Early Childhood Education Major (BA)

A Bachelor of Arts Degree consists of 30 credits of Core Curriculum and at least one Major (36–60 credits), for a total of 120 credits.

The Early Childhood Education 37-credit major is a dynamic and diverse program, calling upon students to be immersed in contemporary theories of development, rich curriculum studies, and in-depth training in contemplative traditions, all of which support the ground of developing teachers from the inside out. In addition, students’ learning is expanded by observations, service-learning, lab assignments, and international service work, which foster the students’ practical classroom experience from day one.

This major draws upon the richness of Boulder’s contemplative early education community, including Alaya Preschool, Naropa’s lab school. Program courses emphasize the integration of mindfulness-awareness with holistic teaching practices. Observation-based child development courses emphasize emotional development. Students explore contemplative teaching skills drawn from holistic and spiritual traditions, such as Waldorf, Montessori, Shambhala, and Reggio Emilia. Teaching skills grow from firsthand observation, practice, and course study with master teachers in a variety of contemplative preschool settings.

Internship

The culmination of the BA degree is the internship course, in which students apprentice with experienced teachers in Naropa’s lab school or other early education programs. This highly individualized on-the-job training helps students develop and refine their teaching skills in exemplary educational environments. (Students are strongly encouraged to take no more than 12 credits during the internship.)

Early Childhood Education Major Requirements

Required Courses

Gateway

• EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)

Milestone

• EDU210 Nature and Education (3)
• EDU310 Kindergarten Magic: ECE Curriculum Development (3)
• EDU330 Holistic Teaching Traditions (3)
• EDU360 Administration of Early Childhood Education Programs (3)
• EDU365 Administration: Human Relations for Early Childhood Professions (3)
• EDU380 Observing Development: Infants & Toddlers (3)
• EDU385 Observing Childhood Growth & Development (3)
• EDU404 Maitri and Mudra Space Awareness (3)

• EDU420 Energy & Expression in the Classroom (3)
• EDU430 Teaching Young Children: Methods and Classroom Management (3)

• Themes in Cultural and Linguistic Diversity

Choose 3 credits

• EDU393 Issues in Education: The Mary Culkin Series (3)
• EDU452 Poverty Matters (3)

Capstone

• EDU450 Student Teaching: Early Childhood (4)

Total Credits 37

Course Listings

EDU150

Foundations of Education for a Diverse Society (3.0)

In this course, we survey theories and practices in education in the U.S. based on analyses of current practices and future projections. The course includes an introduction to the history of education; educational philosophies; effective teaching, schools and curricula; and social, political, and economic forces that shape contemporary schooling. Coursework includes readings, lectures, dialog, simulations, guest speakers, semester-long tutoring at an educational facility, written analyses of fieldwork data, peer teaching in class, and experiential teaching and learning in an outdoor classroom. Must receive a B or better to be accepted into the Teacher Preparation Program.

EDU210

Nature and Education (3.0)

This course contributes to broadening and deepening student understanding of the relationship between nature and education. The scope, scale, trends, and implications of nature and education in classroom practices, pedagogy, and curriculum are theoretically and experientially examined and practiced. This course will research topics such as: How contact with natural settings, animals, and other natural objects or phenomena influence the development, identity, and well-being of children; how nature experiences can positively impact children’s social, emotional, and behavioral functioning; and developmentally appropriate ways to address environmental interests or concerns with children. The coursework will draw attention to various forms of biology, botany, diversity, socioeconomic class and culture as they relate to the social construction of, and access to, nature. Course fee.

EDU220

Theories, Strategies, and Assessment for CLD Students K-12 (3.0)

Combining contemplative pedagogy with explicit strategies for teaching all levels of Culturally and Linguistically Diverse (CLD) students, this course introduces students to how to be successful by using tested methods and strategies. This course emphasizes "sheltering strategies" and students practice teaching content area subject matter, and literacy skills using the SIOP (Sheltered Instruction Observation Protocol), a research-based educational model designed to improve the academic achievement of at-risk English language learners.
EDU245
Multicultural Education and Contemplative Critical Pedagogy (3.0)
This course helps students make sense of their world and make sense of themselves in relationship to their world. Since students are both subjects and objects of education, they are the learner, teacher, and the researcher. Through the study of critical pedagogy and multicultural education theory, this class explores the questions of what education can be, develops skills to uncover what education actually is, and deepens students’ understanding of the contradictions that have shaped their own and other people’s consciousness. This course deepens students’ appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways in which power operates to create oppressive conditions for some groups and privilege for others. Through critical thinking, reading, and writing, students examine and challenge the more commonly held views of education. Prerequisite: EDU245

EDU250
Instruction Observation Protocol (3.0)
This course addresses the most current CLD WIDA standards, different educational programs available for CLD students, the effectiveness of those programs, parental and community involvement, and introduces theories of SLA. Must receive a B or better to be accepted into the Teacher Preparation Program.

EDU245
Math for Teachers: Content Curriculum and Mathematics Education (3.0)
This class is designed to provide teacher licensure candidates with an introduction to math content PreK-6, curriculum, and methods in mathematics education. This course investigates curriculum projects and specific methods and strategies for teaching mathematics aligning with the Common Core Standards. In addition to exploring math content, historical trends, standards, and pertinent research in mathematics education, this seminar focuses on teaching math across content areas, project-based and contextualized math instruction, and teaching mathematics to diverse learners. Students are actively involved in the process of instruction by utilizing content, methods, and curriculum being considered.

EDU325
Secondary Literacy (3.0)
Content literacy for adolescent learners continues to prove problematic for students and teachers across subject areas. Learners in this course build background knowledge and apply instructional strategies and assessments designed to promote students’ success as readers, writers, speakers, and listeners in middle school and high school classrooms, with a particular focus on underperforming students and English language learners.

EDU330
Holistic Teaching Traditions (3.0)
During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. Study focuses primarily on the contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia, and others. On-site observations are made in schools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. Through this process, students begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. Sitting meditation requirement. Prerequisite: EDU245

EDU340
Linguistics for Teachers of CLD Students K-12 (3.0)
Students explore theories of first and second language acquisition and discover how these theories have impacted different teaching methodologies. Students also study the form and function of the English language and practice methods of teaching the English language to speakers of other languages. This course is designed to meet state requirements for the Culturally Linguistically Diverse (CLD) endorsement. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

EDU345
Elementary Literacy I: Foundations of Reading (3.0)
Using a contemplative approach to literacy, this course investigates the development of a literate student. How can a teacher instruct, engage, and assess students in the skills necessary to develop their reading, writing, and oral communication, while caring for the whole student in the process? We investigate this phenomenon, explore approaches to foster literacy acquisition, and learn how to assess students’ progress (including interventions). We observe, demonstrate, and evaluate our literacy instruction, particularly in the areas of comprehension, phonemic awareness, phonics, fluency, and vocabulary. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Threads weaving throughout the course include the link between reading, writing, listening, and speaking, as well as purposeful integration of literacy across the curriculum. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.
EDU348
U.S. History of Immigration (3.0)
This course traces the history of immigration and ethnicity in the United States from colonial times to the present. We examine the changing immigration patterns and the effects of major events in U.S. history (American Revolution, Civil War, Progressive Movement, two World Wars, the Cold War, and the Civil Rights Movement) upon those changes. The course also places U.S. immigration in the wider global context of urbanization and industrialization during the nineteenth and twentieth centuries. Along with these larger historical forces, the course examines the "immigrant experience" and the ways race, ethnicity, class, gender, religion, and other factors shaped the lives of immigrants and their communities. In addition, the course explores the development of "nativist" and anti-immigration movements of the last two centuries.

EDU353
Health, Safety, and Nutrition (3.0)
This course provides an overview of the topics of health, safety, and nutrition within the context of educational settings serving children from birth through twelve years old. The primary focus is on the interconnectedness of these topics in promoting optimal growth and development for each child. The interrelated roles of the home, school, and community in meeting the health, safety, and nutrition needs of children are explored.

EDU355
Elementary Literacy II: The Development of Oral and Written Language (3.0)
This is the second of two courses in elementary literacy, in which students continue learning and practicing skills, methods, and techniques for teaching literacy. This second course focuses on the continued study of language, writing across the curriculum, and contemplative practices in the classroom. Using a contemplative approach to literacy, this course investigates the makings of a literate student. We investigate the phenomenon of the intersections of teaching and learning of literacy skills. Students observe, demonstrate, and evaluate their literacy instruction in composition, including ideas, organization, word choice, and voice, in fluency encompassing phonics and vocabulary building. We use contemplative reflection, including assessing our own instruction, teaching composition using contemplative methods, and giving purposeful and meaningful feedback. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Writing across the curriculum is focused on how to complete literacy skills for students in all areas. Threads woven throughout both Part I and Part II include the link between reading, writing, listening, and speaking, as well as purposeful integration of literacy across the curriculum. Prerequisite: EDU345.

EDU360
Administration of Early Childhood Education Programs (3.0)
This course examines Colorado’s minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. The course focuses on the director’s administrative skills and role as a community advocate for young children, and addresses birth through age twelve. Course content focuses on establishing a new center, administrative functions, and advocacy. Prerequisites: EDU245 and EDU380. Director’s fee.

EDU365
Administration: Human Relations for Early Childhood Professions (3.0)
This course focuses on the human relations component of an early childhood professional’s responsibilities, including director-staff relationships, staff development, leadership strategies, parent-professional partnerships, and community interaction. Prerequisite: EDU245.

EDU370
Teaching the Exceptional Student in the General Education Classroom (3.0)
This class focuses on the philosophy and methodology of integrating exceptional children into the general education classroom. The course examines the needs of students with both high incidence and low incidence disabilities, presents teaching strategies for working with students with disabilities in inclusive settings, and explores varied aspects of children’s learning and development in making curricular and instructional decisions. Legal issues, socio-cultural issues, and developmental issues are also addressed. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

EDU375
Assessment for the Diverse Learner (3.0)
This course explores the many layers and facets of assessment. Instruction on standard unwrapping and assessment development provides the foundation for curricular choices in planning and teaching, and contemplative practices offer creative insight and personal development to strengthen connections within the educational structures. By simultaneously expanding the assessment toolbox and the teacher’s presence in the assessing process, this course prepares future educators to meet challenges with curiosity, to adjust accordingly, and to develop their skills and efficacy in teaching and assessment best practices. Ten hours of practicum placement in a Colorado public school must be documented.

EDU380
Observing Development: Infants and Toddlers (3.0)
A study of the development of children from birth to age three, with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theories within a contemplative context in the areas of the body, speech, and mind.

EDU385
Observing Childhood Growth And Development (3.0)
This course is designed to provide an overview of child development three years through twelve years of age, and the fundamentals of contemplative observation of young children. It
is intended to give the student an overview of current research and issues in child development. Students are required to study and observe children in elementary settings, learn to think critically about research and evidence presented, and apply research findings to solving current social problems impacting families and young children. The class examines different theorists and their approaches to explaining child development in a global context. This class is conducted in a seminar format. Practical application: Field Placement (The application is completed during the twenty hours of field placement that is required for the class). Elementary Teacher Preparation students who have not taken EDU380 will have a pre-course reading, available on the MyNaropa EDU385 course link, due for the first class.

**EDU393**

*Issues in Education: The Mary Culkin Series (3.0)*

A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this course for credit. Course work includes relevant readings and response papers relating to each topic.

**EDU404**

*Maitri and Learning Styles (3.0)*

Exploring the nature of apparent division between oneself and others forms the basis of our investigation into how contemplative practice can enhance the art of leadership and become the foundation of enlightened service to others. Through Tibetan yogic practices that have been adapted for classroom use, students explore the basic nature of space and energies, which develops understanding and appreciation of the variety of learning styles. Within the protected classroom space, participants have the opportunity to be both subjects and objects of this investigation. In-class practice is accompanied by readings developing discipline and patience, and engendering a resilience that brings vibrancy to workplace settings. Prerequisites: Established meditation practice and permission of instructor. Materials fee.

**EDU420**

*Energy and Expression in the Classroom (2.0)*

The art of teaching through awareness of, and synchronization with, the energetic expressions of young children is cultivated. The aim is to develop teaching skills that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that address the wide variety of issues within these areas, such as behavior, discipline, making transitions, developing an individual sense of body/mind, and creating a caring community are studied. Through observations, discussion, and experiential exercises, students learn to meet and guide the energetic needs of individuals and groups of young children. Prerequisite: EDU380 with a C or higher.

**EDU425**

*Elementary Methods and Classroom Management I (3.0)*

This course prepares secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required. Prerequisites: EDU150, EDU220, and EDU245 with a B or better.

**EDU430**

*Teaching Young Children: Methods and Classroom Management (3.0)*

This course prepares early childhood/elementary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. This course brings a contemplative view to learning the skills necessary for teaching early childhood students through 6th grade, emphasizing the importance of observation, and reflection. The class combines lecture/discussion, observation and experiential approaches. Prerequisite: EDU245 and EDU380.

**EDU435**

*Elementary Methods and Classroom Management II (3.0)*

This is the second of two courses designed to prepare pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. Students focus on social-emotional learning, technology, and working with diverse families. Thirty-five hours in a school practicum placement is required. Prerequisite: EDU425.

**EDU439**

*Secondary Methods and Classroom Management I (3.0)*

This course will prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required.
EDU445
Elementary Literacy III: Foundations of Literature (3.0)
Using a contemplative approach to literacy, this semester course investigates the world of literature. Various genres, cultures, time periods, and perspectives are examined as students consider how to develop diverse students’ critical thinking, listening, speaking, reading, and writing. The course also explores the interdisciplinary component of literature, interweaving the novels we read into all subjects to deepen our relationship to learning. Prerequisite: EDU245.

EDU449
Secondary Methods and Classroom Management II (3.0)
This is the second of two methods courses designed to prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. This course focuses on the continued use of contemplative practices in the classroom, strengthening methods for working with CLD students, and deepening methods for social-emotional learning, and assessment. Thirty-five hours in a school practicum placement is required.

EDU450
Student Teaching: Early Childhood (4.0)
This course is student teaching in an early childhood or elementary classroom K-3 with a supervising teacher. The goal is for each student to refine the practice of educating children using a contemplative and critical pedagogical approach meeting the CDE Quality Standards and Academic Standards for the licensure. This class is the culmination of all previous EDU course work. All students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive six supervisor visits and are evaluated and coached based on the CDE evaluation rubric and the five Qualities. Students receive two SIOP observations, evaluations, and coaching sessions with a SIOP trained supervisor. Prerequisites: EDU245, EDU330, EDU380, EDU404, and EDU430. Prerequisite or Corequisite: EDU310 and EDU420.

EDU452
Poverty Matters (3.0)
Section A: ONLY FOR STUDENTS WHO ARE NOT GOING ON THE NICARAGUA TRIP. Section B: ONLY FOR STUDENTS WHO ARE GOING ON THE NICARAGUA TRIP. An exploration of the beliefs and myths surrounding poverty and its effects on people, the environment, and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua, and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua. Prerequisite: EDU245.

EDU475
Elementary Student Teaching (3.0)
All elementary students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows. Students must have completed all Teacher Preparation Program course requirements with a B or better and passed the PRAXIS test. Co-requisite: EDU480.

EDU476
Secondary Student Teaching (3.0)
All secondary students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows.

EDU480
Student Teaching Seminar (3.0)
In this seminar, we engage in dialogue about issues that arise in the classroom during student teaching. Student teachers reflect on their teaching and its impact on students’ learning, as well as focus on their Portfolio and Teacher Work Sample, and facets of their job search. Corequisite: EDU475.

EDU499
Independent Study: Early Childhood Education (0.5-4.0)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.