

# EARLY CHILDHOOD EDUCATION (ECED)

---

## **ECED-101 Child Growth and Development 3 Credits**

This course covers the study of social, emotional, intellectual, physical, creative, and spiritual areas of development from conception through middle childhood with an emphasis on the preschool years. Theories of development are studied along with the various stages of growth. These concepts will be presented from a Biblical perspective.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-103 Child, Family and Comm/Social 3 Credits**

This course covers the study of how family, school, and community affect a child's development. An emphasis will be placed on the family unit and the parents' roles in being the primary educator of their child. Community resources are investigated and advocacy for children is explored.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-106 Intro to Curriculum for the Young Child 3 Credits**

This class provides an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. The role of the teacher and the curriculum in supporting the development of the whole child are analyzed. The class covers the basic components and developmentally appropriate implementation of curriculum across content areas. Though not required, completion of Child Growth and Development is recommended.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-108 Principles and Practices of Teaching Young Children 3 Credits**

This course presents an overview of the historical development and philosophies of early education. Students will examine the relationship among developmental theory, philosophy, and practice in early education. Students will explore a wide range of early childhood curriculum models. The ecological contexts and relationships affecting young children's development will be analyzed. This course includes a review of teaching strategies supporting all children's development. Though not required, completion of ECED-101 Child Growth and Development is recommended.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-109 Infant/Toddler Development 3 Credits**

This course is an overview of the characteristic needs of infants and toddlers, birth through age three. Appropriate learning environments and routine experiences are discussed. Social, cognitive, physical, and sensory motor behavior patterns are applied in theory and through observation in relation to the environment. A focus on the development of curriculum in meeting the individual needs of the children and the role of the teacher in facilitating growth through play experiences is emphasized.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-121 Administration of Early Childhood Education Programs I 3 Credits**

Application of the basic principles for the establishment, operation, supervision and evaluation of a preschool/daycare program is examined. This includes an overview and history of early childhood education programs, philosophy development, licensing standards, and assessment of management techniques. Christian philosophy and development are integrated. This course meets the minimum licensing course requirement for operating a licensed daycare program.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-123 Administration of Early Childhood Education Programs II 3 Credits**

Application of advanced principles for the ongoing operation, supervision and evaluation of a preschool/daycare program are examined. This includes an in-depth look into managing staff and personnel issues, along with public relations and board development. Parent partnership and operational policies are discussed. Christian philosophy and development are integrated. This course meets the minimum licensing requirement for operating a licensed daycare program.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-126 Teaching in a Diverse Society 3 Credits**

This course examines current issues facing the early childhood education professional in understanding diversity as it impacts the classroom. The increased diversity of race, ethnicity, culture, linguistics, and disabilities or developmental delays brings many challenges, as well as many opportunities, to educators. Factors of working with and supporting diverse populations of young children and their families are discussed, including relevant teaching methods and materials.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-132 Early Childhood Education Practicum 3 Credits**

This course is designed to demonstrate practical application of developmentally appropriate early childhood education techniques and skills. Emphasis is placed on designing, implementing, and evaluating classroom experiences for young children. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication are emphasized to promote optimal development for young children. Biblical perspectives are integrated throughout the course. Fieldwork is completed in the student's own classroom, or by approval of the instructor. Students complete 50 hours in an early childhood setting. Students videotape their teaching in order to be evaluated by the instructor and fellow classmates. Though not required, ECED 101 and ECED 106 are recommended prior to taking this course.

Terms Typically Offered: Fall, Spring, and Summer.

## **ECED-135 Health, Safety and Nutrition for the Young Child 3 Credits**

This course presents healthy practices that promote safety, nutrition, and wellness for the young child. Strategies are introduced that include families in developing health awareness. In addition, safety issues inclusive of disaster and emergency planning, along with creating safe environments within an early childhood education setting are emphasized.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-137 Observation and Assessment 3 Credits**

This course offers opportunities for students to develop in-depth knowledge and skills as early childhood education professionals with a focus on research, policy, and best practices in early childhood education assessment that is linked to curriculum planning and program evaluation. Focus is placed on acquiring knowledge about informal and formal developmental screening assessment instruments for young children, and how to select and use appropriate assessments to determine initial information that facilitates individual learning environments and strategies. Though not required, completion of ECED 101 and ECED 106 are recommended.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-139 Adult Supervision and Mentoring 3 Credits**

This course covers the methods and principles of supervising adults who are teachers, assistants, or volunteers in early childhood education classrooms. Emphasis is placed on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Though not required, ECED 101 and ECED 103 are recommended prior to taking this course.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-141 Introduction to Transitional Kindergarten Programs 3 Credits**

This course explores how children develop between the ages of three and six, and what programs are developmentally appropriate for this age group, by examining principles and the best practices of early childhood education curriculum that promotes effective transition from preschool to kindergarten programs. Students discuss different curricula and how to effectively integrate multiple content areas into one program. Current research on developmental milestones, preparing the classroom, and guiding children's social behavior are reviewed and discussed. Students examine how school goals have changed over time, and the importance of getting parents involved in the early childhood education classroom. Students develop their own integrated curriculum plan and understand how to assess young children using multiple measures.

Terms Typically Offered: Spring.

**ECED-150 Spiritual Formation of Young Children 3 Credits**

This course furthers students' own understanding and personal journey of spiritual formation and how that relates to the spiritual transformation of young children. The process of how the inner life is formed in young children toward an intimate relationship with God is discussed. Particular emphasis is placed on relationship, experience, and practice of the spiritual disciplines that create the context for spiritual formation to occur. A systematic approach is given that lays the foundation for regular practices in the classroom. The relationship between the church, home, and the early childhood education program is explored as the foundational environments where spiritual transformation is developed.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-160 Infant/Toddler: Curriculum and Practicum 3 Credits**

This course provides an understanding of the uniqueness of infant and toddler curriculum, and how to demonstrate a practical application of developmentally appropriate infant and toddler teaching techniques and skills. Emphasis is placed on designing, implementing, and evaluating classroom experiences for children ages 0 to 2. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication are emphasized to promote optimal development for young children. Biblical perspectives are integrated throughout the course. Fieldwork is completed in the student's own classroom, or by approval of the instructor. Students videotape their teaching in order to be evaluated by the instructor and fellow classmates. Though not required, ECED 101 and ECED 109 are recommended prior to taking this course.

Terms Typically Offered: Fall.

**ECED-200 Fundamentals of Early Childhood Education 3 Credits**

This course provides an overview of early childhood education for children ages 0 to 8 in developmental theories and history of early childhood education, developmentally appropriate practices based on Constructivism-based curricula, working with families in diverse communities, and becoming an early childhood education professional. (This course is cross listed with EDUC-250 in the residential undergraduate program.)

Terms Typically Offered: Summer.

**ECED-300 Classroom Management and Guiding the Young Child's Behavior 3 Credits**

This course examines appropriate child guidance principles and practices. Positive teacher/child interactions along with guidance techniques, self-regulation and self-control concepts, the setting of clear expectations and affirming positive behavior, classroom management techniques, and conflict resolution strategies will be examined. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-301 Infant and Toddler: Development and Theory 3 Credits**

This course examines and celebrates infant and toddler development from pre-birth through age 36 months. The course focuses on the importance of families' and caregivers' relationships and responsiveness in interactions with young children emphasizing the whole-child approach to development. Developmentally appropriate guidance using a relationship-based model is introduced. (School for Professional Studies Course).

Terms Typically Offered: Spring.

**ECED-304 Foundations of Teaching for Early Childhood Educators 3 Credits**

This course features a look at every aspect of the field of early childhood education that covers children ages birth through age 8-various early childhood programs and its professionals, developmentally appropriate theories and practices, strategies for engaging and supporting diverse learners, effective learning environments, curriculum planning and assessing for all young children, and ethical decision making - to develop competent, informed early childhood professionals. Students will be introduced to the California PK-3 Early Childhood Education Specialist Instruction Credential Teacher Performance Expectations, the California Preschool Learning Foundations and Framework, and the California K-3 Student Content Standards and Framework.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-305 The Exceptional Child and the Inclusive Classroom 3 Credits**

The purpose of this course is to provide students with an in-depth look at the foundations of Early Childhood special education and to diagnose the various characteristics and best practices. It seeks to research various theoretical perspectives and the differences between typical and atypical development as well as the communities and family dynamics that place young children at risk. In this course, students will learn about the various types of disabilities and the characteristics and the interventions available to its subjects. It also delves into the birth-8th grade experience and looks at the broad spectrum of young children who need assistance with school to those that excel and need more academic challenges. This course addresses California PK-3 ECE TPE 1.1 for demonstrating knowledge of typical and atypical development and California PK-3 ECE TPE 2.3 for communicating and collaborating with peers and colleagues to support learning and development.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-306 Exceptional Children: Teaching Language Arts, Math and Science for Students With Severe Disabilities 3 Credits**

This course is designed to equip early childhood educators who teach special needs students to demonstrate best practices in his or her classroom. This course covers teaching common core Language Arts, Math and Science, and creating instructions and assessment. The concepts of embedding instruction and inclusion in the classroom are explored. Requirement for Special Education emphasis. (School for Professional Studies Course).

Terms Typically Offered: Fall.

**ECED-316 STEM/STEAM: Math for the Young Child 3 Credits**

This course reviews developmental theory and research about mathematical education in the early childhood years. Early childhood educators will investigate the interrelationship of math concepts in cooperation with STEAM education, and explore an organized, sequential approach to creating a developmentally appropriate math curriculum for young children that incorporates the use of digital technologies. Educators will gain experience using digital tools appropriately with young learning to promote alternative modes of assessment, individualized learning, and enhance digital citizenship. Concepts of God as the creator and master designer will be presented as students construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to mathematics and STEAM education.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-322 STEM/STEAM: Science for the Young Child 3 Credits**

This course reviews developmental theory and research about science education in the early childhood years. Early childhood educators will investigate the interrelationship of science concepts in cooperation with STEAM education, and explore an organized, sequential approach to creating developmentally appropriate science curriculum for young children. Concepts of God as the creator and master designer will be presented as students construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to science and STEAM education. (School for Professional Studies Course).

Terms Typically Offered: Fall.

**ECED-327 STEM/STEAM: Arts and Creative Learning for the Young Child 3 Credits**

This course reviews developmental theory and research of art education and the development of creativity in the early childhood years. Early childhood educators will investigate the interrelationship of math, science, literature, and social studies in cooperation with STEAM education, in order to explore an organized, sequential approach to creating developmentally appropriate curriculum for young children that embraces creativity and self-expression through the arts. Concepts of God as the creator and master designer will be presented as students construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to creativity and STEAM education.

Terms Typically Offered: Spring.

**ECED-330 Early Foundations for Moral and Character Development 3 Credits**

This course examines the role of educators in developing moral and ethical behavior in young children. Character traits that are reflective of a Spirit-filled classroom are defined and identified. Students explore different theories of moral development and identify knowledge, skills, and dispositions that can be integrated into the life of the classroom. Biblical principles of moral development are studied along with strategies that integrate these concepts into the curriculum content. Students examine early childhood education centers for moral and character development curriculum content, and a strategic plan is developed to enhance moral development. Students are challenged to be an effective role model and to identify their own personal strengths and growth areas. Developmentally-effective methods of instruction are discussed, including the use of a variety of hands-on materials to reinforce concrete learning. (School for Professional Studies Course).

Terms Typically Offered: Spring.

**ECED-338 Advanced Administration of Early Childhood Education Programs 3 Credits**

This course provides information about the advanced skills needed to manage and lead in early childhood education settings. Students develop skills in personal and professional self-awareness, fiscal management, facilities management, family support and educational programming. Special emphasis is placed on management theory and decision making. Through this course, students develop an understanding of their own leadership and management style. (School for Professional Studies Course).

Terms Typically Offered: Fall.

**ECED-340 Transitional Kindergarten Programs 3 Credits**

This course examines transitional kindergarten programs in the private and public sector. An in-depth look at the developmental needs of 4-1/2- to 6-year-olds is included. Aspects of current brain research on the connection of curriculum to targeted learning outcomes is reviewed. Specific strategies for measuring developmental milestones for learning are included, preparing early childhood educators to adequately assess developmentally-effective progression. Aspects of creating effective transitions from preschool to kindergarten programs, including perceptions, expectations, and practices that build strong partnerships with families and elementary schools, are covered. Appropriate levels of instruction and developmentally appropriate environments are explored. (School for Professional Studies Course).

Terms Typically Offered: Spring.



**ECED-345 STEM/STEAM: Technology and Engineering for the Young Child 3 Credits**

This course introduces the use of technology in the early education setting to enhance STEAM (emphasis on engineering) teaching, learning, and program support. Topics will include the use of technology in the classroom, communication with families, and teacher training. With an emphasis on engineering, students will be able to understand and apply technology-enhanced instruction and utilize a variety of resources in order to create project-based STEAM learning experiences in the classroom. Through learning the concepts of technology and engineering in the development of children ages 0-8, student will be able to create and design instruction that promotes problem solving, critical thinking, collaboration, and creativity in a cross-curricular learning experience. (School for Professional Studies Course).

Terms Typically Offered: Summer.

**ECED-350 Ministering to Parents and Families 3 Credits**

This course emphasizes the significance of parents and families as the basic unit of society according to God's design. Significant issues surrounding the health of the family unit are discussed. Topics included in this course focus on the well-being of individuals and society supported by strong family units. Various parenting styles are examined for understanding family dynamics. Students learn how to minister effectively through the integration of faith practices, prayer, God's word, and Biblical insight that supports a strong home life for young children. Instilling Biblically-based values in the home and the supportive role of early childhood education programs in supporting children and their families are examined, including family education and advocacy. (School for Professional Studies Course).

Terms Typically Offered: Fall.

**ECED-401 Infant/Toddler Curriculum and Practicum 3 Credits**

This course explores the uniqueness of infant and toddler curriculum, and demonstrates a practical application of developmentally appropriate infant and toddler teaching techniques and skills. Emphasis is placed on designing, implementing, and evaluating classroom experiences for children ages 0 - 36 months. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication are emphasized to promote optimal development for young children. Biblical perspectives are integrated throughout the course. Fieldwork is completed in the student's own classroom, or by approval of the instructor. Students videotape their teaching in order to be evaluated by the instructor and fellow classmates.

Prerequisite: ECED-301

Terms Typically Offered: Fall.

**ECED-405 Advanced Curriculum Design and Development in Early Childhood Education 3 Credits**

In this course, candidates will focus on curriculum planning, curriculum mapping, and lesson planning utilizing various documents and materials to support student engagement and assessment for Preschool through third grade learners. These learners include both general education and students identified as special education learners. Resources to be used for curriculum planning and lesson design focus include: California K-3 Student Content Standards and Frameworks, Preschool Learning Foundations, California Preschool Curriculum Framework, National Association for the Education of Young Children, and Multi-Tiered System of Support (MTSS). Candidates will focus on engagement strategies, meeting the needs of all learners, designing multiple approaches to curriculum, incorporating effective play-based models, and adjusting lessons based on student understanding for both individual lessons and long-term curriculum based projects.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-410 Leadership and Advocacy in Early Childhood Education 3 Credits**

This course focuses on child and family advocacy, leadership, public policy, research, and advocacy initiatives in the field of early childhood education. Students analyze critical issues in early childhood education from a Biblical-worldview and develop strategies for articulating positions and becoming change agents. Students develop and implement strategies for change. A professional code of ethics that integrates Biblical standards and principles is discussed. (School for Professional Studies Course).

Terms Typically Offered: Fall.

**ECED-420 Principles of Applied Behavior Analysis: Autism 3 Credits**

This course examines the introduction of Behavioral Analysis into daily life, and how the events in daily life affect autistic students' behavior. Students learn how to apply behavioral principles to their classes, deal with challenging behaviors, and build positive relationship with their students' families and other students. Requirement for Special Education emphasis. (School for Professional Studies Course).

Terms Typically Offered: Summer.

**ECED-425 Functional Assessment and Evaluation for Exceptional Learners 3 Credits**

This course covers how to collect and use educational data to assess diverse learning needs in multiple developmental aspects, educational planning and progress monitoring, instructional models, curricular access, mapping, and development. Various types and uses of assessments to identify needs of exceptional learners are introduced. Requirement for Special Education emphasis. (School for Professional Studies Course).

Terms Typically Offered: Summer.



**ECED-430 Lang/Lit for Young Child Multicultural Communities 3 Credits**

This course focuses on language and literacy development for young children in multicultural communities. Language learning development will be studied as an important part of thinking and communicating as God's design for each child. Students will learn the distinct differences between language, competence, and performance as it relates to multicultural communities. Students will examine theories of language development, including theories of second language acquisition and the needs of English language learners. They will also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences as well as specific strategies for working with multilingual families in meeting the functional needs of the child in the classroom setting. Developmentally effective assessments will be discussed as a means of informing instruction. Additionally, evaluation of God-honoring children's literature will be covered.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-431 Advanced Strategies of Observation, Documentation, and Assessment 3 Credits**

In this course, PK-3 credential students will research and practice appropriate use of assessment, including observation tools and strategies to document students' development and learning between Preschool and Grade 3 (approximately, ages 3-8 years old). Students will apply the use of data to inform and plan learning environments and curricula. Utilizing the guidance from the California Teaching Performance Expectations on assessing young children's learning, students will create and practice with recording strategies, rating systems, portfolios, and multiple assessments, with further implementation of strategies for collaboration with families and professionals to support young learners within all domains of development, through all curriculum areas.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-432 Clinical Practice Seminar 1 and CalTPA Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 1 focusing on learning about the diverse assets and needs of students. Candidates create a math lesson based on the understanding of students' developmental level, needs, and interest utilizing the funds of knowledge of each student.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-433 Clinical Practice Seminar II/CalTPA 2 Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 2 focusing on learning about assessment as an ongoing procedure of gathering evidence from multiple sources to determine what each student knows, understands, and can demonstrate. Candidates create a literacy lesson, with emphasis on the interaction between standards, assessment, and instructional decision-making in the PK-3 education setting.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-460 Advanced Practicum I 3-4 Credits**

This course is a supervised experience in working with young learners ages 3-5 in a preschool (PK) through transitional kindergarten (TK) setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher, University Supervisor, and the course instructor. The emphasis will be on designing, implementing, and evaluating classroom experiences for young learners. These experiences will be planned considering the funds of knowledge, cognitive and social-emotional development, and unique needs of each young learner based on constructivist approaches. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent/family communication in culturally inclusive environments will be highlighted to promote optimal development for young learners. Terms Typically Offered: Fall, Spring, and Summer.

**ECED-465 Advanced Practicum II 4 Credits**

This course is a supervised experience in working with young children ages 5-8 in a Kindergarten through third grade setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher. The emphasis will be on designing, implementing, and evaluating classroom experiences for young children. These experiences will be planned considering students' cognitive, social, emotional, linguistic, cultural, and special needs. Observation, and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-470 Special Topic 1-3 Credits****ECED-499 Capstone for Early Childhood Education 3 Credits**

This course will provide students the opportunity to integrate theories of child development, faith and learning, and principles of effective early education practice as a culmination of their learning at the bachelor's degree-level. Students will reflect on their knowledge of, understanding about, and ability to apply their learning through the degree program to each of the Teaching Performance Expectations in their practice. Students will build a professional ePortfolio that will demonstrate their competence and achievement of the Teaching Performance Expectations, experience in the field, and preparedness to serve as highly-effective early childhood educators. The next steps in professional development will be discussed and a plan for further growth as a professional in the early education field will be developed.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-500 Classroom Management and Guiding the Young Child's Behavior 3 Credits**

This course examines appropriate child guidance principles and practices. Positive teacher/child interactions along with guidance techniques, self-regulation and self-control concepts, the setting of clear expectations and affirming positive behavior, classroom management techniques, and conflict resolution strategies will be examined. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-504 Foundations of Teaching for Early Childhood Educators 3 Credits**

This course features a look at every aspect of the field of early childhood education that covers children ages birth through age 8-various early childhood programs and its professionals, developmentally appropriate theories and practices, strategies for engaging and supporting diverse learners, effective learning environments, curriculum planning and assessing for all young children, and ethical decision making - to develop competent, informed early childhood professionals. Students will be introduced to the California PK-3 Early Childhood Education Specialist Instruction Credential Teacher Performance Expectations, the California Preschool Learning Foundations and Framework, and the California K-3 Student Content Standards and Framework.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-505 Advanced Curriculum Design and Development in Early Childhood Education 3 Credits**

In this course, candidates will focus on curriculum planning, curriculum mapping, and lesson planning utilizing various documents and materials to support student engagement and assessment for Preschool through third grade learners. These learners include both general education and students identified as special education learners. Resources to be used for curriculum planning and lesson design focus include: California K-3 Student Content Standards and Frameworks, Preschool Learning Foundations, California Preschool Curriculum Framework, National Association for the Education of Young Children, and Multi-Tiered System of Support (MTSS). Candidates will focus on engagement strategies, meeting the needs of all learners, designing multiple approaches to curriculum, incorporating effective play-based models, and adjusting lessons based on student understanding for both individual lessons and long-term curriculum based projects.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-506 The Exceptional Child and the Inclusive Classroom 3 Credits**

The purpose of this course is to provide students with an in-depth look at the foundations of Early Childhood special education and to diagnose the various characteristics and best practices. It seeks to research various theoretical perspectives and the differences between typical and atypical development as well as the communities and family dynamics that place young children at risk. In this course, students will learn about the various types of disabilities and the characteristics and the interventions available to its subjects. It also delves into the birth-8th grade experience and looks at the broad spectrum of young children who need assistance with school to those that excel and need more academic challenges. This course addresses California PK-3 ECE TPE 1.1 for demonstrating knowledge of typical and atypical development and California PK-3 ECE TPE 2.3 for communicating and collaborating with peers and colleagues to support learning and development.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-507 STEM/STEAM: Math for the Young Child 3 Credits**

This course reviews developmental theory and research about mathematical education in the early childhood years. Early childhood educators will investigate the interrelationship of math concepts in cooperation with STEAM education, and explore an organized, sequential approach to creating a developmentally appropriate math curriculum for young children that incorporates the use of digital technologies. Educators will gain experience using digital tools appropriately with young learning to promote alternative modes of assessment, individualized learning, and enhance digital citizenship. Concepts of God as the creator and master designer will be presented as students construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to mathematics and STEAM education.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-508 Advanced Practicum I 3-4 Credits**

This course is a supervised experience in working with young learners ages 3-5 in a preschool (PK) through transitional kindergarten (TK) setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher, University Supervisor, and the course instructor. The emphasis will be on designing, implementing, and evaluating classroom experiences for young learners. These experiences will be planned considering the funds of knowledge, cognitive and social-emotional development, and unique needs of each young learner based on constructivist approaches. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent/family communication in culturally inclusive environments will be highlighted to promote optimal development for young learners.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-509 Advanced Practicum II 4 Credits**

This course is a supervised experience in working with young children ages 5-8 in a Kindergarten through third grade setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher. The emphasis will be on designing, implementing, and evaluating classroom experiences for young children. These experiences will be planned considering students' cognitive, social, emotional, linguistic, cultural, and special needs. Observation, and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course.

Terms Typically Offered: Fall, Spring, and Summer.



**ECED-530 Lang/Lit for Young Child Multicultural Communities 3 Credits**

This course focuses on language and literacy development for young children in multicultural communities. Language learning development will be studied as an important part of thinking and communicating as God's design for each child. Students will learn the distinct differences between language, competence, and performance as it relates to multicultural communities. Students will examine theories of language development, including theories of second language acquisition and the needs of English language learners. They will also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences as well as specific strategies for working with multilingual families in meeting the functional needs of the child in the classroom setting. Developmentally effective assessments will be discussed as a means of informing instruction. Additionally, evaluation of God-honoring children's literature will be covered.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-531 Advanced Strategies of Observation, Documentation, and Assessment 3 Credits**

In this course, PK-3 credential students will research and practice appropriate use of assessment, including observation tools and strategies to document students' development and learning between Preschool and Grade 3 (approximately, ages 3-8 years old). Students will apply the use of data to inform and plan learning environments and curricula. Utilizing the guidance from the California Teaching Performance Expectations on assessing young children's learning, students will create and practice with recording strategies, rating systems, portfolios, and multiple assessments, with further implementation of strategies for collaboration with families and professionals to support young learners within all domains of development, through all curriculum areas.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-532 Clinical Practice Seminar 1 and CalTPA Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 1 focusing on learning about the diverse assets and needs of students. Candidates create a math lesson based on the understanding of students' developmental level, needs, and interest utilizing the funds of knowledge of each student.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-533 Clinical Practice Seminar II/CalTPA 2 Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 2 focusing on learning about assessment as an ongoing procedure of gathering evidence from multiple sources to determine what each student knows, understands, and can demonstrate. Candidates create a literacy lesson, with emphasis on the interaction between standards, assessment, and instructional decision-making in the PK-3 education setting.

Terms Typically Offered: Fall, Spring, and Summer.