Campbellsville University
EARLY CHILDHOOD EDUCATION PROGRAMS
Course Descriptions

**ED 199 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)

**ECE 111 Educational Foundations of Early Childhood (3 hours)**
Orientation to key components, issues, current trends, careers, and opportunities in the early childhood profession. Provides an overview of significant theoretical and historical developments impacting practices. Defines the role of early childhood educator including professionalism, ethics, professional standards, and advocacy. Emphasizes professional development and self-evaluation. Examines Kentucky’s vision for young children. Other topics include observation; developmentally appropriate practice; program models, types, and approaches; regulations; accreditation; and quality initiatives. Reflects on personal dispositions for working with young children and their families. **10 hours of field experience. Prerequisite: None**

**ECE 130 Child Development I (3 hours)**
Examines the interdisciplinary field of human growth and development. An in-depth study of developmental processes from conception through infancy and toddlerhood with emphasis on the biological and environmental aspects of physical, cognitive, language, social, emotional, and personality development. Processes are discussed within the framework of historical and contemporary theories and current research. Includes strategies for documenting individual children’s development and learning. **Required: 6 hours of field experience. Prerequisite: None**

**ECE 140 Guidance of the Young Child (3 hours)**
Explores positive guidance strategies for young children in order to create safe, respectful environments where unconditional acceptance is practiced and membership in the group is never threatened. Promotes the encouragement of children instead of discouragement. Focuses on the teaching, modeling, and practicing of democratic life skills so that children can solve problems in non-hurtful ways. Emphasis on developing relationships with children, parents, and other professionals will be addressed. Observation and assessment will be used to evaluate teachers and programs and suggest ways to improve the guidance of young children. **Required: 6 hours of field experience. Prerequisite: None**

**ECE 230 Child Development II (3 hours)**
Applies the basic principles and theories of growth and development to examine children from two years of age through the years of middle childhood. In-depth study of developmental processes with emphasis on the biological and environmental aspects of physical, cognitive, language, moral, social, emotional, and personality development. Investigates the current research on the brain and individual development with implications for educational practice. Includes strategies for documenting individual children’s development and learning. **Required: 6 hours of field experience. Prerequisite: ECE 130**

**ECE 216 Introduction to Special Education (3 hours)**
Overview of philosophical, historical, and legal foundations of special education. Studies characteristics of children with various exceptionalities and service delivery options. Includes processes of identification, referrals, eligibility, diagnostic, treatment, and educational procedures. Topics include development of individual service plans, litigation, inclusion strategies, gifted, advocacy, assistive technology, home-based intervention, and rights and responsibilities of professionals working with families of children with disabilities. **Required: 20 hours of field experience. Prerequisite or Co-requisite: ECE 111, ECE 230**
**ECE 270 Observation and Assessment (3 hours)**  
REVISED: 4 to 3 Credit Hours  
A comprehensive introduction to observation and assessment in early childhood education. Reviews legal provisions, regulations, and guidelines. Develops skills and methods of observing young children in structured and unstructured situations. Training in identification, selection, and implementation of various screening and developmental assessment instruments as well as program evaluation tools and links results to planning, guidance, and instruction. Overviews diagnostic process and implications of evaluation. Includes role of the family in the assessment process. **Required: 20 hours of field experience. Prerequisite or Co-requisite: ECE 230**

**ECE 280 Approaches to Curriculum and Methods (3 hours)**  
Introduces the student to the history of early childhood education and the theoretical perspectives of curriculum development in early childhood programs. Teaches the design of curriculum and allows for practice in developing curriculum units. Introduces Kentucky Early Childhood Standards and uses as a framework in the development of curriculum. Promotes teaching methods that work best to develop concepts and encourage learning with young children. Examines societal factors that impact programming. Explores High Scope, Montessori and Reggio Emilia curriculum approaches. Considers effective arrangement of indoor and outdoor spaces in early childhood environments in accordance with program philosophy, goals, objectives, and needs of children from birth to school age. Studies brain research to understand impact of physical environment on development and learning. Examines licensing standards, regulations, and quality rating tools. **Required: 10 hours of field experience. Prerequisite or Co-requisite: ECE 111, ECE 230**

**ECE 320 Health, Safety, & Nutrition for Young Children (3 hours)**

develops an understanding of components and skills necessary for creating, maintaining, and evaluating healthy and safe environments for young children. Designed to help students become aware of techniques for promoting general health care and safety standards in children’s programs and available community health resources. Prepares students to provide immediate and temporary care in emergency situations involving accidents or sudden illness. Studies dietary needs of young children and the nutritional requirements during pregnancy and lactation. Examines nutritional problems and dietary habits. Includes the essentials of food purchasing, preparation, storage, and safety concerns as well as menu planning and the fundamentals of family-style dining in center-based settings. Emphasizes development of lifelong health habits and attitudes. **Required: 3 hours of field experience. Prerequisite or Co-requisite: ECE 111, ECE 230**

**ECE 411 Teaching Practicum in Early Childhood Education (3 hours)**

Integration of theory and practice in approved infant/toddler, preschool, prekindergarten, and/or kindergarten settings, with guidance from a classroom cooperating teacher and/or a university supervisor. Students assume teaching responsibilities and complete professional portfolio documenting competencies in the nine IECE teaching standards. Students are formally and informally assessed including site visits conducted by course instructor. Students demonstrate competency in professional early childhood teaching standards and early childhood course content. Concurrent seminar sessions are held to analyze, synthesize, and reflect on the experience and engage in collaborative planning. **Required: 6 hours of field experience per week for 15 weeks for a total of 90 hours. Prerequisite: Consent of Advisor**

**ED 371 P-5 Children’s Literature:** This course emphasizes the subject matter, materials, and methods of teaching and learning the various forms of literature suitable for children at the P-5 levels. Students will become acquainted with the best books through wide reading and interpretive study. Attention is given to evaluation and use of current materials and media. **Required: 10 hours of field experience.**
IECE 301 – The IECE Profession (3 hours)
Course designed to orient candidates entering IECE degree program regarding the national, state, and university requirements for certification. Examines the foundations of early childhood and early childhood special education including the ethics, history, philosophy, research, and legislation surrounding programs for children from birth through kindergarten. Provides overview of interdisciplinary teams, service delivery models, and blended practices in home and center-based settings. Field experience required in the early intervention system, Kentucky’s public preschool programs serving 3-to-5 year old children with and without disabilities, and kindergarten settings. **Required: 12 hours of field experience. Prerequisites: ECE 111, 140, 230**

IECE 360 Cultural and Linguistic Diversity in Early Childhood Education (3 hours)
Investigates the value and importance of complex characteristics of children’s families and communities. Explores the dynamics of family life including roles, functions, and relationships. Examines community programs that focus on forming partnerships with families to support child development and family well-being. Introduces basic concepts, theories, and issues involving cultural and linguistic diversity and the educational system. Emphasizes development of skills needed to interact with families of diverse backgrounds in order to facilitate educational involvement. Examines the influences of gender, culture, economic situation, learning styles, and language on the socialization of young children with implications for practice. Attention is given to appropriate strategies to support English Language Learners and children with unique cultural backgrounds, traditions, and practices. Evaluates and develops curricular materials for culturally and linguistically diverse children. **Required: 10 hours of field experience. Prerequisite: ECE 111, ECE 230**

IECE 381 Language and Literacy Methodology (3 hours)
Covers developmental foundations, major issues, and curricular applications of language and literacy in inclusive early childhood settings. Specific attention given to typical and atypical development; environmental influences that enrich or delay emerging literacy and language; methods, techniques, materials, and experiences for instruction and assessment; early childhood standards and learning goals; and evaluation of language and literacy curricula, methods, and environments in early childhood programs. Curriculum mapping strategies used to integrate developmentally appropriate language arts content. **Required: 6 hours field experience. Prerequisite: ECE 280 or Consent of Instructor**

IECE 382 Arts and Humanities Methodology (3 hours)
Curriculum, methods, and assessment of arts and humanities, health, and physical education for inclusive preschool and kindergarten classrooms. Examines the value of creative expression, methods for fostering creativity, and techniques for integrating creative arts across all curricular areas. Provides understanding of developmentally appropriate health, motor, and self-help activities. **Required: 6 hours field experience. Prerequisite: ECE 280**

IECE 383 Math, Science, and Social Studies Methodology (3 hours)
Applies principles in planning, teaching, and assessing math, science, and social studies in inclusive preschool and kindergarten settings. Emphasizes active, inquiry-based learning and integration of content across the early childhood curriculum. **Required: 6 hours of field experience. Prerequisite: ECE 280**

IECE 384 Interactive and Assistive Technologies (3 hours)
Develops content and methods for teaching young children with computers and related technologies. Focuses on evaluation of children’s software, technology for administration of early childhood programs, assessment supported by technology, and the integration of technology in the classroom for learning. Considers current issues and policies related to young children and technology. Provides overview of assistive technology and augmentative/alternative communication devices. Includes application and development of a technology plan and resource lists to facilitate school success for children with disabilities. Includes integration of assistive
technology into IFSPs/IEPs, lesson plans, activities, and daily routines. Required: 6 hours of field experience. Prerequisite: ECE 280

IECE 385 Infant and Toddler Methodology (3 hours)
Plans, implements, and evaluates programs, curriculum, family involvement, the learning environments, and community resources for children ages birth to three with and without disabilities in center-based settings. Required: 8 hours of field experience. Prerequisite or Co-requisite: ECE 270, ECE 280

IECE 400 Current Issues in the Early Childhood Profession (3 hours)
In-depth study of selected topics, current issues, or trends in early intervention, childhood education/special education, or family studies, selected to meet the professional needs or interests of students or to solve real problems in the professional community. Topics may include issues such as changes in early childhood legislation or policies that affect professional practice. Course may be repeated once for credit as an elective. Prerequisite: Consent of Advisor

IECE 410 Special Investigations in Early Childhood Education (3 hours)
Students conduct an action research project to investigate a topic of special interest. Research includes a review of the related literature, development of a data collection plan, the preparation of a written and oral report of the findings, and the development of an action plan based on the research to improve professional practice. Students read and reflect on the research submitted by classmates. Course may be repeated once for credit. Prerequisite: Consent of Advisor

IECE 416 Special Education Procedures and Strategies in IECE (3 hours)
Course prepares students in the application of special methods to teach young children with disabilities. Students will be introduced to relevant special education legislation, laws, and regulations. Overview of school district policies for implementation of services will be explored. Students will acquire skills in the development and implementation of Individual Education Programs. Students will develop competency in matching intervention strategies to the strengths and needs of young children with disabilities. Course provides an overview of methods that facilitate teaming and collaboration with other professionals to support diverse learners. Students develop awareness of the resources of the Department of Education, special organizations, professional associations, and other resources to address the needs of young students with disabilities. Required: 15 Field Experience Hours. Prerequisite: ECE 216, IECE 301.

IECE 420 – Teaching Kindergarten (3 hours)
Focus on kindergarten context, curricula, methodology, materials, structure, classroom management, resources, and learning environment for children with and without disabilities. Includes historical background, philosophical approaches, school readiness, family involvement, and current issues and trends. Required: 20 Field Experience Hours. Prerequisite: ECE 280, IECE 301

IECE 440 – Positive Behavior Supports (3 hours)
Examination of strategies designed to prevent challenging behavior, support social/emotional competencies, and develop individualized intervention plans for young children. Exploration of factors contributing to social and emotional competencies. Special attention given to person-centered planning; functional assessment of behavior using direct and indirect methods; and working collaboratively to prepare, implement, and monitor positive behavior support plans. Required: 10 required field hours. Prerequisites: 216, 270, 280

IECE 460 Working with Families in Early Intervention (3 hours)
Studies the collaborative processes and communication skills for effective interaction among parents, paraprofessionals, teachers and other professionals. Examines the value of family involvement and practices aimed at strengthening the role of parents through partnerships in the educational process. Focuses on methods and materials useful in working with families. Considers the impact of crises or special issues in family life. Studies communication strategies for initiating and maintaining home-school-community
collaboration. Focuses on research surrounding best practices related to working with families of young children, ages birth to three, with special needs to provide family-centered services. Involves students in home visits, formal and informal assessments, analysis of family dynamics and resources within the community context, and development of an IFSP. **Required: 10 hours of field experience. Prerequisite: 216, 270, 280; Prerequisite or Co-requisite IECE 360**

**IECE 470 – Advanced Assessment in Interdisciplinary Early Childhood Education (3 hours)**
Examines systematic assessment procedures to determine eligibility for services and to monitor the healthy growth and development of children birth through kindergarten with and without disabilities. Includes observation, portfolio development, and practice in the administration of an array of assessment tools including play-based arena assessment that emphasizes a transdisciplinary approach. Focuses on collaboration with related services personnel and families, writing assessment reports, and using assessment data to plan instruction and activities. **Required: 20 hours of field experience. Prerequisites: ECE 216, ECE 270, ECE 280**

**IECE 475 Organization and Administration of Early Childhood Programs (3 hours)**
Investigates administration of inclusive programs for young children, including federal and state requirements, standards, and accreditation guidelines. Focuses on organizational and legal responsibilities in creating and implementing quality education programs for young children and their families. Explores program leadership and management dimensions including human resources, program planning and evaluation, space and equipment, budgeting, and public relations. Pursues professional leadership opportunities to serve within the school, community, and education profession using Kentucky’s vision for young children as a basis for project work. **Required: 10 hours of field experience. Prerequisites: ECE 280**

**IECE 480 Advanced Curriculum and Methods (3 hours)**
This capstone course is designed to increase classroom management, instructional, and assessment competencies. Involves planning, implementation, and evaluation of integrated curricula and activity-based instructional methods for children birth to primary in home-based and inclusive center-based settings. Provides practice in developing IEP/IFSP activity matrices; adapting the learning environment and instruction across content areas to meet the diverse needs of young children; and advancing collaboration skills to guide inclusive practices. The professional portfolio will be completed and submitted for further evaluation by the School of Education faculty. Students participate in supervised field experiences to prepare for their assigned student teaching placements. **Required: 20 hours of field experience. Pre-requisites: Admitted to IECE teacher preparation program**

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ECE 111, ECE 140, IECE 475, and BA 313 required for a Kentucky Director’s Credential that is awarded by the Governor’s Office for Early Childhood, Cabinet for Families and Children.

Students with a Kentucky Commonwealth Child Care Credential receive credit for ECE 111. Students with a Child Development Associate (CDA) certificate receive credit for ECE 111 and ECE 140. Credentials must be submitted to Advisor for credit to be applied.