

Cornerstone Christian University

Maitland, FL

100% Online

The Doctor of Christian Education with a Specialization in Early Childhood Education

Field experience may be credited as practicum and Prior Learning may also apply as credits

The comprehensive Ph.D. program in Christian Child Development/Christian Early Childhood Education is designed to prepare students to be independent scholars in research and education professions. To meet this objective, we make three guarantees to students admitted to the program with intensive research experience.

What is an intensive research experience?

Research experience and expertise distinguishes the doctoral degree from other degrees in higher education. Doctoral students are offered many and varied opportunities to gain research experience through graduate research assistantships, working on faculty research projects, designing and carrying out research through a doctoral seminar, and thesis and dissertation research. We ensure that students experience all phases of a research project from conceptualization and design to data analysis, presenting results at a professional conference, and submitting scholarly papers to peer-reviewed journals. Our students present their work at local, state, regional, national, and international conferences and have their work accepted and/or published prior to graduation. Because our faculty members engage in a wide range of research using a variety of methodologies, students have opportunities to conduct qualitative and quantitative research, secondary data analysis, and to use various methodologies such as survey, interview, and observation techniques.

Virtual Campus

We provide you with many tools to ensure your success. Most important of all, every CCU student is assigned a tutor and an academic advisor. Once you login to the student section of your CCU Virtual Campus, communications and assignments can be sent directly to your tutor and academic advisor for any question you may have. They will respond within 24-48 hours. 24/7 access to Distance learning: Complete assignments online or offline for your convenience.

Step by Step guides including video, explanation and example for each course. All materials can be access on all web browsers including Mozilla, Firefox and Google Chrome. Direct interaction with all aspects of the university including advisor and tutor. Access to hundreds of new online courses which you can select from.

What is the difference in an EdD and a PhD in education?

A Doctorate in Education, also known as an EdD, is the highest level professional degree in the field of Education. While both PhDs in Education and EdDs require in-depth scholarly research, EdDs differ from PhDs in that the emphasis is placed on the application of existing research, rather than the generation of original research. EdDs prepare doctoral students for high-level careers in educational leadership, government, administration and other institutional roles.

The first EdD was granted in the United States in 1921. Since then, the degree has been adopted by several other countries including the United Kingdom, Canada, Singapore, India, and Australia. In South Africa, EdDs are awarded as *Doctor Educationis* (DEd), following the Latin conventions of academic degrees. In countries that offer EdD degrees, the award is generally equal to that of a PhD, though candidates may be required to hold professional experience prior to beginning an EdD or have different thesis requirements. For instance, in the US EdD theses are often shorter than those required for PhDs because EdD candidates' complete coursework alongside their independent research requirements. EdDs are not offered at every university, and some universities choose to issue only EdDs, only PhDs or both degrees.

In most countries, EdD programs are designed to prepare candidates for administrative and leadership positions. EdDs are often specialized in areas like psychology, policy, curriculum, and leadership. Students who complete an EdD can expect to work in positions related to education policy, and will be expected to use their expertise to solve problems and design initiatives. EdD holders work in schools, colleges and universities, government agencies, private organizations and non-profit firms.

Are you an education student who would like to advance to a leadership position or work directly on policy and directives that shape education? If so, an EdD may be the best degree for your future.

Consider the EdDs listed below. Click on 'Read More' to find out about each program and use the contact form to get more information about individual EdD degrees.

Goals of the PhD Program:

These goals are achieved through a combination of course-work, internships and authentic experiences with research, development and teacher education.

- Understand the field of early childhood education in terms of research, curriculum, policy, teacher development and student learning.
- Develop, carry out and report independent research in some area of early childhood education.
- Become outstanding teachers/advisors of college students.
- Understand the role of service in the university setting.

Core Courses and Topics in Education

Dimensions of Learning
Technology
Practicum
Measurement and Evaluation
Classroom Management
Psychology of the Exceptional Child
Curriculum Planning
Reading in the Secondary School
Instructional Leadership
Supervision of Instruction
Research Methods & Procedures
Effective Teaching
Teaching Strategies
Reading Skills & Comprehension
Issues and Innovations

Course #	Course Title	Credits
CED703	Teaching for Result	3
CED713	Creative Bible Teaching	3
EDD723	The Foundations for the Future	3
HRM733	Biblical Hermeneutics	3
CEA743	Apologetics	3
CED763	History of the Christian Thought	3
<u>COM 773</u>	Professional Communications	3
<u>EDD783</u>	Introduction to Educational Research	3
EDD793	Applications of Research	3
<u>EDD803</u>	Critical Issues in Education	3
<u>ECH813</u>	Introduction to Early Childhood Education	3
<u>ECH823</u>	Growth and Development in Early Childhood	3
<u>ECH833</u>	Methods of Teaching in Early Childhood I	3
<u>ECH843</u>	Methods of Teaching in Early Childhood: Language and Literacy	3
<u>ECH853</u>	Early Childhood Assessment Strategies	3
<u>EDD863</u>	Family, Community, and Media Relations	3
<u>ECH874</u>	Foundations of Early Childhood Curriculum	3
PHL883	Philosophical Foundations (Christian worldview)	3
<u>ECH883</u>	Early Childhood Play Theories	3
<u>ECH893</u>	Family and Community Involvement	3
PHD900A	Dissertation Research Proposal &	3
<u>PHD900B</u>	Child Development Project	9
Total Credits		64

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CED703Teaching for Result (3credits)

Teaching goals and Christian action comprise the basis for this study. It is designed for teacher training. Students who plan to explore the teaching ministry will benefit great results from recipients.

CED713 Creative Bible Teaching (3credits)

Creative Bible Teaching designed to help those, desiring to teach creatively based on biblical principles can do so effectively. The course is loaded with practical and usable Christian based ideas that will make creative teaching a reality.

EDD723 Christian Education (The Foundation for the Future) (3credits)

This course introduces the learner to the basics of a healthy Christian education program; then beyond, showing how to develop a fresh innovative Christian education program to revitalize the church, home or school.

CED733 History of Christian Thought (3credits)

This course exposes the student to the Judaic and Hellenistic origins of existentialism. The work stands at once as a valuable introduction to the theological tradition and to the major concentration to and classification of Tillich's systematic Theology. This work is brilliantly authoritative and comprehensive, while remaining clear and uncluttered.

HRM713 Introduction to Biblical Hermeneutics (3 credits)

This course is a basic study introducing the student to the science of interpreting the Scriptures. Various phases and methods of understanding interpretation are examined and explored.

CEA743 Christian Apologetics (3 credits)

This is a study of Christian Apologetics for the purpose of equipping the pastor, minister, or lay leader in the defense of the Truths of God. This study is in three parts: 1) deals with various tests for truth in order to lay a foundation for testing the "truths" of various world views, 2) applies the test for truth to those views, and 3) works within the theistic view to verify the deity of Jesus and the authority of the Bible.

ECH 753 Introductions to Early Childhood (3credits)

This course provides a background of early childhood education including the development of care and educational arrangements for young children. Public policy development, program models, and theories of early childhood education are introduced. Emphasis is placed on professional standards and current issues in the field. Organizational factors to consider when administering early childhood programs are explored

EDD763 Applications of Research (3credits)

This course reviews various applications of the action research project. Students explore factors related to conference presentations and public speaking, and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is also examined.

COM 773 Professional Communications (3credits)

This course provides new graduate students in Cornerstone Christian University programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

EDD783 Introductions to Educational Research (3credits)

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection, and data analyses. The steps involved in the process of conducting research will be discussed

EDD793 Critical Issues in Education (3credits)

This course is designed to allow students to explore current educational issues in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

ECH823 Growth and Development in Early Childhood (3credits)

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children. It discusses both typical and atypical

development of children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

ECH833 Methods of Teaching in Early Childhood I (3credits)

This course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.

ECH843 Early Childhood Assessment Strategies (3credits)

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources also are explored.

ECH853 Early Childhood Play Theories (3credits)

This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood academic programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children

ECH863 Family and Community Involvement (3credits)

This course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families, are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for planning family and community members' participation in socio-cultural and learning activities are stressed.

PHL873 Philosophical Foundations (Christian worldview) (3credits)

The Philosophical Foundations for a Christian worldview offers a comprehensive introduction to philosophy from a Christian perspective. It seeks to introduce leaders to the principles subdiscipline of philosophy, including epistemology, metaphysics, and philosophy of science, ethics, and philosophy of religion.

ECH 883 Foundations of Early Childhood Curriculum (3credits)

This course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. In addition, the course examines the educational objectives, content and structure, and assessment procedure for creating learning environments. The course also analyses the role of the teacher in relation to curriculum development and implementation for early childhood education. The course ends with the development of a segment of a curriculum model.

EDD893 Action Research Proposal & Child Development Project (3 credits)

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media. Based on the research student prepare a project in an area of child development that serves to solve a problem in the early childhood

PHD900 Dissertation Research Project (12 credits)

Description: This dissertation project must be a significant original work in nature, which will seek to making a contribution to the world of Educational world. This final course culminates the entire course of studies and research required by this program. This is a very involved endeavor and will require an undivided attention. The research project comprises two part—a quantitative and a qualitative research. Both parts must demonstrate doctorate level quality of work in respect to magnitude of effort and the end product for such program.

Student allowed choosing their own research topic and getting it approved by the Dissertation Review Board. Upon the approval of the research topic, a proposal containing the first three chapters, table of content and partial bibliography must be submitted to The Dissertation Review Board.

The Review Board will review the research proposal. The board will either approve it, approve it with recommendations, or denied it. If the dissertation is denied, a separate fee will be required for revisions. Students are solely responsible to present the research project as required the first time to avoid any denial proposal and extra fee.

Upon the final review and grading of the final research project, the student will submit two bound copies to the school. One will be graded, endorse, and return to the student and one copy will remain the property of the school.