

# Early Childhood Development, BA/BS - Course Descriptions

## **ECE 300 - ECD Orientation**

**(2 credit)**

Provides incoming ECD students with a comprehensive review of the online degree-completion program and major expectations, guidance on program plan development, useful tools for Moodle and Google Suite applications, and support in remedial writing and professionalism practices for the growing ECD professional.

## **ECE 309 Advanced Practicum**

**(1-3 credits)**

Supervised teaching of children in a lab school or community setting, applying what has been learned through coursework and previous lab experiences. Students will take on the role of a lead teacher for a portion of the experience as well as work closely with the parents and other staff. In collaboration with the cooperating teacher, students will plan, implement, and evaluate developmentally appropriate activity lesson plans, which will be used for portfolio development. Seminar will serve as an open forum to self-assess, discuss, and reflect what has been learned from student teaching experience.

## **ECE 350 - Foundations and Trends in Early Childhood Education**

**(4 credits)**

Covers an overview of the history of early childhood education; theoretical models; different types of early childhood programs; community resources; professional organizations; contemporary trends, and issues facing the early childhood educational field. Students have the opportunity to practice observation skills and explore a variety of tools to record and assess student behavior, teachers, and the environment of young children. Students establish their own sense of professionalism and strengthen their professional voice by connecting to the literature, organizations and resources in the field by articulating their personal philosophy of early childhood education. Course content is applicable to infant and toddler programs, preschool programs, kindergarten and primary education. Field work is required.

## **ECE 360 - Infants, Toddlers, and Families Development**

**(4 credits)**

The first three years of life are a time of amazing growth and development. Based on research in neuroscience, this course explores the importance of early relationships and how they promote healthy brain development. Students gain in-depth appreciation and understanding this unique stage of life and a vision for high quality care and early education. Emphasis is placed on child observations, analysis and reflection as important components in the application of teaching practices in developmentally appropriate early childhood programs. Current understandings of infant/toddler mental health are used to support students understanding of infant-parent/caregiver attachment and the effects of trauma and stress in infancy.

## **ECE 370 - Valuing Diversity in Early Childhood Education**

**(4 credits)**

Emphasizes the importance of becoming a culturally competent educator able to teach to diverse learning styles, culturally and linguistically diverse learners, children with diverse abilities and from vastly different family backgrounds. Students reflect on their personal biases and deepen their understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences in order to create inclusive learning environments, build stronger relationships with students and families, and to adapt their teaching practices to meet the needs of each learner. Aspects of diversity are explored including economic/social class, sex, gender identity, race/ethnicity/nationality, religion, ability, body appearance, language, learning style, family composition. Students learn to employ multicultural, developmentally appropriate practices as a means of developing classroom environments that support the concepts of culture, diversity, equity, social justice, and democracy in early childhood settings and in collaboration with families.

## **ECE 380 - Family Community Connections**

**(4 credits)**

Explores supporting whole child development in the context of family, community, and culture. The benefits of parent-professional partnership, parent-support services, and family oriented culturally responsive teaching are emphasized. Strategies for supporting families by sharing early childhood development information, understanding families' cultures and societal influences, connecting families with community resources, and examining current social policies that are impacting in-home and community-based child rearing practices are developed.

## **ECE 390 - The Art of Holistic Education in Early Childhood**

**(4 credits)**

Examines and explores the art of cultivating the moral, emotional, social, physical, intellectual, creative, aesthetic, and spiritual dimensions of the early learning teacher and developing child. Holistic education nurtures a sense of wonder, curiosity, reverence for life and love of learning through interactive class structures, and contemplative practices to uncover the unique gifts and potential within each individual.

## **ECE 450 - Building Resilient Learners**

**(4 credits)**

Explores some of the major factors that can negatively impact the development of the whole child including socioeconomic status, family dynamics, environmental factors, and traumatic life changes. Students examine the impact of exposure to multiple risk factors on brain development and learning in a diverse, adverse environment. This course identifies beneficial strategies for impactful changes supporting students to build resilience through effective curriculum adaptation, family outreach, and modifying learning environments.

## **ECE 460 - Innovations in Curriculum for Young Children**

**(4 credits)**

Provides teachers with a philosophical foundation, a clear articulation of appropriate practices and principles for young children and connecting student observations with their own theoretical knowledge. Students bring critical thinking into the work with young children while examining all aspects of classroom life including children's cultural identities, linking known and accepted early learning theories to developmentally appropriate curriculum development, utilizing a "whole-child" perspective to serve all learners. This robust course looks deeply at the development of children between the ages of 3 and 8 years and the role of the teacher as observer, documenter, curriculum designer, and advocate for children and families.

## **ECE 470 - Developmentally Appropriate Practice in Action**

**(4 credits)**

Grounded in developmentally appropriate practices in early learning, this course provides students with the opportunity to envision and implement a caring community of learners. Students develop deep understandings of the interrelated characteristics that make up an effective learning community. These characteristics include positive and

nurturing relationships within the context of responsive, joyful and safe environments; a developmentally appropriate curriculum framework based on whole-child development, child-centered, hands-on, and play-based learning, support for healthy development of the children in the group and positive guidance practices. Teachers use reflective practice to better understand themselves and to look in-depth at the diverse ways of knowing by children.

### **ECE 480 - Powerful Early Childhood Leaders**

**(4 credits)**

Examines literature and research related to leadership, advocacy, and current topics influencing the early care and education of young children. This course provides opportunities for students to explore issues related to professional conduct and to broaden their existing educational philosophies. Students explore multiple perspectives on controversial topics through critical thinking and analysis. This course encourages deeper levels of self and professional reflection in order to expand leadership and advocacy skills and models effective strategies for demonstrating powerful and positive leadership in collaborative environments.

### **ECE 490 - Capstone A: Internship Community-Service Learning**

**(4 credits)**

Provides students an opportunity to expand and refine skills and knowledge that are important in educating children. Students conduct internships in educational settings where they can observe and interact with children and their families. Capstone Internship is a major culminating experience for the Early Childhood Development program students as a part of graduation requirements. This course offers opportunities for students to apply what has been learned through the previous years of coursework and field experiences. Students are engaged in Community-Based Learning (CBL) by planning, implementing, and reflecting on a developmentally appropriate, culturally sensitive and responsive, CBL service project for children and their families in their internship setting. Weekly online meetings serve as an open forum for students to self-assess their growth, discuss critical perspectives in their internship, and reflect on their professional development in the field experience.

### **ECE 495 - Capstone B: Professional Portfolio**

**(4 credits)**

Provides students an opportunity to expand and refine skills and knowledge that are important as professionals in educating young children. Capstone Portfolio

Development is a major culminating experience for the Early Childhood Development (ECD) program students as part of graduation requirements. This second capstone offers opportunities for students to apply and synthesize what has been learned through the previous years of coursework and practicum experiences. In Capstone B, students are expected to develop and present a professional portfolio during the course of the term. Weekly online meetings serve as an open forum for students to self-assess their continuing growth, share reflections and growth perspectives in their professional learning, and reflect on their professional development in designing electronic portfolios.

### **ED 348 Children with Disabilities**

**(3 credits)**

Explores ways teachers can make changes to include children with disabilities in the classroom. Covers adapting the indoor and outdoor environment, adapting activities, and working with parents to enhance the development of children with a variety of special needs. Applies understandings of disabilities and research based best practices into classroom setting to provide meaningful experiences for children with special needs in collaborating with parents and other professionals.

### **ED 407 Social/Emotional Needs of Talented & Gifted**

**(3 credits)**

This is a foundations course in gifted and talented education designed for the regular classroom teacher, administrator, or parent who wishes to know more about the social and emotional needs, and education of gifted children. Topics include: review of historical perspectives, definitions of giftedness, characteristics of gifted/talented students, brain research, creativity, principles of acceleration and enrichment, parenting issues, counseling, legal issues, underachievers or selective consumers, being a gifted education teacher, creating a gifted-friendly classroom.

### **ED 407 Talented & Gifted**

**(3 credits)**

This foundations course is designed to give individuals the knowledge and skills necessary to develop a planned program that will meet the needs of academically talented and intellectually gifted students within a framework of Oregon's state requirements. Students will gain an understanding of the characteristics and needs of TAG students, current legislation as it relates to the education of talented and gifted children, identification procedures, assessment options, programs and services models, and curriculum differentiation options.

## **ED 407 Differentiated Curriculum in the Inclusive Classroom/TAG**

**(3 credits)**

This course is designed for the inclusive classroom teacher, emphasizing models and methods of differentiating curriculum for students with a focus on the talented and gifted, and addressing a variety of exceptionalities including dual exceptionalities, and high/low incidence disabilities recognized by federal law. The educational needs of the inclusive population will be framed within the requirements of Oregon state and federal law. Strategies and techniques of differentiating and individualizing instruction and resource utilization are examined in depth. The topics of community involvement and parent education are included. Emphasizes methods of adapting the regular classroom curriculum to mainstreamed gifted or talented students. For regular or special classroom teachers.

## **ED 407 Atypical Child Development**

**(3 credits)**

Atypical Child Development explores the reasons why some children develop "atypically". Students will have a chance to explore what is typical in a developmental sequence as well as what is not. Motor, Cognitive, Language, Social/Emotional and Adaptive domains will all be covered. Students will have an opportunity to explore the developmental sequences of a specific disability. Students will also research the subsequent impact of that disability's characteristics on children's needs.

## **ED 472 Health/Safety/Nutrition for Young Children**

**(3 credits)**

Examine the physical and health issues of children from birth to age eight. Explore the multitude of decisions that families make regarding their child's health and well-being. Study the importance of prevention with regards to a child's health and safety. Heighten awareness of early signs, both visible and invisible, in children that may indicate a need for health interventions. Discuss the appropriate nutrition for children as well as the influences that school, home and society have on children's dietary habits.

## **ED 426 Bullies & Victims in the Schools - Intervention & Prevention**

**(3 credits)**

Designed to provide understanding of the bully/victim syndrome, policy guidelines, and strategies and methods to intervene and curb bullying in the schools. Provides teachers

with a system of preventing and dealing with bullying abuse in the schools. Examines the identified types of bullying and their manifestations, as well as applicable state and federal laws.

### **ED 427 Child Abuse & Neglect**

**(3 credits)**

Designed to give participants a foundation in the subjects of child abuse and neglect. Includes materials to create an awareness of child abuse and neglect and how to recognize the signs of abuse and neglect in students, as well as ways to respond, including awareness and requirements of the law. Examines society's role in abuse and neglect, the types of abuse and neglect children encounter, preventive measures a teacher can utilize, incidence in diverse populations, the role of the school, mandated reporting, working with parents and social service agencies, and the role of court-appointed special advocates.

### **ED 437 Science & the Young Child**

**(4 credits)**

Scientific Inquiry in Teaching explores how adults can be challenged to uncover their own scientific understandings and viewpoints through science discoveries designed for children in elementary school. These scientific explorations will be a vehicle by which students develop an understanding of their own conceptual framework on research, experimentation, and knowledge construction as they consider the developing mind of the young child. Using scientific inquiry to study cognitive development in adults and children will highlight research-based best practices in teaching. An overarching goal for this course is to demonstrate how students with a developmental foundation in science and the ability to use inquiry as a method for answering questions will make educated decisions affecting society. The online format of this course integrates computer technology into the realm of science pedagogy.

### **ED 438 Children Around the World**

**(4 credits)**

Students will study the unique characteristics, conditions, and inherent human wisdom of early education practices around the world with the goal of preparing early childhood professionals who can understand, respect, and honor these differences. This course emphasizes the significance of cultural, historical, social, political, and economical contexts on beliefs about child development (age ranges from pre-birth to eight). Students will build an understanding of differing practices in different times and places

and apply their knowledge to promote nurturing curricula and relationships with young children in their particular settings. Students will reflect upon and apply the awareness gained from this course to an educational philosophy that seeks to support all children in their care to reach their holistic developmental potential.