ECED 100 Cornerstone for ECE Degree(s)

*3 units*

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 and Development

*3 units*

This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood with an emphasis on the preschool years. Theories of development are studied along with the various stages of growth. These concepts will be presented from a Biblical perspective.

ECED 103 Child, Family and Community

*3 units*

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 Introduction to Curriculum for the Young Child

*3 units*

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 Principles and Practices of Teaching Young Children

*3 units*

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 126 Teaching in a Diverse Society

*3 units*

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 units*

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 60 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 and nutrition for the young child

*3 units*

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 units*

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 150 Spiritual Formation of Young Children

*3 units*

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.

ECED 299 Capstone for ECE AA Degree

*2 units*

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.

\* This information is provided for ease of use; however, it is not the official record. See the academic catalog for official course descriptions and requirements.