Course Descriptions

# ECED - Early Childhood Education

ECED 201 - Introduction to Early Childhood Education (3)

Students study theories of learning, history, models of ECED and advocacy; using a social justice framework to understand components of ECED curricula: including content, process, teaching/facilitating, and contexts for learning.

Offered: Fall, Spring.

ECED 202W - Early Childhood Development, Birth to Eight (3)

This course examines the characteristics and needs of young children, birth through eight, including the stages and multiple influences on early development and learning, using historical and culturally diverse perspectives. This is a Writing in the Discipline (WID) course.

Offered: Fall, Spring

ECED 232W - Building Family, School and Community Partnerships (3)

Students examine methods of building respectful, reciprocal relationships that empower and support families in their children's development. Students also come to understand the complexities of family and community characteristics. This is a Writing in the Discipline (WID) course.

Prerequisite: Admission to an Early Childhood Education program, or consent of department chair.

Offered: Fall

ECED 305 - Intentional Teaching in the Early Years (4)

The practicum course introduces developmentally effective approaches for teaching/learning in the early years (3-5). ECED candidates observe, evaluate, design, implement curriculum and environments supportive of children’s development and learning.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair; taken concurrently with ECED 326.

Offered: Fall

ECED 310 - Contextualizing Infant Toddler Education (3)

Students explore effective tools emphasizing positive attention, approval and affection in infant-toddler care/development, and apply a structured caregiving model to current trends and theories to enhance development across developmental domains.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Five, or by permission of department chair.

Offered: Spring

ECED 312 - Infant Toddler Cognitive Development and Learning (3)

Candidates’ study the cognitive development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research and reflection candidates’ strengthen their own practices.

Prerequisite: Admission to the FSEHD ECED BS Concentration in Birth to Five, or by permission of department chair.

Offered: Spring

ECED 314 - Infant Toddler Social/Emotional Development and Learning (3)

Candidates’ study the social-emotional development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research and reflection candidates’ strengthen their own practices.

Prerequisite: Completion of ECED 202W, ECED 310, ECED 312 and SPED 305 (B-or higher) ) or by permission of Department Chair.

Offered: Fall

ECED 321 - Mathematics: Methods and Assessment (4)

ECED Candidates develop an understanding of essential content and effective data-driven teaching approaches for mathematics in early childhood (K-2) through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: Any mathematics general education distribution; ECED 305; ECED 322; ECED 326; ECED 328; (minimum B-) or consent of department chair; taken concurrently with ECED 324.

Offered: Fall.

ECED 322 - English Language Arts: Methods and Assessment I (4)

ECED candidates learn evidence-based and equitable practices enhancing early language and literacy development of children, Birth-5. Students implement observation and assessment protocols to inform curriculum development during a practicum experience.

Prerequisite: ECED 305; ECED 326 (minimum grade of B-) or consent of department chair; concurrent with ECED 328.

Offered: Spring.

ECED 324 - English Language Arts: Methods and Assessment II (4)

Students explore evidence-based curriculum, instruction and assessment that promote literacy and language skills for all children through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: ECED 305; ECED 322; ECED 326; ECED 328 (minimum B-) or consent of department chair; taken concurrently with ECED 321.

Offered: Fall.

ECED 325: Early Numeracy: Mathematical Concepts and Skills (3)

Young children’s early mathematical development (B-5) are studied to understand the role of assessment and effective teaching. Candidates observe young children to assess mathematical thinking; and design an effective play-based curriculum.

Prerequisite: Completion of Math Gen Ed and admission into ECED Birth to Five program.

Offered: Fall

ECED 326 - Social Studies and Social/Emotional Methods (4)

ECED candidates will understand the importance of social competence; and the connectedness of being socially competent to social studies through an in-depth practicum experience that utilizes observation, reflection and co-teaching.

Prerequisite: Admission to the FSEHD EC Program; or consent of department chair; taken concurrently with ECED 305.

Offered: Fall

ECED 328 - Science and Technology Methods (4)

ECED Candidates develop an understanding of essential content and effective teaching approaches for science & technology in early childhood (K-2) through in-depth practicum experience that utilizes observation, reflection and co-teaching.)

Prerequisite: ECED 305; ECED 326 (minimum grade of B-), or consent of department chair; taken concurrently with ECED 322.

Offered: Spring.

ECED 410 - Infant Toddler Field Experience I (4)

In this course candidates will engage in a competency-based field experience designed to support the application and practice of content within the Birth to Three Concentration.

Prerequisite: Completion of ECED 310, , and SPED 305 (B- or higher) ) or by permission of Department Chair.

Offered: Fall

ECED 416 - Infant Toddler Language Development and Learning (3)

Students explore language development for infants/toddlers including theoretical perspectives, the role of caregiving relationships and environmental, cultural and socioeconomic influences.

Prerequisite: Completion of ECED 202W, , and SPED 305 (B- or higher).

Offered: Spring

ECED 445 – Early Childhood Learning and Teaching (2)

Teacher candidates observe/participate in their student teaching setting, gather contextual factors data; and observe/study behavior management strategies to understand classroom culture, developing teacher-student relationships, and effective behavior management strategies.

Prerequisite: ECED 321 and ECED 324.

Offered: Early Spring

ECED 439 - Student Teaching: Early Childhood Settings I (9)

Teacher candidates focus on refining effective teaching practices within an early childhood setting; developing deep understanding of context, planning, preparation and professionalism.

Prerequisite: Concurrent enrollment in ECED 469W and satisfactory completion of all major and professional courses.

Offered: Spring

ECED 440 - Building Collaborative Relationships Through Coaching (3)

Application of the coaching model to build capacity and support children, families and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning.

Prerequisite: Admission to the FSEHD ECED Program/Concentration Birth to Five. Completion of ECED 202W and ECED 232W.

Offered: Spring.

ECED 449 - Early Childhood Community Program Internship (6)

In this culminating experience, candidates complete in an infant-toddler program, preschool program, or community-based program under the supervision of a cooperating teacher/supervisor and college supervisor. Graded S/U.

Prerequisite: Completion of all ECED program major requirements.

Offered: Spring.

ECED 469W - Best Practices: Early Childhood Settings I (3)

Teacher candidates analyze district and school level policies and data, collaborations among school personnel, families, community agencies and specific school curriculum in order to develop profession-ready early childhood teaching skills. This is a Writing in the Discipline (WID) course.

Prerequisite: Concurrent enrollment in ECED 439.

Offered: Spring

ECED 479W - Best Practices in Community Settings (3)

Issues and practices of care and education of infants/toddlers are analyzed to understand how collaborations among programs, families, community agencies and assessment, in high quality infant/toddler care and education operate. This is a Writing in the Discipline (WID) course.

Prerequisite: Admission to the ECED Program/Concentration, Birth to Five and SPED 416.

Offered: Spring.

From Health and Physical Education courses (HPE)

HPE 345 - Wellness for the Young Child, B-8 (3)

Students explore how environmental, socioeconomic, and cultural influences impact child development and overall wellness; and learn about specific wellness topics in early-childhood education (B-8) and their alignment with program/student standards.

Hybrid course.

Prerequisite: Admission to an ECED program or consent of the Health and Physical Education department chair.

Offered: Fall

From Special Education courses: (SPED)

SPED 305 - Supporting Young Children B-5 with Exceptionalities (3)

Students learn history and current policy regarding special education and early intervention. Recommended practice and processes to effectively support young children B-5 with exceptionalities and their families are studied.

Prerequisite: Admission to an ECED program.

Offered: Fall.

From Teaching English as a Secondary Language courses (TESL)

**TESL 300** - Promoting Early Childhood Dual Language Development (3)

Candidates acquire research-based strategies for promoting English and supporting the native language in early childhood settings. Approaches are also given for working with parents and caregivers who speak languages other than English.

Prerequisite: Admission to an ECED program.  
Offered: Spring.