

**KWARA STATE UNIVERSITY,
MALETE
COLLEGE OF EDUCATION**

**DEPARTMENT OF
EARLY CHILDHOOD AND PRIMARY EDUCATION**

**Curricular and Course Specifications
B.Ed. Early Childhood Education**

Note: 100 Level Courses are general for all Options.

COURSE DESCRIPTIONS

100 Level

ECP 101: Human Growth and the Educational Process

This course provides an introduction to the general principles of lifelong human growth and development and their relationship to the educational process. An emphasis will be placed on physical, social, intellectual, and emotional development and their interaction with educational variables.

ECP 102: Introduction to Early Childhood Education

This course provides an introduction to early childhood education to include: (1) historical and philosophical antecedents, (2) developmentally appropriate practice, (3) field-based experiences, and (4) characteristics of young children and related program implications.

ECP 103/104: Child Observation and the Context of Learning-Field Experience

This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary, and middle school. Through the guided field experience, candidates examine how curriculum, instruction, and the learning context change as children and youth develop. The course is linked to the other courses in the semester.

ECP 105: Introduction to assessment and portfolio

This course builds upon prior knowledge of observation to help candidates extend learning to all students and situations. There is an emphasis on utilizing appropriate evaluation techniques, age, and subject appropriate instructional strategies. Specifically, students will be given opportunities to understand the strengths and weaknesses of various methodologies used to assess young children.

ECP 106: Teaching Reflective and Seminar

Course includes a systematic analysis of issues and effective teaching strategies in early childhood and primary education. This course is designed to help the participants understand the importance of interest and self-direction in learning. It will enable you to plan learning activities which will encourage children to work with concentration and involvement. In addition, this course is to provide knowledge and experience in curriculum development through the design and implementation of interdisciplinary themes (units). Classes will include presentations by the instructor, group discussions,

and involvement of participants in the design, implementation, and evaluation of grade-level units. Topics include: rationale and framework, integration of content, teaching strategies, and evaluation. In light of this, participants will be encouraged to incorporate multiple subject areas while addressing the skill development needs of students in their classes.

200 Level

ECP 201: Meeting the needs of diverse learners

The course examines current research on differentiated instructional strategies. Candidates describe historical and legal factors impacting inclusion. They develop collaborative skills and identify their role on multidisciplinary teams, and they promote school/family partnerships. They identify learning characteristics of special needs students and develop appropriate instructional strategies.

ECP 202: Curriculum models, planning and implementation in early childhood and primary classrooms

This course addresses the developmental stages, aptitudes and abilities of young students. Students will understand how conceptual knowledge and skills development are structured and appropriately taught to accommodate the developmental levels of preschool and primary

grades children. Specifically, students will be given opportunities to understand:

- a) curriculum planning procedures that are appropriate for preschool/primary children, and responsive to individual children's unique needs and potentials.
- b) various approaches to promote children's physical, emotional, linguistic, creative, intellectual, social, and cognitive development.
- c) techniques to organize the environment to best facilitate children's development and learning..

ECP 203/204: Micro Teaching-Application of curriculum and instruction -Field Experience

This course provides candidates seeking early childhood and primary education degree (PreK-6) an opportunity to observe how teachers teach various subject areas to early childhood students. Candidates teach individual students, small groups of students, and the whole class. Candidates plan for the effective use of curriculum, instruction and

assessment to use standards to meet the developmental needs of early childhood students.

ECP 205: School, families and society-Internships with families and community

This course is designed to help the participants understand the relationships that exist in the educational triad of home, school, and community. Strategies for increasing communication and collaboration between parents and schools will be addressed and the skills needed to be an advocate for young children will be explored. Topics include: current family demographics; the abused child; the parent community; rights and responsibilities, resources, and leadership training. Actual work with parents and the community will be required.

ECP 206: Methods and materials for early childhood and Primary education

This course is based on the premise that young children learn best through actual manipulation of concrete objects, and teachers facilitate children's contact with learning opportunities through their careful choice of appropriate, curriculum-related materials. The course provides students with the process of development of content areas and their implementation in educational programs for young children. Emphasis on current methods, techniques, and materials suitable for teaching at this level. The course includes the study of innovative and experimental programs. It will help the participants understand the importance of teaching techniques and self-direction in learning in the preschool. The course will enable you to plan learning activities that encourage children to work with interest and concentration.

300 Level

ECP 301: Curriculum integration: Science, Math and Technology

This course is designed for the study and practice of teaching methods and materials for science and math at the early childhood and primary school levels. Emphasis is placed on concept development through questioning techniques, critical thinking, multimedia/technology, and inquiry teaching to meet group and individual needs. The parallels of learner development and the progressive nature of mathematics are explored. Teacher candidates will study the elements necessary to achieve high-quality mathematics education.

ECP303/304: Curriculum, instruction and assessment in early childhood and primary grades (PreK-6) Field Experience

This course provides candidates an opportunity to teach multiple subjects to diverse early childhood learners. Candidates also examine the early childhood and primary school teachers' role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the Kwara State teacher evaluation instrument.

ECP 311: Language, literature and literacy in early childhood/primary education

This course explores the nature of language, its functions within language settings, and its history of development within cultures and individuals. The impact of family, community, and dialects upon communication will be investigated. The critical role of story in helping children to communicate effectively is a component of this program.

ECP 306: Creating learning environment

This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized.

ECP 308: Administration and organization of Preprimary and Primary education/ Seminar/Internships

This course is designed to help the participants understand the organization and administration of preschool programs including nursery schools, day care facilities, child development programs and kindergartens. Methods of observing, recording and documenting development are presented. Topics include budgeting, administrative responsibility, space and equipment, relations with state and local regulatory agencies and staffing. The course will enable you to develop skills and acquire knowledge related to directing a range of programs for young children. The course will provide opportunity for students to gain field experience with an early childhood administrator.

400 Level

ECP 455: Individual research project

This course will focus on a relevant and appropriate research topic, the design and methodology and the implementation. This research study focuses on qualitative research study.

ECP 406: Portfolio and reflective practice

Each student in the B.Ed. in Early Childhood and Primary Education program will prepare a portfolio as part of the graduation requirement. The portfolio is a collection of a student's work that demonstrates the student's growth over time as an early childhood and primary grades educator. It identifies what an emerging teacher knows and the areas in which she/he is still developing. The portfolio reveals the student's ability to think critically by connecting the student's work to the standards set forth by the Kwara State Teaching Board. It also is documentation of the student's ability to see the interrelatedness of the core courses of the B.Ed. Early Childhood and Primary Education major, educational philosophy, and artifacts and reflections.

ECP 409: Action Research for Teachers

This course will focus on a relevant and appropriate research design, literature review, methodology and the implementation. Serves as the capstone experience in the bachelor's degree in early childhood and primary education. Students pursue an in-depth investigation of a topic related to the field

ECP 498: Clinical practice (Field Experience IV-Minimum of 6wks in early childhood classrooms and 6wks in primary grades)

In this course, candidates engage in full time teaching in preK-6 grade classrooms. They assume all of the responsibilities of a professional teacher. Under the supervision of a cooperating teacher and a university supervisor, candidates complete a long-range plan, take over full time teaching and non-instructional responsibilities, and participate in professional activities outside of the classroom and in weekly seminars.