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 427 - Early Intervention**

This course will examine atypical development from birth through age eight. Legal rights of children and families will be explored. Student will study the interventions necessary to assist the young child and their families adjust and adapt to development difficulties. A field component is included.

Prerequisites: ELEC 327<sup>D</sup> and (ELEC 337<sup>D</sup> or ELEC 278<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 437 - Assessment in Early Childhood**

This course is an overview of the role of assessment at the preschool and primary grade levels as integral to curriculum and instructional decision-making. Content will focus on informal assessment measures recommended for early childhood classroom teachers. A field experience gives students the opportunity to apply a variety of assessment measures with young children.

Prerequisites: ELEC 427<sup>D</sup> and (ELEC 447<sup>D</sup> or ELEC 420<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 440 - ECE Curriculum Integration: Theory into Practice**

Development and implementation of an integrated program of all content areas across the learning standards Pre-K through Grade 4, through the integration of play-based, experience-based, and project-based teaching. Selection and development of materials and resources based on assessment data that meet the needs of culturally and linguistically diverse learners is stressed.

Prerequisites: ELEC 311<sup>D</sup> and ELEC 330<sup>D</sup> and ELEC 340<sup>D</sup> and ELEC 316<sup>D</sup> and SPED 325<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 445 - Administration of Child Care Programs**

Students are introduced in a practical manner to the procedures required to organize, license, and administer a child care program (including preschool and elementary aged children). This course involves a field experience of 5 hours.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 450 - Internship: Early Childhood**

This course is a supervised off-campus, full-time work experience in a certified Early Childhood Education program. Students attend seminars and complete additional assignments made by supervisors. Open only to Elementary Education: Early Learning and Development students.

Prerequisites: ELEC 447<sup>D</sup> or ELEC 420<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 1-12

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 455 - Student Teaching: Early Childhood**

Under the guidance of a cooperating teacher and university supervisor, candidates engage in teaching assignments on a full-time basis in specified school districts and/or early childhood agencies and attend scheduled seminars. Student teaching requires a partnership between the university and cooperating school districts and agencies. It is considered the culminating experience and the most beneficial teacher preparation course. It is a transition between pre-service and in-service teaching. Must meet all requirements to enroll in student teaching, including, but not limited to, required Praxis exams, grade point average, clearances, required courses and field experiences.

Credits: 1-12

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 460 - Instructional Strategies for Science and Technology**

This course is designed to introduce the teaching techniques and strategies used by science educators to make science teaching, meaningful, motivating, and plausible for PK-4 students. In addition, the most common curriculum units and supplements are introduced, explored, and examined for their appropriateness in the early childhood environment and the relationship to the PDE science standards. Emphasis is placed on how to collect and learn about scientific concepts in order to develop the skills necessary to teach coherent centers and/or lessons and choose instructional techniques that will most effectively help children learn. Lastly, confidence in teaching science is established as participants devise, employ, and assess science lessons presented to peers and young children.

Prerequisites: ELEC 311<sup>D</sup> and ELEC 330<sup>D</sup> and ELEC 340<sup>D</sup> and ELEC 316<sup>D</sup> and (SPED 325<sup>D</sup> or SPED 350<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 470

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 470 - Social Studies & Citizenship**

Teacher candidates in this course will explore the social studies curriculum, including its organization; analyze methods of teaching, objectives, and materials; discuss evaluation/assessment techniques and citizenship development for PK-4 learners. Study focuses on best practice classroom applications and the relationship between instruction and student learning outcome.

Prerequisites: ELEC 311<sup>D</sup> and ELEC 330<sup>D</sup> and ELEC 340<sup>D</sup> and ELEC 316<sup>D</sup> and (SPED 325<sup>D</sup> or SPED 350<sup>D</sup>)

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): SPED 360

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 475 - International Student Teaching: Early Childhood**

Under the guidance of a cooperating teacher and university supervisor, candidates engage in teaching assignments on a full-time basis in specified school districts and/or early childhood agencies and attend scheduled seminars. Student teaching requires a partnership between the university and cooperating school districts and agencies. It is considered the culminating experience and the most beneficial teacher preparation course. It is a transition between pre-service and in-service teaching. This course is specially designed for those students participating in the international student teaching experience.

Credits: 1-12

Enrollment limited to students with a semester level of Senior 1 or Senior 2.

Enrollment limited to students in a B.S. in Education degree.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

Enrollment limited to students in the College of Education college.

**ELEC 480 - Assessment for Differentiation of Literacy Instruction**

The purpose of this course is to provide teacher candidates with information and experiences that will enable them to utilize formal and informal methods for assessing children's reading ability and materials for improving decoding, fluency, vocabulary, comprehension and motivation. This course we explore the various roles of assessment in education and will look at a variety of data sets to draw conclusions about how they might impact class- or school-level decision making.

This course will also provide teacher candidates with information to differentiate their teaching to meet the needs of all learners.

Prerequisites: ELEC 238<sup>D</sup> and ELEC 330<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Corequisite(s): ELEC 460

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

**ELEC 490 - Independent Study**

A program of independent work conducted by a student who has demonstrated academic proficiency, with prior approval of the student's advisor and departmental chairperson. Prerequisite: Permission of the instructor, departmental chairperson, and dean of the college where the study will be conducted. Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 495 - Workshop**

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

**ELEC 498 - Selected Topics**

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Prerequisites: SEFE 200<sup>D</sup> and CDEV 248<sup>D</sup> and CDEV 342<sup>D</sup>

<sup>D</sup> Requires minimum grade of D.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.