

## 2023–24 Course Catalog

MS, MSW, PhD Degree Programs

Graduate Certificate Programs

**ADMN A408 Administration of Early Childhood Programs I: Leadership, Management and Community Relations (3 credit hours)**

This course focuses on the organizational factors in administering and supervising programs for young children and their families. It examines key concepts and practices of leadership and management. It reviews components of educational programming, including planning and implementing a child-centered curriculum, promoting the inclusion of children and families with developmental differences and/or other special needs, and implementing assessment procedures. This course also provides an overview of personnel policies and best human resources practices. Ethical and legal considerations and practical implications are addressed throughout the course.

**ADMN A409 Administration of Early Childhood Programs II: Legal and Financial Aspects (3 credit hours)**

This course is designed to consider the legal and financial aspects of administering programs for young children and their families. This course explores the regulatory framework within which early childhood programs operate, including the distinctions among the government, nonprofit and for-profit sectors. It focuses on financial terms and concepts, including forecasting, budgeting, implementing, monitoring, and reporting revenue and expenses. The course considers both the data needed for strategic planning as well as processes for decision-making, including cost analysis. Ethical and legal considerations and practical implications are addressed throughout the course.

**ADMN A410 Early Childhood Policy and Advocacy (3 credit hours)**

Public policy sets the parameters for every aspect of the early childhood system, yet practitioners primarily engage policy at the level of implementation and compliance. Furthermore, there are limited opportunities for early childhood leaders to access policy tables, inform decision-making, and influence policy levers. This course is designed to enrich the perspective and enhance the capacity of diverse child advocates who want to ensure early childhood policy leads to improved quality, and increased access and equity for young children and their families. The course will introduce practitioners to the early childhood system, tools for assessing public policy levers, and practical applications for influencing early childhood policy from the ground-up through a thoughtful balance between theory and practice. Special attention will be given to navigating systems and cultivating a critical lens with respect to racial equity.

**BESL B402 Language Development in New Language Learners (3 credit hours)**

This course develops students' understanding of language development in the first eight years of life and the principles that govern the process. The language learning process is studied as an integral part of

both the development of thinking and the child's sense of self. The purpose of the course is also to provide a framework for considering how language development in bilingual individuals is different from that of monolinguals. This course is designed to assist educators in understanding how the multiple realities of bilingualism interact with the educational context and therefore may influence the academic performance of bilingual students. Students learn how the various contexts both inside and outside of a child's home interact with factors such as age, sex, race, social class, and cultural experiences to influence language competence and performance. Students examine the role of adults, peers, and siblings in fostering language development, and learn how group experiences in early childhood programs can be arranged to maximize language development in new language learners.

#### **BESL B404 Assessment of New Language Learners (2 credit hours)**

This course will present a developmental approach to formal and informal observation and assessment procedures appropriate for young children from 3- to 8-years-of-age. The course will especially focus on the issues in assessment in working with culturally and linguistically diverse children. The course will explore assessment issues as they relate to appropriate instructional practices, evaluation of language and academic progress, and communicating with families regarding young children's development. Students will become familiar with a variety of assessment techniques, tests, procedures, and screening instruments.

#### **BESL B406 Methods and Materials for Teaching New Language Learners I (2 credit hours)**

The widespread presence of language minority students in American schools posits a variety of challenges for all involved in their education. Classroom teachers in particular face the daily practical demands imposed by curricula and learning standards on one hand, and a student population whose linguistic, economic, ethnic, and cultural diversity warrants instruction that is complex and dynamic, on the other. In consequence, today's teachers must gain knowledge about instructional strategies proven effective to teach language minority students, and be prepared to examine the implications of language and culture for the selection of materials and pedagogy. This course will allow in-service teachers currently working with language minority students to consider the theoretical underpinnings and pedagogical rationale for a variety of teaching methods used to support successful learning for young English learners, and to incorporate them into the practice of their own early childhood classroom.

#### **BESL B407 Methods and Materials for Teaching New Language Learners II: Reflective Practice (1 credit hours)**

This yearlong reflective practice seminar will give education practitioners the opportunity to examine their ongoing classroom practice during the course of a school year. Students engage in a systematic examination of their frameworks of knowledge; the relationship between students, content, and subject matters; the interconnections of culture, language, and home-school relationships; and themselves as teachers. This reflective process is conducted in a collaborative and interactive manner that focuses on actual practice and allows for the interplay of inquiry and experience.

### **BESL B416 Methods and Materials for Teaching New Language Learners (2 credit hours)**

English Learners (ELs) are a significant presence in many U.S. schools, and data indicate that more than half of public school teachers across the nation have students in their classrooms whose first language is other than English. The widespread presence of ELs in American schools creates a variety of challenges for all involved in their education. Classroom teachers must juggle the demands imposed by curricula and learning standards on the one hand, and a student population whose linguistic and cultural diversity warrants instruction that is complex and dynamic, on the other. This course prepares early childhood BL/ESL teacher candidates to work with English learners in all content areas of the curriculum. Teacher candidates learn methods of teaching proven effective in teaching ELs, and learn how to consider home language and cultural backgrounds of children as well as their emerging English language skills in selecting materials and making pedagogical decisions in planning and teaching. Upon completing the course, teacher candidates are knowledgeable about the theoretical underpinnings and pedagogical rationale for a variety of teaching strategies widely used in early childhood classrooms, and how they can be utilized to support successful learning for young English Learners.

### **BESL B446 Internship, Student Teaching and Tutorial I: Bilingual/ESL (3 credit hours)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom with children who are bilingual, or for whom English is a second language. They master the practice competencies of professional teaching under the supervision of a mentoring teacher who is licensed to work with linguistically diverse children. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty advisor, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include integration of theory with practice, refining methods of teaching for children growing up with more than one language, deepening one's understanding of how to work effectively with children and families from diverse cultural and language backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**BESL B447 Internship, Student Teaching and Tutorial II: Bilingual/ESL (3 credit hours)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom with children who are bilingual, or for whom English is a second language. They master the practice competencies of professional teaching under the supervision of a mentoring teacher who is licensed to work with linguistically diverse children. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty advisor, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching for children growing up with more than one language, deepening one's understanding of how to work effectively with children and families from diverse cultural and language backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**BESL T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3 credit hours)**

This course prepares teacher candidates to guide young children from diverse family, culture and language backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds in their home language and English as a second language. Teacher candidates will become proficient in describing and identifying different factors that influence the learning process, and designing curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

**CHLD C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)**

This course provides an overview of the social and historical circumstances that have influenced how we care for and educate young children. The course familiarizes students with the cultural ideas, beliefs, values, and social purposes that have shaped and continue to influence public and private education and child care in the United States. It explores curricular approaches, policy frameworks, financing and organization practice. The goal of the course is to enable students to place their own professional practice in a broader historical and educational context.

**CHLD C413 Adult Education and Supervision (2 credit hours)**

This course focuses on three aspects of adults (professionals and parents) as learners. First, it considers relationships in adult learning, covering factors in teaching-learning interactions such as authority, social status, and institutional culture. Second, the course will also examine two teaching-learning formats—formal education (including in-service education and college courses), and supervision (including reflective practice) to identify delivery models and techniques. Finally, the course examines models of parent education and support programs and their effectiveness.

**CHLD C414 Working with Adults: Collaboration and Supervision (3 credit hours)**

This course is designed to help students work collaboratively with parents, other family members, and colleagues in diverse and inclusive infant, preschool, and school-age settings. The course begins by examining the values and beliefs of the culture of professionalism. The dynamics of family, professional, and team relationships are explored within the context of personal history, culture, and adult development and learning. Students use active learning strategies to practice skills in communication, collaboration, problem solving, and interdisciplinary team process. Models of supervision in early childhood programs are described. Across relationships, students learn to focus on strengths, partner around vulnerabilities, and develop self-knowledge as a professional competency.

**CHLD C421 Social and Emotional Development I: Infancy and Childhood (3 credit hours)**

This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Throughout the course, culture is seen as shaping every aspect of human development, and is reflected in child-rearing beliefs and practices designed to promote healthy adaptation. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation and use of media resources with relevant theory and research. Other domains of development, including cognitive, linguistic and physical, will be discussed as they relate to social and emotional development.

**CHLD C422 Social and Emotional Development II: Early Adolescence through Adulthood (3 credit hours)**

This course builds on theories and concepts presented in C421 Social and Emotional Development I: Infancy and Childhood. It focuses on two major areas: 1) Psychosocial development from early

adolescence through adulthood, and 2) Issues involved in understanding and working with parents and families. The developmental tasks of the adolescent are considered with an emphasis on coping mechanisms and the formation of identity. Adult development and parenting are considered in the contexts of personal history, culture, and multiple systems of helping, such as family, community, religious, and professional networks. This course also provides a framework for working with families. Students are expected to develop self-knowledge and the capacity to form a working relationship with families by examining their personal beliefs and expectations about parenting and professionalism.

### **CHLD C425 Applied Developmental Neuroscience (3 credit hours)**

This course is an examination of physical growth and development beginning with prenatal development and extending through eight years of age. Areas of study will include the physical, neurological, motor, and sensory processes of maturation. Specifically, students will explore in depth the paths of typical development in these areas, and in addition will gain an entry level of understanding atypical patterns and events that lead to developmental disabilities and delays. General health, growth, nutrition, and wellness will be discussed as well the socio-cultural and socio-economic influences on these issues. Students will gain an appreciation for the importance of health status and individual sensory profiles in children's learning as well as the interrelationship of nutrition and physical movement in maintaining health and developmental progress. Strategies for observing neurobehavioral functioning in infants and children will be explored.

### **CHLD C426 Cognitive Development (3 credit hours)**

This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. The primary foci of the course are understanding (1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change, (2) the interactive relationship between the child and the social context in the course of development, (3) the interrelationship of cognitive development and other aspects of development, (4) the reciprocity between language and cognition, and (5) the role of play in young children's learning and development.

### **CHLD C427 Language Development (3 credit hours)**

This course promotes students' understanding of typical and atypical language development in the first eight years of life. The language learning process (oral, written, bilingual and second language learning) is studied as an integral part of the development of thinking and development of the child's sense of self

in home and community settings, including school. Students learn how factors such as age, sex, diverse abilities, and cultural experiences influence language competence and performance. Alternative communication systems for young children are explored. The role of play-particularly with language itself and in conversations with adults, peers, and siblings-in fostering language development is examined. Students learn how group experiences and well-chosen children's literature can be used to maximize language and literacy development.

### **CHLD C428 Cognitive and Language Development (3 credit hours)**

This course promotes students' basic understanding of typical and atypical cognitive as well as language development in the first eight years of life. The primary foci of the course are understanding: 1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change; 2) the interactive relationship between the child and the social context in the course of development; 3) the interrelationship of cognitive development and other aspects of development; 4) the reciprocity between language and cognition; and 5) the role of play in young children's learning and development. Students learn how factors such as age, culture, and community context impact language competence and performance. Alternative communication systems and the use of technology for young children are also explored. The content of the course is delivered from a social work perspective which ensures a framework for professional application. Case studies will be provided throughout the course to integrate knowledge, practice and reflection.

### **CHLD C432 Family and Culture (3 credit hours)**

This course is designed to help students gain knowledge about diversity through an examination of social science research on child development, child rearing across cultures, and issues of equity, power, and privilege. Among the variety of issues addressed in this course are strategies for developing and maintaining supportive relationships with children and families with a range of child-rearing practices, language differences, racial identities, cultural traditions, and economic vulnerabilities. In addition, the course offers students opportunities for critical self-reflection about their cultural, racial, ethnic, sexual, and social class identities, and how to engage in responsive and reciprocal relationships with children, families, and communities different from themselves.

### **CHLD C440 Internship I (Variable credit hours, 1-3 credits)**



Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. Concurrent with the internship, students participate in a weekly group seminar. The group meets for two hours each week, and seminar leaders arrange individual meetings with students at least once per semester and as needed. The seminar is a place for students to reflect on their experiences in internship and practice applying the competencies and practice principles they are learning in their course work. Issues addressed in seminar include professionalism, building reflective capacity, group process, leadership skills, and practice principles when working with infants, young children and families.

#### **CHLD C441 Internship II (Variable credit hours, 1-3 credits)**

Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with his or her faculty adviser to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity. *Please note: Students pursuing a specialization may have separate internship and tutorial sections.*

#### **CHLD C450 Integrative Seminar I (2 credit hours)**

Concurrent with the two-semester internship (minimum expectation of 15 hours per week each week), students participate in a weekly integrative seminar that helps them integrate knowledge with practice and develop reflective practice skills. The seminar process includes: Developing self-reflection skills in relation to practice; Learning how to use reflective supervision in a group setting; Developing an understanding of group process; Bridging theory and practice: Bringing classroom learning to bear on practice as relevant issues emerge; Bringing a developmental lens to practice issues that emerge; Engaging in a collaborative group process to develop appropriate plans and strategies for practice; Developing problem-solving and decision-making skills to respond to practice challenges and questions; Recognizing one's own biases and challenges in relation to practice; and, Addressing issues of ethics, professionalism, and professional identity.

**CHLD C451 Integrative Seminar II (2 credit hours)**

Concurrent with the two-semester internship (minimum expectation of 15 hours per week each week), students participate in a weekly integrative seminar that helps them integrate knowledge with practice and develop reflective practice skills. The seminar process includes: Developing self-reflection skills in relation to practice; Learning how to use reflective supervision in a group setting; Developing an understanding of group process; Bridging theory and practice: Bringing classroom learning to bear on practice as relevant issues emerge; Bringing a developmental lens to practice issues that emerge; Engaging in a collaborative group process to develop appropriate plans and strategies for practice; Developing problem-solving and decision-making skills to respond to practice challenges and questions; Recognizing one's own biases and challenges in relation to practice; and, Addressing issues of ethics, professionalism, and professional identity.

**CHLD C490 Research Methods (3 credit hours)**

This course provides students with a basic understanding of the role of research in developmental and educational studies. Topics covered include (1) an overview of the strengths and weaknesses of popular research designs used in education and in applied studies of child development; (2) the use of statistics in developmental and educational research; and (3) how to critically review research literature, including scientific journal articles.

**EDUC T400 Inclusive & Culturally Sustaining ECE Approaches, Practices, & Learning Environments (3 credit hours)**

This course critically examines early childhood (birth through age eight) approaches, practices, and learning environments from historical, sociocultural, and political perspectives while emphasizing the material, interpersonal, and environmental factors that extend knowledge and curriculum-making. Students will (re) imagine inclusive and culturally sustaining curricular and pedagogical approaches in early learning spaces centering children's individual differences in development, learning, dispositions, and talents.

**EDUC T401 Reflecting on the Foundations of US Schooling (3 credit hours)**

This course introduces students to the historical policies, practices, and structures of formal schooling in the United States, including the exclusion and rights of children of color, immigrant children, indigenous children, multilingual children, and children with diverse abilities or dis/abilities. Teacher candidates will

learn and critically analyze how current programs and services for early childhood (birth through age eight)—including multilingual education and special education—are situated in a lineage of historical foundations and how to apply this understanding to transform our learning communities.

**EDUC T402 The Cultural Nature of Human Development and Learning (3 credit hours)**

This course provides an overview of child development from conception to age eight. The course considers the physical, cognitive/language, and social and emotional aspects of development and the dynamic interrelatedness of these developmental domains. Central to the course is an understanding of child development competencies, albeit driven by neurobiological factors, is also mediated by the values and childrearing practices prevalent in different cultural communities and families. The course critically examines how social hegemonies may privilege the developmental competencies of certain groups over others and how this potentially affects children's development and learning in informal and formal educational settings.

**EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2 credit hours)**

This course prepares teacher candidates to guide young children from diverse family and cultural backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds, describe and identify different factors that influence the learning process, and design curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

**EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2 credit hours)**

This course delves into the intricacies of teaching mathematics to young children in preschool through grade two, taking into consideration their diverse family, linguistic, cultural, and socioeconomic backgrounds. The course explores big ideas in different mathematical content areas and their connections, as well as effective methods to support children's conceptual understanding and hone their foundational mathematics skills. As a cultural tool for sense-making and problem-solving, mathematics will be viewed through a broader lens, including the role of societal beliefs, everyday experiences, and tangible objects in shaping positive mathematical learning experiences for children. Language and

communication will also be examined as vital elements in promoting a conducive math learning environment.

**EDUC T408 Foundations of American Schooling and Bilingual Education (3 credit hours)**

This course explores the historical, political, and legal foundations of early childhood and early elementary public education in U.S. schools, including the foundations of bilingual, English as a Second Language (ESL), and special education programs. Students also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for English speaking and non-English speaking children, as well as models for bilingual and ESL instruction.

**EDUC T421 Advocating, Collaborating, and Learning Alongside Families and Communities: Centering Funds of Knowledge & Community Cultural Wealth in EI, ECSE, ECE for All Learners (3 credit hours)**

This course focuses on issues of diversity in US society and interdisciplinary approaches to understanding the interdependence of culture, family, and the development of young children. It explores current theory, research, and practice on the relationship of culture (including, but not limited to, notions of race, class, sexual orientation, and ethnicity) to concepts of child competence, child rearing, family functioning, and parenting. This course examines the role played by schools, childcare settings, hospitals and other contexts in reinforcing cultural values and social inequalities. The course centers co-learning and collaboration to support students in implementing a commitment to effective communication, critical reflection, social responsibility, ethical practice, and competence in working across interpersonal and social/structural barriers and borders.

**EDUC T422 Reading, Writing, and Talk: Inclusive Teaching Strategies for All Young Learners (3 credit hours)**

This course prepares teacher candidates to guide young children from diverse family and cultural backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to communicate, read and write for 0- to 8- year-olds, describe and identify different factors that influence the learning process, and design curricula for reading and writing that meet the Common Core State Standards. Teacher candidates develop a framework for building a classroom library of literature and informational reading materials that reflects the literacy practices and points of view of a diverse multicultural society. This course provides a foundation in the cognitive,

socio-cultural, linguistic, and motivational influences on literacy and language development, including an overview of the current science of reading discourse and debates.

### **EDUC T423 Communicative Belonging: Birth-Age 8 (3 credit hours)**

This course provides students with a basic knowledge of cognitive development and language development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. The primary foci of the course are understanding (1) different theoretical frameworks for examining and analyzing how language is pathologized, supported, and/or integrated into schooling experiences; (2) the interactive relationship between the child and the social context in the course of development; (3) the interrelationship of cognitive development and language development and the reciprocity between language and cognition; and (4) language learning processes, typical and atypical language development. Students learn how factors such as age, culture, and community context impact how educators assess and define language competence and performance. Alternative communication systems and the use of technology for young children are also explored.

### **EDUC T438 Children with Special Needs and Diverse Abilities (2 credit hours)**

This course is designed for general education classroom teacher candidates to provide an overview of the growth and development of children with special needs and diverse abilities, with a special focus on those children classified as having learning disabilities. Candidates study characteristics of various disabilities and find out where to go for more in-depth information on specific types of special needs and related support services. Teacher candidates consider the implications of various special needs and diverse abilities in both self-contained and inclusive settings, and in society more broadly. The course covers referral, assessment, specific teaching methods including assistive technologies and alternative communication systems, collaboration among professionals, and partnership with families. Teacher candidates study diverse cultural perspectives on special needs and the place of multicultural responsiveness in the development of Individual Family Service Plans (IFSP's), Individual Education Plans (IEP's), and inclusive classrooms. The course also details pertinent legislation affecting the education of children with special needs and diverse abilities.

### **EDUC T440 Assessment for All Learners: Issues, Trends & Implementation (3 credit hours)**

This course introduces students to assessment from a holistic perspective, including but not limited to formal assessments and screeners often used in early childhood, assessments that focus on the learning environment, and assessments of educators' pedagogy. Students will take a critical lens to metrics of assessment and identify how assessment data and results can be used in service of students' learning and wellbeing. Students will engage in course readings related to assessment as well as multiple examples of assessments—types of assessments as well as specific individual assessments students may use in their own classroom environments.

**EDUC T441 STEAM : Inclusive & Culturally Sustaining Early Childhood Approaches, Practices, and Learning Environments (3 credit hours)**

This course examines the content and methods of teaching STEAM to young children in preschool through grade two from diverse family, linguistic, cultural, and economic backgrounds. The course explores the big ideas in different STEAM content areas and their connections, inquiry processes by which children learn, and effective methods for supporting children's conceptual understanding and skill development. Because STEAM is a cultural tool for sense-making and problem-solving, the course will also explore the role of societal beliefs, everyday experiences, the affordance of the tools, language development, and communications in promoting positive STEAM learning experiences for all children.

**EDUC T442 Social Studies, Democracy, and Diversity: Inclusive and Culturally Sustaining Early Childhood Approaches, Practices, and Learning Environments (3 credit hours)**

This course critically examines the content and methods of teaching social studies and democracy to young children from diverse family, linguistic, cultural, and economic backgrounds. The course explores the relationship of knowledge within the disciplines to other content areas and to life applications, big ideas, and the process of inquiry in each domain, processes by which children learn, and methods for guiding children in conceptualizing the social world they inhabit.

**EDUC T446 Internship, Student Teaching, and Tutorial I (3 credit hours)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty adviser, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching,

deepening one's understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**EDUC T447 Internship, Student Teaching, and Tutorial II (3 credit hours)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty adviser, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching, deepening one's understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings (2 credit hours)**

This course is the first part of a year-long seminar designed to accompany teacher candidates' clinical experience and student teaching. In this seminar, teacher candidates 1) reflect on and further develop instructional techniques across the curriculum in preparation for student teaching; 2) develop a philosophy for and skills in classroom management; and 3) monitor emerging skills and understanding of each of the IL Early Childhood content standards and their expression in the Erikson's practice competencies. In this seminar, teacher candidates pay close attention to the dynamics that shape group life and transform it into a community that nurtures and includes all individuals, with particular attention to the needs of multilingual learners and children with special needs. Teacher candidates learn to examine strategies for teaching, use of materials, pacing of activities, and language to use to meet the varying levels of each child and their diverse learning needs while respecting children's home and cultural background experiences.

**EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2 credit hours)**

This course is the second part of a yearlong seminar designed to accompany teacher candidates' clinical experience and student teaching in a kindergarten or primary classroom. In this seminar, teacher candidates (1) complete all requirements of student teaching; (2) develop a philosophy for and skills in

classroom management that are responsive to children from diverse backgrounds; and (3) further develop effective methods and instructional techniques for all curriculum areas as they participate in student teaching. Seminar (and tutorial) sessions support teacher candidates with integrating theory and practice, refining methods of teaching, deepening their understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

### **EDUC T463 Seminar: Learning Communities & Contexts (3 credit hours)**

This seminar supports teacher candidates' development of a social-political consciousness and philosophy that nurtures children's development within the context of their cultural communities. Teacher candidates will demonstrate a critically informed understanding of how to create a classroom community conducive to learning for all children and examine how learning environments and policies may perpetuate and/or challenge the systems that have historically and contemporarily marginalized diverse populations within the education setting.

### **EDUC T464 Seminar: Inclusive Early Childhood Curriculum and Teaching (3 credit hours)**

In this course, students learn how to design effective lessons for all learners and address critical issues of content and pedagogy in the classroom. Seminar sessions support teacher candidates with integrating theory with practice, continuing development of content knowledge, refining methods of teaching, deepening their understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing future goals for professional development.

### **ERIK E421 Social-Emotional Development (3 credit hours)**

This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Throughout the course, culture is seen as shaping every aspect of human development, and is reflected in child-rearing beliefs and practices designed to promote healthy adaptation. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation and use of media resources with relevant theory and research. Other domains of



development, including cognitive, linguistic and physical, will be discussed as they relate to social and emotional development.

### **ERIK E426 Cognitive Development (3 credit hours)**

This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. The primary foci of the course are understanding (1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change, (2) the interactive relationship between the child and the social context in the course of development, (3) the interrelationship of cognitive development and other aspects of development, (4) the reciprocity between language and cognition, and (5) the role of play in young children's learning and development.

### **ERIK E479 Learning and Teaching (3 credit hours)**

This course is designed to study in depth the processes of teaching and learning in order to illuminate their complexities, particularly as they relate to young children who are increasingly the subject of attention and debate in educational endeavors. We will examine issues related to learning and teaching through the investigation and analysis of contemporary theories and research including Learning Sciences, and classroom practice. It is important for doctoral students to understand the issues and remaining questions related to learning spaces, even if their ultimate field isn't education, since all children they work with and/or study spend a significant amount of time in such spaces and are affected by their dynamics.

### **EDUC T468 Seminar: Advocating and Leading Change in the Pursuit of Justice in Early Childhood Care and Education (2 credit hours)**

This course is a seminar designed to accompany teacher candidates' practicum experience children in diverse and inclusive settings. Seminar sessions support teacher candidates with integrating theory with practice, continuing development of content knowledge, refining methods of teaching, deepening their understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing future goals for professional development.

**EDUC T469: Practicum in Early Childhood (1 credit hour)**

This practicum course is to be taken at the same time as T 468 Seminar: Advocating and Leading Change in the Pursuit of Justice in Early Childhood Care and Education. For their practicum experience, teacher candidates will be placed with children ages 0-8 in diverse and inclusive settings. Teacher candidates will complete all requirements and responsibilities of practicum demonstrating an understanding of the Illinois Learning Standards, and teaching as a profession that seeks racial and social equity. Teacher candidates learn to work effectively in planning and teaching with professional colleagues to meet individual students' needs.

**ERIK E481 Social and Cultural Contexts (3 credit hours)**

Through an examination of current theory and multidisciplinary social science research, this course explores the influence of contextual factors in the development of children. Socially and culturally constructed factors (such as gender, race, ethnicity and social class) and institutions (such as family, schools, and organized child care) will be discussed in terms of their influence on childrearing and child development. Through course lectures, discussion and assignments students will gain an understanding of the variability of child rearing strategies and outcomes across cultural communities; the role of historical and ecological factors in child rearing and family functioning; identity development in complex societies; and sources of possible tensions between different cultural communities and societal institutions (such as schools, social service providers, and childcare programs).

**ERIK E482 Program Evaluation and Implementation Science (3 credit hours)**

This course examines program evaluation and implementation science using the variety of early childhood supports and interventions that have evolved to serve low-income children and their families as the “case studies”. Programs that will be examined include: parenting and family support interventions, preschool, child care, kindergarten (and other supports around the transition to school), cash transfer initiatives, parental leave, and maternal and child health. Critical questions explored in the course include: how do we know if child and family programs are effective? Does our help hurt? Why are social programs so difficult to implement and derive positive outcomes from? How are positive outcomes defined and by whom?

**ERIK E485 Research Internship (3 credit hours)**

The student will work either with an Erikson faculty member, research scientist, or research associate, or on a research project at another institution.

**ERIK E486 Teaching Internship (3 credit hours)**

The student will teach or assist in teaching a college course in child development or a related topic.

**ERIK E489 Independent Study (3 credit hours)**

This course allows doctoral students to select from a range of applied child development courses at Erikson Institute to supplement their studies. Students may choose existing courses or design a new course in partnership with a faculty member. Students should consult their advisor before signing up.

**ERIK E497 Doctoral Studies (0 credit hours)**

Students must register for this course after completing their qualifying paper. Registration for this course signifies dissertation proposal development under the supervision of the student's advisor. Two semesters maximum are the expectation, i.e., defending the dissertation proposal by the end of the second semester of E497.

**ERIK E499 Dissertation Supervision (0 credit hours)**

Students must register for this course after successfully defending their dissertation proposal. Registration for this course signifies dissertation work under the supervision of the student's Chair. Two semesters maximum are the expectation, i.e., defending the dissertation by the end of the second semester of E499.

**ERIK E501 1<sup>st</sup> year seminar I (0 credit hours)**

This is the first semester of new doctoral students' yearlong seminar, intended to support adjustment to graduate school including program requirements, time management, relationships with advisors and other faculty, scholar identity development, and navigating impostor syndrome.

**ERIK E502 1<sup>st</sup> year seminar II (1 credit hour)**

This is the second semester of new doctoral students' yearlong seminar, intended to support adjustment to graduate school including program requirements, time management, relationships with advisors and other faculty, scholar identity development, and navigating impostor syndrome.

**ERIK E503 Scholarship Skills I (1 credit hour)**

This is the first in the three-course Scholarship Skills series. The first course focuses on information literacy, literature searches, and creating annotated bibliographies around a scholarly topic of interest.

**ERIK E504 Scholarship Skills II (1 credit hour)**

This is the second in the three-course Scholarship Skills series. The second course focuses on critiquing scholarly articles and creating a literature review around a scholarly topic of interest.

**ERIK E505 Scholarship Skills III (1 credit hour)**

This is the third in the three-course Scholarship Skills series. The third course focuses on the latter stages of the research process such as explaining and discussing results, selecting journals and submitting journal articles, and writing grant proposals.

**ERIK E590 Dissertation Seminar (1 credit hour)**

This course is the first semester of the course meant to accompany either E497 (dissertation proposal) or E499 (dissertation), depending on student timing and when the seminar is offered (it is offered every other year). The seminar is intended to provide additional support beyond the student's advisor or Chair, around maintaining steady progress and troubleshooting for the dissertation proposal or dissertation.

**ERIK E591 Dissertation Seminar (1 credit hour)**

This course is the second semester of the course meant to accompany either E497 (dissertation proposal) or E499 (dissertation), depending on student timing and when the seminar is offered (it is offered every other year). The seminar is intended to provide additional support beyond the student's advisor or Chair, around maintaining steady progress and troubleshooting for the dissertation proposal or dissertation.

**IMH I370 Foundations of Infant Mental Health (2 credit hours)**

This course will provide an historical, theoretical, and empirical overview of the field of infant mental health. The different definitions and parameters of infant mental health will be explored, from promotion to prevention, intervention and treatment. Classic literature will be revisited, including the evolution of the concept from early infant psychiatry to the pioneering work of Selma Fraiberg to modern conceptions that focus on the promotion of social-emotional well being in the early years. The empirical basis to practice will also be examined, focusing on how important theories of social development (e.g.,

attachment, temperament) are applied to infant mental health work. Emphasis is placed on how infant mental health principles provide a foundation for work with infants, toddlers, and families across all settings and disciplines.

### **IMH I371 Infant Observation (2 credit hours)**

Observing infants and toddlers over time in the context of their families and homes is the foundation for understanding parent-child relationships and for assessment and intervention. This two semester course guides participants through a process of observation, which includes visits to the family of a newborn twice each month, recording descriptive notes, and discussing the observations in a monthly seminar. The intent of this process is to be able to describe as completely as possible what one sees, to understand the complexities of “seeing” through the lens of one’s personal experience, and to witness the narrative of a baby evolve over time.

### **IMH I372 Infant Mental Health Practice: Developmental Intervention (3 credit hours)**

As a foundation for infant mental health practice across settings, this course reviews a range of approaches to developmental intervention with young children with social/ emotional, behavioral and developmental concerns and their families, and addresses how the child’s and family’s strengths and vulnerabilities inform the intervention process. Emphasis is placed on the Developmental Individual differences, Relationship-based model (DIR) paradigm and DIRFloortime strategies as a comprehensive approach covering developmental capacities of the child, children’s individual differences in sensory, motor, and reactivity and the relationships that support development. Participants will learn to observe functional emotional developmental levels, understand individual sensory profiles, and implement Floortime strategies in different settings. Participants will also learn to integrate behavioral strategies as needed to assist parents with their child’s development and with common behavior problems and regulatory issues such as sleeping, feeding, toileting, discipline, and coping with stress. The course is accompanied by a clinical seminar and can be credited toward some of the requirements for a DIR certificate.

### **IMH I373 Field Experience in Infant Mental Health (2 credit hours)**

This course is taken in conjunction with IMH I372 Infant Mental Health Practice: Developmental Interventions. Participants will spend 30 hours in the field applying concepts from the class in weekly work with one child. Additionally, participants will video their interactions with the child, prepare post-contact process notes and participate in a weekly group reflective process session to build their capacity to provide developmental interventions for young children.

### **IMH I374 Parent-Child Relationship Assessment in Early Childhood (2 credit hours)**

This course explores social/emotional and relationship screening and assessment. Students will explore and discuss a range of screening tools and then will have more in-depth exposure to selected tools through a hands-on, assessment experience with a young child and caregivers. All students will be trained in the Brief Infant Toddler Social Emotional Assessment (BITSEA), the Crowell Procedure, and the Working Model of the Child Interview (WMCI). Students will be introduced to the use of the FEAS in assessment, and the Parent Development Interview. Students will conduct a thorough and multi-modal assessment of the parent-child relationship and will integrate the information learned into a professional report.

### **IMH I375 Infant/Early Childhood Mental Health: Parent-Child Relationships (2 credit hours each semester)**

This year-long course focuses on developing relationships with families and on how these relationships can support growth and development for young children and families. Emphasis is placed on culture and context in Infant and Early Childhood Mental Health (IECMH) practice. In the fall semester, the course focuses on approaches to working with diverse families, understanding and assessing developmental and relational difficulties, using assessment as a collaborative process, and core concepts of relational therapies. Special focus is placed on interventions where children and/or families have experienced trauma or loss, considering the impact on development and relationships and resiliency in the face of significant challenge. In the spring semester, the course addresses relational approaches to early regulatory challenges and social-emotional and behavioral problems during the preschool years. Students learn exemplary approaches and strategies for IECMH-informed practice in home visitation, child care, early intervention, primary care and child welfare. Students study the role of the IECMH consultant and practice using the consultation stance to promote change. The important role of policy, advocacy and systems building in IECMH is addressed. Use of reflective practice and supervision is a unifying factor in this course. Students develop in-depth intervention skills as well as learn to recognize the limits of their practice, based on their disciplinary training.

### **IMH I376 Capstone Project Seminar (1.5 credit hours)**

This year-long seminar fosters reflection among our Infant and Early Childhood Mental Health (IECMH) Certificate program students around incorporating infant mental health concepts into their workplaces. In this group format, students are able to discuss their observations, progress and frustrations within a confidential and supportive environment. Topics covered in IECMH program courses are woven in by the

instructor and students, as the process warrants. Content is largely student directed, with each student given an opportunity to process their practice and how their knowledge regarding IECMH principles is influencing this work. Along with reflective opportunities the seminar is where students will receive support to design and implement their capstone project. The capstone project is the culminating requirement for the IECMH certificate program.

#### **INF C440 Internship I: Infancy (Variable credit hours)**

Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. Concurrent with the internship, students participate in a weekly group seminar. The group meets for two hours each week, and seminar leaders arrange individual meetings with students at least once per semester and as needed. The seminar is a place for students to reflect on their experiences in internship and practice applying the competencies and practice principles they are learning in their course work. Issues addressed in seminar include professionalism, building reflective capacity, group process, leadership skills, and practice principles when working with infants, young children and families.

#### **INF C441 Internship II: Infancy (Variable credit hours)**

Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with his or her faculty adviser to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity. Please note: Students pursuing a specialization may have separate internship and tutorial sections.

#### **INF C450 Integrative Seminar: Infancy I (Variable credit hours)**

Concurrent with the internship, students participate in a weekly supervision seminar (2 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development

of leadership skills) and develop an understanding of group process. Please note: Students pursuing a specialization may have separate seminar sections.

### **INF C451 Integrative Seminar II: Infancy (Variable credit hours)**

Concurrent with the internship, students participate in a weekly supervision seminar (1.5 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development of leadership skills) and develop an understanding of group process. Please note: Students pursuing a specialization may have separate seminar sections.

### **INF I479 Relationship based developmental intervention (2 credit hours)**

This course provides the student with an introduction to The Developmental, Individual-differences, Relationship based model of intervention know as DIR. This model focuses on following the lead of the child and engaging with the child around their emotional interests while challenging the child toward mastery of higher level developmental skills. There is a strong focus on the foundational nature of social-emotional development and the importance of relationships in facilitating development. Students will learn to observe functional emotional developmental levels as well as the individual sensory profile of the child. Intervention techniques specific to children birth to three years of age will be covered. Students will also learn how to engage the child's parents in the intervention and to support them through coaching.

### **INF I492 Infant/Toddler Screening and Assessment (2 credit hours)**

*Prerequisite: 30 hours of hands-on, direct experiences with infants and toddlers or consent of Director of Infant Specialist Program.* This course takes a relationship-based developmental approach to observation, screening, and assessment of children from birth through age three. Assessment is viewed as an integral part of the intervention process and as a collaboration between parents and providers. Students are trained to focus on underlying developmental processes as well as the appearance of individual milestones in cognitive, social/emotional, communication, and sensory and motor development. Students are guided in partnering with parents to assess the child's strengths and challenges to development, and to identify the family's priorities for services. Selected screening tools, standardized tests, and criterion-referenced instruments are reviewed. Students receive introductory training in one screening and one assessment tool, including administration, interpretation, referral, and recommendations for developmental intervention. The rationale and practices for screening, referral, and



assessment in various infant/toddler settings (e.g., child care, Early Head Start, early intervention) are examined.

### **INF I496 Developmental Differences in Infants and Toddlers (2 credit hours)**

This course is an examination of developmental and behavioral characteristics of infants and toddlers specifically when presented as veering off typical and expected trajectories. Differences will be considered from two perspectives: those with specific diagnoses as well as those with emerging developmental differences. The domains of development will be utilized as an organizing framework. Within each developmental domain, students will learn to identify developmental differences as well as to differentiate variations in developmental pace whether slower or more advanced. Clinical observations, asking relevant questions, interpreting, and determining when and where to make referrals will be highlighted. We will focus on developing skills in communicating with parents around concerns regarding their child's development. The multi-directional influence of cultural, linguistic, socioeconomic, and interpersonal variables will also be considered.

### **INF I497 Prevention/Early Intervention: A (2 credit hours)**

This course examines the relationship-based philosophy, principles, strategies, and interventions that underlie effective early intervention and primary prevention services for infants and toddlers at risk of developmental delays or disabilities and their families. Special focus is placed on the design and implementation of relationship-based, family-centered, child sensitive services; on the development of collaborative relationships between professionals and families to support the family; the parent-child relationship; and infant toddler development. Students are expected to become involved in the "parallel process" ("Do unto others as you would have others do unto others.") by applying these principles and practices in their class projects involving families and as part of class participation. Although the course blends theory and research with relationship-building strategies and reflective practice, the emphasis is on students applying what they are learning.

### **INF I498 Prevention/Early Intervention: B (2 credit hours)**

Building upon a relationship-based philosophy, this course explores the principles, strategies, and interventions that underlie effective early intervention for infants and toddlers with or at risk for developmental delays or disabilities and their families. Students will examine current legislation, philosophy, policies, and practices associated with the early intervention system. Special attention will be given to family-centered practice, natural environments, transdisciplinary services, culturally appropriate services, and evidence-based practice. Intervention strategies for enhancing the development of infants

and toddlers with disabilities and supporting child and family outcomes will be examined. Emphasis will be placed on skill-building activities and planning interventions.

### **INF I499 Infant and Family Service Systems (1 credit hour)**

This course is an introduction to different professional service systems that focus their work on supporting infants, toddlers and families. Each course session will provide readings and information by a specialist from the field on a particular service system thus introducing participants to the scope of work and role of the infant specialist professional. Service systems covered will include home visiting and home based practice, center based child care and family home care, parenting groups and parent education, child birth support, foster care, early intervention Part C: working with infants and toddlers with disabilities, infants and toddlers in health care settings, infant mental health, adoption and international adoption, advocacy and professional development.

### **ISP T500 Integrative Capstone Seminar (Variable credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **ISP T501 Integrative Capstone Seminar (Variable credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should

bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **ISP T503 Integrative Capstone Seminar I (Variable credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **ISP T504 Integrative Capstone Seminar II (Variable credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should

bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

#### **ITIP I501 Interprofessional Trauma-Focused EI (1 credit hour)**

This course prepares social workers and developmental specialists to work collaboratively in early intervention with children and families who have experienced trauma. The course covers definitions of trauma, associated risk and protective factors, and the impact of trauma on child development, parent/child relationships and family functioning in the context of culture and community. Students learn the elements of trauma-informed practice and how to apply these concepts in their respective roles and in interprofessional teams. Students will work together on practice-based, early intervention assignments which build skills in interprofessional communication and collaboration.

#### **ITIP I502 Interprofessional Trauma-Focused EI (1 credit hour)**

This course prepares social workers and developmental specialists to work collaboratively in early intervention with children and families who have experienced trauma. The course covers definitions of trauma, associated risk and protective factors, and the impact of trauma on child development, parent/child relationships and family functioning in the context of culture and community. Students learn the elements of trauma-informed practice and how to apply these concepts in their respective roles and in interprofessional teams. Students will work together on practice-based, early intervention assignments which build skills in interprofessional communication and collaboration.

### **LAL T486 Kindergarten through 3rd Grade: Learning to Read and Write (3 credit hours)**

This course prepares early childhood educators to guide young children from diverse family and cultural backgrounds in learning to read and write. The primary focus is on literacy learning in school in grades kindergarten through 3rd grade, but we also look at the application of principles to non-school settings. Course readings, assignments and discussions focus on oral and written language development that explicitly advocate for children learning to express ideas that promote the development of every child in a racially, socially, culturally diverse and fair society. The conceptual framework for this course is balanced literacy which refers to planning for instructional practices with young children that attend to: Reading and writing, Listening and speaking, Teacher lead and child initiated activities and discussion, Skill learning while engaged in high level thinking, Whole group and small group instruction with individual conferring and conversation, Rigor and challenge with visible motivation and engagement by children across learning formats, Building home and school partnerships. Educators become proficient in recognizing and describing developmental stages in learning to read and write for 5- to 8-year-olds, identifying different factors that influence the learning process, and designing curricula for reading and writing that meet the Common Core State Standards.

### **LEAD T500 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **LEAD T501 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

#### **LEAD T502 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

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#### **LIFE C400 Child Life Practicum I (1 credit hour)**

The child life camp practicum course will require prereading and preparation before you begin your week-long volunteer role with Camp Kids Are Kids. During the camp, you will be required to complete journal entries regarding your experiences. After completing the week-long experience, there will be critical reflection hours and postreading and writing *Program Director permission is required for registration*

#### **LIFE C440 Internship & Tutorial I: Child Life (Variable credit hours)**

Students spend 15 hours a week in a yearlong (nine month) child life internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with their program director to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity.

#### **LIFE C441 Internship & Tutorial II: Child Life (Variable credit hours)**

Students spend 15 hours a week in a yearlong (ninemonth) child life internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with their program director to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity.

#### **LIFE C450 Integrative Seminar I:CL (2 credit hours)**

Concurrent with the internship, students participate in a weekly supervision seminar (2 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development of leadership skills) and develop an understanding of group process. *Please note: Students pursuing a specialization may have separate seminar sections.*

#### **LIFE C451 Integrative Seminar II:CL (2 credit hours)**



Concurrent with the internship, students participate in a weekly supervision seminar (2 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development of leadership skills) and develop an understanding of group process. *Please note: Students pursuing a specialization may have separate seminar sections.*

### **LIFE C470 Child Life in Health Care Settings: History, Theory, Research, Scope, Methods and Professional Issues (3 credit hours)**

*Note: Enrollment in this course requires 100 hours of hands on experience with children in a hospital setting and 100 hours of hands on experience with children in non-medical settings such as child care or after school programs. Completion of a child life practicum is strongly encouraged. Students outside of the child life specialization wishing to register for this course must first seek permission of MSCD with child life specialization program director.* This course will present an overview of the history, philosophy, theory, research, practice and professional issues of the field of Child Life. It will focus on the skills, knowledge and requirements necessary to be nationally certified as a Child Life Specialist. Participants will gain an understanding of the Official Documents of the Child Life Council (CLC/ACLCP), will be introduced to the spectrum of child life practice, and will learn about the impact of illness and health care on children from birth through adolescence and their families. Research and evidence based practice will be included in presenting various approaches, such as preparation for surgeries and procedures, education about illness and treatment, and therapeutic activities such as play, used to meet the developmental and emotional needs of children within family-entered care. Professional issues including ethics, boundaries and inter-disciplinary teamwork will be explored.

### **LIFE C472 Ethics in the Pediatric Health Care Setting (2 credit hours)**

This course will examine the CLC Code of Professional Practice and Ethical Responsibility and explore more deeply the principles and challenges of ethics of this field. A variety of scenarios will be used to further understand the range of issues and situations that may arise and how to assess, process and amend relationships and situations that may interfere with professional integrity and responsibilities to oneself, children and families, and/or colleagues in the pediatric setting.

### **LIFE C473 Therapeutic Play in Pediatric Health Care Settings (3 credit hours)**

This course will review play and its many functions in the hospital setting such as recreational play (to facilitate normalization), developmentally supportive play, and procedural and medical play (to support

procedures and establish control). It will focus in particular on therapeutic play and its role in facilitating the expression of emotions, alleviation of stress, increase of coping skills, and mastery of the healthcare experience. Participants will explore what they can learn from observing play, how it can inform their assessment and interventions, and they will learn about different formats of therapeutic play.

#### **LIFE C474 Medical Terminology and Human Physiology (2 credit hours)**

This course will familiarize participants with human physiology and medical terminology used in pediatric health care settings. Participants will be able to identify commonly used prefixes, suffixes and word roots to assist in the ability to comprehend patient medical charts. By the end of this course, participants should have a basic understanding of medical terminology and how to translate it into developmentally appropriate information when working in pediatrics. Participants will also be familiarized with resources to draw upon for new terminology they will encounter as their practice advances or becomes more specialized.

#### **LIFE C475 Grief and Loss in Children and Families (2 credit hours)**

This course will focus on children and their families' experience of grief and loss from a developmental and cultural perspective. It will explore the ways children and families grieve and cope with loss and present strategies that may provide support and foster coping. It will help participants better understand how children's perceptions and behavior in regard to grief and loss might be misunderstood, unacknowledged or overlooked by family members and other adults. It will also explore ways of supporting families including siblings in their grief and/or loss in relation to a child.

#### **LIFE C492 Assessment in Pediatric Health Care (2 credit hours)**

This course provides students with a foundational understanding of formal and informal screening and assessment processes and tools, as well as practice in focused observation, to enhance the provision of supportive services in the pediatric health care setting. Through a relationship-based, developmentally-focused, and culturally-sensitive lens, students will examine the role of ongoing assessment, as well as interact with a variety of tools that help to evaluate development, psycho-social risk, coping skills, and other factors required in providing holistic care to pediatric patients and their families. This course examines the inherent challenges and limitations of screening and assessment within the health-care setting, while also investigating the ways in which documenting information gleaned in the process can impact the delivery of care, support the decision-making of the interdisciplinary team, and inform interventions to reduce negative sequelae often associated with hospitalization and the medical treatment of young children. Students will focus on collaboration with primary caregivers as the experts

about their children throughout the assessment process, as well as with health care providers from multiple disciplines around information sharing, provision of services, and plans of care. Students will gain hands-on experience with several screening and assessment tools, as well as charting and documentation practices specific to the health care setting.

#### **LIFE T484 Child Life Policy and Advocacy (3 credit hours)**

Public policy sets the parameters for every aspect of the child life system, yet practitioners primarily engage policy at the level of implementation and compliance. Furthermore, there are limited opportunities for child life leaders to access policy tables, inform decision making, and influence policy levers. This course is designed to enrich the perspective and enhance the capacity of diverse child advocates who want to ensure child life policy leads to improved quality, access and equity for young children and their families. The course will introduce practitioners to the child life system, tools for assessing public policy levers, and practical applications for influencing child life policy from the ground-up through a thoughtful balance between theory and practice. Special attention will be given to navigating systems and cultivating a critical lens with respect to advocacy for children.

#### **LIFE T487 Trauma-Informed Practice in Hospital Care (3 credit hours)**

When speaking of a trauma informed practice, the responsibility for implementation often lands on the individual healthcare professionals. However, for patients and families to truly experience trauma informed medical care, the entire hospital system needs to embrace trauma informed care. How does the shift to trauma informed hospital system occur? While each hospital system will need to adapt to their own individual culture, this course will focus on the framework for transitioning to a hospital-wide trauma informed care. The course is equally balanced across theory, research, and practical application of behavior guidance strategies. Case studies and/or students' own work will be used to address the issue.

#### **LIFE T501 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate

knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **LIFE T502 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **LIFE T503 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate

knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

#### **LIFE T504 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

#### **SEL T493 Social and Emotional Learning Foundations I: Programs and Approaches (3 credit hours)**

This course introduces students to the concept and field of social and emotional learning (SEL) in general and also specializes in the early childhood periods of PreK-3. The course has three parts. First, we define SEL and introduce the field at large. How and why did it get started? How is SEL different from various similar concepts and efforts that have come before it? What societal imperatives and challenges are SEL programs and research responding to? Next, an introduction to flagship SEL competencies at the various levels of "audience" or targets for SEL efforts is provided: children, teachers, schools/settings, and systems. The last third of the course dives more deeply into specific initiatives and programs that have been employed in at least part of the PreK-3 range (e.g., emotion training, teacher

responsiveness, mindfulness and yoga, character development, civic engagement, etc.), including their aims and what the existing research says about their success and promise.

### **SEL T494 Social and Emotional Learning Foundations 2: Family, Community, and Policy (3 credit hours)**

This course explores the role of family and community engagement (FCE) in social and emotional learning (SEL). Although SEL is more typically thought of as something that happens in classrooms and schools, these ideas and practices are applicable to the important relationships between parents, teachers, and other professionals that span the home-school boundary. Students will develop a critical understanding of FCE concepts, their research base, and practices; recognize the policy environment in which FCE practices exist; reflect on underlying assumptions in common approaches to FCE; consider the role of culturally responsive school climate and "culture" in relation to both FCE and SEL; and articulate a professional rationale for FCE that integrates SEL.

### **SEL T496 Inclusive and Trauma-Informed Behavior Guidance (3 credit hours)**

Although social and emotional learning (SEL) and behavior management are not the same thing, the two domains overlap in both perception and reality. Classrooms with positive climates are not disruption-free. There is often confusion about the differences between SEL and "classroom management," and a lack of clarity around what outcomes are being targeted in various programs and approaches. This course unites the concepts of SEL and behavior guidance, helping students to understand how the "how-to" of responding to behavior challenges can indeed be consistent with a proactive, universal, and democratic approach to SEL. The course is equally balanced across theory, research, and practical application of behavior guidance strategies. Case studies and/or students' own work will be used to address the issues.

### **SEL T497 Embedded Social and Emotional Learning: Play, Peers, & Projects (3 credit hours)**

Social and emotional learning (SEL) is far wider and deeper than just programs and curricula. The skills and opportunities that children need to manifest wellbeing, resilience, and engaged participation in their world should be embedded in seamless ways in learning settings. This course is aimed at enhancing students' knowledge, practice, and reflection around some of the philosophies and approaches used in early education that are most associated with nurturance within the social and emotional realms. This means both "dedicated time" to social-emotional pursuits (e.g., morning meeting, peace circles, recess),

as well as SEL-relevant methods and outcomes typically associated with academic learning (e.g., using collaborative projects to explore topics, exploring the emotional lives of characters in books).

### **SEL T500 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **SEL T501 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone

culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **SEL T502 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **SEL T503 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone



culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **SEL T504 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **SOWK K408 Proseminar I (1 credit hour)**

Erikson's proseminar is required of all first-year graduate students. It is divided into two semesters, 1 credit each semester. The first semester of proseminar focuses on general information relevant to students in all degree programs and is designed to help you with the transition into graduate school. You will be exposed to a general overview of all of Erikson's master's degree programs, instructed in research methodology, library strategies, and social science writing necessary for success in graduate school. Faculty and graduate students will speak on various topics to help you navigate Erikson's graduate degree program. The second semester of proseminar focuses on specific information relevant for your participation in Erikson's social work program and your future career as a social worker. You will be exposed to the social work profession, including the Code of Ethics and the core roles and fields of practice within social work; professional standards, organizations, and accrediting bodies, including licensure and liability; Erikson's social work program, including its core values and guiding principles; and how to be successful as a student and future practitioner through professional use of self and cultivating and practicing personal and workplace self-care.

**SOWK K409 Proseminar II (1 credit hour)**

Erikson's proseminar is required of all first-year graduate students. It is divided into two semesters, 1 credit each semester. The first semester of proseminar focuses on general information relevant to students in all degree programs and is designed to help you with the transition into graduate school. You will be exposed to a general overview of all of Erikson's master's degree programs, instructed in research methodology, library strategies, and social science writing necessary for success in graduate school. Faculty and graduate students will speak on various topics to help you navigate Erikson's graduate degree program. The second semester of proseminar focuses on specific information relevant for your participation in Erikson's social work program and your future career as a social worker. You will be exposed to the social work profession, including the Code of Ethics and the core roles and fields of practice within social work; professional standards, organizations, and accrediting bodies, including licensure and liability; Erikson's social work program, including its core values and guiding principles; and how to be successful as a student and future practitioner through professional use of self and cultivating and practicing personal and workplace self-care.

**SOWK K411 Foundation Anti-Oppressive Reflective Practice (3 credit hours)**

In this generalist course, students will be introduced to an anti-oppressive approach to practice rooted in the core social work values of social justice and relationships. Students will learn about the systems of oppression that plague U.S. society, typically referred to as the "isms." The systems of oppression that will be explored in this course include racism, classism, religious oppression, sexism, heterosexism, trans\*oppression, ableism, youth oppression, and elder oppression. Students will explore how they themselves have been socialized into these systems of oppression. Students will be expected to: a) examine their own identity, experiences, and upbringing related to the isms; b) identify the implicit and explicit beliefs, values, assumptions, and biases that they have about people and their problems related to the isms; c) recognize the ways in which their biases may inadvertently impact their practice in problematic ways; and d) identify ways to monitor and regulate their responses to others. Students will critically reflect with other students in the course and identify ways to both support themselves and each other as they enter a profession which requires a lifetime commitment to social justice. The importance of reflective practice and reflective supervision principles will be emphasized throughout.

**SOWK K419 Youth, Community, and Systems Change (3 credit hours)**

This generalist policy practice course examines how youth, families, and communities affect change in their lives through participation in the public sphere. Participation will be defined in two ways. First, we

will consider it as citizenship practices. Second, we will survey practices of those who do not have formal or full citizenship rights (e.g. children, immigrants). Students will learn how systems thinking applies across a wide range of practice settings. They will build upon generalist skills and consider how they apply to meso level practice

### **SOWK K420 Research Methods (3 credit hours)**

This generalist course will provide students with a tailored learning experience to develop their skills in systematic inquiry into problems of social work practice. The course is guided by the questions: (1) What is systematic inquiry? (2) What purposes can it serve? and (3) Where does it fit within my social work practice? The course values multiple ways of knowing including evidence-based practice and practice-based evidence. Students will develop skills in formulating effective practice questions, developing interventions based on available evidence and designing evaluations to assess effectiveness of planned interventions. Students will also develop a basic knowledge of program evaluation. In all activities, including data collection and analysis, students will apply an equity lens asking what assumptions are being made, who is benefitting and who is being marginalized, and how do participants have a voice in the process.

### **SOWK K421 Social and Emotional Development I: Infancy and Childhood (3 credit hours)**

This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Throughout the course, culture is seen as shaping every aspect of human development, and is reflected in child-rearing beliefs and practices designed to promote healthy adaptation. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation and use of media resources with relevant theory and research. Other domains of development, including cognitive, linguistic and physical, will be discussed as they relate to social and emotional development.

### **SOWK K422 Social and Emotional Development II: Early Adolescence through Adulthood (3 credit hours)**

This course builds on theories and concepts presented in K421 Human Development I: Psychosocial Development in Infancy and Childhood. It focuses on two major areas: 1) psychosocial development from early adolescence through adulthood, and 2) issues involved in understanding and working with parents and families. The developmental tasks of the adolescent are considered with an emphasis on coping

mechanisms and the formation of identity. Adult development and parenting are considered in the contexts of personal history, culture, and multiple systems of helping, such as family, community, religious, and professional networks. This course also provides a framework for working with families. Students are expected to develop self-knowledge and the capacity to form a working relationship with families by examining their personal beliefs and expectations about parenting and professionalism.

### **SOWK K425 Applied Developmental Neuroscience (3 credit hours)**

This course is an examination of physical growth and development beginning with prenatal development and extending through eight years of age. Areas of study will include the physical, neurological, motor, and sensory processes of maturation. Specifically, students will explore in depth the paths of typical development in these areas, and in addition will gain an entry level of understanding atypical patterns and events that lead to developmental disabilities and delays. General health, growth, nutrition, and wellness will be discussed as well the socio-cultural and socio-economic influences on these issues. Students will gain an appreciation for the importance of health status and individual sensory profiles in children's learning as well as the interrelationship of nutrition and physical movement in maintaining health and developmental progress. Strategies for observing neurobehavioral functioning in infants and children will be explored.

### **SOWK K426 Cognitive Development (3 credit hours)**

This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. The primary foci of the course are understanding 1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change, 2) the interactive relationship between the child and the social context in the course of development, 3) the interrelationship of cognitive development and other aspects of development, 4) the reciprocity between language and cognition, and 5) the role of play in young children's learning and development.

### **SOWK K427 Language Development (3 credit hours)**

This course promotes students' understanding of typical and atypical language development in the first eight years of life. The language learning process (oral, written, bilingual and second language learning) is studied as an integral part of the development of thinking and development of the child's sense of self in home and community settings, including school. Students learn how factors such as age, sex, diverse abilities, and cultural experiences influence language competence and performance. Alternative

communication systems for young children are explored. The role of play—particularly with language itself and in conversations with adults, peers, and siblings—in fostering language development is examined. Students learn how group experiences and well-chosen children’s literature can be used to maximize language and literacy development.

### **SOWK K428 Cognitive and Language Development (3 credit hours)**

This course promotes students' basic understanding of typical and atypical cognitive as well as language development in the first eight years of life. The primary foci of the course are understanding: 1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change; 2) the interactive relationship between the child and the social context in the course of development; 3) the interrelationship of cognitive development and other aspects of development; 4) the reciprocity between language and cognition; and 5) the role of play in young children’s learning and development. Students learn how factors such as age, culture, and community context impact language competence and performance. Alternative communication systems and the use of technology for young children are also explored. The content of the course is delivered from a social work perspective which ensures a framework for professional application. Case studies will be provided throughout the course to integrate knowledge, practice and reflection.

### **SOWK K430 Clinical Practice with Individuals, Families, and Groups I (3 credit hours)**

In this generalist clinical practice course, students are introduced to basic frameworks, methods, and models for working with individuals, families, and groups. The course content emphasizes relationship-based and reflective practice principles, the client-worker relationship, and the development of interviewing, engagement, assessment, intervention, evaluation, and termination skills. Students will become familiar with the values and ethics of the profession and the variety of social work roles and practice settings they may engage in when working with children and families. This course is taken concurrently with students’ first field placement.

### **SOWK K432 Family and Culture (3 credit hours)**

This course is designed to help students gain knowledge about diversity through an examination of social science research on child development, child rearing across cultures, and issues of equity, power, and privilege. Among the variety of issues addressed in this course are strategies for developing and maintaining supportive relationships with children and families with a range of child-rearing practices, language differences, racial identities, cultural traditions, and economic vulnerabilities. In addition, the course offers students opportunities for critical self-reflection about their cultural, racial, ethnic, sexual,

and social class identities, and how to engage in responsive and reciprocal relationships with children, families, and communities different from themselves.

### **SOWK K433 Clinical Practice with Individuals, Families, and Groups II (3 credit hours)**

In this generalist clinical practice course, students will build on the knowledge and practice skills developed in Clinical Practice with Individuals, Families, and Groups I. The course content emphasizes theoretical frameworks and approaches to practice including relational/psychodynamic, cognitive-behavioral, and family systems. It also explores risk assessment and intervention in the practice fields of child welfare, intimate partner violence (IPV), substance abuse, and mental health (including risk assessment and stabilization of mental health emergencies such as suicide risk, violence risk, acute psychosis, and inability to care for self). Issues of termination will be revisited as well as the salience of loss in their work with children and families. This course is taken concurrently with students' first field placement.

### **SOWK K435 Biopsychosocial Assessment and Diagnosis (3 credit hours)**

Prerequisites: SOWK K430 and SOWK K433 This advanced clinical practice course builds on concepts developed in Clinical Practice with Individuals, Families, and Groups I & II, and reflective supervision seminars and takes students' knowledge and understanding from these courses to a more advanced level. It includes a case study approach to applying relevant concepts and draws upon previously covered theories to provide a context in which to understand the nature of diagnostic thinking and definitions of problems in biopsychosocial functioning and assessment. The course provides students with an opportunity to explore how relationships between biological, psychological, and environmental factors lead to and exacerbate individual problems in functioning. This applied course will also help students understand, learn, and critique the use and application of the DSM for assessing and diagnosing a range of mental health disorders.

### **SOWK K437 Advanced Clinical Practice with Trauma (3 credit hours)**

This advanced clinical practice course provides students with an understanding of the sociopolitical context of trauma and its impact on neurobiology, health, mental health, social relationships, and community functioning, as well as assessment and treatment strategies for children and families affected by trauma. The course will be taught through a developmental lens including examination of the effects and treatment of trauma during infancy and toddlerhood, the pre-school years, school-age years, adolescence and adulthood. Students will learn about evidence-based approaches for addressing trauma at the individual, family, school, and community levels. The course will explore the complexity of

responses to and recovery from trauma which depend on a multitude of variables including the intersection of culture, race, ethnicity, sexual orientation, immigration status, and faith traditions among others. The course prepares students to recognize symptoms and behaviors associated with trauma and the factors that mitigate or aggravate the impact of trauma. Students will be exposed to a range of empirically-supported treatment models for individuals as well as systemic approaches. Students will learn about how caregivers including therapists can experience secondary trauma and the importance of self-care while undertaking trauma work.

### **SOWK K439 Child and Family Policy (3 credit hours)**

This advanced policy practice course focuses on the role of families and policymakers in altering practices and policies that support well-being in early childhood (0-8). Beginning with sessions that are designed to provide rich background, the course offers an analysis of the critical forces that shaped contemporary family support. Following this, current services and policies are examined, as are inventive theories about how to organize such services to achieve optimal quality, equity, sustainability, and efficiency. With this background in mind, sessions turn to more detailed examination of the diverse challenges that characterize the field. Positioned to be both realistic and optimistic, the sessions confront the issues and unveil some of the thinking and efforts to redress them. In so doing, the course focuses on quality and diverse efforts to achieve it; the lack of equity; the need for more effective approaches to the workforce, funding, and governance; and the importance of parental voice. By its conclusion, participants will have familiarity with the nature of contemporary family support policy, as well as its challenges and potential solutions. Students will be given diverse opportunities to apply their learnings through a series of individual and group projects.

### **SOWK K440 Generalist Practicum Instruction I (1 credit hour)**

Generalist Practicum I and II are designed to be taken by generalist social work students in the first year of a 2-year master's program or the second year of a 3-year master's program. Students enrolled in Generalist Practicum I and II will also take Generalist Reflective Seminar I and II concurrently. The overall goal of practicum education is to provide graduate level social work students with opportunities to develop generalist social work competencies by helping them apply and explore their classroom-based knowledge of social work theory, skills, values, and cognitive and affective processes, as well as ethics to their experience in practicum. Students will have the opportunity to test particular concepts, principles and skills of generalist practice against the realities and demands of actual professional practice.

### **SOWK K441 Generalist Seminar I (2 credit hours)**

Concurrent with their first practicum experience, students will participate in a weekly reflective supervision seminar that focuses on learning through self-reflection, discussion, and ongoing group process. The goal of this course is to help students integrate knowledge with practice and reflection and to deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are and what they believe about people's struggles and change process. Students will also be asked to examine the structure, mission, and goals of the organizations with whom they are engaged, and to understand how these interact with their own professional identity, experiences, and belief system.

### **SOWK K442 Generalist Practicum Instruction II (1 credit hour)**

Generalist Practicum I and II are designed to be taken by generalist social work students in the first year of a 2-year master's program or the second year of a 3-year master's program. Students enrolled in Generalist Practicum I and II will also take Generalist Reflective Seminar I and II concurrently. The overall goal of practicum education is to provide graduate level social work students with opportunities to develop generalist social work competencies by helping them apply and explore their classroom-based knowledge of social work theory, skills, values, and cognitive and affective processes, as well as ethics to their experience in practicum. Students will have the opportunity to test particular concepts, principles and skills of generalist practice against the realities and demands of actual professional practice.

### **SOWK K443 Generalist Seminar II (2 credit hours)**

Concurrent with their first practicum experience, students will participate in a weekly reflective supervision seminar that focuses on learning through self-reflection, discussion, and ongoing group process. The goal of this course is to help students integrate knowledge with practice and reflection and to deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are and what they believe about people's struggles and change process. Students will also be asked to examine the structure, mission, and goals of the organizations with whom they are engaged, and to understand how these interact with their own professional identity, experiences, and belief system.

### **SOWK K448 Specialized Practice Practicum I (1 credit hour)**

Specialized Practice Practicum I and II are designed to be taken by students during their final year of the master's program and who have already completed their generalist practicum. Students enrolled in Specialized Practice Practicum I and II will also be enrolled in Specialized Practice Reflective Seminar I and II concurrently. Students will have the opportunity to deepen their knowledge and experience in their



chosen area of specialized practice through opportunities to apply, explore, and extend their classroom-based knowledge of social work theory, skills, values, cognitive and affective processes, and ethics to a deeper level of experience in practicum. Students will have the opportunity to develop specialized practice competencies while also learning about the realities and demands of professional practice. Throughout their second practicum, they will also be given the opportunity to develop their professional identity as practitioners in a specialized area of social work.

### **SOWK K449 Specialized Practice Reflective Seminar I (2 credit hours)**

Concurrent with their specialized practice year practicum, students will participate in a weekly reflective supervision seminar that focuses on learning through self-reflection, reading, discussion, and ongoing group participation. The goal of this course is to help students integrate knowledge with practice and reflection at a more independent level and to further deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are, and what they believe about people's struggles and change process. Students will also be asked to reflect upon the structure, mission and goals of the organizations they are engaged with and to consider how these interact with their own professional identity, experience, and belief system. At this point in their professional development, it is expected that students will be closer to identifying themselves as social work professionals who have specialized knowledge and practice experience with children and families.

### **SOWK K454 Advanced Practice with Children, Adolescents, and Adults (3 credit hours)**

This advanced clinical course introduces students to a range of theories and therapeutic approaches to practice, including integrative models; developmental models; psychodynamic and relational models; cognitive-behavioral models including both acceptance and commitment therapy (ACT), and dialectical behavior therapy (DBT); group work models; and mind-body connection models. Students will critically evaluate these therapeutic approaches and consider their strengths and limitations in working as a developmentally-informed social worker with children, adolescents, and adults. Particular attention will be given throughout the course to cultural, gender, racial, ethnic, socioeconomic, and other social factors that impact the delivery of social work services. The importance of the therapeutic endings will also be revisited.

### **SOWK K468 Specialized Practice Practicum II (1 credit hour)**

Specialized Practice Practicum I and II are designed to be taken by students during their final year of the master's program and who have already completed their generalist practicum. Students enrolled in Specialized Practice Practicum I and II will also be enrolled in Specialized Practice Reflective Seminar I and II concurrently. Students will have the opportunity to deepen their knowledge and experience in their chosen area of specialized practice through opportunities to apply, explore, and extend their classroom-based knowledge of social work theory, skills, values, cognitive and affective processes, and ethics to a deeper level of experience in practicum. Students will have the opportunity to develop specialized practice competencies while also learning about the realities and demands of professional practice. Throughout their second practicum, they will also be given the opportunity to develop their professional identity as practitioners in a specialized area of social work.

### **SOWK K469 Specialized Practice Reflective Seminar II (2 credit hours)**

Concurrent with their specialized practice year practicum, students will participate in a weekly reflective supervision seminar that focuses on learning through self-reflection, reading, discussion, and ongoing group participation. The goal of this course is to help students integrate knowledge with practice and reflection at a more independent level and to further deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are, and what they believe about people's struggles and change process. Students will also be asked to reflect upon the structure, mission and goals of the organizations they are engaged with and to consider how these interact with their own professional identity, experience, and belief system. At this point in their professional development, it is expected that students will be closer to identifying themselves as social work professionals who have specialized knowledge and practice experience with children and families.

### **SOWK K474 Parent-Child Relationship Assessment in Early Childhood (2 credit hours)**

This course explores social/emotional and relationship screening and assessment. Students will explore and discuss a range of screening tools and then will have more in-depth exposure to selected tools through a hands-on, assessment experience with a young child and caregivers. All students will be trained in the Brief Infant Toddler Social Emotional Assessment (BITSEA), the Crowell Procedure, and the Working Model of the Child Interview (WMCI). Students will be introduced to the use of the FEAS in assessment, and the Parent Development Interview. Students will conduct a thorough and multi-modal assessment of the parent-child relationship and will integrate the information learned into a professional report.

### **SOWK K475 Relational Approaches to Supporting Infant/Early Childhood Mental Health (4 credit hours)**

This year-long course focuses on developing relationships with families and on how these relationships can support growth and development for young children and families. Emphasis is placed on culture and context in Infant and Early Childhood Mental Health (IECMH). In the fall semester, the course focuses on approaches to working with diverse families, understanding and assessing developmental and relational difficulties, using assessment as a collaborative process, and core concepts of relational therapies. Special focus is placed on interventions where children and/or families have experienced trauma or loss, considering the impact on development and relationships and resiliency in the face of significant challenge. In the spring semester, the course addresses relational approaches to early regulatory challenges and social-emotional and behavioral problems during the preschool years. Students learn exemplary approaches and strategies for IECMH- informed practice in home visitation, child care, early intervention, primary care and child welfare. Students study the role of the IECMH consultant and practice using the consultation stance to promote change. The important role of policy, advocacy and systems building in IECMH is addressed. Use of reflective practice and supervision is a unifying factor in this course. Students develop in-depth intervention skills as well as learn to recognize the limits of their practice, based on their disciplinary training.

### **SOWK K480 Advanced Clinical Practice with Addictions (3 credit hours)**

This advanced practice course introduces students to the problem of addictions, including but not limited to substance use and abuse, and its impact on society. Students will (1) explore the theoretical perspectives concerning addiction and mental health in the U.S.; (2) examine the causes, treatment, and prevention of addictions; (3) obtain practical engagement and retention skills in an effort to compassionately and ethically address client readiness for treatment; (4) become familiar with the contrasting ideas regarding best practice treatment models; (5) review public policy efforts to regulate and control addictions; and (6) identify cultural variations in addictions treatment that imply social and economic inequities for diverse populations.

### **SOWK K481 Advanced Clinical Practice with Couples and Families (3 credit hours)**

This advanced practice course builds on students' foundational content knowledge and generalist skills in order to develop their ability to therapeutically engage families and couples. Development remains a focus throughout the course as students learn how to attend simultaneously to the developmental

trajectories of families and the individual within them. Students will examine their preexisting beliefs about families and consider how cultural variation influences this work.

### **SOWK K500 Facilitating Attuned Interactions (1 credit hour)**

The FAN is a conceptual model and practical tool for relationship-building and reflective practice based on the concept of attunement; that is, if persons feel connected and understood, they are open to learning and change. The FAN operationalizes the concept of attunement into practical strategies for engagement that are used widely across systems in early childhood and beyond. Students will learn the theory behind the FAN and practice its use, focusing on attunement to their own experience of the interaction as well as those they are working with. Students will receive FAN Level I and Level II Certification.

### **SPED S408 Special Education Methods I: Birth-PreK (2 credit hours)**

This course examines research- and evidence-based methods of designing instruction that promotes social, emotional, cognitive, adaptive, and motor development of diverse learners, including those with developmental delays and disabilities between birth and five years of age. Emphasis will be on designing and implementing curricula, instruction, and learning experiences that reflect high expectations for learning and behavior and meet the needs of diverse learners utilizing Universal Design for Learning (UDL) and Differentiated Instruction (DI) as frameworks. Students will use their understanding of typical and atypical development across domains to develop, modify, and evaluate instructional strategies and learning experiences in an early childhood classroom. Students will learn about educational practices that support and enhance the inclusion of children with disabilities, from transition from early intervention services, into early childhood special education, and finally, transition onto kindergarten. Students will learn about various methods of instruction, including how to make appropriate modifications, adaptations, and accommodations to classroom routines, activities, and the environment, including motor, social-emotional, play, and language & pre-literacy skill areas. Students will also focus on best practices for supporting dual language learners in the classroom. Attention will be paid to how to effectively collaborate with other early childhood special education (ECSE) professionals and families in ECSE settings.

### **SPED S409 Special Education Methods II: Kindergarten-2nd Grade (2 credit hours)**

This course examines research- and evidence-based methods of designing instruction that promotes language, literacy, math, and social/emotional development of diverse learners, including those with developmental delays and disabilities in kindergarten through second grade. Emphasis will be on

designing and implementing curricula, instruction, and learning experiences that reflect high expectations for learning and behavior and meet the needs of diverse learners utilizing Universal Design for Learning (UDL) and Differentiated Instruction (DI) as frameworks. Students will use their understanding of typical and atypical development across domains to develop, modify, and evaluate instructional strategies and learning experiences in general education inclusive classrooms as well more intensive instructive environments. Students will learn about educational practices that support and enhance the inclusion of children with disabilities into the general education environment. Students will learn about various methods of instruction, including how to make appropriate modifications, adaptations, and accommodations to classroom routines, activities, and instruction. Students will learn best practices for language, literacy, math, and social/emotional learning for students with developmental delays or those at risk of delays. Students will also focus on best practices for supporting dual language learners in the classroom. Attention will be paid to how to effectively collaborate with families throughout the schooling process.

#### **SPED S411 Family and Professional Collaboration in Special Education (2 credit hours)**

This course examines the impact of disability on families who have young children birth-5 with special needs. It also explores the interdependent influence of family, culture, and community on the development and education of young children with disabilities. Areas of study include Family Systems theory, family-centered practice, family-professional partnerships, professional collaboration and teaming, and family-community engagement. Specifically, students will explore historical and cultural perspectives of families of young children with disabilities, legal and philosophical foundations for family participation in the education of young children with disabilities, and conceptualizations of family-centered practice. Elements of effective family-professional partnerships are examined as well as social, cultural, linguistic, and economic considerations for family-professional partnerships. Models and strategies for collaborating with families and other professional, including paraprofessionals, particularly as they relate to family-centered practice, Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), family-community engagement, child and family outcomes are emphasized.

#### **SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2 credit hours)**

This course provides students with a basic understanding of assessment of young children who have or are at risk for developmental delays or disabilities from birth to five-years-old. Students will become familiar with formal and informal methods and instruments for assessing young children's social,

emotional, cognitive, communication, and motor skills in a range of contexts including home, school, and community learning environments. Students will develop an understanding of the importance of family concerns, priorities, and resources in assessing young children. Students will identify methods for conducting formative and summative individual assessment as well as program evaluation. Culturally responsive approaches to involving the family with the assessment process will be addressed.

### **SPED S413 Communication and Language Delays and Disabilities (2 credit hours)**

This course will focus on typical and atypical communication and language development in children from birth through age 5 who have or at risk for developmental delay or disabilities. Topics will include early language development, origins and characteristics of atypical language development, and the relationship between communication/language delays and early learning and development across domains. Specific language disabilities and atypical language development related to disabilities such as autism and Down syndrome will also be discussed. Students will explore methods of identifying and addressing communication and language delays through total communication including assistive technology and alternative communication systems. The role of families and importance of family-professional partnerships in enhancing language development will be emphasized.

### **SPED S414 Contemporary Issues in Special Education: Autism Spectrum Disorders and Positive Behavior Support (3 credit hours)**

This course focuses on emerging trends and practices in early childhood special education, including identifying and supporting children with Autism Spectrum Disorders and developing and utilizing Positive Behavior Support to enhance developmental and learning outcomes for children with disabilities.

### **STEM T500 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply

that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **STEM T501 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **STEM T502 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply

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### **STEM T503 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate's qualifications and expertise. The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

### **STEM T504 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor's approval and under the additional guidance of outside mentors. The completed capstone project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors. The course



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