Inclusive Early Childhood Education

College of Education

IECE 200. Introduction to Inclusive Early Childhood Education. 1 credit.
This course is designed to introduce students to inclusive early childhood education as a profession. Students will become acquainted with professional ethics and standards, professional organizations and the roles and responsibilities of teachers in inclusive environments. Students will engage in observation of and reflection on practices in inclusive early childhood education.

IECE 300. Programming and Practices in Inclusive Early Childhood Education. 3 credits.
This course is designed to introduce students to the issues and trends in the education of all infants, toddlers and young children. It will provide the historical, philosophical, social and legal background for current practices in the field and will engage students in synthesizing and analyzing this information along with research as it pertains to professional practice. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 301. Inclusive Early Childhood Education Programming and Practices Practicum. 1 credit.
This practicum supports IECE 300. Students will further their understanding of the issues and trends impacting young children and their families in our community and evaluate their own perspectives and skills as they pertain to working with young children and families from diverse backgrounds, with diverse abilities and in diverse settings. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 303. Development of Young Children Birth Through Age 8. 3 credits.
This course provides students with an understanding of the development of infants, toddlers, and young children with and without exceptionalities. Skills for observing, recording and interpreting the behavior of the young child as a basis for adult intervention and guidance are developed. Corequisites: IECE 300 and IECE 301.

IECE 320. Development and Assessment of Infants. 3 credits.
This course provides students with an understanding of the development of infants and toddlers with and without exceptionalities. Students will acquire knowledge and skills in authentic assessment to be used in decision making and service planning. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 321 and IECE 322.

IECE 321. Practicum Supporting the Development of Infants and Toddlers. 2 credits.
This first intermediate field experience provides candidates opportunities to use their knowledge of child development to observe and assess children and then to plan meaningful learning environments and experiences for those children. Corequisites: IECE 322 and IECE 324.

IECE 322. Supporting the Development of Infants and Toddlers. 3 credits.
This course explores, analyzes, and evaluates curriculum and methodology related to the design and management of a nurturing, supportive, and challenging learning environment for children ages 3-8 years. Emphasis is on the physical environment, design and selection of curricular components, the role of play in the curriculum, skills for professional intervention and interaction, and use of technology to facilitate young children's learning. Prerequisites: IECE 320, IECE 321 and IECE 322. Corequisites: IECE 420 and IECE 421.

IECE 422. Intermediate Field Experience in IECE II. 2 credits.
This second intermediate field experience provides candidates opportunities to use their knowledge of child development and assessment to create learning environments and experiences for children. Candidates will learn more about the adult's role in supporting children and managing behavior.

IECE 450. Contemporary Family Issues in Inclusive Education. 3 credits.
This course will examine how students' own cultural values shape their interactions with children and families as well as provide concrete, practical strategies for effectively and culturally competent interactions with children and families. Prerequisite: A "C" or better in IECE 324.

IECE 460. Instructional Practices in Numeracy. 3 credits.
This course provides students with the knowledge, skills, and understandings necessary to design and implement effective mathematics programs for young children, birth to age eight, with and without exceptionalities. Focus is on appropriate mathematical content, teaching strategies, and manipulative materials from a developmental perspective with special emphasis on adaptations designed to meet the needs of all children. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 461, IECE 462, IECE 464 and IECE 466.

IECE 461. Advanced Field Experience in IECE. 2 credits.
The first advanced field experience provides candidates opportunities to use their knowledge of child development to plan meaningful learning experiences. Candidates will learn how the adult’s role in supporting children to construct understandings about the natural and social sciences and to use mathematical thinking.

IECE 462. Instructional Practices in Natural Sciences for Young Children. 3 credits.
This course provides students with the knowledge, skills and understandings to design and implement effective natural science programs for all young children, birth to age eight. Focus is on appropriate science content, teaching strategies and materials from a developmental perspective with a special emphasis on adaptations designed to meet the needs of children with disabilities. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 460, IECE 461, IECE 464 and IECE 466.

IECE 464. Instructional Practices in Social Studies for Young Children. 3 credits.
This course provides students with the knowledge, skills and understandings to design and implement effective social studies programs for all young children, birth to age eight. Focus is on appropriate social studies content, teaching strategies, and materials from a developmental perspective designed to meet the needs of all young children. Students will use technology to support access to the learning environment and curriculum. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 460, IECE 461, IECE 462, and IECE 466.

IECE 466. Seminar in Managing Classrooms and Guiding Behavior. 1 credit.
This seminar examines research and professional literature on effective strategies for guiding young children’s behavior and managing groups. IECE 466 uses experiences in IECE 461 as a foundation for reflection, dialogue and development of a personal philosophy of classroom management. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 460, IECE 461, IECE 462 and IECE 464.

Individualized Study

Outreach and Engagement

IS 200. Individualized Studies Major Program Development. 3 credits.
An introductory course designed to prepare students for transition into higher education programs. Specific content includes focusing a concentration, selecting an academic adviser, creating an individualized program, technology in higher education, accessing career resources, career decision making skills, self-awareness, life planning, identifying college level experiential learning, documenting experiential learning, determining a credit request and organizing a portfolio for assessment. Prerequisite: Individualized studies majors and individualized studies special students only.

IS 202. Orientation to Career and Life Planning. 1 credit.
A short orientation course designed to prepare students for transition into higher learning education programs. Specific content includes accessing career resources, career decision-making skills, self-awareness and life planning.

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