

# Early Childhood Education

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## **EDEC 108 Introduction to Early Childhood Education**

Credits: 3

Term: (F, S, Su, all based on sufficient demand)

This course provides an overview of early childhood history, practice and relevant issues. It focuses on program philosophies and the importance of developmentally appropriate practices in early childhood settings. Students will learn unique needs of young children and families and about the professional opportunities in the field of early childhood education.

## **EDEC 130 Health, Safety & Nutrition in Early Childhood**

Credits: 4

Term: (F)

Students will examine health and safety issues in early childhood settings, including protection of children from injury, infection, and contagious illness as well as promotion of their health development through policy development and implementation, good nutrition and feeding practices, appropriate toileting and diapering practices, and recognition and reporting of abuse and neglect.

## **EDEC 210 Meeting the Needs of Families w/ lab**

Credits: 4

Term: (S)

Student will explore the complex characteristics of families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structure, relationships, stresses, childhood trauma and adverse experiences, supports, and community resources. Students will practice techniques that encourage parent-teacher partnerships and implement home visits, parent teacher conferences, and a parent workshop or event.

## **EDEC 230 Guiding the Young Child with Lab**

Credits: 4

Term: (S)

Focuses on developing skills in using positive guidance techniques such as I messages, reflecting feelings, natural and logical consequences, providing choices, conflict resolution, developing positive behavioral interventions, self concept development, and enhancement and children's pro-social skills. The course includes a 45 hour lab where students implement what is learned in class. Assessment is based on exams, activities including a classroom management plan and learning plans, and professional observation of guidance skills.

## **EDEC 247 Child and Adolescent Growth and Development**

Credits: 4

Term: (F)

Students will examine, analyze, and apply research, theories, and issues concerning basic biosocial, cognitive, and psychosocial developmental stages from conception through childhood and adolescence. For integrated lab students use a variety of instruments to observe and interact with individual children as a way of integrating theory and practice. EDEC 248 forty-five hour lab is integrated.

## **EDEC 249 Infant/Toddler Development and Group Care**

Credits: 4

Term: (F)

Provides a basic developmental foundation for the student. Examines research, theories, issues, developmental stages, and the application of these in relationship to the child from birth to 3 years. Students are required to complete a lab component in a licensed/registered facility serving infants/toddlers.

## **EDEC 251 Montana Preschool Teacher Education**

Credits: 4

Term: (F)

Students will examine their own practice in early childhood education classrooms, gain knowledge on current research of best practice, and apply learning in a preschool classroom. Students will gain knowledge and skills that will strengthen their abilities to support the healthy growth and development of children.

## **EDEC 254 Infant/Toddler Evidenced-Based Practices and Assessment**

Credits: 4

Term: (F,)

Prerequisite: EDEC 249

In this course, students move beyond an overview of I/T care and practice to explore the relationship between observation, assessment and evidence-based practices, specifically regarding cognitive development. This course sets the foundation for working in inclusive settings with infants, toddlers, and families. Students will gain an understanding of how to determine specific needs, select strategies, implement them and follow up in respectful, natural settings. This course includes an additional 30 hours of field work beyond the credit hour requirement.

## **EDEC 256 Infant/Toddler Family Partnerships and Family-Centered Interventions**

Credits: 4

Term: (S)

Prerequisite: EDEC 249

The goal of this class is to provide professionals working with families the tools to provide responsive and relevant care and intervention for infants and toddlers. Students will learn how to support families through the process of early intervention, including development of an Individualized Family Service Plan (IFS) and supporting families through transitions. Further, the class will emphasize home visiting as an effective support strategy and provide professionals with an initial skill set for conducting home visits with partnership, collaboration and professionalism as the focus. This course may require work completed in a childcare setting.

## **EDEC 265 Leadership and Professionalism in Early Childhood Education**

Credits: 4

Term: (S)

Prerequisite: EDEC 273

This course focuses on the early childhood education profession including awareness of value issues and ethical issues in working with children and their families in a variety of settings, legal issues which includes an overview of relevant school law, issues of salary and status, staff relations, and the importance of becoming an advocate for children and families, upgrading the profession and improving the services for children. During this Certificate/AAS Capstone course, students complete a comprehensive oral interview, professional packet including resume and professional goal plan, and participate in a one-week culminating field experience during which they assume the lead in curriculum planning implementation.

**EDEC 268 Administering Early Care and Education Programs**

Credits: 4

Term: (S)

This course introduces best practices for home and center-based early childhood programs. Students will draft policy statements, contracts, and financial projections, demonstrate record keeping strategies, anticipate employment and income tax obligations, plan marketing activities, and prepare a simple business plan or a Montana Best Beginnings Provider Grant application. Students will research state, federal, and private programs for improving childcare income and expanding early childhood businesses.

**EDEC 273 Early Childhood Curriculum and Environments I**

Credits: 4

Term: (F)

Focus will be on curriculum content and methods in the areas of language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills and fitness. Additionally, students will explore the developmentally appropriate environment and its effect on the learner in the physical, cognitive and social domains. Students will develop, implement, and evaluate relevant and meaningful curriculum and environments for young children with an emphasis on providing for the unique needs of each child. 45 hours of lab required.

**EDEC 275 Early Childhood Integrated Curriculum and Environments II**

Credits: 4

Term: (F)

Prerequisite: EDEC 273

Focus will be on integrating curriculum content, designing and implementing environments that support the development of the whole child, developing and implementing a project using the Project Approach, documentation of the children's learning through project, and the development of individual child portfolios. 45 hours of lab required.