



Department of Sociology, Social Work, and Family Sciences

CHD 3010 – Early Childhood Education

4 Units

Fall 2025

Meeting days/times TR 10:00-11:45 AM

Meeting location: Evans Hall 113

Final Exam: Tuesday, December 16, 10:30 AM – 1:00 PM

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Susan DeCristofaro Rogers
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Office location and hours:	Evans Hall 102, by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

The study of early childhood education theories and philosophies. Practice of principles, curriculum, methods, material and special needs of preschool and children in first through third grade are discussed. Students gain experience in appropriate lesson plan writing with developmentally appropriate practices.

A supervised field experience is required. Letter grade.

Prerequisite(s): CHD 1020

Program and Course Learning Outcomes

Program:

1. Identify and describe normative similarities and differences of physical, cognitive, emotional, and social theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials, and resources in the community as related to children from infancy through adolescence.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

Course:

1. Define what factors contribute to cognitive and language ability in young children.
2. To identify the differences between formal and informal methods of assessment.
3. To apply family theoretical framework to early childhood education situations.
4. Recognize the importance of developing a personal philosophy of teaching.
5. Distinguish some of the typical attributes of curriculum approaches based on Montessori, behaviorism, constructivism, and developmentally appropriate practice.
6. Compare and contrast people who have influenced certain practices and beliefs in early childhood education
7. Classify different ways to organize an integrated curriculum.
8. Survey the inclusion of children with diverse abilities.
9. To be able to implement curriculum theory and methods, creating themes, goals, objectives, and planning.
10. Observe and identify classroom management techniques and age-appropriate activities in early childhood programs.

NAEYC STANDARDS

2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using Content Knowledge to Build Meaningful Curriculum

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Bredenkamp, S. and Joseph, G. E. (2024). *Effective practices in early childhood education: Building a foundation* (5th ed.). Pearson Education, Inc.

Professor will provide: *Understanding Schemas in Young Children* by Stella Louis

Assessment and Grading ⚡

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Incomplete and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due, including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or have prayer requests, you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, Grammarly, Go, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and

believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Note: Assignments are in Canvas

Practical Application

Choice A Requirements

50 points - 10 Field Hours at an Early Childhood center. The instructor will place you in an appropriate center based on your interest. You will turn in a signed form of evaluation.

10 points - Closing Reflection of school and philosophy 2-3 pages (include how this incorporated art, emergent literacy, math, and science).

Total: 60 points

Choice B Requirements

Design and implement 5 engagement activities at the ECLC. You will be given a Google sign-up sheet for each activity and rubric instructions throughout the semester. You will be observed giving the lesson by the instructor at the ECLC. A time will be set up with the instructor. You will be given feedback by the instructor on the same day you present your activity.

10 points - Environmental Observation (WK3&4)

10 points - Fingerplays - Nursery Rhymes (WK5&6)

10 points - Process Art (WK7&8)

10 points - Provocation Basket (WK9&10)

10 points - Loose Parts

10 points - Closing Reflection 2-3 pages of your practical application. What was learned and what was observed?

Total: 60 points

A and B Requirement

This will be a partner activity. As partners, you will design a thematic unit with lesson ideas that reach across the curriculum. These ideas should include language arts, math, science, social studies, and art. The partners will pick two of the ideas and write lesson plans for those ideas. The partners will present one of the two lesson plans to children at the Early Childhood Learning Center (ECLC). Partners will also present their ideas for the thematic unit and one of the lessons from the unit to a small group of peers.

Partners should provide a copy of the thematic unit and lesson plans for classmates. The partners will be observed by the instructor giving the lesson to children at the ECLC. A time will be set up with the instructor. The partners will get feedback from the instructor that day.

Exit Tickets

As an in-class activity, students will complete an annotated bibliography of Children’s Books. The format of the annotated bibliography will be discussed in class. 50 points

As an in-class activity, students will observe the schema play of a child with a partner. The instructor will explain the assignment in class. 40 points

Final Project Emergent Literacy Plan

Presentations of the emergent literacy plan.

Format of literacy plans to be discussed in class.

NAEYC Standard	Key Elements of the Standard	Topics Covered
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	<p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>	<p>Embracing a Culturally and Linguistically Diverse World</p> <p>Continuum of Cultural Values</p> <p>The Key to Effective Teaching</p> <p>Building Effective Partnerships with Families</p> <p>Bronfenbrenner’s Ecological Model</p> <p>Characteristics of Family Systems</p> <p>Responding to Parents: Welcoming Complainers</p> <p>Planning and Conducting Family Conferences</p>

STANDARD 3. OBSERVING,
DOCUMENTING, AND
ASSESSING TO SUPPORT
YOUNG
CHILDREN AND FAMILIES

3a: Understanding the goals, benefits,
and uses of assessment – including its
use in development

of appropriate goals, curriculum, and
teaching strategies for young children

3b: Knowing about and using
observation, documentation, and other
appropriate assessment tools and
approaches, including the use of
technology in documentation,
assessment and data collection.

3c: Understanding and practicing
responsible assessment to promote
positive outcomes for each child,
including the use of assistive technology
for children with disabilities.

3d: Knowing about assessment
partnerships with families and with
professional colleagues to build effective
learning environments.

Strategies for Engaging
Families

Accommodating Families'
and Children's Needs

Assessing Young Children of
Diverse Abilities

Accurate Assessment of
Culturally Diverse Children

Family-Centered Practice

Conferencing with
Individual Families

Assessing Children's
Learning and Development

Learning the Language of
Assessment

Purposes of Assessment:
Why Assess?

Effective Assessment
Practices

Learning to Observe

Observing and Gathering
Evidence

Recording What Children
Know and Can Do

Interpreting and Using
Evidence to Improve
Teaching and Learning

STANDARD 4. USING
DEVELOPMENTALLY
EFFECTIVE APPROACHES

4a: Understanding positive relationships
and supportive interactions as the
foundation of their

work with young children

4b: Knowing and understanding
effective strategies and tools for early
education, including

appropriate uses of technology

4c: Using a broad repertoire of
developmentally appropriate teaching
/learning approaches

4d: Reflecting on own practice to
promote positive outcomes for each
child

Standardized Testing of
Young Children

Understanding and
Applying Developmentally
Appropriate Practice

What Is Developmentally
Appropriate Practice

Developmentally
Appropriate
Decision-Making

Developmentally
Appropriate Practice and
Children with Disabilities

The Learning Cycle of
Differentiated Instruction

Responsive Education for
Diverse Learners

Differentiating Instruction
for Struggling Readers

Teaching in a Culturally and
Linguistically Diverse World

A Caring Community of
Learners: The Teaching
Pyramid Model

The Teaching Pyramid
Model for Creating a Caring
Community

Teaching Social
Competence and Guiding
Behavior

Strategies for Teaching
Conflict Resolution

Intensive Individualized
Interventions

Effective Teaching
Strategies

Scaffolding in Action

The Power of Scaffolding:
An Integrated Approach

Reciprocal Teaching

Teachable Moments with
Dual Language Learners

How Would You Respond to
Help Children Enter Play?

Using Assistive Technology
for Children with
Disabilities

Early Literacy: Birth
Through Age Five

Literacy-Rich Environment

Literacy in the Primary
Grades

Developmental Continuum:
Literacy in Kindergarten
and Primary Grades

Scaffold Artistic
Development and Learning

Effective Mathematics
Teaching

The Role of Play in Teaching
and Learning Mathematics

Examples of High- and
Low-Quality Mathematics
Teaching

Effective Science Teaching

Effective Science Teaching
Strategies

Teaching Science to Dual
Language Learners

Effective Strategies for
Teaching Social Studies

Engaging Children in Play
and Active Learning
Experiences

Technology and Social
Sciences

Effective Strategies for
Teaching Social Studies

Engaging Children in Play
and Active Learning
Experiences

Technology and Social
Studies

Effective Strategies:
Gross-Motor Skills from
Birth Through Age Five

Effective Strategies:
Gross-Motor Skills in the
Primary Grades

STANDARD 5. USING
CONTENT KNOWLEDGE TO
BUILD MEANINGFUL
CURRICULUM

5a: Understanding content knowledge
and resources in academic disciplines:
language and

literacy; the arts – music, creative
movement, dance, drama, visual arts;
mathematics; science, physical activity,
physical education, health and safety;
and social studies.

5b: Knowing and using the central
concepts, inquiry tools, and structures
of content areas or

Effective Strategies:
Fine-Motor Skills in Infants
and Toddlers

Effective Strategies:
Fine-Motor Skills in
Preschool and Kindergarten

Perceptual Motor
Development from Birth
through Age Eight

Effective Strategies:
Perceptual-Motor
Development from Birth
Through Age Eight

Developmentally and
Culturally Appropriate
Practice

Examine Your Own
Attitudes Toward
Challenging Behavior

Becoming an Intentional
Teacher

Planning Effective
Curriculum

Defining Curriculum

Written Curriculum Plans

Continuum of Curriculum
Approaches and the
Teacher's Role

Standards in Curriculum

academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Approaches for Dual Language Learners

Head Start Child Development and Early Learning Framework

Example of Common Core English Language Arts Standard

Approaches to Planning Curriculum

Research-Based Early Childhood Curricula

Child-Centered Curriculum Planning Model

Individualized Education Plans: Meeting Children's Individual Needs

Teaching Children to Communicate: Language, Literacy and the Arts

Early Literacy in Children: Birth Through Age Five

Developmental Continuum: Literacy in Kindergarten and the Primary Grades

Visual Arts

Music, Movement and Dance, Drama

Mathematics Curriculum Content

Effective Mathematics
Curriculum and Teaching

Effective Science
Curriculum and Teaching

Scientific Inquiry Processes
in Children

Effective Science Teaching
Strategies

Teaching Children to Live in
a Democratic Society:
Social-Emotional Learning
and Social Studies

Effective Social Studies
Curriculum and Teaching

Social Studies Themes and
Concepts

Teaching Children to Be
Healthy and Fit: Physical
Development and Health

Effective Curriculum and
Teaching to Promote
Physical Fitness and Health

STANDARD 6. BECOMING A
PROFESSIONAL

6a: Identifying and involving oneself
with the early childhood field

Types of Early Childhood
Settings

6b: Knowing about and upholding
ethical standards and other early
childhood professional
guidelines

What Does Inclusion
Mean?

NAEYC Early Childhood
Program Standards

6c: Engaging in continuous, collaborative
learning to inform practice; using
technology effectively with young

Why Become an Early
Childhood Educator?

children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Career Options for Early Childhood Educators

Early Childhood Program Quality and Effectiveness

Current Trends in Early Childhood Education

Continuity and Change in Early Childhood Education

What Teachers Should Know About Legal Requirements for Children with Disabilities

Beginning your Journey as an Early Childhood Professional

Uphold Professional Standards

Uphold the NAEYC Code of Ethical Conduct

Advocating for Effective Inclusion of Children with Disabilities

Protect Children from Abuse and Neglect

Recognizing Potential Signs of Child Abuse

Becoming an Informed Advocate

NAEYC Statement of Commitment

Lomabooks Instructions for Students:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go [HERE](#)