

## EDGE 443

**Student Teaching Early Childhood Education**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDGE-445

Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Prerequisite: A minimum of 100 clock-hours of supervised field experiences in education; the required sequence in education course.

## EDGE 503

**Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2**

3 Credit Hours

Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The course also examines the content and methods of teaching social science in diverse and inclusive settings. The course explores Illinois Learning Standards for English/Language Arts and Social Science. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

## EDGE 504

**Foundations, Curriculum and Methods of Mathematics and Science in K-2**

3 Credit Hours

The course prepares teacher candidates to facilitate children's development of mathematical thinking, including number concepts, geometry, probability, and measurement. Illinois Standards for Mathematics and the Next Generation Science Standards (NGSS) will be explored. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

## EDGE 507

**Methods of Teaching Young Children with Disabilities**

2 Credit Hours

This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

## EDGE 509

**Child, Family, and Multicultural Community**

2 Credit Hours

Family and community contexts surrounding young children, as well as legal, religious, and political institutions that affect families and children are explored. Supportive relationships with families of young children with and without special needs, are emphasized. Family-centered services for diverse families are explored. Ethics in early childhood education, health and safety, and mandated reporting are discussed. Students engage in service-learning.

## EDGE 511

**Infant and Toddlers: Environments, Programs, and Activities**

2 Credit Hours

This course focuses on creating responsive environments that support the social, emotional, physical, and cognitive development of children aged birth to three. Environmental designs and the facilitating play that fosters the development of language and literacy, creative expression, and mathematical and scientific thinking. Family-partnerships, attachment theory, health, and safety are discussed as vital to early care and education.

## EDGE 521

**Assessment of Typically and Atypically Developing Young Children**

2 Credit Hours

This course introduces students to developmental assessment of typically and atypically developing children aged birth to 8, in the context of developmentally appropriate practice. The ethical use of assessment data to plan instruction, monitor children's progress on developmental and curricular goals, measure achievement, and gauge children's engagement in learning are stressed. Candidates practice administering various early childhood assessments and reporting results.

## EDGE 551

**Physical, Psychosocial, and Cognitive Development in Early Childhood**

2 Credit Hours

This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to Grade 2. The role of general health, nutrition, relationships, culture, and play in shaping development are discussed. Candidates explore tools for observing and analyzing the development of children from birth to Grade 2.

## EDGE 552

**Inquiry and Play: Birth-Kindergarten**

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. Integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships are stressed. Candidates explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

## EDGE 553

**Integrated Curriculum and Methods in PreK**

2 Credit Hours

This course focuses on the curriculum, methods, materials, and technology for the integrated teaching of mathematics, science, social studies, literacy, and the fine arts to young children in diverse and inclusive settings. An integrated approach to teaching the importance of play, creativity, technology, and the physical and interpersonal environment are discussed. Students use observation and documentation to plan, assess, adapt, and reflect on learning experiences.

EDGE 554

**Emergent Literacy and Language Development**

2 Credit Hours

This course discusses language and literacy development in young children. Verbal and non-verbal language acquisition in children are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies, technology-use and varied learning materials to promote language and literacy development in interdisciplinary contexts with attention to the interrelated processes of listening, speaking, reading, and writing, are emphasized.