

Course Descriptions

Preliminary Courses (Aspiring Preschool Teachers Only)

EDF 700: Foundations of Education (4 Units)

Instructor:

Format: Online

Teacher candidates will survey the philosophical, pedagogical, historical, and sociological influences upon which educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Candidates will prepare for future courses at Center EdX by developing and strengthening the skills necessary to succeed as graduate credential program students.

EDF 701: Theories and Practices: Teaching and Learning (4 Units)

Instructor:

Format: Online

Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional practice that require attention to a variety of legal, professional, and ethical issues. Additionally, candidates explore how their own bias impacts their ability as educational professionals.

EDF 702: Disabilities and Society (4 Units)

Instructor:

Format: Online

Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations.

EDF 703: Multilingual Education: Educating Diverse Populations (4 Units)

Instructor:

Format: Online

Teacher candidates focus on developing an understanding of culturally responsive theory, methodology and assessment of second language acquisition. Teacher candidates investigate the use of technology, accommodations and modifications when instructing second language acquisition to students with disabilities.

Early Childhood Permit Courses

Note: All units in these courses are quarter units that will be transcribed through the University of California at Santa Barbara Extension. Transcripts will have the same bearing of salary schedule advancement. All courses are aligned with the [California Early Childhood Educator Competencies](#) and California ECE [TPEs](#).

EDX 300 Foundations of Early Childhood Development

4 units

Instructor:

Format: Online

Description: In this introductory course, participants will develop their competency and understanding of early childhood development (Birth–5 years old). They will explore each developmental area (i.e. social emotional, motor, communication, cognitive) and factors that contribute to development.

Text: Gonzalez–Mena, J. (2019), *Foundations of Early Childhood Education: Teaching Children in a Diverse Society*. McGraw Hill Education; *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition*. NAEYC.

EDX 301: Curriculum and Assessment of Young Children

4 units

Instructor:

Format: Online

Description: Participants will demonstrate an understanding of developmentally appropriate practices as it relates to classroom instruction. They will learn about play–based learning and how to teach academic concepts within hands–on activities. Participants will explore developmentally appropriate curricula and methods for progress monitoring and assessment (i.e. Desired Results Developmental Profile [DRDP], Ages and Stages Questionnaire [ASQ], and Early Childhood Environment Rating Scales [ECERS]).

Text: Masterson, M. (2021). *Transforming Teaching: Creating Lesson Plans for Child–Centered Learning in Preschool*. NAEYC.

EDX 302: Supporting Diverse Learners in Early Childhood Programs

4 units

Instructor:

Format: Online

Description: In this course, participants will explore inclusive and developmentally appropriate practices to support students with special needs. They will demonstrate an understanding of early language development and explore the implications of supporting dual language learners in the classroom setting.

Text: Brillante, P. (2017). *The Essentials: Supporting Young Children with Disabilities in the Classroom*. NAEYC.

EDX 303: Positive Behavior Support in Early Childhood Classrooms

4 units

Instructor:

Format: Online

Description: In this course, participants will learn strategies for behavior management (i.e. positive behavior support). They will gain an understanding of general classroom management techniques. Participants will demonstrate an understanding of functions of behavior and how to address behavioral challenges in the classroom setting.

Text: Lohmann, M. (2021). *Positive Behavior Interventions and Supports for Preschool and Kindergarten*. Redleaf Press.

EDX 304: Literacy and Language Development in Early Childhood **4 units**

Instructor:

Format: Online

Description: Participants will demonstrate an understanding of pre-literacy strategies and language acquisition. They will also explore research based methods for literacy instruction. This course will address the connection between communication and early literacy development and strategies to promote phonological awareness, emerging print recognition, and emergent literacy competencies.

Text: Levin, Vanessa. (2021). *Teach Smarter: Literacy Strategies for Early Childhood Teachers*. Wiley.; Alanis, I., Arreguin, M., & Salinas-Gonzalez, I. (2021). *The Essentials: Supporting Dual Language Learners in Diverse Environments in Preschool and Kindergarten*. NAEYC.

EDX 305: Culture, Diversity, and Equity in Early Childhood Education **4 units**

Instructor:

Format: Online

Description: In this course, participants will explore the [social justice outcomes](#) for early childhood education. The course will focus on strategies, ideas, and mindsets that can be brought into the early childhood classroom and school to be more culturally inclusive and responsive. Participants will gain an understanding about how cultural differences contribute to individual perspectives on child rearing and development.

Text (Provided): Derman- Sparks, L., Edwards, J., and Goins, C. (2020). *Anti-Bias Education for Young Children and Ourselves- Second Edition*. NAEYC.