



Commitment to Excellence

Paññāsāstra University of Cambodia

Sila Samādhi Paññā

FACULTY OF EDUCATION

Form Personality Enrich Knowledge Develop Skills

BACHELOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION (BED-ECE)

Year I: Foundation Courses

The ten foundation courses are designed to meet the requirements of the Accreditation Committee of Cambodia (ACC) and learners’ needs of general knowledge so that they are able to catch up with the changing world, the globalization and the regionalization of ASEAN nations. These courses are composed of seven common courses, one oriented course, which focuses on introduction to early childhood education, and two elective courses which help every student choose what interests him or her.

No	Course Title	Code	Credits	Priority
Term 1				
1	English I: Reading and Composition ⁽¹⁾	ENGL 110	3	Required
2	Cultural Anthropology	ANTH 102	3	Required
3	Introduction to Computers	COMP 110	4	Required
4	Gender Studies	SOC 110	3	Required
Term 2				
5	English II: Reading and Composition	ENGL 120	3	Required
6	English Phonetics and Pronunciation	ENGL 130	3	Required
7	Listening and Speaking Development	ENGL 140	3	Required
8	Introduction to Early Childhood Education	EDUC 160	3	Required
Term 3				
Elective Courses (6 credits)				
1	Khmer Studies	KHMR 110	3	Elective
2	Khmer Language and Literacy for Preschool Teachers	EDUC 150	3	Elective
3	Public Speaking	ENGL 308	3	Elective
4	Professional Writing	ENGL 305	3	Elective
5	Foundations of Education	EDUC 300	3	Elective
6	English Proficiency Testing	ENGL 401	3	Elective
7	ASEAN Governments, Politics, and Economics	POL 202	3	Elective
Total			31	

Note:

⁽¹⁾ ENGL 110 is prerequisite for ENGL 120.

Year II: Functional Courses

To ensure that the PUC graduates will be well-rounded after graduation, several more general education courses including functional skill courses are expanded in the second academic year. These courses enable the students to improve various generic skills such as critical thinking and analytical skills, English communication skills, and personal growth and development. Moreover, the students will have better knowledge of history of Cambodia. Other courses are specialized courses that are designed to enhance the students' knowledge on child development by age groups.

No	Course Title	Code	Credits	Priority
Term 1				
1	Basic Mathematics for ECE Instructors	EDUC 210	3	Required
2	English Grammar in Context	ENGL 200	3	Required
3	English for Effective Communication	ENGL 205	3	Required
4	Child Development I: Conception – 2 years old ⁽²⁾	EDUC 211	3	Required
Term 2				
5	Safety and Health Education in ECE	EDUC 212	3	Required
6	Personal Growth and Development	PSYC 212	3	Required
7	Basic Science for ECE Instructors	EDUC 213	3	Required
8	Child Development II: 3 – 5 years old ⁽³⁾	EDUC 214	3	Required
Term 3				
9	History of Cambodia	HIST 230	3	Required
10	Logic and Critical Thinking	PHIL 210	3	Required
11	Child Development III: 6 – 8 years old	EDUC 215	3	Required
Total			33	

Notes:

⁽²⁾ EDUC 211 is prerequisite for EDUC 214.

⁽³⁾ EDUC 214 is prerequisite for EDUC 215.

Year III: Pre-Major Courses

Some of the courses in the third year aim to further strengthen the students' appropriate character, communication skills, pedagogical knowledge and methodological skills in ECE, classroom management in ECE, and ECE classroom observation. It also includes methods of monitoring and assessment of child development.

No	Course Title	Code	Credits	Priority
Term 1				
1	Learning Through Play and Creativity	EDUC 310	3	Required
2	Khmer Language Arts and Their Pedagogy in ECE	EDUC 311	3	Elective
3	Introduction to Literature	ENGL 303	3	Elective
4	English Language Arts and Their Pedagogy in ECE	EDUC 312	3	Required
5	Mathematics and Science and Their Pedagogy in ECE	EDUC 313	3	Required
Term 2				
6	Creative Arts and Their Pedagogy in ECE	EDUC 314	3	Required

7	Child Rights and Child Protection	EDUC 315	3	Required
8	Effective Communication with Parents and Communities	EDUC 316	3	Required
9	Assessment of Child Development	EDUC 317	3	Required
Term 3				
10	Education and Character Building	EDUC 302	3	Required
11	Managing a Child-Friendly Classroom	EDUC 318	3	Required
12	Practicum I: Observation / Field Study ⁽⁴⁾	EDUC 319	3	Required
Total			33	

Note:

⁽⁴⁾ EDUC 319 is prerequisite for EDUC 411.

Year IV: Major Courses

The courses in the last academic year are designed to build students' competencies in pre-school teaching, ECE curriculum and teaching materials design, instructional technology for ECE, and action research in ECE. To graduate, the students are allowed to choose to do a practicum in a pre-school or to undergo an internship program. The practicum and internship guidelines can be found in a separate manual. Report Writing for Preschool Teachers is included to enable the students to write reports on their observation, practicum, and assessment results. In addition, there are four elective courses which the students can choose from full Option I or full Option II or any four courses from the two Options.

No	Course Title	Code	Credits	Priority
Term 1				
1	Report Writing for Preschool Teachers	ENGL 410	3	Required
2	Action Research I: Planning ⁽⁵⁾	EDUC 410	3	Required
3	Practicum II: Teaching Practice	EDUC 411	3	Required
4	Inclusive Practice in ECE	EDUC 412	3	Required
Term 2				
5	Introduction to Special Education	EDUC 413	3	Required
6	Action Research II: Implementation	EDUC 414	3	Required
7	Seminar on Special Topics in ECE	EDUC 415	3	Required
8	Elective*		3	Elective
Term 3				
9	Elective*		3	Elective
10	Elective*		3	Elective
11	Elective*		3	Elective
Total			33	

Note:

⁽⁵⁾ EDUC 410 is prerequisite for EDUC 414.

GRADUATION PATH: The student can choose either full Option 1 or full Option 2 or any four courses from the two options.

No	Course	Code	Credits	Priority
Option 1: Teaching in ECE				
1	Technology in ECE	EDUC 420	3	Elective
2	Early Intervention in Special Education	EDUC 421	3	Elective
3	Designing Preschool Teaching and Learning Materials	EDUC 422	3	Elective
4	Integrated Approaches to Teaching and Learning	EDUC 423	3	Elective
Option 2: Management in ECE				
1	Leadership, Management, and Entrepreneurship in ECE	EDUC 430	3	Elective
2	ECE Curriculum Development	EDUC 431	3	Elective
3	Financial Management in Preschools	EDUC 432	3	Elective
4	Monitoring and Evaluation in Preschools	EDUC 433	3	Elective
Total			12	

PROGRAM TEACHING APPROACHES

In order to enable the students to achieve the expected learning outcomes, a wide range of different teaching and learning approaches that are consistent with the progressivism and re-constructionism philosophies will be adopted. Attention will be paid to learning outcome-based, learner-centered, communicative, participatory, cooperative and collaborative, project-based, and inquiry-based approaches. A variety of classroom practice activities and tasks are set up through different working arrangements such as small group work, pair work, and individual work. The students are also required to do a lot of self-study using electronic materials and other sources.

PROGRAM ASSESSMENT METHODS

In order to gather holistic evidence about the student's performance, formative and summative assessment methods should be used. Formative assessment techniques include, but are not limited to, summaries, reflections, lists, charts, graphic organizers, visual representations of information, exhibitions, oral presentations, informal observations, demonstrations, responses to teacher questions, listening to student questions, homework/assignments, worksheets, pre-test, end of unit/lesson/chapter quizzes or progress tests, monthly tests, essays, projects, journals, and collaborative activities such as role plays, plays, debates, discussions, simulations in pairs and /or groups. Summative assessment techniques include, but are not limited to, end-of-term/semester exams, standardized tests, project reports, term papers, research reports, and oral defense. Some techniques may be considered as either formative or summative techniques. However, formative assessment is highly encouraged.

Below is a sample assessment method:

A. Formative assessments

- Attendance and class participation 10%
- Homework and Assignment (out-of-class activities) 20%
- Progress Tests/Quizzes/Presentation (in-class activities) 20%

- Midterm test 20%
- B. Summative assessments**
- Final exam/project report/defense 30%

PUC GRADING SYSTEM

The student's performance is assessed based on the PUC Official Grading System as can be seen below:

Grade Point Mark	Percentage Equivalent	Alphabetic Equivalent Mark	Description
4.00	96-100	A+	Exceptional
4.00	93-95	A	Excellent
3.67	90-92	A-	Superior
3.33	86-89	B+	Very Good
3.00	83-85	B	Good
2.67	80-82	B-	Fair
2.33	76-79	C+	Above Average
2.00	73-75	C	Average/Satisfactory
1.67	70-72	C-	Need Improvement
1.00	60-69	D	Poor
0.00	59 and Below	F	Failure
		P	Pass no Grade
		W	Withdrawal
		WF	Withdrawal with Failure
		I	Incomplete
		AU	Audit Student/No Credit

COURSE DESCRIPTIONS

YEAR I: Foundation Courses

ENGL 110 English I: Reading and Composition (3 credits)

This course is designed to enable students of the foundation year to improve their reading and writing skills at an intermediate level. The students will read a wide range of interesting texts related to real situations. All the texts will enhance students' reading competence through guided and independent reading activities for both academic work and pleasure. In addition to the reading skills, the students will develop their writing skills ranging from writing meaningful paragraphs to composing meaningful short essays which include descriptive essays, narrative essays, cause-effect essays, problem-solution essays, and opinion essays. To make this course more fun and productive, a variety of approaches and interactive practice activities will be employed. Those include student-centered, communicative, cooperative learning, task-based and project-based approaches, and communicative and interactive practice activities. The students are also required to do assignments and projects individually, in pairs, and/or in groups.

ANTH 102 Cultural Anthropology (3 credits)

This course is designed as part of the general studies that any undergraduate student has to fulfill before going on for a specific major course. This course is designed to investigate the impact of culture on our everyday living and decision-making, both locally and globally. This course deals with basic concepts of the study of humans, past and present, with emphasis on their differing cultures. The course entails the students not only to learn conceptual information but also to apply it in problem solving, case studies and class debates.

COMP 110 Introduction to Computers (3 credits)

This course is one of the general education courses in the Foundation Year program required by PUC to familiarize the students to the use of computer as an efficient tool for their study and work. It is designed to provide non-IT students an overview of how computer work, fundamental concepts and basic terminologies of computer system, mobile devices, network system (both hardware and software) and computer security, computer assembly, and troubleshooting. This course also enables students to install basic software such as MS Windows Operating System, to set up printer and scanner, and to use MS Office such as MS Word, Excel, PowerPoint, and OneNote.

SOC 110 Gender Studies (3 credits)

This course introduces Gender Studies as general studies for all undergraduate students at PUC. Given the comprehensiveness and diversity of the overall subject area, this course will provide an introduction to and critical engagement with several specific areas of inquiry that make up Gender Studies. The course first examines several fundamental gender concepts necessary for the students to acquire the basic gender perspectives. Then it focuses on the issues of gender-based violence, such as domestic violence and rape, so as to understand how gender interlinks with violence against women. Students will learn by examining substantial incidents on gender by reading relevant materials as well as having several discussions with the guest speakers working to promote gender equity. Through the classes and group discussions, students will be encouraged to engage the issues presented in the class, and to compare assigned readings interdisciplinary. The students are also encouraged to think critically about their implications, apply and synthesize what they are learning, and make connections to their own personal and professional lives.

ENGL 120 English II: Reading and Composition (3 credits)

Continuing from ENGL 110, this course aims to further enhance students' reading and writing skills at an intermediate level. The students will read various interesting texts on different topics and themes related to real situations. All the texts will enhance students' reading competence through guided and independent reading activities for both academic work and pleasure. In addition to the reading skills, the students will develop skills in writing longer essays which include descriptive essays, narrative essays, cause-effect essays, problem-solution essays, compare and contrast essays, opinion essays, persuasive essays, and summaries of reading texts. To make this course more fun and productive, a variety of approaches and interactive practice activities will be employed in class. Those include student-centered, communicative, cooperative learning, task-based and project-based approaches, and lots of communicative and interactive practice activities. The students are also required to do assignments and projects individually, in pairs, and/or in groups.

ENGL 130 English Phonetics and Pronunciation (3 credits)

This course is designed primarily to enable all students of the foundation year to improve their pronunciation of English so that they can acquire a near-native accent and be understood more easily by native speakers in both formal and informal situations. It enables students to develop basic understanding of the sound system of English, and to develop phonics, phonemic and phonological awareness by looking into how English sounds operate at word and discourse levels. The main features of English pronunciation, such as the individual sounds of English consonants and vowels, word endings, strong and weak forms, contractions, linking, sentence and word stress, rhythm and intonation are covered in the course. Moreover, the phonetic alphabet is introduced to point out the difference between spelling and pronunciation. Many different spelling rules are applied so that students will be able to pronounce various English words accurately. The pronunciation problems that Khmer learners normally face due to their mother-tongue language sound influence are highlighted and clearly demonstrated to differentiate the sounds between English and Khmer for the students. A variety of classroom practice activities including listening practice to the tapes is required.

ENGL 140 Listening and Speaking Development (3 credits)

This course is designed to develop oral communication skills of undergraduates at an intermediate level. Grammatical structures and vocabulary of English are presented in contexts and are practiced through real speaking and listening situations and natural settings to get students to be accustomed to natural English language spoken by both native and non-native speakers of English. Students are stimulated to express their opinions by using a wide range of pictures, photographs, advertisements, tables and diagrams, drawings and data, with various authentic listening and reading texts. All speaking and listening practice activities focus very much on communicative and interactive practice, and they are much related to various real life contexts and situations to encourage students to be involved in classroom interaction and participation, to critically solve problems, to describe their real life experiences, to exchange ideas and information, to role-play, and to participate in simulations and discussions to enhance their communication competence. Although this course focuses on speaking and listening skills, reading and writing skills are also integrated to a certain degree of their necessity, mostly through outside class work to enhance their language productivity and proficiency.

EDUC 160 Introduction to Early Childhood Education (3 credits)

This course gives a general introduction to the theoretical and conceptual foundations of early childhood education. It includes the scope and needs for ECE, key stakeholders and their roles in ECE,

reasons for ECE, physical environment of ECE, and curriculum aspects of ECE. The primary thrust is to provide students with an overview of political, economic, and social issues in early childhood education.

KHMR 110 Khmer Studies (3 credits)

Khmer Studies enables students to learn about the origins of culture and civilization of each race, which had settled on our land, and to acquire Austro-Asian culture that is the primitive Khmer culture before the arrival of foreign cultures. Likewise, we can learn about the evaluation of Khmer culture from one era to another such as Pre-history, Norkor Phnom (Funan) era, Chenla era, Angkor era, Post-Angkor as well as present society. Moreover, Khmer Studies also focuses on the early beliefs, superstitions, and religions in which Khmer believed and practiced in various historical ages. Also, Khmer Studies is about arts, languages, literature, customs, traditions and creativities of the Khmer people. In addition, Khmer Studies enables students to be well aware of the Khmer cultural values and civilization. Consequently, students will love, nurture and defend their country, races, culture and civilization and national identities in order to benefit Cambodian people as a whole.

EDUC 150 Khmer Language and Literacy for Preschool Teachers (3 credits)

This course is designed to enable students to better understand what literacy is and how important the native language and literacy is for preschool children's significant language and social development at the early stage. The students will learn how and where language and literacy skills of children are learned and developed. They will also learn a relationship between meaningful language and literacy experiences of children during their daily activities. In addition, they will learn some knowledge and skills which can be used to develop teaching and learning activities and materials to make language and literacy learning fun and play-like activities which children naturally and commonly do every day.

ENGL 308 Public Speaking (3 credits)

This advanced level course emphasizes research, preparation, delivery, and evaluation of public speeches of different types such as informative, persuasive, and argumentative. The students demonstrate listening, speaking, and interpersonal skills that are necessary to be effective communicators in educational settings and in the workplace. They should also be able to use audio-visual aids to support their speech delivery.

ENGL 305 Professional Writing (3 credits)

This course is designed to reinforce undergraduates' writing competency, and to improve their high-level writing proficiency demanded in business and other professions. The course enables students to use effective writing guidelines to write effective informal and formal letters for business at the work place; effective cover letters, CVs or résumés, and applications for successful job seeking; memos, faxes, and e-mails at work; winning proposals and effective short and long reports; advertisements, information leaflets and brochures. The students will also learn to fill up different forms, such as job application forms, visa application forms, and scholarship application forms. Learner-centered, cooperative, participatory and task-based approaches are highly recommended to reinforce and enhance students' learning efficiency and competency.

EDUC 300 Foundations of Education (3 credits)

This course, both as a way of life and an academic discipline, examines and understands the fundamental questions about the world and human life, seeks answers to these questions, and applies the answers to daily living. It also examines the basis upon which beliefs are held, and explores possible interconnections among various fields of knowledge. This course explores the philosophical,

sociological, and psychological foundations of education, professionalism, role of technology, and trends and issues in education. It introduces students to the ideas of some of the world's greatest educational philosophers, who have shaped the way in which human beings think and live and enables them to examine personal reasons for wanting to teach and will create a personal philosophy of education. Key topics include: (1) professionalism, (2) history of education in Cambodia and ASEAN, (3) governance, (4) philosophies of education, (5) issues and trends in education, (6) roles of education in social change, (7) human growth and development, and (8) technology in education.

ENGL 401 English Proficiency Testing (3 credits)

This workshop-like course aims primarily at upgrading students' English proficiency and at teaching them how to do TOEFL/IELTS tests. This course is divided into two parts. The first part is the revision of the English syntax, semantics, phonology, and stylistics, covering the four macro skills of English learning: reading, listening, speaking, and writing. The second part is a more practical process. The teacher provides instructions and guides the students in doing various TOEFL/IELTS tests that are selected and organized in order of degrees of difficulty and interest. The test results will be kept in a portfolio that will be used as the basis for assessing the student learning outcomes.

POL 202 ASEAN Governments, Politics and Economics (3 credits)

The course is designed to provide students with the fundamental understanding of the functional and institutional of ASEAN. Snapshots of facts and figure of ASEAN (country profile/ country bio-data) will be provided to students for familiarizing themselves with local government structure, economic trends, relevant policy and challenges. Country bio-data identifies the characteristics and personality of each national government and their respective interest in the Association. The complexity of regional politics and economics integration will be addressed to assess the institutional function of the Association. In this course covers such topics as (1) the structure of ASEAN national governments; (2) ASEAN Economic Trends-Agreements/Mechanisms (AIA, AFTA, Market and Monetary Procedure/Harmonization); (3) perspectives of ASEAN Countries: in term of economics, politics and security; (4) ASEAN Charter; (5) ASEAN Political Security Community; (6) ASEAN Economic Community; (7) ASEAN Social and Cultural Community; (8) Cambodia and ASEAN.

YEAR II: Functional Courses

EDUC 210 Basic Mathematics for ECE Instructors (3 credits)

This course aims to provide comprehensive knowledge of mathematics education for preschool children. It will present some theories of how young children learn numeracy and mathematical concepts from a very early stage in both, their real life and classroom settings through various plays, implicit and explicit instructions, and social interactions. Those mathematical concepts which are commonly seen through children's natural plays, activities, social interactions and implicit and explicit instructions include: classifying/categorizing, patterning, shape, space, ordering/sequencing, non-standard measurement, counting numbers and naming objects, animals and persons, etc. Through those activities mentioned above, children are able to develop their critical thinking skills and develop better mathematical knowledge and understanding for later schooling and beyond. Students will be required to observe any child to find out whether s/he practices these mathematical concepts during their daily plays and routine at any setting without being taught.

ENGL 200 English Grammar in Context (3 credits)

This course aims to develop the students' language competency in English grammar at high intermediate level. The course includes a large range of grammatical structures such as all the language tenses in both active and passive voice, tag questions, gerunds and infinitives, phrasal verbs, adjective

clauses, modal verbs, reflexive pronouns, subject-verb agreements, determiners such as some, any, a lot of, etc., adjectives, adverbs, noun modifiers, pronouns, comparison of adjectives and adverbs, articles, conditionals, direct and indirect speech and questions, embedded questions, indirect instructions and commands, requests and invitations, etc. These grammatical structures will be presented and practiced using various approaches such as learner-centered, communicative, eclectic, participatory and cooperative approaches. Both, accuracy and fluency are practiced through a variety of guided and communicative speaking and writing practice activities adapted and designed by the instructor. These teaching methods, techniques and approaches will make students feel that learning grammar is fun and will ensure that the students are able to use those grammatical structures accurately and meaningfully to improve their communicative competence.

ENGL 205 English for Effective Communication (3 credits)

This high-intermediate level course is specifically designed to improve students' technical English language skills in effective oral communication in business and different work settings. It enables students to use English effectively for a variety of business and working activities, such as conducting meetings, discussions, debates, presentations, negotiations, telephoning, etc. The course consists of a wide range of English language structures and competencies or functions related to different working environments to enhance students' language communication competence. Students are expected to practically work hard through a large number of speaking and listening practice activities related to various real working situations.

EDUC 211 Child Development I: Conception-2 years old (3 credits)

This course explores a broad, comprehensive view of a child growth and development from conception to 2 years of age. Theoretical and empirical perspectives that explain the developmental changes within the individual which affect how human beings grow and think about their world are also discussed. Emphasis is on the factors that influence motor performance, growth and maturation, physiological development, and information processing in mental and motor skill acquisition. Students learn different relevant theories and synthesize them to make a coherent, well-informed framework of child physical and cognitive development that guides their practices.

EDUC 212 Safety and Health Education in ECE (3 credits)

This course is intended to provide students with two strains of knowledge of children's safety measures and protection from any unexpected accident, and children's health care and health issues which affect children's health growth and development. Protecting the health and safety of young children and promoting the development of lifelong health habits are emphasized. The following important areas such as hygiene, emergencies, sleep, hazards, outings, food and drink, child health and wellbeing, and child protection will be included. Students are required to discuss, analyze and develop guidelines, regulation and procedures for preventing and protecting children from all types of accidents in those above areas. Communication with health professionals and parents on health, safety, and nutrition issues will also be included.

PSYC 212 Personal Growth and Development (3 Credits)

This course is designed to teach discipline, good behaviors, positive attitude, self-respect and self-confidence at the university as well as in the society. It will also teach study skills and time management for success in college as well as in life. Buddhist as well as western philosophies and thoughts are essential parts of this course. Students can learn how to value life and develop virtues, molding themselves after great heroes. The way to obtain the "positive mental attitudes" is taught through this course.

EDUC 213 Basic Science for ECE Instructors (3 credits)

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course work includes participation in experiments and field experiences in the sciences. Students are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

EDUC 214 Child Development II: 3-5 years old (3 credits)

This course provides an overview of a child growth and development from 3 to 5 years of age. It explores changes within the individual which affect their biological, cognitive, personality and socio-emotional development with regards to understanding of self and of others, transformation of pro-social behavior from infancy to childhood, and relationships and communication with other children. This course also explains how children regulate themselves and are regulated by adults by balancing autonomy and compliance. Biological and cultural perspectives are also discussed to enhance the students' understanding of cognitive neuroscience of and socio-cultural context of early socio-emotional development. Sex role development, personality, family and peer relationships, and school influences are incorporated.

HIST 230 History of Cambodia (3 credits)

This is a social science course that students have to fulfill before going on to their specific major course. It will be a discussion of the civil war and its consequences especially the post dark period of year 1975-79 in Cambodia. There will also be a discussion of renovation and reform after the year 1993. The changes in Khmer culture, society and economics will be discussed based on general opinions and public media. Political structure, foreign policy, gender issues, human rights, rural development, and education are also included. In addition, this course is included the community learning program that provide a chance to students to work on community based learning. This project is for students to understand and learn about the community, its historical concept and its needs.

PHIL 210 Logic and Critical Thinking (3 credits)

Students will be introduced to the basic methods and principles of logic. Students will study and apply various methods to test arguments, and apply the principles of logic, through various exercises, puzzles, and problem solving, to develop critical thinking skills. Students will study assorted forms of false reasoning and examine possible applications of this study in academic and non-academic life.

EDUC 215 Child Development III: 6-8 years old (3 credits)

This course discusses developmental changes in linguistic knowledge and changes in language use. It describes linguistic acquisitions within components of the language and the interactions among those components. The content includes the pattern of development in learning to talk, the construction of language in learning to talk, talking to learn (purposeful, goal-directed conversation), children's language experiences at home with those at school, children make knowledge their own. It also examines the differences between children in language and in learning. The second part of this course explores how children learn numeracy and common difficulties in learning numeracy. It also equips the students with strategies for helping children improve their numeracy. Some foundational and modern theories of child development will be discussed.

YEAR III: Pre-Major Courses

EDUC 310 Learning through Play and Creativity (3 credits)

This course is designed to provide practical skills in presenting activities to young children. It first introduces developmental aspects of child play – the underlying dynamics and functions of play and the meanings of play patterns for various developmental stages. Basic concepts of free play are incorporated (SARE – Symbolic, Assembly, Rule, and Exercise). The students are encouraged to participate in actual play of the materials in order to gain authentic learning experiences. It also includes such topics as the role of creativity and creative expression through art media, music, dramatic activities, science, and games--both indoors and outdoors.

EDUC 311 Khmer Language Arts and Their Pedagogy in ECE (3 credits)

This course will include an examination of the State curriculum together with contemporary theories and research in early childhood knowledge construction related to social studies, literature, language, and culture. Attention will be given to how young children develop understanding of spatial and time relationships and processes of acculturation and language development. Students will learn practical applications of play, discovery, and storytelling.

ENGL 303 Introduction to Literature (3 credits)

This course introduces basic concepts of literature studies in which poetry, novels, fiction, drama and plays are focused to improve reading skills and competence of students, and to help them understand and enjoy reading literature in general. The major genres and themes of various types of literature will be explored. This course is a foundation in imaginative and critical reading and writing. Thus, different approaches, techniques and strategies will be used to build a concrete foundation of literature studies for the students so that they can be more motivated to further explore and investigate into other different literatures on their own. Through short stories, novels, poetries, dramas and various plays, students will be able to trace the writers' imagination to their creative perception. The students will then learn some new language unconsciously from the work they read, and from a variety of classroom interaction modes including workshops and discussions. In addition, the students will be encouraged to discover not only the language and the social and cultural contexts of the work for its time but also its implications for our lives today.

EDUC 312 English Language Arts and Their Pedagogy in ECE (3 credits)

This course introduces theory and research on young children's second language development with practical applications for children's language development of the four macro-skills: listening, speaking, reading and writing. It includes techniques for assessing the language skills of both typically and atypically developing young children, and for designing programs to meet children's unique needs through interactions and group activities. The course reviews the field of children's literature and provides practice in skills of story selection, story reading, and storytelling for young children.

EDUC 313 Mathematics and Science and Their Pedagogy in ECE (3 credits)

This course will familiarize students with the State math and science curriculum together with contemporary theories in early childhood knowledge construction related to these topics. Emphasis will be placed on the development of problem-solving abilities related to math and science. Students will develop skills in using the inquiry-based approach to developing and providing developmentally and culturally appropriate activities for young children.

EDUC 314 Creative Arts and Their Pedagogy in ECE (3 credits)

This course is designed to equip students with theories of how certain music, songs, dance, poems and drama help to develop the child in different domains such as social development, physical development and emotional development; and to develop the techniques and skills in adapting and creating basic melodies, musical activities, songs, poems and drama activities that improve the children's social interactions, self-expressions, self-confidence, creativity, appreciation and value of those different forms of arts. Emphasis will be on providing conditions that encourage development of creativity and aesthetic awareness. Class work includes workshops and field experiences in planning and implementing appropriate creative experiences with young children.

EDUC 315 Child's Rights and Child Protection (3 credits)

This course aims to introduce children's rights which are well-protected by any local and international legislation. It includes childcare, education, safeguarding, well-being, special needs and equality of every individual child. It is designed to enable students to have better understanding of Cambodian legislation and UN Convention of child's rights, initiatives, policy, regulations and legal procedures that help to promote and practice child's rights. In addition, it requires students to discuss some important issues related to all forms of child abuses and solutions, mechanisms, methods, approaches and appropriate legal actions and measures that were adopted to ensure that all the universal children's rights are practiced effectively.

EDUC 316 Effective Communication with Parents and Communities (3 credits)

This course examines how teachers and administrators can prepare themselves to create positive relationships and productive partnerships with families and communities. Specifically it discusses a range of topics such as the school's role in community development, parent involvements in the educational process, and how effective communication between school and community impact students' learning. It also provides an overview of typical and atypical child development, parenting and social challenges faced by families of children with special needs, the importance of developmental screening and effective communication strategies for working with families.

EDUC 317 Assessment of Child Development (3 credits)

This course will review theory and research in ECE assessment. Students will learn practical skills for observing and assessing children's behavior and progress towards developmental milestones. Attention will be given to the application of assessment data to curriculum planning. In addition, they will learn how to keep children's records and develop individual children's portfolio. Then, they will learn how to give effective feedback to parents and how to promote effective parent-teacher relations.

EDUC 302 Education and Character Building (3 credits)

This course discusses basic concepts of character and related terms, why character building is important in the society, and how a person's character develops. The students will further discuss the trends in Cambodian character development and its relationships with the society and culture. The following specific topics will be explored: roles of family, school, religion, and media in character building.

EDUC 318 Managing a Child-Friendly Classroom (3 credits)

Students will learn to create a physical environment that is safe, secure, and sanitary which provides appropriate stimulation; and a social environment which respects and encourages child participation and inclusion. Students will learn practical techniques for appropriate behavior management and become skilled in teaching healthy lifestyles and life skills.

EDUC 319 Practicum I: Observation/Field Study (3 credits)

This course provides the students with opportunities to explore real teaching and learning environment through on-site observations. Students will work in infant care, preschool, or kindergarten under supervision of early childhood teachers or practicum supervisors. They will learn how to observe, interpret, and assess their observations of children for 12 contact hours, conduct an in-depth study for 40 hours, and create a portfolio about children for 10 hours. Their observations will be summarized in narratives outlining the children's growth in the various developmental domains. All of this will be used to plan and carry out two parent conferences. Still-pictures and video-capturing of the observation, teaching and learning activities will be required.

YEAR IV: Major Courses

ENGL 410 Report Writing for Preschool Teachers (3 credits)

This course begins with a review of some basic grammatical elements such as tenses, subject-verb agreements, articles, clauses, etc. Using this grammatical knowledge, the students will practice writing all types of sentences and some selected paragraphs and essays. Then, they will be introduced to various types of reports, but will focus on academic report writing. Reflective papers about actual teaching and learning situations in preschool classrooms which the students observe will be important assessment methods, while composite reports on children's holistic development will be emphasized as a major assignment. The course could make use of the data obtained from the Monitoring and Assessment of Child Development course.

EDUC 410 Action Research I: Planning (3 credits)

This course is an introduction to the theory and practice of action research in early childhood education. It discusses basic concepts and methods of action research and the historical and ideological influences on this form of inquiry by teachers. Students will write a three-chapter research proposal. Chapter one includes a problem statement, research question(s) about the problem, and objectives of the study; chapter two is a literature review; and chapter three explains the context of the study, the methodological approach, data collection instruments, data analysis procedures, scope and limitations, and time line. At the end of the term, the students will be required to orally present their proposals to the class to get comments for improvement.

EDUC 411 Practicum II: Teaching Practice (3 credits)

Building on the experiences gained through "Practicum I," this course provides opportunities to student teachers to connect theory and practice. They will demonstrate their appropriate early childhood teaching competencies under guided supervision by utilizing child-centered, play-oriented approaches to teaching, learning, and assessment. Knowledge of curriculum content areas are emphasized as the student teachers design, implement and evaluate experiences that promote holistic development for all young children.

EDUC 412 Inclusive Practice in ECE (3 credits)

This course examines current research and practices related to diverse student populations to include race, ethnicity, language, gender, exceptionalities, socio-economic status, and cultural differences. The emphasis is on the factors that influence learning, instructional strategies, assessment, and interventions.

EDUC 413 Introduction to Special Education (3 credits)

This course provides an overview of laws, definitions, methodologies, trends and issues, and current research in early childhood special education. It covers various categories of disability, including learning and physical disabilities, autism, mental retardation, behavioral disorders, communication disorders, visual and/or hearing impairments, attention deficit disorders and giftedness. Topics are examined from a culturally sensitive, family-focused perspective that emphasizes the importance of understanding children with special needs in order to educate them effectively.

EDUC 414 Action Research II: Implementation (3 credits)

Students will practice carrying out their action research proposals in a classroom or at home setting with emphasis on improving ECE practice. They will write two more chapters. Chapter four is research findings interpretation and discussion in relation to the research questions; chapter five consists of conclusions and implications for improvement of ECE practices. Students will have to orally present their research reports to the class.

EDUC 415 Seminar on Special Topics in ECE (3 credits)

This course explores historical and current research on early childhood education and requires an in-depth analysis of empirical findings in early childhood education, such as curriculum issues, teaching methodology and pedagogy, learning assessment, and learning disabilities with focus on the synthesis of research findings and their application to the educational environment. A paper suitable for publication required.

OPTION I: Teaching in ECE

EDUC 420 Technology in ECE (3 credits)

This course will examine theory and research in the use of technology in ECE. Students will be introduced to a variety of open-source software programs. They will necessary skills in designing computer-based learning activities and websites and in teaching young children foundational computer skills. Projects might include web pages, web quests, computer-based grade books, newsletters, book making, e-portfolio, etc.

EDUC 421 Early Interventions in Special Education (3 credits)

This course explores historical, social, and philosophical foundations of early intervention. It explains the rationale for early intervention, identifies connections between assessment, intervention, and evaluation, determines early interactions between the developing child and the environment, presents normal developmental sequences and atypical development, and highlights effects of disabling and at-risk conditions. Students will relate the learned theories to real-life situations by cooperating with diverse families in identifying special needs of children and designing early intervention programs to help address the issues.

EDUC 422 Designing Preschool Teaching and Learning Materials (3 credits)

This course will introduce the students to appropriate teaching and learning activities for children from birth through age six with a focus on music, movement, art, manipulative, dramatic play, social and emotional learning, sensory learning, and creativity. The students will identify educational materials that are commonly played by children in the Cambodian context and define their characteristics

including the materials, method of creation, rule or procedure of play/use. The students will learn to creatively design those educational materials using existing resources available in the neighborhood.

EDUC 423 Integrated Approaches to Teaching and Learning (3 credits)

This course examines the development of social identities in diverse societies including theoretical and practical implications of culture, ethnicity, stereotyping and bias as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies and teaching methods such as inquiry-based, outcome-based, and collaborative methods are employed emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias.

OPTION II: Management in ECE

EDUC 430 Leadership, Management, and Entrepreneurship in ECE (3 credits)

This course explores basic leadership and management theories and practices in early childhood education and their effects on the professionalization of this field. Students will compare leadership and management in general and discuss their distinctive, yet interrelated roles in successful early childhood education. Attention is paid to examination of personal and professional characteristics of successful leaders and managers. Students will select some leaders and managers in ECE and analyze their attributes, from which they will assess their own leadership potential, and develop a leadership framework for successful practices. The students will also learn basic concepts of entrepreneurship in ECE and analyze characteristics of successful ECE establishments. Finally, the students will identify opportunities for establishing a new ECE business that is responsive to the societal need.

EDUC 431 ECE Curriculum Development (3 credits)

This course will provide an overview of selected philosophies of early childhood education and introduce various approaches to ECE curriculum development. The students will identify relationships between child developmental theories, philosophies, and actual practices in development of curriculum based on the needs of the young children including psychomotor, cognitive, affective, linguistic, and socialization abilities. The students will also analyze a number of early childhood curriculum models of preschools inside and outside the country. Field experiences will be essential for the students.

EDUC 432 Financial Management in Preschools (3 credits)

This course aims at enhancing knowledge of the principles of effective financial management and the ability to apply those principles to the financial planning and management of early childhood education programs. Students will gain a better understanding of the critical relationship between financial management and program quality for children, parents, families and staff. This course provides students with many opportunities to apply these principles and practices to the financial management of their own programs.

EDUC 433 Monitoring and Evaluation in Preschools (3 credits)

The purpose of monitoring and evaluation in early childhood education is to provide a basis for decision making about the need for and direction of change. Regular monitoring and systematic evaluation will lead to programs that are current, relevant, and sensitive to the changing needs of students, stakeholders and society. Various aspects of the ECE institution that will be monitored and evaluated include the curriculum, the children enrolled, the administrative and managerial functions, the

teaching and non-teaching staff, and the physical plant. The students should be familiar with a wide range of formative and summative evaluation techniques and be able to employ them effectively in data collection process.