

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

ACTION	PAGE	ITEM
Correction	Various	General Education Core curriculum requirements listed under each undergraduate program may be found on pages 37 – 38.
Update	14	<p>Admission Requirements</p> <p>Ellis University evaluates each candidate according to the following admission standards:</p> <p>Undergraduate:</p> <ul style="list-style-type: none"> • Completion of a high school diploma or its equivalent. • One of the following criteria: <ul style="list-style-type: none"> ○ Good academic standing and completion of at least 12 semester credits at an accredited institution of higher education. <ul style="list-style-type: none"> ▪ Good academic standing: students who have been academically dismissed from other colleges or universities are ineligible to pursue courses at Ellis University unless they meet one of the following conditions: <ul style="list-style-type: none"> • Earned 12 semester hours from an accredited college or university with a minimum GPA of 2.0. • Have not attended any college or university for one year since being academically dismissed. • May appeal to the dean of the academic program to which they are applying and at the dean's discretion the previous requirements may be waived. Undergraduate students who have their appeal approved will be placed on academic probation and must have a GPA of 2.0 or higher upon the completion of their fourth course at Ellis University. Students will be restricted to one course per term and must meet weekly with their academic advisor. Students who fail to earn a GPA of 2.0 after their fourth course will be academically dismissed from the University. ○ An active military or honorably discharged veteran. ○ An individual over the age of 23. • Students who have not successfully completed 12 hours of college level work may be considered for provisional acceptance into the College Success Certificate. Students who are accepted provisionally are not admitted as a regular degree-seeking student until they satisfy the normal admission requirements. <p>Graduate:</p> <ul style="list-style-type: none"> • Completion of a bachelor's degree at an accredited college or university. • At the discretion of the dean, graduate admission requirements may be waived. Documentation of any exception will become a part of the student's permanent file. <p>International Students</p> <ul style="list-style-type: none"> • A score of 79 on the IBT TOEFL for international applicants who graduated from a secondary school in which English was not the primary language of instruction.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Addition	19	<p>Second Bachelor's Degree Those students who already have a bachelor's degree may earn a second bachelor's degree by satisfying the following requirements:</p> <ol style="list-style-type: none">1) The student must go through the regular application and advising process for the second degree.2) Once admitted, the student must earn a cumulative GPA of at least 2.0 in all courses taken at Ellis for the second degree.3) The work toward the second degree must be completed in a major or program distinctly different from the major or program in the first degree.4) A student must complete all core requirements of an Ellis University bachelor's degree. The work in the major area of concentration must be completed in accordance with the requirements listed in the applicable catalog.5) A minimum of 30 credits over and above any used to satisfy the requirements of the first bachelor's degree must be completed at Ellis University. A minimum of 15 of these 30 credits must be in the new major field of concentration. Students must be aware that to complete a new major/concentration, it may require significantly more than 30 credits. Students may not re-take courses previously completed to earn the first degree.6) Applies only if the student is pursuing both degrees with Ellis University).
Update	20	<p>Withdrawal Policy After the add/drop period is over, a student may withdraw from a course. Any student wishing to withdraw from a course should first contact his or her academic advisor. The student should notify the instructor and, if applicable, the Office of Student Finance.</p> <ul style="list-style-type: none">• Students may withdraw from a course only through the 28th day of a 6 week term or the 14th day of a 3 week term (67%), and will receive a grade of W• Students who attend through at least the 28th day of a six-week term or the 14th day of a three-week term (67%) will receive the grade earned based upon performance and completion of a course.• Following completion of the 28th day of a six-week term or the 14th day of a three-week term (67%) of the course, students may request and faculty may award a grade of Incomplete (I). (See <i>Other Grades</i>, p. 23).• A grade of WF will be assigned to those students who are administratively withdrawn (see <i>Attendance Policy</i>, p 19).

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Update	21	<p>Tuition Refund Policy</p> <p>A student who withdraws from Ellis University through 12:00 pm Central on the fourth day of the term will be entitled to a full refund of tuition. Continuing students will be charged a \$100 administrative fee. Students who request to drop after 12:00 PM Central on the fourth day of the term will also be entitled to a full refund of tuition but will receive a W for the course.</p> <p>Six week term</p> <table border="1" data-bbox="467 464 1442 898"> <tr> <td data-bbox="467 464 786 800">Day 1 through Day 4</td> <td data-bbox="786 464 1101 800">100% tuition refund</td> <td data-bbox="1101 464 1442 800">Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.</td> </tr> <tr> <td data-bbox="467 800 786 831">Day 5 through Day 14</td> <td data-bbox="786 800 1101 831">70% refund</td> <td data-bbox="1101 800 1442 831"></td> </tr> <tr> <td data-bbox="467 831 786 863">Day 15 through Day 21</td> <td data-bbox="786 831 1101 863">50% refund</td> <td data-bbox="1101 831 1442 863"></td> </tr> <tr> <td data-bbox="467 863 786 898">After Day 21</td> <td data-bbox="786 863 1101 898">No refund</td> <td data-bbox="1101 863 1442 898"></td> </tr> </table> <p>Three week term</p> <table border="1" data-bbox="467 957 1442 1388"> <tr> <td data-bbox="467 957 786 1293">Day 1 through Day 4</td> <td data-bbox="786 957 1101 1293">100% tuition refund</td> <td data-bbox="1101 957 1442 1293">Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.</td> </tr> <tr> <td data-bbox="467 1293 786 1325">Day 5 through Day 7</td> <td data-bbox="786 1293 1101 1325">70% refund</td> <td data-bbox="1101 1293 1442 1325"></td> </tr> <tr> <td data-bbox="467 1325 786 1356">Day 8 through Day 11</td> <td data-bbox="786 1325 1101 1356">50% refund</td> <td data-bbox="1101 1325 1442 1356"></td> </tr> <tr> <td data-bbox="467 1356 786 1388">After Day 11</td> <td data-bbox="786 1356 1101 1388">No refund</td> <td data-bbox="1101 1356 1442 1388"></td> </tr> </table>	Day 1 through Day 4	100% tuition refund	Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.	Day 5 through Day 14	70% refund		Day 15 through Day 21	50% refund		After Day 21	No refund		Day 1 through Day 4	100% tuition refund	Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.	Day 5 through Day 7	70% refund		Day 8 through Day 11	50% refund		After Day 11	No refund	
Day 1 through Day 4	100% tuition refund	Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.																								
Day 5 through Day 14	70% refund																									
Day 15 through Day 21	50% refund																									
After Day 21	No refund																									
Day 1 through Day 4	100% tuition refund	Continuing students charged \$100 administrative fee. Course is removed from transcript. Students who request to drop after 12:00 PM Central on Day 4 will receive a W for the course.																								
Day 5 through Day 7	70% refund																									
Day 8 through Day 11	50% refund																									
After Day 11	No refund																									
Update	22	<p>Grade Point Systems – Graduate System</p> <p>Grades Below C+ for graduate students:</p> <p>Graduate students will receive a letter of academic warning for:</p> <ul style="list-style-type: none"> ▪ Receipt of a grade below “C+” <p>Graduate students are dismissed from the program for:</p> <ul style="list-style-type: none"> ▪ Receipt of a second grade below “C+” ▪ Receipt of two grades below “C+” during the same term 																								

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Update	26	<p>Graduation Requirements All degree candidates must fulfill the following requirements to be eligible for graduation:</p> <ol style="list-style-type: none"> 1) Undergraduate students must achieve a minimum GPA of 2.0 in undergraduate courses; graduate students must achieve a minimum GPA of 3.0 in graduate courses. 2) Satisfactory completion of a designated degree program. 3) Undergraduate students must complete a minimum of 30 credits toward the degree at Ellis University. <ol style="list-style-type: none"> a) At least nine credits of these 30 must be upper-division courses (300 or higher) completed at Ellis University in the major field of study. <i>This rule does not apply to the Interdisciplinary Studies program.</i> b) At least 15 credits or 50 percent of the credits required in the major field, whichever is greater, must be completed at Ellis University. c) Depending on the major field of study, additional requirements may apply for graduation. See specific Ellis University program for details. 4) Graduate students must complete at least 27 credits toward the degree at Ellis University. 5) All financial commitments to Ellis University must be cleared.
Updated	36	<p>Technical Requirements</p> <p>In order to be successful at Ellis University, there are some basic tech requirements we have for students:</p> <ul style="list-style-type: none"> ▪ Home computer or reliable access to a computer (work, library, etc.) ▪ Internet access (56Kbps modem required, DSL or Cable highly recommended) ▪ Installed RAM 512 MB (1 GB or higher strongly recommended) ▪ Operating System - Windows 2000/XP/Vista or Mac OS X (10.4+) ▪ Display 1024x768, thousands of colors or higher recommended ▪ Sound - sound card and speakers or headphones recommended ▪ Printer - recommended ▪ CD-Rom - Required, some books come with a CD-Rom needed for classwork ▪ Web Browser - For Windows, Internet Explorer 7.0 or 8.0, Firefox 3. For Mac, Safari 3, Firefox 3. ▪ Plug-ins Adobe Flash 8, Adobe Shockwave 8.51, and Apple Quicktime. Adobe Reader recommended. Links to download these plug-ins are in the Browser Check on your dashboard ▪ Software - For Windows, Microsoft Office Pro 97, 2000, 2002, 2003, or 2007. For Mac OS X, Microsoft Office 2004. You may also use an office suite compatible with MS Word, MS Excel, MS Access, and MS Powerpoint file formats. Certain courses may require additional software.
Correction	48	<p>Incorrect number of credits -</p> <p>Under Degree requirements Core total should be 9</p>
Correction	50	<p>Incorrect Course number SOC 101 should read:</p> <p>SOC 110 Introduction to Sociology</p>
Correction	51	<p>Incorrect number of credits</p> <p>Under Degree requirements Core total should be 38</p>

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Change	51	<p>Program Name Change</p> <p>Bachelor of Science in Behavioral Sciences is now Bachelor of Science in Psychology</p>
Correction	55	<p>Process incorrect – should read:</p> <p>Bachelor of Arts in Paralegal Studies</p> <p>Process: Students take the Introduction to Paralegal Studies course, then all core and elective courses.</p>
Correction	56	<p>Process incorrect – should read:</p> <p>Associate of Applied Science in Paralegal Studies</p> <p>Process: Students take the Introduction to Paralegal Studies course, then all core and elective courses.</p>
Deletion	56	<p>No Longer Offering</p> <p>Self-Developed Concentration – Bachelor of Arts in Paralegal Studies</p>
Addition	63	<p>Missing course</p> <p>Small Business and Entrepreneurship concentration also includes MKT 201 Sales Management (3 Credits)</p>
Correction	67	<p>Incorrect number of credits</p> <p>Total Semester Hours: 69</p>
Correction	73 – 74	<p>Program Name Master of Education should read</p> <p>Master of Arts in Education</p>
Correction	148	<p>Course Description missing – should read:</p> <p>PLG 490 Internship 3 Credits Students will examine the statutory and common law regulation of the environment and the role of the EPA. In addition, CERCLA and other federal acts are reviewed. Included in this course is the administrative power of federal and state agencies to intervene and private causes of actions.</p>
Correction	164	<p>Prerequisite Missing – should read:</p> <p>WRT 101 College Composition I 3 Credits Instruction in the application of the principles and skills involved in effective expository writing, with most readings from nonfiction prose. Introduces students to the writing process with special attention to constructing arguments, working with sources, and crafting effective sentences and paragraphs. <i>Prerequisite: satisfactory placement exam score or “C” or better in WRT 100</i></p>

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Addition		<p>Student Identity Verification</p> <p>The Higher Education Reauthorization Act mandates distance education institutions verify that the person completing the course activities is the person registered. Ellis University complies with the federal and accreditation mandates by using a third-party verification system that draws information from national databases to verify a student's identity and ensure the integrity of the student's academic program.</p> <p>Ellis University requires its students to respond to "challenge questions" when presented in the virtual classroom. If the student is unable to answer the questions presented, he/she should contact his/her academic advisor. Any failure to accurately respond to posed "challenge questions" or failure to complete the verification process will prompt an investigation by the Dean of Students or designee.</p>
Addition		<p>New Programs</p> <p>Associate of Arts in Child Development (see information below)</p> <p>Bachelor of Arts in Child Development (see information below)</p>

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Associate of Arts in Child Development

The Associate of Arts degree is designed to provide entry level child care workers with knowledge and skills to be effective caretakers and teachers of young children. They will be provided with learning experiences on curricular methods to promote child learning, observation and assessment skills to focus on individual children's learning needs, and effective approaches in working with families of young children. Program outcomes are aligned with National Association for the Education of Young Children (NAEYC) standards. Students completing this program can move seamlessly into the baccalaureate program in Child Development.

The program will give students entry into the field of child development in diverse settings and can serve as a path to a baccalaureate degree to enhance their current career paths. Students will begin with core courses in child development, learning communities and an overview of the field of child development and early childhood education and proceed to integrate their general education courses with their child development courses throughout the pursuit of the degree. Student learning activities focus on applying theory to practice in implementing and assessing curriculum, special education, creating a positive learning environment, assessment, and individualizing activities in group settings for young children.

Curriculum Table					
A.A. in Child Development					
(in semester hours)					
Core Courses		36	General Education		24
CHD 111	Health, Safety & Nutrition in Early Childhood	3	CSS 101	College Success Seminar	3
	Child Growth and Development: Conception to				
EDP 202	Adolescence	3	WRT 101	College Composition I	3
CHD 241	Child, Family and Community Relations	3	WRT 151	College Composition II	3
	OR			Speech	3
ECE 101	Introduction to Early Childhood Education	3		Behavioral Science	3
EDP 101	Early Childhood Growth and Development	3	HIS 211	History of Education	3
EDP 102	Early Childhood Learning Communities	3			
	AND			Math	3
TIE 110	Instructional Technology for Early Childhood	3		Science	3
RLT 202	Children's Literature and Early Literacy	3			
ECE 210	Art, Music and Movement in Early Childhood	3			
SPE 201	Survey of Exceptional Children	3			
CHD 211	Early Childhood Methods: Science and Math	3			
	Early Childhood Methods: Language and Social				
CHD 212	Studies	3			
CHD 201	Observation and Assessment in Early Childhood	3			
CHD 220	Infants & Toddlers in Group Care	3			
	Guiding Young Children and Managing the				
CHD 260	Classroom	3			
Total Requirements: 60 Semester Hours					

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Core: AA Child Development courses (36 semester hours) are all required

Courses and Outcomes

CHD 111 Health, Safety & Nutrition in Early Childhood

3 Credits

This course is an examination of the contributions of effective health, safety and nutrition practices on the well-being of children. Course will include a review of basic hygiene practices, health maintenance and illness prevention, as well as environmental safety practices, accident prevention, and nutritious meal planning for promoting optimal growth, development and learning. Community resources will be explored.

(Not required for students from CDA program with credits in ECE 101)

Course Outcomes:

1. Identify biological and environmental risk factors and practices related to increased likelihoods of illness and injury, in caring for young children at home and in group settings
2. List practices promoting preventive health care, environmental safety, nutritious meal planning, and physical activity.
3. Compile a portfolio of community resources suitable for dissemination to families at health fairs that includes information regarding risks to child health, safety, and nutrition, and practices that promote physical and mental well-being.

CHD 201 Observation and Assessment in Early Childhood

3 Credits

Provides students with skills needed for observation of children, documentation, and interpretation to develop curriculum, long term projects and parent communication in early childhood programs. Overview of common assessment and observation tools in early childhood. Students observe children in structured and unstructured situations, record their observation, and use records as a way of assessing strengths and needs of individual children.

Field observation is required.

Prerequisite: EDP 101

Course Outcomes:

1. Compose an observation report on an individual child including an analysis of the behavior and strategies for intervention.
2. Describe the purposes of non-discriminatory, objective methods of assessment.
3. Compare the uses of different types of assessment devices.
4. Use a standardized assessment instrument to screen for developmental delay.
5. Analyze technical data provided with standardized assessment measures to determine validity, reliability, and standard error of measurement.

1.

CHD 211 Early Childhood Methods: Science and Math

3 Credits

Examines theories of cognitive development as a framework for conceptualizing the way young children acquire scientific and mathematical skills, concepts, and abilities. The course enables students to research and develop appropriate individual and group scientific/mathematical activities for young children. It examines the fundamental concepts of comprehensive early childhood science and mathematics curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Includes a field-based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance.

Prerequisite: TIE 110, RLT 202, and CHD 201

Course Outcomes:

1. Identify and discuss Math and Science learning standards for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Compare activities for teaching concepts and skills in Math and Science.
3. Create integrated thematic units and lesson plans with a focus on math and science based on established learning standards for children.

CHD 212 Early Childhood Methods: Language and Social Studies

3 Credits

This course examines theories of social and language development as a framework for conceptualizing the way young children acquire language, literacy, and social skills, concepts, and abilities. It enables students to research and develop appropriate individual and group language arts and social studies activities for young children. The course also examines the fundamental concepts of comprehensive early childhood social studies and language arts curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development. The course includes a field based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance.

Prerequisite: TIE 110, RLT 202, and CHD 201

Course Outcomes:

1. Identify and discuss Language and Social Studies learning standards for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Compare activities for teaching concepts and skills in Language and Social Studies.
3. Create integrated thematic units and lesson plans, with a focus on language and social studies, based on established learning standards for children.

CHD 220 Infants & Toddlers in Group Care

3 Credits

This course is a study of biological and environmental influences on infant and toddler growth and development, and an examination of how to meet individual needs in a group setting. Exploration of infant temperament, attachment theory, and current research on the developing brain. Focus on reciprocal relationship building, with emphasis on the important role of the caretaker in facilitating attachment and individuation, and providing a secure base from which young children can explore their world.

Prerequisite: EDP 101 for students with a CDA credential or EDP 202

Course Outcomes:

1. Identify milestones in and deviations from the typical sequence of growth and development for infants and toddlers.
2. Discuss research on attachment and the ramifications of insecure attachments.
3. Describe the range of infant temperaments.
4. Applying principles of child development, identify appropriate materials to go into a Toddler's Toy Box for a group care setting.
5. Synthesize research on early brain development, including biological, environmental, and socio-cultural influences.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 241 Child, Family & Community Relations

3 Credits

Study of diverse family structures, family systems theory, and the educator's role in working with families. Critical events in the lives of families and other stressors will be examined. Focus on effective methods of facilitating communications, parent involvement, and the coordination of family, school and community cooperation with culturally diverse populations.

(Not required for students from CDA program with credits in ECE 102)

Course Outcomes:

1. Describe family systems theory including circumstances and critical events impacting family functioning.
2. Discuss interpersonal communications techniques for respectful relationship-building and effective interactions with children, families and communities, such as active listening and I-Messages.
3. Create a classroom newsletter that includes a statement indicating your learning environment welcomes, encourages, and supports involvement by all families and communities.
4. Identify benefits of early childhood education for children and families.

CHD 260 Guiding Young Children and Managing the Classroom

3 Credits

This course investigates developmentally appropriate guidance and discipline practices that are supportive of heterogeneous populations, including children with challenging behaviors, in early childhood learning environments. Examines a relationship-based approach to adult-child interactions. Explores current brain research on the development of executive functions, and strategies for supporting children in the development of self-regulation, pro-social behaviors, communication and conflict resolution skills.

Prerequisite: EDP 101 for students with a CDA credential or EDP 202

Course Outcomes:

1. Identify factors contributing to young children's social-emotional development, such as brain development and socio-cultural influences.
2. Describe positive guidance and discipline strategies for managing the classroom and promoting pro-social behaviors.
3. Systematically observe, record, and analyze data on a child behavior to inform the development of an individualized intervention plan.
4. Create an individualized behavior intervention plan.

ECE 101 Introduction to Early Childhood Education (CDA course)

3 Credits

Examines the world of early childhood education. This course assists those individuals that are interested in a professional career as an early childhood educator. In addition, it covers current issues and trends regarding the benefits of early childhood education. This course also provides an overview of early childhood care and education, including the basic values, structure, organization, and programming in early childhood. Focuses on creating and maintaining a healthy and safe learning environment for young children. Students learn about the basic nutritional needs of children, good health practices, and accident prevention in the home and classroom.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Identify biological and environmental risk factors and practices related to increased likelihoods of illness and injury, in caring for young children at home and in group settings.
2. List practices promoting preventive health care, environmental safety, nutritious meal planning, and physical activity.
3. Compile a portfolio of community resources to disseminate to families at a Health Fair with information regarding risks to child health, safety, and nutrition, and practices that promote physical and mental well-being.
4. Identify key benefits of early education for children and families.

ECE 210 Art, Music, and Movement in Early Childhood

3 Credits

This course provides students with a conceptual and experiential base for the use of art, movement, drama, and music in the education of young children. The content will focus on actual skill development, along with the rationale and importance of using these areas in a curriculum for young children. Through active participation with hands-on experiences, students work with the concepts of age and developmental appropriateness when designing fun activities with all subjects. Students will also investigate the development of self-taught art techniques in young children. Students practice working with various media and materials as used with the young child. This course presents developmentally appropriate musical activities with emphasis on movement, songs, and simple dances. Students learn to plan and implement a comprehensive and developmentally appropriate art, music, and movement program for young children.

Field work is required.

Prerequisite: **EDP 201**

Course Outcomes:

2. Identify learning standards in the Arts for children at various ages and stages in early childhood, including critical concepts and skill areas.
3. Contrast art, music, and movement activities for young children that promote and inhibit creativity.

Create integrated thematic units and lesson plans, with a focus on the Arts, based on established learning standards for children.

EDP 101 Early Childhood Growth and Development (CDA course)

3 Credits

Focuses on how a teacher or caregiver can foster physical, emotional, social, creative, and cognitive development. This course provides instruction on the quality care techniques for children, from infancy to five years of age. It highlights the development of teaching and interaction skills that can be applied to a wide range of children from a variety of backgrounds and at all developmental levels. Students learn to support children's physical and cognitive development, communication skills, and creative expression.

Prerequisite: **ECE 101**

Course Outcomes:

1. Summarize major research and theories of child development showing how development domains are interrelated.
2. Describe hereditary and environmental influences on child growth and development including the Nature vs. Nurture controversy.
3. Analyze activities in regard to appropriateness for children at various ages and stages.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

EDP 102 Early Childhood Learning Communities (CDA course)

3 Credits

Focuses on the child in the context of family and community. This course looks at issues of communication, diversity, professionalism, and social policy. It also promotes awareness and effective use of community resources. Students gain knowledge of the importance of parent-teacher partnerships in the education of young children. Skills will be developed to support families and enhance parent involvement in early childhood programs. Students learn to involve parents in understanding the child's home and school environments.

Prerequisite: EDP 101

Course Outcomes:

1. Describe family systems theory including circumstances and critical events impacting family functioning.
2. Discuss interpersonal communications techniques for respectful relationship-building and effective interactions with children, families and communities, such as active listening and I-Messages.
3. Create a classroom Newsletter that includes a statement indicating your learning environment welcomes, encourages, and supports involvement by all families and communities.

EDP 202 Child Growth and Development: Conception to Adolescence

3 Credits

Focus on children's physical, social, emotional, and cognitive development from conception to adolescence. Major theories of growth and development will be examined. Concepts will be analyzed in regard to direct application to adult expectations of children at various ages and stages, developmentally appropriate program planning and curriculum implementation in early childhood settings.

(Not required for students from CDA program with credits in EDP 101)

Course Outcomes:

1. Describe hereditary and environmental influences on child growth and development including the Nature vs. Nurture controversy.
2. Explain how brain research impacts behavior and learning in early childhood.
3. Summarize major research and theories of child development showing how developmental domains are interrelated.
4. Analyze activities for children in regard to appropriateness at various ages and stages.

RLT 202 Children's Literature and Early Literacy

3 Credits

Focuses on knowledge and practice of how young children in a culturally diverse society develop language and literacy skills. Exploration of children's literature is the foundation of activities and curriculum that integrates language with beginning reading and writing concepts. Students explore ways in which children develop the basis of literacy and come to understand the social world. Students learn ways of creating an integrated curriculum that includes children's literature and provides children with developmentally appropriate activities that foster the development of language and literacy.

Prerequisite: EDP 201

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Identify and discuss learning standards in early literacy, including critical concepts and skill areas.
2. Describe different genres of children's literature for use at home and at school, including multicultural, international, and bilingual books.
3. Give examples of appropriate activities for fostering the development of writing in young children.
4. Create integrated thematic units and lesson plans with a focus on children's literature and early literacy development, based on established learning standards for children

SPE 201 Survey of Exceptional Children

3 Credits

This class focuses on an overview of children with exceptional cognitive, physical, social and emotional characteristics. Analysis of developmental and educational needs imposed by exceptionality is included. Identification, intervention strategies, methods, and programs designed to meet exceptional needs; including both high and low incidence disabilities are discussed. The course also talks about study of applicable federal and state laws and requirements. Content focuses on functional methods for use by educators to assist in the provision of an inclusionary environment which enriches the education of children with and without special needs.

Field observation is required.

Prerequisite: **EDP 201 and TIE 110**

Course Outcomes:

1. Discuss the legal rights of children with exceptionalities and their parents.
2. Explain the continuum of placements and the purpose of service delivery in the least restrictive environment.
3. Provide examples of high and low incidence disorders.
4. Describe accommodations and modifications for meeting the needs of diverse learners in the inclusive general education classroom.

TIE 110 Instructional Technology for Early Childhood

3 Credits

Designed to introduce students to computers and to teach appropriate uses for young children. Students survey hardware and software and examine and evaluate them in the context of the early childhood classroom. Students also learn about productivity tools for professional use.

Course Outcomes:

1. Identify a variety of technologies and their uses in education, including adaptive equipment or assistive technology for children with special needs.
2. Analyze concerns around computer usage for young children, including those expressed by families and communities.
3. Evaluate hardware and software for young children's use, taking into consideration developmental issues and family and community concerns.

Bachelor of Arts in Child Development

Program Description: The Child Development program at Ellis University seeks to ensure the quality of care and education for young children and their families by providing state of the art preparation in best practices to care givers and educators. The program is based on standards established by the Early Childhood Education profession and current research, including studies on the developing brain. The Child Development program is designed to provide a high quality, innovative program of study for students who seek to gain new knowledge and skills, as well as those who wish to improve and expand their competencies. It is geared toward students who have had some (albeit) limited experience working with young children, as well as practicing teachers and administrators, such as those employed in child care centers, family child care, independent schools, and community agencies. *This program is NOT designed to lead to any kind of certification or licensure.*

Ellis University offers a Bachelor of Arts degree in Child Development that is designed to allow students to articulate seamlessly from the Associate of Arts in Child Development Program at Ellis University, but also to articulate readily for students entering with associate degrees in Early Childhood Education or Child Development from community colleges. The learning outcomes for each level are those established by the National Association for the Education of Young Children (NAEYC) and are the same for both programs; however, upper level courses in the Bachelor's degree program offer broader scope and greater depth of knowledge.

Process: Students may begin the BA degree as first year students following the course plan for the Associate of Arts program beginning with the Ellis University College Survival Success. The core courses for the B.A. degree follow the associate degree program requirements. Upon completion of the associate degree course requirements, students enroll in the B.A. core courses at the same time as completing an additional 15 credits of general education. Baccalaureate students have five concentration outcomes of nine credits each in Infant/Toddler Care, School-Age Care and Management, Early Childhood Leadership, Early Childhood Special Education and an Individualized concentration selected by the student in consultation with her advisor. The final course in the baccalaureate degree is an integrative capstone course.

Program Outcomes (From National Association for the Education of Young Children)

Ellis graduates of the Bachelor's in Arts program will be able to:

Standard I: Promote Child Development and Learning

- Demonstrate knowledge and understanding of young children's characteristics and needs
- Demonstrate knowledge and comprehension of the multiple influences on development and learning
- Demonstrate an ability to use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Standard II: Build Family & Community Relationships

- Demonstrate knowledge and understanding of family and community characteristics
- Demonstrate an ability to support and empower families and communities through respectful, reciprocal relationships
- Demonstrate an ability to involve all families and communities in their children's development and learning

Standard III: Observe, Document & Assess to Support Young Children & Families

- Demonstrate an understanding of the goals, benefits and uses of assessment
- Demonstrate knowledge and use of observation, documentation, and other appropriate assessment tools and approaches, including authentic assessment
- Demonstrate the ability to practice responsible assessment to facilitate the development of all children
- Demonstrate an understanding of assessment partnerships with families and professionals

Standard IV: Teach and Facilitate Learning

- Demonstrate an ability to connect with all children and families, using positive relationships and supportive interactions to promote development and learning in all domains
- Demonstrate an ability to utilize developmentally effective approaches, strategies and tools, including the appropriate use of technology
- Demonstrate knowledge and understanding of content areas/academic disciplines
- Demonstrate an ability to use content knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum, to promote positive outcomes

Standard V: Become a Professional

- Demonstrate an ability to practice professionalism, including identifying with and becoming involved in the field of Early Childhood Education
- Demonstrate knowledge of and compliance with NAEYC's Code of Ethical Conduct, government regulations, and agency guidelines, such as the Head Start Performance Standards
- Demonstrate an ability to engage in continuous, collaborative learning to inform practice
- Demonstrate an ability to integrate knowledgeable, reflective, and critical perspectives on early education
- Demonstrate an ability to engage in informed advocacy for children, families and the profession

Students will create a portfolio organized by the outcomes above that they will compile throughout the program; and they will be assessed periodically throughout the program.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 201	Observation and Assessment in Early Childhood	3		<i>Infant/Toddler Care</i>	
CHD 220	Infants & Toddlers in Group Care	3	CHD 220	Infants & Toddlers in Group Care	3
CHD 260	Guiding Young Children and Managing the Classroom	3	CHD 322	Infant/Toddler Family Studies	3
EDP 201	Educational Psychology	3	CHD 421	Program Planning for Infants and Toddlers	3
CHD 310	Survey of Contemporary Issues in ECE	3		<i>School-Age Care and Management</i>	
CHD 331	Children's Play and Learning	3	CHD 350	Principles and Proactices of School-Age Care	3
CHD 335	Creating Effective Learning Environments for Young Children	3	CHD 351	Program Planning for School-Age Children	3
EDP 405	Brain-Behavior Relationships and Teaching Diverse Learners	3	CHD 451	School-Age Program Management	3
CHD 370	Staff Supervision and Professional Development in ECE	3		<i>Early Childhood Leadership</i>	
RLT 401	Language & Literacy Development	3	CHD 470	Organization & Administration of Early Childhood Programs	3
CHD 445	Social Policies and Advocacy for Children, Families & the Profession	3	CHD 477	Legal & Financial Issues in the Management of Early Childhood Programs	3
CHD 496	The Reflective Practitioner in Child Development	3	CHD 479	Grant Writing & Fundraising in Child Development Programs	3
				<i>Early Childhood Special Education</i>	
			SPE 311	Screening and Assessment of Young Children with Special Needs	3
			SPE 312	Working with Families of Young Children with Special Needs	3
			SPE 313	Methods of Teaching Young Children with Special Needs	3
Total Requirements: 120 Semester Hours					

COURSES AND OUTCOMES

CHD 111 Health, Safety & Nutrition in Early Childhood

3 Credits

This course is an examination of the contributions of effective health, safety and nutrition practices on the well-being of children. Course will include a review of basic hygiene practices, health maintenance and illness prevention, as well as environmental safety practices, accident prevention, and nutritious meal planning for promoting optimal growth, development and learning. Community resources will be explored.

(Not required for students from CDA program with credits in ECE 101)

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Identify biological and environmental risk factors and practices related to increased likelihoods of illness and injury, in caring for young children at home and in group settings
2. List practices promoting preventive health care, environmental safety, nutritious meal planning, and physical activity.
3. Compile a portfolio of community resources suitable for dissemination to families at health fairs that includes information regarding risks to child health, safety, and nutrition, and practices that promote physical and mental well-being.

CHD 201 Observation and Assessment in Early Childhood

3 Credits

Provides students with skills needed for observation of children, documentation, and interpretation to develop curriculum, long term projects and parent communication in early childhood programs. Overview of common assessment and observation tools in early childhood. Students observe children in structured and unstructured situations, record their observation, and use records as a way of assessing strengths and needs of individual children. Field observation is required.

Prerequisite: **EDP 101**

Course Outcomes:

1. Compose an observation report on an individual child including an analysis of the behavior and strategies for intervention.
2. Describe the purposes of non-discriminatory, objective methods of assessment.
3. Compare the uses of different types of assessment devices.
4. Use a standardized assessment instrument to screen for developmental delay.
5. Analyze technical data provided with standardized assessment measures to determine validity, reliability, and standard error of measurement.

CHD 211 Early Childhood Methods: Science and Math

3 Credits

Examines theories of cognitive development as a framework for conceptualizing the way young children acquire scientific and mathematical skills, concepts, and abilities. The course enables students to research and develop appropriate individual and group scientific/mathematical activities for young children. It examines the fundamental concepts of comprehensive early childhood science and mathematics curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development.

Includes a field-based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance.

Prerequisite: *TIE 110, RLT 202, and CHD 201*

Course Outcomes:

1. Identify and discuss Math and Science learning standards for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Compare activities for teaching concepts and skills in Math and Science.
3. Create integrated thematic units and lesson plans with a focus on math and science based on established learning standards for children.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 212 Early Childhood Methods: Language and Social Studies

3 Credits

This course examines theories of social and language development as a framework for conceptualizing the way young children acquire language, literacy, and social skills, concepts, and abilities. It enables students to research and develop appropriate individual and group language arts and social studies activities for young children. The course also examines the fundamental concepts of comprehensive early childhood social studies and language arts curriculums. Students learn to create an active, hands-on learning environment that fosters creativity, curiosity, confidence, and persistence. Students learn to plan a comprehensive, interactive program that meets individual and group needs, interests, abilities and development. The course includes a field based component in which students carry out activities in an early childhood setting and use scheduled conferences to evaluate current performance.

Prerequisite: TIE 110, RLT 202, and CHD 201

Course Outcomes:

1. Identify and discuss Language and Social Studies learning standards for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Compare activities for teaching concepts and skills in Language and Social Studies.
3. Create integrated thematic units and lesson plans, with a focus on language and social studies, based on established learning standards for children.

CHD 220 Infants & Toddlers in Group Care

3 Credits

This course is a study of biological and environmental influences on infant and toddler growth and development, and an examination of how to meet individual needs in a group setting. Exploration of infant temperament, attachment theory, and current research on the developing brain. Focus on reciprocal relationship building, with emphasis on the important role of the caretaker in facilitating attachment and individuation, and providing a secure base from which young children can explore their world.

Prerequisite: EDP 101 for students with a CDA credential or EDP 202

Course Outcomes:

1. Identify milestones in and deviations from the typical sequence of growth and development for infants and toddlers.
2. Discuss research on attachment and the ramifications of insecure attachments.
3. Describe the range of infant temperaments.
4. Applying principles of child development, identify appropriate materials to go into a Toddler's Toy Box for a group care setting.
5. Synthesize research on early brain development, including biological, environmental, and socio-cultural influences.

CHD 241 Child, Family & Community Relations

3 Credits

Study of diverse family structures, family systems theory, and the educator's role in working with families. Critical events in the lives of families and other stressors will be examined. Focus on effective methods of facilitating communications, parent involvement, and the coordination of family, school and community cooperation with culturally diverse populations.

(Not required for students from CDA program with credits in ECE 102)

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Describe family systems theory including circumstances and critical events impacting family functioning.
2. Discuss interpersonal communications techniques for respectful relationship-building and effective interactions with children, families and communities, such as active listening and I-Messages.
3. Create a classroom newsletter that includes a statement indicating your learning environment welcomes, encourages, and supports involvement by all families and communities.
4. Identify benefits of early childhood education for children and families.

CHD 260 Guiding Young Children and Managing the Classroom

3 Credits

This course investigates developmentally appropriate guidance and discipline practices that are supportive of heterogeneous populations, including children with challenging behaviors, in early childhood learning environments. Examines a relationship-based approach to adult-child interactions. Explores current brain research on the development of executive functions, and strategies for supporting children in the development of self-regulation, pros-social behaviors, communication, and conflict resolution skills. Addresses emotions and the limbic system and their impact on behavior.

Prerequisite: EDP 101 for students with a CDA credential or EDP 202

Course Outcomes:

1. Identify factors contributing to young children's social-emotional development, such as brain development and socio-cultural influences.
2. Describe positive guidance and discipline strategies for managing the classroom and promoting pro-social behaviors.
3. Systematically observe, record, and analyze data on a child behavior to inform the development of an individualized intervention plan.
4. Create an individualized behavior intervention plan.

CHD 310 Survey of Contemporary Issues in ECE

3 Credits

Survey of issues in the care and education of young children, involving an examination of different perspectives on controversial matters, policy developments and current research. Focus on contemporary matters, such as inclusion, anti-bias and multicultural curriculum, blending theoretical and practical information that can assist in the creation of learning environments that are supportive and respectful of heterogeneous populations. Emphasis on self-reflection and critical appraisal of developments and progress in relation to a variety of policies and practices.

Course Outcomes:

1. Identify and discuss current issues and controversial matters in early childhood education in the United States and in other countries.
2. Analyze differing perspectives on current issues.
3. Apply NAEYC's Code of Ethical Conduct and research to assess various situations involving ethical behavior.
4. Critically appraise personal biases and professional concerns about salient issues.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 322 Infant/Toddler Family Studies

3 Credits

Exploration of how social, economic and cultural contexts influence family expectations and child-rearing practices. Analysis of varying perspectives from different vantage points. Examination of cultural influences on the developing child. Emphasis on student reflections on personal biases that might impede relationship-building with diverse families. Focus on the development of non-judgmental, professional attitudes and practices.

Prerequisites: CHD 201, EDP 201

Course Outcomes:

1. Identify socio-cultural and economic factors impacting parental expectations and child-rearing, including disciplinary practices.
2. Describe practices in countries outside the United States.
3. Articulate personal biases around parent expectations, practices and demands.
4. Synthesize effective communication strategies for relationship-building and interacting with diverse families.

CHD 331 Children's Play and Learning

3 Credits

This course is an examination of theories of play and an analysis of how play promotes development and learning in the domains. Focus on environmental preparations, selection of materials and activities. Attention is given to the multiples roles of the teacher, such as onlooker, supervisor, and provider of scaffolding, as well as constructive adult-child interactions during children's play time.

Prerequisites: EDP 101 for students with CDA credential or EDP 202

Course Outcomes:

1. Apply play theories and developmental stages of play to classroom planning.
2. Describe knowledge, skills and dispositions children develop through play.
3. Synthesize the multiple roles of educators during children's play.

CHD 335 Creating Effective Learning Environments for Young Children

3 Credits

Investigation of a variety of curricular approaches in early childhood education from the United States and throughout the world, such as child-centered, teacher-directed and balanced curricula, Peace curriculum, environmental, and popular commercial curricula implemented today in many preprimary and primary programs. Indoor space and room arrangement, as well as outdoor environments are examined and analyzed in regard to their relative influence on exploration and learning. Also examined are various techniques for displaying children's work.

Prerequisites: CHD 331

Course Outcomes:

1. Discuss space planning and design of indoor and outdoor environments for children of varying ages and stages.
2. Provide examples of different methods of displaying children's work.
3. Analyze the developmental effectiveness of a variety of curricula and instructional approaches.
4. Evaluate the quality of early childhood programs or program components, using existing assessment tools.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 350 Principles and Practices of School-Age Care

3 Credits

This course is an introduction to school-age care. Involves an overview of the need for school-age care and various types of school-age program settings. Review of developmental issues of school-age children. Examination of a variety school-age programs, such as social, recreational, athletic, enrichment, and academic support programs.

Prerequisite: EDP 201 or EDP 202

Course Outcomes:

1. Discuss the need for before and after school programs for children, families, and communities.
2. Describe the various types of school-age programs and settings.
3. Identify developmental issues at various ages and stages of children five to eight years old.
4. Apply developmental principles in the design of a theme-based "Prop Box" for primary aged children (K – 3) in a group care setting.

CHD 351 Program Planning for School-Age Children

3 Credits

This course prepares practitioners to plan and implement programs for school-age children. Involves examinations of curricula, materials and activities which are reflective of school-age children's interests and needs and that integrate the disciplines, including emergent curriculum, such as the Project Approach.

Prerequisites: CHD 335

Course Outcomes:

1. Explain the components of school-age programs.
2. Apply principles of child development in identifying appropriate equipment for a recreational program for 6 – 12 year olds.
3. Design a website for an in-depth investigation of an area of interest to school-age children using the Project Approach

CHD 421 Program Planning for Infants and Toddlers

3 Credits

This course explores ways to plan high quality infant and toddler programs that are individually, culturally and developmentally appropriate. Focus on environmental concerns, scheduling issues, selection of materials and activities, and meeting child and family needs.

Prerequisites: CHD 250

Course Outcomes:

1. Identify program planning strategies for meeting child and family needs, including infants and toddlers with exceptionalities.
2. Create a plan for an Infant's Toy Box for infants in a group settings that reflects principals of child development including brain research.
3. Evaluate the quality of infant and toddler programs or program components using formal measures.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

CHD 445 Social Policies and Advocacy for Children, Families & the Profession

3 Credits

Review of current social, economic, political and environmental issues and policies that are of concern at the local, state, national or global level, such as poverty, equitable pay, accessibility of affordable health care and child care, human rights violations, natural disasters, pollution, depletion of natural resources, and global warming. Identification of key stakeholders and investigation into the values, attitudes, and public opinions which contribute to the decision-making processes of policy-makers. Examination of the nature of advocacy and the roles of those who seek to remedy the situation or pursue justice. Emphasis on the development of advocacy skills and techniques for building coalitions and effective lobbies, to affect change or influence policy formation. Focus on planning and implementing an advocacy campaign to improve conditions or affect policy changes.

Course Outcomes:

1. Describe the policy making process in a state or the federal government including social, economic, political and philosophical factors that influence decision making.
2. Analyze the effectiveness of different communication styles and skills necessary for advocates to influence policy formation and effect change.
3. Analyze causes and remedies for ecological concerns and social injustices on a local, national or global scale.
4. Create an advocacy for Action Plan with a campaign message.

CHD 451 School-Age Program Management

3 Credits

This course is an overview of school-age program administration. Focus on space allocation, legal and financial issues, budgeting, licensing and accreditation, and developing policies and procedures. Also examines strategies for building family and community relations and techniques for marketing the program.

Prerequisites: CHD 250

Course Outcomes:

1. Identify the various types of organizational structures and facilities in which school-age programs operate and discuss key players involved in policy formation and decision-making.
2. Describe the roles and responsibilities of school-age program managers in different kinds of programs, including any responsibilities for complying with legal mandates and managing finances.
3. Create a school-age program marketing plan with campaign slogan and branding.
4. Evaluate the quality of school-age programs or program components, using formal measures.

CHD 470 Organization & Administration of ECE Programs

3 Credits

This course provides an overview of organizational structures in a variety of early childhood education program settings. Models of leadership are examined and compared. Explores the various duties ECE administrators are responsible for, such as allocating physical space, budgeting and purchasing, parent and community relations, licensing and accreditation requirements, scheduling, and oversight of curriculum and lesson plans.

Prerequisites: CHD 201

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Describe the various types of organizational structures and facilities in which ECE programs are operated and discuss key players involved in policy formation and decision-making.
2. Prepare position descriptions outlining the roles and responsibilities of administrators in different kinds of programs including any responsibilities for complying with legal mandates and managing finances
3. Create a Parent Handbook.
4. Evaluate the quality of early childhood programs or program components, using established measures.

CHD 477 Legal and Financial Issues in the Management of ECE Programs

3 Credits

Examination of legal and financial issues relative to establishing and operating early childhood programs. Emphasis on compliance with regulations and laws, such as labor and equal opportunity laws, anti-discrimination and human rights legislation, licensure, insurance, confidentiality, and reporting of child abuse. Explores ways of developing sound fiscal policies that also address issues around affordability of quality child care, equitable staff compensation and benefits, and tax provisions related to the operation of different kinds of early childhood programs. Also included are methods of marketing ECE programs and developing positive family and community relations.

Prerequisites: CHD 470

Course Outcomes:

1. Describe best practices of compliance to pertinent laws and regulations governing Early Childhood programs.
2. Create a budget for a child care center.
3. Prepare a marketing plan with a campaign slogan, branding, and a budget.

CHD 370 Staff Supervision and Professional Development in ECE

3 Credits

This course examines models of supervision for staff management, evaluating performance, and facilitating improvement. The supervisor as a change agent is explored. Emphasis on adult learning theory and methods of planning and presenting staff development, including the role of staff in identifying interests in Individualized Professional Development Plans and selecting professional development activities.

Course Outcomes:

1. Compare different management styles.
2. Provide examples of team-building strategies.
3. Synthesize research on adult learning theory.
4. Design professional development activities based on identified interests and needs of staff.
5. Conduct a staff evaluation.

CHD 479 Grant Writing & Fundraising for Child Development Programs

3 Credits

Practical approach to the areas of school or agency needs assessment and analysis, strategic planning, fundraising, grant writing and grants management. Explores ways of identifying potential sources of funding, such as government agencies, corporations, and foundations. Focus on techniques for completing competitive Requests for Proposals (RFPs) and fidelity to the grant for continued funding.

Prerequisites: CHD 470

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Identify potential funding sources, including grants issued by government agencies, corporations and foundations.
2. Prepare a grant proposal to a specific funding source.
3. Describe issues around fidelity to the grant and accountability to ensure continued funding.
4. Create a funding portfolio comprised of a variety of resources, such as a list of potential funding sources and organizations, Request For Proposals, and grassroots fundraising campaign options.

CHD 496 The Reflective Practitioner in Child Development

3 Credits

Students will be engaged in self-reflection of individual knowledge, skills, and dispositions leading to a final presentation of their professional portfolio.

This is the final class baccalaureate students take before graduation.

Course Outcomes:

1. Discuss the role of self-reflection in the lives of educators who are life-long learners and continually strive toward improvement.
2. Integrate concepts from diverse fields into a comprehensive approach to the education and care of young children.
3. Compile examples of work and progress aligned with program outcomes in an electronic portfolio.

ECE 101 Introduction to Early Childhood Education (CDA course)

3 Credits

Examines the world of early childhood education. This course assists those individuals that are interested in a professional career as an early childhood educator. In addition, it covers current issues and trends regarding the benefits of early childhood education. This course also provides an overview of early childhood care and education, including the basic values, structure, organization, and programming in early childhood. Focuses on creating and maintaining a healthy and safe learning environment for young children. Students learn about the basic nutritional needs of children, good health practices, and accident prevention in the home and classroom.

Course Outcomes:

1. Identify biological and environmental risk factors and practices related to increased likelihoods of illness and injury, in caring for young children at home and in group settings.
2. List practices promoting preventive health care, environmental safety, nutritious meal planning, and physical activity.
3. Compile a portfolio of community resources to disseminate to families at a Health Fair with information regarding risks to child health, safety, and nutrition, and practices that promote physical and mental well-being.
4. Identify key benefits of early education for children and families.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

ECE 210 Art, Music, and Movement in Early Childhood

3 Credits

This course provides students with a conceptual and experiential base for the use of art, movement, drama, and music in the education of young children. The content will focus on actual skill development, along with the rationale and importance of using these areas in a curriculum for young children. Through active participation with hands-on experiences, students work with the concepts of age and developmental appropriateness when designing fun activities with all subjects. Students will also investigate the development of self-taught art techniques in young children. Students practice working with various media and materials as used with the young child. This course presents developmentally appropriate musical activities with emphasis on movement, songs, and simple dances. Students learn to plan and implement a comprehensive and developmentally appropriate art, music, and movement program for young children.

Field work is required.

Prerequisite: **EDP 201**

Course Outcomes:

1. Identify learning standards in the Arts for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Contrast art, music, and movement activities for young children that promote and inhibit creativity.

Create integrated thematic units and lesson plans, with a focus on the Arts, based on established learning standards for children.

EDP 101 Early Childhood Growth and Development (CDA course)

3 Credits

Focuses on how a teacher or caregiver can foster physical, emotional, social, creative, and cognitive development. This course provides instruction on the quality care techniques for children, from infancy to five years of age. It highlights the development of teaching and interaction skills that can be applied to a wide range of children from a variety of backgrounds and at all developmental levels. Students learn to support children's physical and cognitive development, communication skills, and creative expression.

Prerequisite: **ECE 101**

Course Outcomes:

1. Summarize major research and theories of child development showing how development domains are interrelated.
2. Describe hereditary and environmental influences on child growth and development including the Nature vs. Nurture controversy.
3. Analyze activities in regard to appropriateness for children at various ages and stages.

EDP 102 Early Childhood Learning Communities (CDA course)

3 Credits

Focuses on the child in the context of family and community. This course looks at issues of communication, diversity, professionalism, and social policy. It also promotes awareness and effective use of community resources. Students gain knowledge of the importance of parent-teacher partnerships in the education of young children. Skills will be developed to support families and enhance parent involvement in early childhood programs. Students learn to involve parents in understanding the child's home and school environments.

Prerequisite: **EDP 101**

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Describe family systems theory including circumstances and critical events impacting family functioning.
2. Discuss interpersonal communications techniques for respectful relationship-building and effective interactions with children, families and communities, such as active listening and I-Messages.
3. Create a classroom Newsletter that includes a statement indicating your learning environment welcomes, encourages, and supports involvement by all families and communities.

EDP 201 Educational Psychology for Early Childhood

3 Credits

This course focuses on an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development from birth to age 8. Examines the foundations of major child development theories that are the basis of professionally defined "best practices" at the early childhood (birth-8) level. An exploration of child development in the context of gender, family, culture, and society. An emphasis on the implications for early childhood professional practice. Students learn key theories from an application and educational perspective for teachers of young children.

Prerequisite: **EDP 101**

Course Outcomes:

1. Describe how psychological concepts apply to educational settings and assist educators in understanding and influencing children's behavior, development, and learning.
2. Compare major theories of development, motivation, and learning.
3. Discuss grouping strategies that promote optimal development and learning.
4. Provide examples of how teachers can scaffold instruction to foster student success.

EDP 202 Child Growth and Development: Conception to Adolescence

3 Credits

Focus on children's physical, social, emotional, and cognitive development from conception to adolescence. Major theories of growth and development will be examined. Concepts will be analyzed in regard to direct application to adult expectations of children at various ages and stages, developmentally appropriate program planning and curriculum implementation in early childhood settings.

(Not required for students from CDA program with credits in EDP 101)

Course Outcomes:

1. Describe hereditary and environmental influences on child growth and development including the Nature vs. Nurture controversy.
2. Summarize major research and theories of child development showing how developmental domains are interrelated.
3. Explain how brain research impacts behavior and learning in early childhood.
4. Analyze activities for children in regard to appropriateness at various ages and stages.

EDP 405 Brain-Behavior Relationships and Teaching Diverse Learners

3 Credits

This course provides an examination of current research on the functional brain. Involves critical analysis of the implications of brain research for educators. Focus on educational environments, curricula and teaching approaches that address individual differences, including student strengths, needs and interests, as well as personal modality and learning preferences.

Prerequisite: **EDP 202 and SPE 201**

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Identify salient areas of the brain and describe their functions
2. Discuss individual differences of learners, including modality strengths and learning preferences
3. Synthesize research and discuss controversies on learning styles, multiple intelligences, and brain-based learning curricula
4. Critically appraise implications of brain research for early childhood educators

RLT 202 Children's Literature and Early Literacy

3 Credits

Focuses on knowledge and practice of how young children in a culturally diverse society develop language and literacy skills. Exploration of children's literature is the foundation of activities and curriculum that integrates language with beginning reading and writing concepts. Students explore ways in which children develop the basis of literacy and come to understand the social world. Students learn ways of creating an integrated curriculum that includes children's literature and provides children with developmentally appropriate activities that foster the development of language and literacy.

Prerequisite: **EDP 201**

Course Outcomes:

1. Identify and discuss learning standards in early literacy, including critical concepts and skill areas.
2. Describe different genres of children's literature for use at home and at school, including multicultural, international, and bilingual books.
3. Give examples of appropriate activities for fostering the development of writing in young children.
4. Create integrated thematic units and lesson plans with a focus on children's literature and early literacy development, based on established learning standards for children

RLT 401 Language & Literacy Development

3 Credits

Exploration of the linguistic principles and processes underlying language development, with attention to oral language as the foundation for reading and writing. Examines current research on language and literacy, including brain research, and focuses on methods of fostering literacy development. Emphasis on techniques of reading storybooks and informational texts to children, to promote comprehension and vocabulary development, and meaningful activities for facilitating phonological awareness, writing, and reading.

Prerequisites: **RLT 202 and CHD 212**

Course Outcomes:

1. Identify Language Arts and Literacy learning standards for children at various ages and stages in early childhood, including critical concepts and skill areas.
2. Describe practices that facilitate language development in young children, including strategies to assist English Language Learners and address concerns of bilingual families.
3. Analyze the results of brain research on our understanding of the development of language in early childhood.
4. Synthesize research on the roles of oral language, phonological awareness, print awareness, and alphabet knowledge on reading success.

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

5. Evaluate the quality of language and literacy components of classroom environments, using formal measures.

SPE 201 Survey of Exceptional Children

3 Credits

This class focuses on an overview of children with exceptional cognitive, physical, social and emotional characteristics. Analysis of developmental and educational needs imposed by exceptionality is included. Identification, intervention strategies, methods, and programs designed to meet exceptional needs; including both high and low incidence disabilities are discussed. The course also talks about study of applicable federal and state laws and requirements. Content focuses on functional methods for use by educators to assist in the provision of an inclusionary environment which enriches the education of children with and without special needs.

Field observation is required.

Prerequisite: EDP 201 and TIE 110

Course Outcomes:

1. Discuss the legal rights of children with exceptionalities and their parents.
2. Explain the continuum of placements and the purpose of service delivery in the least restrictive environment.
3. Provide examples of high and low incidence disorders.
4. Describe accommodations and modifications for meeting the needs of diverse learners in the inclusive general education classroom.

SPE 311 Screening and Assessment of Young Children with Special Needs

3 Credits

Overview of the purposes of engaging in early assessment. Examination of various assessment tools, such as eligibility screening, formal and informal instruments for assessing young children's development, family strengths, concerns, priorities and needs, and school, home, and community learning environments. Focus on exercising non-discriminatory assessment, using valid and reliable measures when conducting formative and summative evaluations of programs and individuals.

Prerequisites: SPE 201 and CHD 201

Course Outcomes:

1. Discuss the purposes of non-discriminatory, objective methods of assessment
2. Compare the uses of different types of assessment devices.
3. Conduct and report on an assessment with a standardized assessment tool.
4. Analyze technical data provided with standardized assessment measures to determine validity, reliability, and standard error of measurement.

SPE 312 Teaming, Collaborating, and Communicating: Working with Families of Young Children with Special Needs

3 Credits

This course involves an examination of the legal, philosophical and historical bases for family-centered services and family involvement. Focus on strategies for fostering positive, supportive relationships with parents of young children with special needs, and techniques for working with diverse families. Review of family systems theory and family stressors, grief, and coping strategies. Emphasis on building effective teams; techniques for promoting collaboration and consultation with professionals, paraprofessionals, families, and other agencies; and strategies for addressing family needs, concerns and priorities, supporting family strengths, and accessing resources within the community. Includes an introduction to practices throughout the world.

Prerequisite: SPE 201

October 2009 Addendum to 2009-2010 Academic Catalog

Effective October 12, 2009

Course Outcomes:

1. Discuss the historical, philosophical, and legal basis in the United States and another country for family participation in education and family-centered services.
2. Describe various service delivery team configurations in Early Childhood Special Education.
3. Discuss the role of teachers in facilitating consultation, collaboration, and effective communications between family and professionals
4. Synthesize family stressors, including grief issues, as well as coping strategies of families who have children with special needs.
5. Evaluate family strengths and needs.

SPE 313 Methods of Teaching Young Children with Special Needs

3 Credits

Exploration of individually and developmentally appropriate techniques for facilitating the development and learning of young children with special needs in the communication, social, emotional, cognitive, adaptive, and motor domains, in a variety of settings. Attention will be given to compliance with pertinent legislation, individualized and family-centered plans and programming, team collaboration and practices, accommodations and modifications in the least restrictive environment, assistive technology, and educational and behavioral intervention strategies addressing a variety of disabilities.

Prerequisites: SPE 201 and CHD 201

Course Outcomes:

1. Describe the uses of Individual Family Service Plans and Individual Education Plans.
2. Discuss feedback strategies for guiding and improving student performance.
3. Demonstrate how Task Analysis is useful for teaching a skill.
4. Conduct a Functional Behavior Analysis.
5. Prepare an Individualized Education Plan.

TIE 110 Instructional Technology for Early Childhood

3 Credits

Designed to introduce students to computers and to teach appropriate uses for young children. Students survey hardware and software and examine and evaluate them in the context of the early childhood classroom. Students also learn about productivity tools for professional use.

Course Outcomes:

1. Identify a variety of technologies and their uses in education, including adaptive equipment or assistive technology for children with special needs.
2. Analyze concerns around computer usage for young children, including those expressed by families and communities.
3. Evaluate hardware and software for young children's use, taking into consideration developmental issues and family and community concerns.