**EARLY CHILDHOOD EDUCATION (ECED)**

**ECED-100** Cornerstone for Early Childhood Education  2 Credits  
This course provides an introduction to university life and online learning, and to the academic and social skills needed for success. Students will be introduced to the library and information literacy/research skills. The course management system and skills for successful online learning along with the integration of faith and learning through a Biblical worldview will be covered. Becoming a professional in the field of early education will be discussed. This course is required for all ECE degree-seeking students.

**ECED-101** Child Growth & Development  3 Credits  
This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood and an emphasis on the preschool years. Theories of development are studied alongside the various stages of growth. These concepts will be presented from a Biblical perspective.

**ECED-103** Child, Family & Comm/Social  3 Credits  
This course covers the study of how family, school, and community affect a child’s development. An emphasis will be placed on the family unit and the parents’ roles in being the primary educator of their child. Community resources are investigated and advocacy for children is explored.

**ECED-106** Intro to Curric/Young Children  3 Credits  
This class will provide an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. The role of the teacher and the curriculum in supporting the development of the whole child will be analyzed. The class will cover the basic components and developmentally appropriate implementation of curriculum across content areas. Though not required, completion of ECED 101 Child Growth and Development is recommended.

**ECED-108** Prin/Pract/Teaching Young Chl  3 Credits  
This course presents an overview of the historical development and philosophies of early education. Students will examine the relationship among developmental theory, philosophy, and practice in early education. Students will explore a wide range of early childhood curriculum models. The ecological contexts and relationships affecting young children’s development will be analyzed. This course includes a review of teaching strategies supporting all children’s development. Though not required, completion of ECED 101 is recommended.

**ECED-109** Infant/Toddler  3 Credits  
This course is an overview of the characteristic needs of infants and toddlers birth through age three. Appropriate learning environments and routine experiences will be discussed. Social, cognitive, physical, and sensory motor behavior patterns will be applied in theory and through observation in relation to the environment. A focus on the development of curriculum in meeting the individual needs of the children and the role of the teacher in facilitating growth through play experiences will be emphasized. (meets elective credit requirement) *Only available online.

**ECED-121** Admin/Early Educ Programs I  3 Credits  
Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/daycare program will be examined. This includes an overview and history of ECE programs, philosophy development, licensing standards, and assessment of management techniques. Christian philosophy and development will be integrated. This meets the minimum licensing course requirement for operating a licensed daycare program. (meets elective credit requirement) *Only available online.

**ECED-123** Admin/Early Educ Programs II  3 Credits  
Application of advanced principles for the ongoing operation, supervision and evaluation of a preschool/daycare program will be examined. This includes an in-depth look into managing staff and personnel issues, along with public relations and board development. Parent partnership and operational policies will be discussed. Christian philosophy and development will be integrated. This meets the minimum licensing requirement for operating a licensed daycare program. (meets elective credit requirement) *Only available online.

**ECED-126** Teaching in a Diverse Society  3 Credits  
This course will examine current issues facing the early education professional in understanding diversity as it impacts the classroom. In many early childhood classrooms there has been an increase in the number of children with racial, ethnic, linguistic, and cultural diversity, as well as the numbers of children with disabilities or developmental delays. This diversity brings many challenges, as well as many opportunities to educators. Factors of working with and supporting diverse populations of young children and their families will be discussed including relevant teaching methods and materials.

**ECED-132** Early Education Practicum  3 Credits  
This course is designed for the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student’s own classroom or by approval of the instructor. Students will complete 50 hours in an early childhood setting. Students will videotape their teaching in order to be evaluated by the instructor and fellow classmates. Though not required, ECED 101 and ECED 106 are recommended prior to taking this course.

**ECED-135** Health,Safety/Nutrtn/Young Chl  3 Credits  
This course presents healthy practices that promote safety, nutrition, and wellness for the young child. Strategies will be introduced that include families in developing health awareness. In addition, safety issues inclusive of disaster and emergency planning along with creating safe environments within an early education setting will be emphasized.
ECED-137 Observation and Assessment 3 Credits
This course will offer opportunities for students to develop in-depth knowledge and skills as early childhood professionals with a focus on research, policy, and best practices in early childhood assessment and to link assessment to curriculum planning and program evaluation. Focus will be on students acquiring knowledge about informal and formal developmental screening assessment instruments for young children, how to select and how to use the appropriate one to determine initial information that will facilitate individual learning environments and strategies. Though not required, completion of ECED 101 and ECED 106 are recommended.

ECED-139 Adult Supervision/Mentoring 3 Credits
This course will cover the methods and principles of supervising adults who are teachers, assistants, or volunteers in early childhood classrooms. Emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Though not required, ECED 101 and ECED 103 are recommended prior to taking this course. (meets elective credit requirement) *Only available online.

ECED-141 Introduction to Transitional Kindergarten Programs 3 Credits
This course will explore how children develop between the ages of three and six and what programs are developmentally appropriate for this age group by examining principles and the best practices of early childhood education curriculum that promotes effective transition from preschool to kindergarten programs. Students will discuss different curricula and how to effectively integrate multiple content areas into one program. Current research on development and guiding children's social behavior will be reviewed and discussed. Students will examine how school goals have changed over time, and the importance of getting parents involved in the early childhood classroom. Students will write their own integrated curriculum plan and understand how to assess young children using multiple measures.

ECED-150 Spiritual Formtn/Young Childrn 3 Credits
This course will further students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children towards an intimate relationship with God will be discussed. Particular emphasis will be placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach will be given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early education program will be explored as the foundational environments where spiritual transformation is developed. *Only available online.

ECED-160 Infant/Toddler: Curriculum and Practicum 3 Credits
This course is designed for the student to learn the uniqueness of infant and toddler curriculum and to demonstrate a practical application of developmentally appropriate infant & toddler teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for children 0 to 2 years old. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will also be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student’s own classroom or by approval of the instructor. Students will videotape their teaching in order to be evaluated by the instructor and fellow classmates. Though not required, ECED 101 Child, Growth, and Development and ECED 109 Infant/Toddler: Development are recommended prior to taking this course.

ECED-200 Fundamentals of Early Childhood Education 3 Credits
This course provides an overview of early childhood education for children ages 0 to 8 in developmental theories and history of early childhood education, developmentally appropriate practices based on Constructivism-based curricula, working with families in diverse communities, and becoming an early childhood education professional.

ECED-299 Capstone for Early Childhood Education 3 Credits
This course will provide students the opportunity to integrate theories of child development, a Biblical worldview of young children, and principles of effective practice as a culmination of their learning at the associate’s degree-level. Students will engage in field experience through the implementation of a project that will exhibit an integration of faith and learning. The project will demonstrate an application of students’ knowledge of Biblically-based early education to their practice. An analysis and evaluation of the students’ educational experiences across the curriculum will be reviewed and the comprehensive portfolio of the students’ work samples and reflections will demonstrate competence and achievement of program learning outcomes. The next steps in professional development will be discussed and a plan for further growth as a professional in the early education field will be developed.

ECED-300 Guiding the Young Child’s Behavior 3 Credits
This course examines appropriate child guidance principles and practice. Positive teacher/child interactions along with guidance techniques will be examined. A Biblical emphasis will be placed on teaching self-regulation and self-control concepts that result in responsibility and ownership of behavior. Setting clear expectations and affirming positive behavior will be examined along with appropriate respect for authority and effective conflict resolution strategies. Classroom management techniques will be discussed. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

ECED-301 Infant and Toddler: Development & Theory 3 Credits
This course not only covers but also celebrates infant and toddler development from pre-birth through age 36 months. The course will focus on the importance of families’ and caregivers’ relationships and responsiveness in interactions with young children focusing on the whole child approach to development. Developmentally appropriate guidance using a relationship-based model will be introduced.
ECED-305  The Exceptional Child and the Inclusive Classroom  3 Credits
This course provides an overview of children with exceptional cognitive, physical, social, and/or emotional characteristics, including learning disabilities. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures. Assessment and screening strategies will be discussed to meet the educational needs of all students. A Biblical perspective of serving all children will be a part of the course, including rationale and strategies for honoring young children and families.

ECED-306  Exceptional Children: Teaching Language Arts, Math and Science for Students With Severe Disabilities  3 Credits
This course is to equip early childhood educators with special need students to become 21st century educators and to demonstrate best practices in his or her classroom. This course covers, embedding instruction in inclusion classroom, teaching common core Language Arts, Math and Science, creating instructions and assessment.

ECED-315  Math and Science for the Young Child  3 Credits
This course reviews developmental theory and research about science and math education in the early childhood years. Early childhood educators will investigate the interrelationship of math and science, and explore an organized, sequential approach to creating a developmentally appropriate math and science curriculum for preschool children. Concepts of God as the creator and master designer will be presented as children construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to math and science.

ECED-320  Language and Literacy for Young Children  3 Credits
This course focuses on language and literacy development for young children. Students examine theories of language development, including theories of second language acquisition and the needs of English language learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Evaluation of God-honoring children's literature will be covered along with communicating with God through prayer. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

ECED-327  Creative Learning for Young Children Evaluation for Exceptional Learners  3 Credits
This course introduces concepts related to creativity and its application across the curriculum, with emphasis on creativity in the arts including visual art, drama, music, movement and creative play. Topics include: the theoretical and Biblical basis for creativity; concepts of creativity and aesthetics; planning and implementing creative activities that are developmentally appropriate for young children; art media, methods and materials for creative activities; planning and preparation of art experiences; developmental stages in art; and fostering creativity across the curriculum.

ECED-330  Early Foundations for Moral and Character Development  3 Credits
This course examines the role of educators in developing moral and ethical behavior in young children. Character traits will be defined and identified that are reflective of a Spirit-filled classroom. Students will explore different theories of moral development and identify knowledge, skills, and dispositions that can be integrated into the life of the classroom. Biblical principles of moral development will be studied along with strategies that integrate these concepts into the curriculum content. Students will examine early education centers for moral and character development curriculum content and a strategic plan will be developed to enhance moral development. Students will be challenged to be an effective role model and will identify their own personal strengths and growth areas. Developmentally-effective methods of instruction will be discussed, including the use of a variety of hands-on materials to reinforce concrete learning.

ECED-338  Advanced Administration of Early Childhood Education Programs  3 Credits
This course provides instruction on the advanced skills needed to manage and lead in Early Childhood Education settings. Students will develop skills in personal and professional self-awareness, fiscal management, facilities management, family support and educational programming. Special emphasis will be placed on management theory and decision making. Students will develop an understanding of their own leadership and management style.

ECED-340  Transitional Kindergarten Programs  3 Credits
This course examines transitional kindergarten programs in the private and public sector. An in-depth look at the developmental needs of 4-1/2- to 6-year-olds will be included. Aspects of current brain research on the connection of curriculum to targeted learning outcomes will be reviewed. Specific strategies for measuring developmental milestones for learning will be included, preparing early educators to adequately assess developmentally-effective progression. Aspects of creating effective transitions from preschool to kindergarten programs, including perceptions, expectations, and practices that build strong partnerships with families and elementary schools, will be covered. Appropriate levels of instruction and developmentally appropriate environments will be explored.

ECED-345  Advancing Early Childhood Programs Through Technology  3 Credits
This course examines the use of technology in the early education setting to enhance teaching, learning, and program support. Topics will include the use of technology in the classroom, the supportive use in administrative management, communication with families, teacher training, and marketing. Ethical issues surrounding the use of technology will be discussed along with the appropriate use of technology in the classroom. Upon completion, students should be able to apply technology-enhanced instruction, use a variety of technology resources, and demonstrate appropriate technology skills in educational environments.
**ECED-350 Ministering to Parents & Families 3 Credits**

This course emphasizes the significance of parents and families as the basic unit of society according to God's design. Significant issues surrounding the health of the family unit will be discussed. Topics included in this course will focus on the well-being of individuals and society supported by strong family units. Various parenting styles will be examined for understanding the family dynamics. Students will learn how to minister effectively through the integration of faith practices, prayer, God's word, and Biblical insight that will support a strong home life for young children. The importance of instilling Biblically-based values in the home and the supportive role of early education programs in supporting children and their families will be examined, including family education and advocacy.

**ECED-400 Early Communication Skills and Literacy In Multilingual Communities 3 Credits**

This course develops students’ understanding of language development specific to the early years and the principles that govern this process. Language learning development will be studied as an important part of thinking and communicating as God's design for each child. Students will learn the distinct differences between language, competence, and performance as it relates to multicultural communities. The role of adults, peers, and siblings in fostering language development will be discussed. Students will explore specific strategies for working with multilingual families in meeting the functional needs of the child in the classroom setting to maximize language development. Delays in the language process will be reviewed along with the necessary resources to help serve children at risk.

**ECED-401 Infant/Toddler: Curriculum & Practicum 3 Credits**

This course is designed for the student to learn the uniqueness of infant and toddler curriculum and to demonstrate a practical application of developmentally appropriate infant & toddler teaching techniques and skills. Emphasis will be on designing, implementing, and evaluating classroom experiences for children 0-2 years old. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will also be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course. Fieldwork will be completed in the student’s own classroom or by approval of the instructor. Students will videotape their teaching in order to be evaluated by the instructor and fellow classmates.

**ECED-405 Advanced Curriculum Design and Development in Early Childhood Education 3 Credits**

This course focuses on curriculum planning and design for programs that serve young children 0-8 years old. Issues and trends in curriculum development will be examined, along with the components of a philosophy of teaching and learning based on a school's foundational statements. The students will explore the sequenced components of a curriculum guide that support each learning domain, including student-based outcomes, goals, and benchmarks. Monthly and weekly guides along with lesson planning with be developed and developed. The process of evaluating the planned instructional program will be covered as it relates to improving the curriculum and effectively achieving student learning outcomes. Learning outcomes will be integrated into this course as a foundation for curriculum development.

**ECED-410 Leadership and Advocacy in Early Childhood Education 3 Credits**

This course will focus on child and family advocacy, leadership, public policy, research, and advocacy initiatives in the field of early education. Students will analyze critical issues in early education from a Biblical-worldview and develop strategies for articulating positions and becoming change agents. Students will develop and implement strategies for change. A professional code of ethics, integrating Biblical standards and principles, will be discussed.

**ECED-420 Principles of Applied Behavior Analysis: Autism 3 Credits**

This course is to introduce Behavioral Analysis in daily life and how the events in daily life affect autistic students' behavior. Students will learn how to apply behavioral principles to their classes and dealing with challenging behaviors, building positive relationship with their students' family and students. (Requirement for Special Education emphasis)

**ECED-425 Functional Assessment and Evaluation for Exceptional Learners 3 Credits**

This course covers how to collect and use educational data to assess diverse learning needs in multiple developmental aspects, educational planning and progress monitoring, instructional models, curricular access, mapping, and development. Various types and uses of assessments to identify needs of exceptional learners will be introduced. (Requirement for Special Education emphasis)

**ECED-460 Advanced Practicum I 3 Credits**

This course is a supervised student teaching experience working with young children in a classroom setting. The focus will be on the application of developmentally effective early childhood teaching theories, techniques, and skills. The emphasis will be on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course.

**ECED-465 Advanced Practicum II 3 Credits**

This course is a supervised student teaching experience working with young children ages 0-8 in a classroom setting. The focus will be on the application of developmentally effective early childhood teaching theories, techniques, and skills. The student-teachers will explore ways to build relationships with diverse families, connect families with community resources, and use content knowledge of the aesthetic, cognitive, social/emotional, and physical developmental domains to design, implement, and evaluate meaningful curriculum. Biblical perspectives will be integrated throughout the course.

**Prerequisite:** MISSING: ECED-460;
ECED-499 Capstone for Early Childhood Education Ba Degree 4 Credits
This course will provide students the opportunity to integrate theories of child development, a Biblical worldview of young children, and principles of effective practice as a culmination of their learning at the bachelor’s degree-level. Students will engage in field experience through the implementation of a project that will exhibit an integration of faith and learning. The project will demonstrate an application of students’ knowledge of biblically-based early education to their practice. An analysis and evaluation of the students’ educational experiences across the curriculum will be reviewed and the comprehensive portfolio of the students’ work samples and reflections will demonstrate competence and achievement of Program Learning Outcomes. The next steps in professional development will be discussed and a plan for further growth as a professional in the early education field will be developed.