

EARLY CHILDHOOD EDUCATION PROGRAM

The mission of the Early Childhood Education Program is to prepare caring and competent teachers and administrators to work with a diverse population of children and their families in a variety of early childhood settings serving children from ages 2-8 years old.

The program also prepares students for leadership roles in Early Childhood Education (ECE) teacher training and parent education programs, leaders who affirm and promote the essential goodness, dignity and freedom of all people. St. Mary's College offers the following Early Childhood Education programs:

California Child Development Permits

Masters of Arts Degree

- Supervision and Leadership
- Curriculum and Instruction
- Montessori Early Childhood Education

Note: Acceptance into any SOE graduate degree program requires a separate application and acceptance process from the credential and certification programs.

California Child Development Permits

The ECE Master's degree programs can be designed to include the educational requirements for California Child Development Permits issued by the California Commission on Teacher Credentialing. The California Child Development Permit requires coursework and experience in ECE. See the Early Childhood Education program coordinator for more details and specific information, or view the permit requirements online at www.childdevelopment.org/spermmtat.htm.

Masters of Arts Degree in Early Childhood Education

Specialization: Supervision and Leadership (30 units)

The Master of Arts degree in Early Childhood Education with a specialization in Supervision and Leadership is open to students who have at least two years of teaching experience. The program prepares candidates to assume leadership positions, such as program directors and site supervisors. Graduates of this master's degree program may be qualified to apply for the highest levels of the California Child Development Permit: "Site Supervisor and Program Director."

Specialization Courses (13 units)

- EDUC 210 - Learning, Development and Cognition in a Social Context (3)
- EDUC 244 - Staff Development and Parent Education (3)
- EDUC 273- Mainstreaming: Diversity in the Classroom (1)
- ECE 231 - Positive Discipline and Classroom Management (2)
- ECE 541 - Assessment in Early Childhood Education (1)
- ECE 560 - Administration and Program Design (3)

Elective Courses (8 units, minimum)

These courses require approval of the Program Director or advisor and should be related to major area of interest and/or thesis or synthesis project.

Possibilities include:

- ECE 310 - Advanced Field Observation in ECE (2)
- ECE 340 - Advanced Supervised Field Experience (2-4)
- ECE 258 - Early Education Foundations (3)
- MSTE 223 - Technology in the Classroom (1)
- MSTE 275 - Health and Physical Education (1)
- MONT 261 - Montessori Philosophy in a Cultural Context (3)
- MONT 287 - Montessori Overview (ECE) (2)
- ECE 267 - Creative Arts I (1)
- ECE 268 - Creative Arts II (1)

Research Courses (9 units)

- EDUC 572 - Research Seminar I (3)
- EDUC 582 - Research Seminar II (3)
- EDUC 592 - Thesis (3)

Note. Passing of EDUC 572 (Research Seminar I) with a B or better and passing the Writing Proficiency Exam (WPE) are required for unconditional acceptance to this graduate degree program and are prerequisites to EDUC 582 (Research Seminar II). Therefore, all masters degree students are advised to pass EDUC 572 and the WPE in the first semester of their graduate coursework.

Curriculum and Instruction (30 units)

The Master of Arts degree in Early Childhood Education with a specialization in Curriculum and Instruction prepares students to teach in high quality early childhood programs. It is based on several theoretical models and the guidelines set by the National Association for the Education of Young Children (NAEYC) for developmentally and culturally appropriate practice. Upon completion of this master's degree program, students may be qualified to apply for the California Child Development Permits through the California Commission on Teacher Credentialing.

Specialization Courses (13 units)

- EDUC 210 - Learning, Development and Cognition in a Social Context (3)
- ECE 263 - Mathematics: Conceptual Learning (3)
- ECE 264 - Language and Reading Development (3)
- ECE 259 - Practical Life Curriculum (2)
- ECE 260 - Conceptual Curriculum (2)

Elective Courses (8 units, minimum)

These courses require approval of the Program Director or advisor and should be related to major area of interest and/or thesis or synthesis project.

Electives (7 units) Possibilities include:

- ECE 258 - Early Education Foundations (3)
- ECE 231 - Positive Discipline and Classroom Management (2)
- ECE 310 - Advanced Field Observation in ECE (2)

ECE 340 - Advanced Supervised Field Experience (2-4)
ECE 266 - Study of the Sciences: Natural, Physical, and Social (3)
ECE 541 - Assessment in Early Childhood Education (1)
ECE 267 - Creative Arts I (1)
ECE 268 - Creative Arts II (1)
MONT 311 - Field Observation & Seminar I (1)
MONT 263 - Elementary Mathematics I (3)
MONT 264 - Language and Reading Development (3)

Research Courses (9 units)

EDUC 572 - Research Seminar I (3)
EDUC 582 - Research Seminar II (3)
EDUC 592 - Thesis (3)

Note. Passing of EDUC 572 (Research Seminar I) with a B or better and passing the Writing Proficiency Exam (WPE) are required for unconditional acceptance to this graduate degree program and are prerequisites to EDUC 582 (Research Seminar II). Therefore, all masters degree students are advised to pass EDUC 572 and the WPE in the first semester of their graduate coursework.

Early Childhood Education Courses

ECE 131/231 Positive Discipline and Classroom Management (2)

Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Dreikurs, Gordon, Montessori, Wood and Clark Fieldwork and seminars.

ECE 163/263 Mathematics: Conceptual Learning (3)

Montessori mathematical materials, their function, and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logical mathematical thought.

ECE 164/264 Language and Reading Development (3)

Theories of language acquisition-development of oral and symbolic language and the integration of reading theories with contemporary educational thought. Comprehensive review including the use of the language experience approach. Phonics and linguistic approaches to the development of pre-reading, reading, and writing skills and the role of multicultural literature in promoting inclusive classrooms. (Emphasis on writing-to-read progression.) Montessori language materials, their function and use in child learning experience.

ECE 165/265 Curriculum Foundations (4)

Understanding the philosophical and theoretical foundations of Montessori practical life and sensorial curricula. The importance of teaching daily living skills to foster independence and responsibility and education of the senses as basis for future abstract learning. Required for Montessori students.

Note: This course combines course components of ECE 259 and ECE 260, for 2 units each, if taken separately.

ECE 166/266 Study of the Sciences: Natural, Physical, and Social (3)

An integration of Montessori curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology, and botany. Multicultural and ecological issues are emphasized within the context of the inter-relatedness of all of life.

ECE 167/267 Creative Arts I (1)

Integrating musical experiences, including increasing auditory awareness and discrimination, and rhythmic movement activities into the total environment.

ECE 168/268 Creative Arts II (1)

Facilitation of children's creative explorations in visual, graphic and manipulative art experiences using a wide variety of media. Includes application of Montessori philosophy and methodology to the art curriculum.

ECE 258 Early Education Foundations (3)

The philosophical foundations of early childhood programs. Integration of psychological and child development theories related to the child and the family. Field observations of programs based on various philosophies focusing on the role of the educator/parent and the needs of the child.

ECE 259 Practical Life Curriculum (2)

Understanding the philosophical and theoretical foundations of the Montessori practical life curriculum and its relation to fostering independence, responsibility, and self-esteem, Preparing the environment and creating materials, The value of task analysis in creating curriculum. (See ECE 265)

ECE 260 Conceptual Curriculum (2)

Understanding the philosophical and theoretical foundations of sensorial, concrete experiential learning using the Montessori sensorial curriculum. Providing keys to the understanding of concepts through the use of concrete representations of abstractions. The Aristotelian discarding of matter by means of the Three-Period Lesson. (See ECE 265)

ECE 261 Curriculum Foundations: Special Subjects (2)

Independent development of appropriate ECE curriculum for the young child.
Prerequisite: Approval of instructor

ECE 265 Curriculum Foundations (4)

(See ECE 165/265)

ECE 270 Current Issues and Public Policy in Early Childhood Leadership (3)

Exploration of current policy issues relevant to early childhood education.

Understanding multiple perspectives as applied to decision-making and policy

implementation in early childhood settings, How children, parents and teachers are all involved in and affected by these decisions.

ECE 310 Advanced Field Observations in Early Childhood Education (2)

ECE 311 Advanced Field Observations in Early Childhood Education (1)

ECE 312 Advanced Field Observations in Early Childhood Education (1)

Development of observation skills and an introduction to a variety of children's environments. Observations in various settings (public and private, infant/toddler, ECE and elementary school programs, day care, and child care centers, etc.) Exploration of skills and techniques of observation and descriptive, analytical reporting. Fieldwork and seminar required.

ECE 340 Advanced Supervised Field Experience (2-4)

Field experiences in public and private multicultural educational settings emphasizing integration of theory with practice. Requires consent of ECE Coordinator, May be repeated for credit.) (Meets requirements for California Child Development Permits if ECE field experience not completed previously).

ECE 541 Assessment in Early Childhood Education (1)

Reviews the goals, benefits, legal and ethical issues, current educational research, and uses of assessment. Responsible use of systematic observation, documentation, and other traditional and authentic assessment strategies to support children in their development and learning. Effectivel communication of assessment methods and results with diverse young children, their families and other professions.

ECE 560 Administration and Program Design (3)

Integration of school, home and community resources. Interpretation of local and state regulations. Planning and development of a comprehensive program, including all necessary components: schedules, supplies, equipment, and budgets, working with staff, parent education, management, and supervision.