

**College of Education and Professional Studies (CEPS)  
Early Childhood Education  
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**Teacher Education Services Office**  
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Teacher Education Services is where you apply for admission to Teacher Education and admission to student teaching. The Teacher Certification Office is also in this office.

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## Early Childhood Education Graduate Course Rotation Schedule

FALL ODD YEARS:	SPRING ODD YEARS:
ECED 5512 Public Policy: Young Children & Their Families  ECED 5103 Development, Learning, Family Involvement: The Child from 4 to 8  ECED 5900(3)* Practicum: Early Childhood	ECED 5042 Leadership: Empowering Families, Communities, Schools  ECED 5232 Affirming Diversity  ECED 5900(3)* Practicum: Early Childhood
FALL EVEN YEARS:	SPRING EVEN YEARS:
ECED 5433 Theoretical Perspectives of Learning and Practice  ECED 5223 Educational Practices of Constructivist Teachers  ECED 5900(3)* Practicum: Early Childhood	ECED 5153 Developmental Assessment Issues in Early Childhood  ECED 5883 Teachers as Researchers  ECED 5900(3)* Practicum: Early Childhood
SUMMER COURSES:	
ECED 5063 Development, Learning, Family Involvement: Birth through Three –EVEN YEARS  ECED 5903 Practicum: Early Childhood	

\*Number in parenthesis indicates number of credit hours for the course.

**Early Childhood Education Program Policy: Early childhood education methods courses are not offered as an independent study.**

**NOTE: Course rotation is subject to change due to small or large class enrollments. University policy requires that classes without the minimum number of students are subject to cancellation. Sections of courses may also be added due to increases in enrollment.**

PTE 5013 Foundations of Research – Fall, Spring, Summer

## Early Childhood Education UNDERGRADUATE/CERTIFICATION Course Rotation Schedule

FALL COURSES:	SPRING COURSES:
ECED 4073/5073 Language Development & Emergent Literacy (Day & Evening)	ECED 4073/5073 Language Development & Emergent Literacy (Day & Evening)
ECED 4112 Health, Safety & Nutrition in Early Childhood (Day & Evening hybrid)	ECED 4112 Health, Safety & Nutrition in Early Childhood (Day)
ECED 4133/5133 Science & Social Studies in Early Childhood (Day)	ECED 4133/5133 Science & Social Studies in Early Childhood (Day)
ECED 4222/5222 Leadership in Diverse Communities (Day)	ECED 4222/5222 Leadership in Diverse Communities (Day & Evening)
ECED 4443 Theory & Practice in Early Childhood (Day)	ECED 4443 Theory & Practice in Early Childhood (Day)
ECED 4900(1)* Practicum: Early Childhood (Arranged)	ECED 4900(2)* Practicum: Early Childhood (Arranged)
PTE 4172 Educational Assessment Early Childhood (Evening Hybrid)	PTE 4172 Educational Assessment Early Childhood (Day Hybrid)
ECED 4313/5313 Creative Arts in Early Childhood (Day & Evening)	ECED 4313/5313 Creative Arts in Early Childhood (Day)
ECED 4422/5422 Parent Community Relations (Day)	ECED 4422/5422 Parent Community Relations (Day)

SUMMER COURSES:
ECED 4313/5313 Creative Arts in Early Childhood Education
ECED 4073/5073 Language Development & Emergent Literacy

\*Number in parenthesis indicates number of credit hours for the course.

**Early Childhood Education Program Policy: Early childhood education methods courses are not offered as an independent study.**

**NOTE: Course rotation is subject to change due to small class enrollments. University policy requires that classes without the minimum number of students are subject to cancellation.**

# Early Childhood Practicum - Graduate

Permission Worksheet – ECED 5900 (3 hours)

STUDENT REQUESTING PERMISSION: \_\_\_\_\_

UCO ID#: \_\_\_\_\_

DATE OF APPLICATION: \_\_\_\_\_

PHONE#: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

SEMESTER YOU PLAN TO TAKE PRACTICUM (check one):    Fall 20\_\_\_\_    Spring 20\_\_\_\_    Summer 20\_\_\_\_

**PLEASE NOTE:**

Graduate Students: If currently working on M.Ed. in Early Childhood Education, the student must determine if certification is desired before the last six hours of the master’s degree program. If so, the student completes ECED 4900 (1) for certification and completes ELED 5900 (3) during last six hours of degree program.

**Course Requirements:**

Required practicum hours must be met during children’s instructional time, and within a scheduling framework of two days per week (minimum). Each site visit must be a two hour minimum block of time.

**Course Prerequisites:**

Four of the five following courses must be completed or in progress in order to apply for practicum permission. For any remaining course, please indicate the semester during which you’ll take the class.

	<u>Semester Taken</u>
ECED 5042 Leadership: Empowering Families, Communities, Schools	_____
ECED 5063 Development, Learning, Family Involvement: 0-3	_____
ECED 5103 Development, Learning, Family Involvement: 4-8	_____
ECED 5153 Developmental Assessment Issues in Early Childhood	_____
ECED 5223 Educational Practices of Constructivist Teachers	_____
ECED 5232 Affirming Diversity: Multicultural Education in Practice	_____
ECED 5433 Theoretical Perspectives of Learning and Practice	_____

I understand that I will be required to adhere to the practicum scheduling guidelines. I agree to be at the practicum site at least two days a week, for a minimum of two hours at a time.

STUDENT SIGNATURE: \_\_\_\_\_

**Practicum Admission Requirements Verification:**

To request permission, please attach an advisor’s transcript to this worksheet. Unofficial advisor’s transcripts can be printed at the self-service kiosks stationed in the Nigh University Center or by the Advisement Office in NUC 121. Turn this form in to the Office of Curriculum and Instruction in LIB 124.

**STOP – RETURN FORM WITH ADVISOR’S TRANSCRIPT  
DO NOT WRITE BELOW THIS LINE**

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- \_\_\_\_ Admission to Professional Teacher Education (verified)
  - \_\_\_\_ Course Prerequisites (verified)
  - \_\_\_\_ Student is within six hours of graduation (verified)
  - \_\_\_\_ Permission Granted
  - \_\_\_\_ Permission Denied

SIGNED: \_\_\_\_\_  
Early Childhood Practicum Supervisor



## 2010 Standards for Advanced Early Childhood Professional Preparation

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### **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

#### **Key elements of Standard 1**

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

#### **Key elements of Standard 2**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: *Demonstrating cultural competence and effective collaboration* to involve families and communities in their children's development and learning

### **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

#### **Key elements of Standard 3**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities
- 3d: *Demonstrating ability to collaborate effectively* to build assessment partnerships with families and with professional colleagues to build effective learning environments

### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

#### **Key elements of Standard 4**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of *technology*

- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches *with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity*
- 4d: Reflecting on own practice to promote positive outcomes for each child

#### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

##### **Key elements of Standard 5**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

#### **STANDARD 6. GROWING AS A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

##### **Key elements of Standard 6**

- 6a: Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession
- 6b: *In-depth understanding and thoughtful application* of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role
- 6c: Using *professional resources, inquiry skills and research methods* to engage in continuous, collaborative learning and investigation relevant to practice and professional role
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon *mastery of relevant theory and research*
- 6e: Engaging in informed advocacy for children and the profession, *skillfully articulating and advocating for sound professional practices and public policies*
- 6f: Demonstrating a *high level of oral, written and technological communication skills* with specialization for professional role(s) emphasized in the program

#### **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

##### **Key elements of Standard 7**

- 7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

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*Note: The Initial Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs providing initial early childhood studies. Advanced Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers. For associate degree programs seeking accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation, Standard 7 is addressed in Accreditation Criterion 5. See full standards here <http://www.naeyc.org/ecada/standards>*