

EARLY CHILDHOOD PRE K- GRADE 4 (ERCH)

ERCH 001: 15 s.h.

Early Childhood Professional Bloc

ERCH 110: 3 s.h.

Introduction to Early Childhood Education

Designed to provide an overview of the field of early childhood education. Historical, theoretical and philosophical influences on past and current approaches to teaching young children will be traced and analyzed.

The course introduces students to the early childhood education profession, developmental characteristics of young children (birth–age 9), developmentally appropriate practices (NAEYC, 2009), and an overview of effective curriculum, instruction and assessment of young children. In the concurrent field experience, students reflect on their ability to cope with classroom reality as they affirm or change their choice of teaching as a profession. Prereq: Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance. Offered spring, fall.

ERCH 110H: 3 s.h.

Hon: Intro Early Child Ed

ERCH 190: 3 s.h.

Introduction to Integrative STEM Pedagogy

Serves as an introduction to students enrolled in the Integrative Science, Technology, Engineering & Math (STEM) Education Methods Minor. Students will learn basic information regarding integrative STEM education and examine various curricular models.

ERCH 225: 3 s.h.

Foundations of Reading

Introduces topics in the field of teaching reading in early childhood, including emergent literacy, approaches to reading instruction, word recognition and vocabulary development, comprehension instruction, assessment techniques and reading instruction for the multicultural and the exceptional child. Supplemented by a field experience. Offered in fall, spring. Prereq: ELED 210 or ERCH 110, Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance.

ERCH 290: 3 s.h.

Children's Engineering

The intent of this course is to teach students about fundamentals of electricity, mechanisms, fluidics (liquids and gases under pressure), computer-control, and structures. Content will be delivered through a series of hands-on activities that will allow the students to immerse themselves in the content through problem-based learning by doing. Simple knowledge and skill building activities will lead to more complex open-ended problem solving and prototyping activities to build deeper understandings of scientific, technological, engineering, and mathematical (STEM) concepts for teachers of young children. Cross-listed with EDTE 290, students may not receive credit for both courses.

ERCH 300: 3-12 s.h.

Co-Op Experience in ERCH

Co-op experience in Early Childhood Education

ERCH 315: 3 s.h.

Family & Community: Aspects of Diversity (D, W)

A focus on collaborative relationship building between home, school and community that facilitates positive influence on the individual child's development. These collaborative relationships create an inclusive learning environment for all children, including culturally and linguistically diverse. The collaborative relationships are based on developing reciprocal communication techniques, cultural sensitivity and rapport with children and their families. Promotes effective communication and advocacy skills for students with disabilities and their families between school, agency personnel and community members. Empowerment techniques and parent workshops are developed to encourage parent involvement, with emphasis on families who traditionally have been excluded from the collaborative process in the schools and developing parental self-efficacy skills. Offered spring, fall. Prereq: ENG 110 or ENGL 110H; EDUC 220 or ERCH 225; EDFN 211, 241; Coreq: ERCH 345 and EDFN 320.

ERCH 315H: 3 s.h.

H:Fam/Commun:Aspcts of Divers (D, W)

ERCH 316: 3 s.h.

Creative Experiences for the Young Child

An emphasis on making appropriate instructional and curricular decisions to provide creative opportunities for young children; special attention to rhythmic, aesthetic and dramatic avenues of expression; application of ideas through actual experiences with young children. Offered in fall, spring. Prereq: C- or higher in ELED 210 or ERCH 110; Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance.

ERCH 316H: 3 s.h.

Hon: Creative Exp/Yng Chld

ERCH 345: 3 s.h.

Social Studies for the Young Learner

Teacher candidates will apply the standards and thematic strands of social studies as defined by the National Council for the Social Studies for the PreK–4 developmental level. Emphasis is on the learner building civil competence and acquiring knowledge, skills and attitudes in civics and government, economics, history and geography. Offered in fall, spring. Prereq: EDFN 211, EDFN 241 and ERCH 225 or EDUC 220.

ERCH 345H: 3 s.h.

Hon: Social Study fo Young Lrn

ERCH 421: 3 s.h.

Language Development & Emergent Literacy (W)

Examines children's oral language development and its contribution to emergent literacy, the period between birth and the time when children learn to read and write in a conventional manner. Appropriate content and skill competencies will be covered. Strategies to enhance the family/ home/ school connection will be explored. A field experience will be part of this course. Offered in fall, spring. Prereq: admission to Advanced Professional Studies. Coreq: ERCH 435, 485, 496.

ERCH 421H: 3 s.h.

H:Lang Dev and Emergent Litrcy (W)

ERCH 422: 6 s.h.**Tching of Literacy, PreK-4: Process, Skills & Strategies**

This course develops pedagogy in the teaching of reading and the related language arts in grades PreK-4. Keeping with current theory that the communication processes—reading, writing, listening and speaking — cannot arbitrarily be divided, this course will present pedagogy in an interrelated and integrated format. Understandings, teaching strategies, and techniques will be consistent with the state testing system and the state standards for literacy instruction. Throughout this course, students will be expected to exhibit professional behaviors as delineated in Administrative Guidelines for the Assessment of the Professional and Ethical Dispositions of Professional Education Unit Candidates (www.millersville.edu/academics/educ/education/files/Dispositions.pdf). Students will have opportunities to establish the habit of ongoing professional growth. Offered periodically. Prereq: admission to Advanced Professional Studies. Coreqs: ERCH 455, 465, SPED 331.

ERCH 422H: 6 s.h.**H:Tchg Literacy PK-4****ERCH 435: 3 s.h.****Literature for the Young Child**

Prepares early childhood teacher candidates to recognize high-quality literature for children from birth to age nine. The use of literature to promote children's language, intellectual, emotional, social/moral and aesthetic/creative development is highlighted. A focus on children's response to literature is provided. Offered fall, spring. Prereq: PSYC 227; EDFN 211, 241; ERCH 225 or EDUC 220.

ERCH 435H: 3 s.h.**Hon: Lit for the Young Child****ERCH 455: 3 s.h.****Teaching Mathematics to Young Children**

Teacher candidates will apply the principles that guide all mathematics instruction as specified by the National Council of Teachers of Mathematics for the PreK through 4th-grade developmental level. Candidates will effectively deliver core mathematics content as well as have skills to stay current with the research on best practices in mathematics education. Prereq: Math 105, admission to Advanced Professional Studies. Coreq: ERCH 465, 422, SPED 331

ERCH 455H: 3 s.h.**Hon:Tchg Math/Yng Chldrn****ERCH 465: 3 s.h.****Science for the Young Learner**

Provides overview of the content and processes included in an early childhood (Pre K-4) science program. The course includes a study of methodology appropriate to the school setting. Prereq: admission to Advanced Professional Studies. Coreq: ERCH 422, 455, SPED 331.

ERCH 465H: 3 s.h.**Hnrs: Science for Yng Learner****ERCH 485: 3 s.h.****Teaching Young English Language Learners**

Prepares early childhood teacher candidates to understand the social and linguistic foundations for first and second language development in the early years. Teacher candidates will be able to apply research-based strategies for supplying first language development in the home and for preparing young learners for the transitions to schooling in a second language. Candidates will demonstrate an understanding of the resources that young learners bring to academic settings, and of ways to support young learners and their families in their adjustments to English-speaking schools. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction according to the needs of their students. Teacher candidates will be prepared to support young English language learners in their acquisition of language and content within optimal learning environments that provide meaningful access to standards-based instruction. Prereq: ENGL 110, admission to Advanced Professional Studies.

ERCH 485H: 3 s.h.**H:Tchg Young Engl Lang Learne****ERCH 489: 1-3 s.h.****Honors Course**

Early Childhood Education Honors Course

ERCH 495: 3 s.h.**Integrative STEM Practicum**

This clinical practicum course provides opportunities for teacher candidates to bridge theory and practice. Students will demonstrate and apply knowledge, skills, and dispositions related to the implementation of integrative science, technology, engineering and math (STEM) education at the pre-K to grade 4 level. Emphasis is placed on the planning, development, implementation and assessment of integrative STEM instructional activities and lessons that use problem-based and experiential learning techniques targeted for Pre-K to grade 4 students. Includes field experiences. Prerequisites ERCH 110, ERCH 190, EDTE/ ERCH 290, ITEC 344, EDTE 490 or 690 or Permission of Instructor; Advanced Professional Studies (APS) status required. Cross-listed with EDTE 495, credit may not be received for both courses.

ERCH 496: 6 s.h.**Curric, Instr & Assesss: Engaging the Young Child**

Designed to prepare teacher candidates in the general areas of curriculum, instruction, and assessment for the youngest learners (i.e., infancy-kindergarten). The course will focus on curricular philosophy and theory, approaches to early childhood education, pedagogical content knowledge, child development, and assessment of young learners. Current research, practice, and trends in early childhood education will be considered. Co-requisite for this course is ERCH 421: Language Development and Emergent Literacy. This is a six-credit course with a field experience embedded into the course.

ERCH 496H: 6 s.h.**H:Curriculum, Instrctn & Assesm****ERCH 498: 1-3 s.h.****Ind Stdy:****ERCH 499: 1-4 s.h.****Dept Hnrs:**