

THE SCHOOL OF PROFESSIONAL STUDIES CURRICULUM FOR EARLY CHILDHOOD & PRIMARY EDUCATION

SOPHMORE YEAR

FIRST SEMESTER			SECOND SEMESTER		
Code	Courses	Credit	Code	Courses	Credit
ENG 103	Technical Writing III	3	ENG 104	Phonetics & Public Speaking	3
EDU 252	Peace Education	3	PHIL 101	Introduction to Logic and Ethics	3
LANG 101	French or Bassa	3	LANG 102	French or Bassa	3
EVNS 201	Introduction to Environmental Science	3	EDU 260	Introduction to Teaching Field Experience Required -10 Hour	2
EDU 255	The Social World of the Child and Adolescent Prerequisite PSY 101; Co-Requisite 256	2	ECD 262 / EDUP 262	Mathematics for the Early Childhood and Elementary grades. PREREQUISITES: MATH 101 & 102	3
EDU 256	Speech, Language and Learning Prerequisite PSY101: Co-Requisite EDU 255	2	ECD 261 / EDUP 261	Principles & Foundations of Education for the Early Childhood and Primary Levels	3
	Total	18		Total	18

*Qualifying exam must be passed for student to pursue junior year courses

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Code	Course Title	Credit	Code	Course Title	Credit
ECD 360 / EDUP 360	Culture, Cognition and Learning for the Pre-K to 6 grade Prerequisite Courses: PSY 101; EDU 255 & EDU 256 (CODE for ECD/PRIMARY CONCENTRATION)	3	EDU 354	Ethnographic Studies of Rural Communities: Child, Family and Community Field Experience Required – 30 Hours	3

	ONLY)				
EDU 353 (ALL STUDENTS)	Schooling, Pedagogy and Social Justice	3	ECD 364 / EDUP 364	Understanding Students with Exceptionalities Prerequisite Courses: EDU 255 & 256; ECD/EDUP 360	3
ECD 361 / EDUP 361	Science for Teachers in the Early Childhood and Primary Classrooms	3	ECD 365/ EDUP 365	Methods in Teaching Science and Mathematics and Literacy in the Integrated Curriculum: PreK-6 grades. Prerequisite Courses: ECD/EDUP 262; ECD/EDUP 361 Field Experience Required-10 Hours	3
ECD 362/ EDUP 362	Diagnosing and Assessing Learning, Curriculum Planning and Evaluation in Early childhood and Primary Settings. Prerequisite Courses: PSY 101; EDU 255 & EDU 256	4	ECD 366	Infant and Toddler Care (ELECTIVE for students in the ECD & Primary Ed. concentration)	3
ECD 363 & EDUP 363	Foundation of Literacy for Emergent Readers and for the Primary Grades Prerequisite Courses: EDU 256, EDU 360 & EDU 362	3	ECD 367 / EDUP 367	Teaching Language Arts through Literature, Performance and Visual Arts, in the Early childhood and Primary curriculum Prerequisite Course: ECD/EDUP 363	3
			ECD 369 / EDUP 369	Social Studies and Social Exploration in the Pre-K-6 Classroom in Liberian Schools	3
Total		16	Total		18
				Cumulative	110

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER
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Code	Course Title	Credit	Code	Course Title	Credit
ECD 460 / EDUP 460	Curriculum and Instruction Student Teaching I: Supervised Field Experience GRADES PRE-K- 3 rd	3	ECD 461 / EDUP 461	Curriculum and Instruction Student Teaching II: Supervised Field Experience GRADES 4- 6 FOR EDUP	3
ECD 462 / EDUP 462 (Must be taken with ECD/EDUP 460)	C & I Student Teaching 1: Seminar I	2	ECD 463 {Must be taken with ECD / EDUP 461}	C&I Student Teaching 11: Seminar II	2
EDU 456	Advocacy, Networking & Collaboration in School and Community	2		ELECTIVE COURSES	
EDU 455 (I) SECTION #1 FOR ECD/EDUP ONLY	Classroom Management: Designing and Managing Classroom and the Play Environment SECTION #1 FOR ECD/EDUP ONLY	2	ECD 464 / EDUP 464	Creative Activities For Children: Teacher Made Materials For Play And Subject Area Skills Development.	2
EDU 453	Educational Research Methodology I	3	EDU 454	Educational Research Methodology II Prerequisite Course: EDU 453	3
Total		12	Total		11
				Cumulative	131

Comprehensive exams must be passed for student to pursue graduation

ECD / PRIMARY REVISED COURSE DESCRIPTIONS:

- ECD prefix is retained for the revised courses in Early Childhood Development program
- Where relevant, Primary Education course identifier is **EDUP (Education Primary)**. PED in current use as an identifier for courses in the Primary Education program in the COE is also used for Physical Fitness in the College of Arts and Science.

NUMBERING SYSTEMS:

- 200 level is second year courses * 300 level is third year courses
 - 400 level is fourth year courses

General Education Department (EDU) courses are represented by '5' as the second number in the sequence for example: 250 255, 258 are second level general EDU courses; 355, 356, 358 are third level general EDU courses; 453, 452, 457 are fourth level general EDU courses.

Early Childhood Education/Primary Education Department ECD/EDUP courses are represented by '6' as the second number in the sequence for example: 260 265, 268 are second year PED courses; 365, 366, 368 are third year PED courses; 463, 462, 467 are fourth year PED courses.

Secondary Education Department (SED) courses are represented by '7' as the second number in the sequence for example: 270 275, 278 are second year SED courses; 375, 376, 378 are third year SED courses; 473, 472, 477 are fourth year SED courses.

Counseling Education Department (COUN) courses are represented by '8' as the second number in the sequence for example: 280 285, 288 are second year COUN courses; 385, 386, 388 are third year PED courses; 483, 482, 487 are fourth year COUN courses.

SPECIAL SCHOOL OF EDUCATION COURSES IN GENERAL EDUCATION CORE

PSY 101 - Introduction to Psychology (Description to be provided by School of Professional Studies)

EDU 252 - Peace Education

3 Credit hours

3 hours lecture

Central propositions such as traditional beliefs in the inevitability of wars and oppression and concepts such as negative and positive peace, structural violence, ecocide, imperialism, human rights, globalism, global media, economic equity, recovery, and reconciliation will be explored. So will the interrelated and interdependent spheres of peace and right relationships – the personal, social, political, institutional and ecological and the significance of Ubuntu and Inkumbulo as remembering, communing and praxis in Liberian and African reality. Skills of critical analysis, reflective thinking as a component of inquiry

and problem solving will be emphasized. Through in-class conversations, written assignments and community action projects students will envision such issues as conditions that make peace possible, how conditions are achieved, peaceful alternatives to conflict resolution and how peace education can become integral to the instructional process at all grade levels and schooling in general.

EVNS 201 - Introduction to Environmental Science

3 Credit hours

3 hours lecture

The interdependence of physical geography and human culture, issues in development and impact on the natural environment, African traditional indigenous knowledge and ecological understandings will be emphasized. Other topics will include earth science and earth history and current debate on ecocide, climate change, food security/insecurity and alternate energy sources. Environmental investigations on the topography of Harper, Maryland County and chemistry of the surrounding water systems for example, will be carried out.

FOUNDATION SEQUENCE

EDU 255 - The Social World of the Child and Adolescent

2 credit hours

2 hours lecture

Child and adolescent development will be explored from an interdisciplinary perspective: "Who is the Child/Adolescent?" What are the cultural, social, political and economic environments in which childhood and youth are constructed? What are dilemmas of childhood linked to those contexts? Using readings and theories of development in course texts as well as literary works and images from media students examine the role of social, cultural, historical changes and political ideologies in the construction of childhood and adolescence as social categories and critically respond to different theoretical and cultural perspectives on development. Focus on special topics such as child-raising practices, poverty, wars, child labor, lack of appropriate, quality medical care affecting children's and youth social, cognitive and language development and learning. Re-visioning the rights of children will be critically explored. This will be a guided project-based course. Fieldwork required. Prerequisite PSY 101

ECD/EDUP 260 - Introduction to ECD and Primary Education

2 Credit hours

2 hours lecture

This is an introductory level course designed to introduce students to philosophical foundation of schooling and how theories and practice converge with the aims of early childhood and primary education, and teacher's practices. Program models and quality of early childhood and primary schooling in Maryland County and Liberia will be explored. Teacher's ethics, disposition (habits of thinking and action), problems and concerns are examined; popular myths about the teaching profession are explored. Students write autobiographies to conduct studies of their own lives as learners, conduct surveys,

articulate a vision of possibilities of education in Liberia and craft a personal philosophy of education. Fieldwork required.

EDU 256 - Speech, Language, Learning

2 Credit hours

2 hours lecture

Topics such the theoretical perspectives on how language emerges or is acquired, language variations and contexts of use; social and political biases and stratification of languages; language and identity, language varieties in the Liberian context; uniqueness of Liberian English (di-glossia and bilingualism) and Bassa, for example; speech and language disorders versus differences will be focused on. Working as a linguist in the field will be part of this course. Instructional strategies to promote language use and literacy skills development will be explored. Fieldwork required. Prerequisite Courses PSY 101 & EDU 250

ECD/EDUP 261 - Principles and Foundations of Education

3 Credit hours

3 hours lecture

This course is an introduction to philosophies and theories of learning and instruction with a special emphasis on the early years. It provides an overview of behaviorism, social and cognitive constructivism and socio-cultural perspectives. These perspectives will be analyzed for their relevance to cultural perspectives on teaching and learning and development in the early years, in Liberia. Developmentally appropriate practices using various curriculum models as well as the teacher's role in designing curriculum and delivering instruction to young children (2-7 yrs.). Play and inquiry approaches as critical components in the early childhood curriculum will be examined critically. Curriculum adaptation to accommodate students with diverse learning and developmental needs will be explored. Students will also be required to review, compare and critique guidelines of the North American National Association for the Education of Young Children's, the International ECD program guidelines and the new early childhood development requirements of Liberia's Minister of Education.

EDU 353 - Schooling, Pedagogy, and Social Justice

3 Credit hours

3 hours lecture

This course explores the questions: How can teacher be helped to examine schooling in West Africa and Liberia and construct an understanding of the intricate relationship between school and society? What is the knowledge base that teachers need if they are prepared to engage in transformative practices? Historical, economic, political and social bases of Liberian and West African educational systems, as a way of understanding the multiple factors affecting schools will be explored. Students will analyze readings, and case studies for explicit and implicit assumptions in issues of ethnicity, gender, language, geography, social class dominance, and how the framing of these issues influence school conditions, curriculum, and pedagogical practice and educational policies. Students will explore the social and economic policy shifts that could bring about changes and reforms in curriculum, pedagogy and student performance outcomes.

EDU 354 - Ethnographic Studies of Rural Communities: Child, Family, Community and Learning. 3 Credit hours **3 hours lecture**

This course is an introduction to and use of the ethnographic method as one of the distinguishing approaches to research of peoples in lived social and cultural settings. Students will conduct and report on field studies of a range of social and cultural issues in rural communities in Maryland County. As ethnographers of families and communities focus will be in such areas as the cultural knowledge and epistemologies impacting child raising, parenting styles, health and nutritional practices as well as the social networks within and between families and community institutions: to promote deeper understanding of indigenous educational practices and belief systems and an appreciation of the way in which learning is relevant to the culture in which the student lives; and explore possibilities for promoting and developing educational opportunities and resources in rural communities. No prior study of social and cultural anthropology is required. The specific skills required by this course are developed during the experience of researching. *Extensive field -work is required.*

ECD/EDUP 360 - Culture, Cognition and Learning for the Pre-K to 6 grade Learner
3 Credit hours **3 hours lecture**

This course covers the research and theories on children's development of conceptual thinking, process and reasoning skills and creative processes, problem solving abilities, as well as the development of particular cognitive styles as children become aware of and explore their physical and social world. Theoretical perspectives based on constructivist and eco-cultural principles such as in children's ethno-mathematical understandings, for example, and implications for creating curriculum and instruction will be explored. Prerequisite Courses PSY 101 & EDU 250 & EDU 253

ECD/EDUP 364 - Understanding Students with Exceptionalities
3 Credit hours **3 hours lecture**

This course explores introduces students to the nature of various disabilities ranging from mild to moderate learning disabilities to other concerns such as developmental delays. The courses address identification techniques, and introduce students to a repertoire of strategies and adaptations that can help the learner have access to materials in instruction in appropriate ways. Strategies for assisting families to understand and support the learning needs of the child will be explored. Students will think about the policy shifts that they consider essential for responding to children with special needs in Liberian society.

ECD 366 - Infant and Toddler Group Care
3 Credit hours **3 hours lecture**

This course focuses on understanding infants and toddlers and the physical environment and social interactions to support language, social-cognitive and physical development. It is designed to help the teacher and caregiver understand theories of infant/toddler development and impact of theories on promoting children's learning and development through active explorations and interactions with adults, other children and materials.

Examine topics such as cultural variability in child-care. Varied aspects of the infant/toddler programs such as oral communication, vocabulary and books, music and movement, songs, water play, sand, blocks, inquiry of physical objects, etc. will be explored. Experience in designing, and setting-up imaginative, safe environments will be an integral part of this course. Opportunities for observing interactions between caregivers and infant/toddlers are included. Fieldwork required. (*OPTIONAL for Primary Education concentration students*)

EDU 456 - Advocacy, Networking and Collaboration in school and community
3 Credit hours **3 hours lecture**

This course engages students in the critical issues shaping current policy formation, implementation and/or enforcement in education in Liberia. Exploration of policies is enhanced by the inclusion of practitioners, advocates and lawmakers as guest speakers. Strategies to facilitate collaboration of between schools, parents and service personnel etc. will be examined. Also to be examined are the social and cultural barriers to parents serving as advocates for their own children. Students will identify current issues, pertinent to the age group of their concentration ECD/Primary/Secondary Ed or the general school population, of which they believe communities need to be aware. Students will develop a public awareness campaign project that incorporates available resources considered as potentially effective at the local, regional and national levels and identify advocacy strategies. The project will be shared in a workshop for community residents. Students working in teams will select a community to host the workshops.

EDU 453 & 454 - Educational Research Methodology I & II (6 Credits)

This is a two semesters course in which students are introduced to historical, experimental, descriptive and Action Research methodologies as they relate to identifying and seeking solutions to problems pertinent to the field of education and in classrooms. Student will be guided through research processes that include problem identification, review of literature, data collection methodologies, data reporting and the analysis of research results. Use of the APA documenting style will be promoted. Two research activities will be the outcome from the two semesters. {1}. Each student will choose a focus topic or question, based on an issue germane to the Liberian educational system for her/his research project, which is required for a senior thesis. {2} Conducting an Action Research in classroom or school setting. Conducting an action research entails: diagnosing an area of need in a classroom or with an individual child during their student teaching or clinical placement, develop a plan for an instructional or psycho-social intervention, gather pre- and post- assessment data to determine impact of the intervention and analyze the data to propose follow-up or alternate intervention approaches. This experience supports the process of developing work samples for the final student teaching or clinical placement portfolio.

PROFESSIONAL SEQUENCE

ECD/EDUP 262 - Mathematics for Teachers in the Early Childhood and Elementary Classrooms **3 Credit hours** **3 hours lecture**

Topics in mathematics, for the pre-K to elementary grades will be the focus. Special emphasis is on problem-solving and the development and application of algorithms and topics in geometry, measurements and data interpretation and algebraic thinking for example, to be included. Problem solving, critical thinking, mental math, and math games, use of technology, interactive approaches will be emphasized: as young children ideally should in their own classrooms.

ECD/EDUP 361 - Science for Teachers in the Early Childhood and Primary Classrooms **3 Credit hours** **3 hours lecture**

The course is designed to enhance content knowledge of topics in science for the early childhood and elementary classrooms. This course begins with the principles of constructivist learning, inquiry, and exploration-based science instruction. Students in this course will become familiar with relevant Liberian Curriculum for science and math and North America's National Science Education standards (NA/ NSES). Students will have multiple opportunities to develop content knowledge about such topic as the characteristics of living things: plants and animals; the human body; ecosystems, and humans and the environment; weather, light and shadow; motion and machines; water and sand.

ECD/EDUP 362 - Diagnosing and Assessing Learning, Curriculum Planning and Evaluating Effectiveness in Early Childhood and Primary Settings.
3 Credit hours **3 hours lecture**

This course addresses three fundamental questions: How would we know if the children are developing well and learning what we want them to learn? And how could we decide whether the programs for children from infancy through the primary grades are doing a good job? And how do we plan for intervention? Answer to the first question will entail exploring such topics as variation in assessment practices depending on ages, culture, languages and abilities; specific diagnostic and assessment tools and measures from which to select; and involving families in assessment. To explore answers to the second question on program effectiveness, students will become familiar with program and early learning standards and the range of developmental and learning outcomes, that are specific to early childhood programs and address the developmental domains (physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge), as well as those that are relevant to all programs. Answer to the third question will come from experiences in planning for intervention. Students will have opportunities to apply assessment and program evaluation tools in field sites. Fieldwork required.

ECD/EDUP 363 - Foundations of Literacy for Emergent Readers and for the Primary Grades **3 Credit hours** **3 hours lecture**

This course examines the processes through which young children in dual language or bi-dialectical situations acquire listening, speaking, reading and writing skills. Students will be introduced to current theoretical perspectives in the field of socio-linguistics, and special

together cooperatively, resolving conflicts will be emphasized. Students will design social studies units and lessons with a strong emphasis on developmentally appropriate programs and activities and inquiry approaches to teaching and learning.

EDU 455 - Classroom Management: Designing and Managing the Learning Environment **3 Credit hours** **3 hours lecture**

Various approaches for effective classroom management and enhanced learning will be studied. Classroom management will be presented as encompassing many practices crucial in teaching that include developing relationships, structuring respectful communities in classrooms for productive collaborative learning, teaching moral development and citizenship and peace building, designing the instructional environment and diversifying instruction to successfully motivate children to learn, caring for children's emotions, developing a positive attitude to children and their communities and encouraging home and community involvement. The practical application of these practices to assist teachers and school administrators to establish and maintain effective learning environments and support children's social and emotional and character development will be explored.

ECD/ EDUP 464 - Creative Activities for Children: Teacher Made Materials for Play and Subject Area Skills Development.
2 credits hours **2 hours lecture**

This course will be an opportunity for prospective teachers to plan and produce materials and games appropriate for children's play and skills development in subject areas of their choice. Constructed products will be evaluated and critiqued for the extent to which they are grounded in knowledge of children's development and competencies in the domain focused on.

STUDENT TEACHING AND STUDENT TEACHING SEMINAR

ECD/EDUP Curriculum and Instruction Supervised Fieldwork & Seminars
(2 semesters @ 4 credits per semester-total 8 credits)

ECD/EDUP 460 - 1st Semester- Supervised student teaching and **ECD/EDUP 462** - Seminar

ECD/EDUP 461 - 2nd semester- Supervised student teaching and **ECD/EDUP 463** - Seminar

Student teaching is the capstone experience requiring 360 hours of direct contact time with children in an early educational setting and/or early grades in primary schools setting for a period of ten weeks each in semester 1 and in semester II. The overall goal of ECD/EDUP supervised fieldwork is to give students a rich practical experience in designing and implementing instruction effectively and imaginatively to meet students' diverse needs. In the co-requisite seminar for each semester's placement, in small group settings, student teachers will be guided in critical reflection on their practices and experiences in the field as well as explore the integration of theory and practice. Opportunities to teach and co-

teach with a cooperative teacher and other school personnel is an integral part of this course

ELECTIVE COURSES

EDU 358 - Educational Administration and Leadership

3 Credits

3 Hours Lecture

In this course students will be introduced to theories, research and practices related to effective organizational leadership and development. Issues related to capacity -building, creating school vision and culture, decision- making, and problem solving and the relationship between the school management and teachers will be examined. Also to be considered are the organizational, cultural, human and policy variable that may impede building positive collaborative school leadership and promoting an effective, successful school. A critical topic in this course is how teachers and allied school personnel can be encouraged to play more leadership roles in schools and in the development and evaluation of curriculum.

EDU 357 - Curriculum Planning and Development

3 Credit hours

3 hours lecture

(ELECTIVE)

This is **not a content** course, but a course that focuses on such topics as principles and models of curriculum and instruction that are found to promote student learning, the importance of multiple modes of assessment to inform teaching and to evaluate the impact of instruction; and using resources meaningfully in the elementary and secondary education classroom. In this course the use of “backward design” planning will promote alignment of standards, instructional goals and assessment and responsive teaching practices. Assessment strategies and tools such as oral questioning of students, observations, student conferences, portfolios, performance tasks, prior-knowledge assessment, rubrics, and student self-assessment will be introduced. Student work samples will be analyzed in order to evaluate and assess learning. Strategies for differentiating instruction will be an integral part of planning.

EDU Special Topics

This course enables students and faculty, including visiting faculty, to work together on an area of special interest in education. These are offered by special arrangement in the College.

