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 COLLEGE of EDUCATION COURSES IN GENERAL EDUCATION CORE

PSY 101 - Introduction to Psychology (Description to be provided by College of Arts and Science)

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

Standards Met: TU CE I (2) & II; NAEYC Std #1: PSTL Domain #I (f, i)

**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.

Standards Met: TU CE II (5, 6, 7); NAEYC Std. #1 & #6: PSTL Domain #I (b) & Domain #5 (b, c)

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 Glebo/Glebo, 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

Standards Met: TU CE II (5, 7, 9, 10); NAEYC Std. #1; PSTL Domain #I (f)

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.

Standards Met: TU CE I (1) & II (9); NAEYC Stds. #1 & #4.

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.

Standards Met: TU CE II & V; NAEYC Stds. #2&#6; PSTL Domain #5 (b,e)

**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.*

Standards Met: TU CE I (4)& II (7,8)&IV; NAEYC Stds. #2&3&6: PSTL Domain #I (f,h)

**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

Standards Met: TU CE II (5,6,10); NAEYC Std. #1: PSTL Domain #I (f,i)

**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 course addresses 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.

Standards Met: TU CE I (3)&II (5,6,10); NAEYC Std #1: PSTL Domain #1 (f)

**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)*

Standards Met: TU CE II (7,8,9); NAEYC Stds. #1 & #5; PSTL Domain #1 (f)

**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.

Standards Met: TU CE I (4)&II (10)&IV; NAEYC Std. #2: PSTL Domain #5

**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.

Standards Met: TU CE II (6)& IV&V; NAEYC Stds.3 & 6.

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.

Standards Met: TU CE I (1, 8, 10); NAEYC Std. #4&#5: PSTL Domain #I (a, b, g)

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.

Standards Met: TU CE I & III (11, 13, 14)& IV (16); NAEYC Stds #3 & #4: PSTL Domain #4

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 education and the impact of those perspectives on thinking about language, literacy development and instruction. Strategies for integrating all communication modes in literacy instruction from emergent to the elementary years; strategies for building vocabulary, reading fluency, comprehension and so on will be introduced.

Student will use varied approaches to assessing language and literacy performance and needs, explore how assessment and instruction are integrated processes and the need to differentiate instruction to meet diverse learning needs.

Standards Met: TU CE I & II (9) & IV; NAEYC Std. #5: PSTL Domain #1 (a, b, g)

ECD/EDUP 365 - Methods of Teaching Science, Mathematics and Literacy with the PreK-6 Learner
3 Credit hours 3 hours lecture
This course covers the design, planning and adaptation of developmentally supportive learning environments in the teaching and learning of science, mathematics, and literacy in the PreK-6 age groups. Students in this course will experience experiential-inquiry-concept-based teaching and learning that reflects current approach to explorations in science and math instruction. How to assess learning developmentally and how to use children’s natural activities, physical and social environment and other locally available materials to teach science and math will be stressed. Students will design curriculum units reflecting integrated concept-based math/science/language arts/social studies/music and art instruction. **Fieldwork Required. Prerequisite courses ECD/EDUP 267; ECD/EDUP 361; ECD/EDUP 363**

Standards Met: TU CE I & III; NAEYC Std. #5: PSTL Domain #1 (a, b) & Domain #2 (a, b)

**ECD/EDUP 367 - Teaching Language Arts through Literature, Performance and Visual Arts, in the Early Childhood and Primary curriculum**  
*3 Credit hours*  
*3 hours lecture*

Students will explore how active engagement with books, storytelling and other folk traditions, games and poems, puppetry and teacher-made materials can be used in instruction to promote reading and writing. The course also introduces students to the skills and craft of performing and visual arts: drama, dance, music, drawing, painting and creative writing as vital curriculum tools for language and literacy development and instruction. Students will examine traditional Liberian art forms to enhance learning in ways that are culturally relevant, inclusive, imaginative and progressive. Each student will work with an individual child or a small group in an early childhood or school setting to try out those methods and materials. Planning curriculum and assessing the impact of instruction is required. **Fieldwork required.**

Standards Met: TU CE III & IV; NAEYC Std. #5: PSTL Domain #1 & Domain #2 (a,b,c)

**ECD/EDUP 368 - Social Studies and Social Exploration in the Pre-K-6 Classroom in Liberian Schools**  
*3 Credit hours*  
*3 hours lecture*

The course is organized around themes in social studies, and theories of learning and teaching strategies, ways to connect social studies to the world beyond the classroom will be introduced. This course will allow prospective teachers to explore how the natural, physical and social environment of children can be the basis for teaching and learning of themes and concepts in social studies and social exploration. Children sharing and working 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.

Standards Met: TU CE I&III & IV; NAEYC Std. #5: PSTL Domain #1 & Domain #2 (a,b,c)

**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.

Standards Met: TU CE I (1)& III (11); PSTL Domain #3

**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.

Standards Met: TU CE III (11,13,14); NAEYC Std. #5: PSTL Domain #2 (e,f)

**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

Standards Met: TU CE I & II (7,8)& III & IV&V; NAEYC Stds. #3,#4,#5,#6,#7; PSTL Domains #2,#3,#4,#5