ECED 115. Child Growth, Development, and Learning
3 Credits
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals.

ECED 125. Health, Safety, and Nutrition
2 Credits
This course provides information related to standards and practices that promote children's physical and mental well being sound nutritional practices, and maintenance of safe learning environments.

ECED 135. Family and Community Collaboration
3 Credits
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establishes collaborative relationships with families in early childhood settings is discussed.
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 215. Curriculum Development Through Play
3 Credits
The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four and developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IFSP’s and IEP’s is included. Consent of instructor required.
Prerequisite(s): ECED 115 and ENGL 111G.
Corequisite(s): ECED 220.

ECED 220. Early Childhood Education Practicum I
2 Credits
The beginning practicum course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways. Consent of instructor required.
Prerequisite(s): ECED 115 and ENGL 111G.
Corequisite(s): ECED 215.

ECED 225. Curriculum Development and Implementation II
3 Credits
The second curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IEP’s is included. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 230.

ECED 230. Early Childhood Education Practicum II
2 Credits
The second field-based curriculum course focuses on practicing developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 225.

ECED 235. Introduction to Language, Literacy and Reading
3 Credits
This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension.
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 245. Professionalism
2 Credits
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

ECED 255. Assessment of Children and Evaluation of Programs
3 Credits
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. Crosslisted with: SPED 255
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 265. Guiding Young Children
3 Credits
This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented.

ECED 270. Program Management
3 Credits
Technical knowledge necessary to develop and maintain a quality early care and education program. The course will focus on sound financial management and vision, laws and legal issues that affect programs and state and national standards including accreditation requirements.
Prerequisite: consent of instructor.

ECED 275. Curriculum for Diverse Learners and Their Families
3 Credits
Implementation of family-centered programming that includes developmentally appropriate and culturally responsive curriculum. The course will also cover the establishment and maintenance of healthy and safe learning environments. Consent of instructor required.
ECED 276. Effective Program Development for Diverse Learners and Their Families
2 Credits
Practical experience in observing and carrying out the role of the director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 275.

ECED 280. Professional Relationships
3 Credits
Development of staff relationships that will foster strong professional relationships with and among families, communities and advisory boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Working effectively with board, advisory groups and community members and agencies will be addressed. Consent of instructor required.
Corequisite(s): ECED 281.

ECED 281. Professional Relationships Practicum
2 Credits
Practical experience in the development of staff relationship that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Working effectively with board, advisory groups and community members and agencies will be addressed. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 280.

ECED 315. Research in Child, Growth, Development and Learning
3 Credits
This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive, language, and the methodological aspects of research in early childhood development and education.
Prerequisite(s): ECED 115.

ECED 329. Early Primary Field Placement
2 Credits
The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts and Movement. The field based component will provide experiences that address curriculum content and practice teaching that is relevant for early primary children in developmentally and culturally sensitive ways. Graded: S/U.
Corequisite(s): ECED 440, ECED 445, RDG 350.

ECED 335. Family, Language and Cultural
3 Credits
This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community and cultural background.
Prerequisite(s): ECED 135.

ECED 351. Emergent Literacy
3 Credits (2+2P)
This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through age 4, including children with special needs. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials and preparation of rich literacy environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability and 5) literacy leadership. Crosslisted with: RDG 351.
Prerequisite(s): ECED 235.

ECED 395. Special Topics
1-3 Credits
Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 420. Integrated Early Childhood Curriculum
4 Credits
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prerequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, and ECED 265.
Corequisite(s): ECED 425.

ECED 425. Integrated Curriculum Practicum
2 Credits
The advanced practicum course is a field based course that will provide opportunities for the integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prerequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, ECED 265.
Corequisite(s): ECED 420.

ECED 440. Teaching and Learning Math and Science
4 Credits (2+4P)
Standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experience required.

ECED 443. Assessment of Children and Evaluation of Programs
3 Credits
Advanced course builds on understanding the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective and social domains. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences will be emphasized. Builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.
ECED 452. Teaching Language Minority Children in Early Childhood Settings
3 Credits
Framework and strategies for the educational development of young language-minority children.

ECED 455. Teaching and Learning Social Studies, Fine Arts and Movement
3 Credits (2+2P)
The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts and movement across the curriculum. This course emphasizes an integrated approach to teaching the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement and drama.
Corequisite(s): ECED 440, ECED 329, RDG 350.

ECED 458. Field Experience (Infants Pre-K)
1 Credit
Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. Graded S/U.

ECED 459. Field Experience (K-3)
1 Credit

ECED 465. Advanced Caregiving for Infants and Toddlers
3 Credits
The advanced field-based course is intended to assist students to define and implement advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs and styles of every child, appropriate guidance techniques and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in home, small-group or whole-group care situations. Crosslisted with: SPED 465

ECED 470. Student Teaching/Seminar
6 Credits
Provides student teaching experience in a variety of settings with young children ages birth 8.

ECED 479. Curriculum in Early Childhood Education
3 Credits
Development and implementation of curriculum and materials for teaching young children.

ECED 489. Topics
3 Credits
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 510. Issues in Early Childhood Education
3 Credits
Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 515. Working with Parents of Young Children
3 Credits
Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.

ECED 520. Seminar on Cognitive and Social Development
3 Credits
In-depth study of developmental theories: Piaget, Kohlberg, Bruner, and Erikson. Implications for development of preschool programs and teaching techniques.

ECED 530. Leadership and Advocacy in Early Childhood
3 Credits
The course explores a multidisciplinary approach to early childhood educational leadership, advocacy and change. The course focuses on leadership in its many forms: in teaching, administration, policy, research, and ethics. In addition, we will examine the theory and practice of change to gain an understanding of what contributes to advocating for policy and community change. Students will gain a deeper understanding of themselves as leaders, and ways to improve early education to promote social justice in programs and systems serving families and young children.

ECED 570. Play in the Early Childhood Curriculum
3 Credits
Advanced exploration of the development of curriculum based on children's play. A means of exploring and learning the patterns of human living, communications, and experiences congruous with developing interests and capacities. Restricted to majors. Same as ECED 451 with differentiated assignments for graduate students.

ECED 580. History and Philosophy of Early Childhood Education
3 Credits
Critical analysis of the historical development and philosophical underpinnings of the field of early childhood education as it relates to current practice. Restricted to doctoral-level students of any major.

ECED 612. Early Childhood, Communities, and Social Policy
3 Credits
Early childhood politics and policy taken from a global, national, state, and community context. Restricted to doctoral-level students of any major.

ECED 633. Praxis and Reflexivity
3 Credits
Same as BIL 633, EDUC 633, RDG 633, EDLT 633.

ECED 698. Selected Topics in Early Childhood Education
1-6 Credits
Offered under various subtitles. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.