IEC 520 Teaching Kindergarten (Part I 1.5 hours; Part II 1.5 hours)
This course focuses on kindergarten context, curricula, methodology, materials, structure, classroom management, resources, and learning environment for children with and without disabilities. Content includes historical background, philosophical approaches, school readiness, family involvement, and current issues and trends. The role of preschool-kindergarten teacher collaboration is explored as a component of school leadership. Research on best practices in kindergarten is investigated.

ED 599 Entry to Teacher Preparation (0 hours)
This course is required for anyone enrolling in an education course the first time. It facilitates the state criminal background check required for students to begin field hours. (Currently a $30.00 fee)

IEC 625 Global Perspectives in Early Childhood Education (3 hours)
This course provides an in-depth study of selected topics in early education from a global perspective. A comparative education focus is designed to increase intercultural competence and prepare globally literate early childhood professionals. Educational practices and service delivery methods around the world are investigated and analyzed for potential application. Global education curriculum and resources are developed for early childhood classrooms. Attention is given to international program approaches including Reggio Emilia and Montessori. Optional: international practicum.

IEC 626 Collaboration & Communication in IECE (3 hours)
This course provides a comprehensive and practical understanding of the processes to engage in effective collaboration with families, early childhood professionals, and the larger community. Strategies for effective partnerships and interagency alliances to support young children and families are examined. Strengthening interpersonal communication and teaming skills for effective collaboration is emphasized. Content includes plans to support transitions of young children across settings and programs. The role of early childhood professionals as advocates is considered. Prepares early childhood professionals for specialized and leadership roles in collaborative processes.

IEC 627 Leadership of IECE Programs (3 hours)
This course prepares students for professional leadership of early childhood programs and agencies across a variety of settings. The various management and supervisory roles inherent in program leadership are considered including program quality, state and federal policies, regulations and laws, professional development and training of personnel, families, community agencies, facilities, and budgeting. Special consideration is given to leadership as a classroom teacher. The development of a program philosophy, mission, and goals is emphasized in relationship to program purpose.
IEC 628 Instructional Strategies in Literacy, Reading and Language Arts (3 hours)
This course examines current research and practices related to language and literacy development in children birth through kindergarten. Effective and explicit strategies for early childhood professionals to use to support young children’s language and literacy development – oral language, writing and reading competencies are examined. Content includes authentic assessments, adaptations to fit children’s individual needs, literacy embedded across classroom content and contexts, and engaging families in language and literacy activities. The role of children’s literature in teaching literacy is examined.

IEC 630 Advanced Child Development (3 hours)
This course is an advanced study for the application of current research and major theories of child development and learning with emphasis on implications for professional practice. Special emphasis is given to the relationship between theory and quality in early childhood settings to support and refine professional practices. Students engage in an in-depth study of biological, familial/cultural, and environmental influences on the cognitive, adaptive, physical, social, affective, language, moral, and spiritual development of young children.

IEC 660 IECE Assessment and Intervention (3 hours)
This course examines assessment practices, policies, and considerations for young children, birth through kindergarten in inclusive settings and their families. Emphasis is placed on understanding continuous assessment systems, research implications, the types and purposes of assessment, and analysis of formal and informal assessment to impact learning and monitor progress. Attention is given to designing individualized interventions and classroom adaptations that support children’s development and learning. Classroom and program assessments are examined from the perspective of directors and teachers.

IEC 685 Integrated Technology and Curriculum (3 hours)
This course focuses on planning, designing, implementing, and evaluating curriculum for inclusive early childhood settings. Emphasis is placed on integrating technology and content, utilizing a variety of instructional strategies, selecting and adapting materials, and preparing a responsive learning environment to support the learning and development of young children. The course examines curricular models, approaches frameworks, and systems. Attention is given to application of research to the use of technology and curriculum integration in early childhood education.