

# EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE)

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## **ECDE 210 Introduction to Early Childhood Education (3 credits)**

This course provides an overview of the complexity of working with young children and their families. The topics include introduction to the history of early childhood education, supportive agencies, roles of professionals, contexts of typical and atypical child and family development, and curricular models. This course requires 20 hours of service learning. Typically Offered: Fall.

## **ECDE 234 Infancy and Early Childhood (3 credits)**

Influences on development before birth through the preschool years; factors that determine physical, emotional, cognitive, social, and creative development. Typically Offered: Spring.

## **ECDE 235 Principles and Methods of Child Observation (3 credits)**

Development of skills necessary to observe, record, and interpret child behavior; observations to be arranged. Typically Offered: Fall.

**Prereqs:** ECDE 234 with a grade of 'C' or better

## **ECDE 254 Middle Childhood Development (3 credits)**

Emotional, social, cognitive, and physical development of the school-age child through pre-adolescence in the context of family, school, peer group and community. Typically Offered: Fall.

**Prereqs:** HDFS 105 or ECDE 234 or Permission

## **ECDE 330 Positive Behavior Intervention and Support (3 credits)**

Drawing on developmental theories and behavioral principles, this course discusses evidence-based strategies for strengthening desirable behaviors and reducing challenging behaviors in students. Both theoretical foundations and practical techniques of Positive Behavior Intervention and Support (PBIS) will be addressed. Typically Offered: Fall.

**Prereqs:** HDFS 105 or ECDE 210 or PSYC 101

## **ECDE 333 Developmental Curriculum for Young Children (4 credits)**

Principles and practices of a developmentally based curriculum, assessment, intervention, and evaluation. Three hours of lecture and two hours of lab per week. Typically Offered: Spring.

**Prereqs:** ECDE 235 with a grade of 'C' or better or Permission

## **ECDE 340 Parent-Child Relationships in Family and Community (3 credits)**

May be taken by nonmajors. Dynamics of parent-child interactions and models for parent education programs in community and school settings. Typically Offered: Fall.

**Prereqs:** ECDE 234 or HDFS 334

## **ECDE 401 Preschool Internship Seminar (2 credits)**

A review of the professional responsibilities and commitments, and the interactions and partnerships that support children and families' healthy development, learning, and well-being. Typically Offered: Fall and Spring.

**Coreqs:** ECDE 497

## **ECDE 404 (s) Special Topics (1-16 credits, max arranged)**

### **ECDE 410 Advanced Infant and Toddler Development and Learning (3 credits)**

Joint-listed with ECDE 510

This course provides an in-depth study of the child from conception to three years of age. The topics may include an overview of typical and atypical development with various theoretical perspectives in each of the developmental domains, quality caregiving practices, and supported services and/or programs. Additional assignments required for graduate credit. Typically Offered: Spring (Odd Years).

### **ECDE 420 Inclusive Early Childhood Education (3 credits)**

Joint-listed with ECDE 520

This course examines the needs, opportunities, barriers and resources to inclusive early childhood education. The relevant laws, policies, research-based practices and models will be studied to understand the context for systems change. Additional assignments required for graduate credit. Typically Offered: Spring (Even Years).

### **ECDE 430 Cognitive and Motivation in Human Learning (3 credits)**

Joint-listed with ECDE 530

This course discusses the research and theory in the psychology of learning from cognitive, developmental, behavioral, and motivation perspectives. The course's contents are designed to provide students with historical background, research evidence, and real-life implementation of theories in various contexts, thus balancing theoretical and practical perspectives. Up-to-date, supplementary research articles will be provided to encourage students to think critically about those theories and to reflect on theories' implications in their own learning environments. Additional work required for graduate credit. Typically Offered: Unknown.

**Prereqs:** ECDE 210 or ECDE 234

### **ECDE 435 Feeding Young Children in Group Settings (1 credit)**

This course increases awareness concerning the best practices in feeding young children. Practical, hands-on activities and assignments are included in the course through videotapes and the course website, [www.aee.uidaho.edu/feeding](http://www.aee.uidaho.edu/feeding). Typically Offered: Spring.

### **ECDE 436 Theories of Child and Family Development (3 credits)**

Identification, interpretation, and evaluation of individual and family developmental theories. Typically Offered: Spring.

**Prereqs:** HDFS 105 or ECDE 234 and Junior standing or Permission

### **ECDE 480 Assessment: Early Childhood/SPED (3 credits)**

The assessment process, link between assessment, curriculum planning, and IEP/IFSP development, cultural responsiveness in assessment, legal issues and family partnerships. Practical experience using strategies and tools for screening and assessing development of infants and children birth through age 8, including typical and atypical development. Recommended Preparation: ECDE 234 and ECDE 333 Typically Offered: Fall.

**Prereqs:** "C" or better in ECDE 234, ECDE 235, & EDSP 300

### **ECDE 481 Early Childhood SPED Curriculum (3 credits)**

Overview of typical and atypical infant and child development; instructional strategies for working with infants, toddlers and young children through third grade, linking assessment, curriculum and IEP and IFSP development, designing instructional programming for natural settings and formal settings; involving families, collaboration among professionals, working with volunteers and paraprofessionals. Recommended Preparation: ECDE 234 and ECDE 333. Typically Offered: Spring.

**Prereqs:** 'C' or better in ECDE 234, EDSP 300, & EDCI 302

**ECDE 490 Infant & Toddler SPED Internship (1-7 credits)**

Direct practical experience in settings serving typically and atypically developing infants: ages birth to 35 months. Demonstration of screening, assessment, development of IFSP, programming in natural environments, working closely with parents to increase their roles as partners and collaboration among service providers. Typically Offered: Spring (Odd Years).

**Prereqs:** ECDE 480 and ECDE 481

**ECDE 497 INTERN: Preschool (1-16 credits)**

Credit arranged. Supervised applied experience in child development and family relations. The field experience offers opportunity for students to learn about working in settings for children and families. Typically Offered: Fall and Spring.

**Prereqs:** 'C' or better in ECDE 234, ECDE 235, ECDE 333, and Permission

**ECDE 498 (s) Internship (1-16 credits)**

**ECDE 499 (s) Directed Study (1-16 credits, max arranged)**

**ECDE 502 (s) Directed Study (1-16 credits)**

Credit arranged

**ECDE 504 (s) Special Topics (1-16 credits)**

Credit arranged

**ECDE 510 Advanced Infant and Toddler Development and Learning (3 credits)**

Joint-listed with ECDE 410

This course provides an in-depth study of the child from conception to three years of age. The topics may include an overview of typical and atypical development with various theoretical perspectives in each of the developmental domains, quality caregiving practices, and supported services and/or programs. Additional assignments required for graduate credit. Typically Offered: Spring (Odd Years).

**ECDE 520 Inclusive Early Childhood Education (3 credits)**

Joint-listed with ECDE 420

This course examines the needs, opportunities, barriers and resources to inclusive early childhood education. The relevant laws, policies, research-based practices and models will be studied to understand the context for systems change. Additional assignments required for graduate credit. Typically Offered: Spring (Even Years).

**ECDE 530 Cognitive and Motivation in Human Learning (3 credits)**

Joint-listed with ECDE 430

This course discusses the research and theory in the psychology of learning from cognitive, developmental, behavioral, and motivation perspectives. The course's contents are designed to provide students with historical background, research evidence, and real-life implementation of theories in various contexts, thus balancing theoretical and practical perspectives. Up-to-date, supplementary research articles will be provided to encourage students to think critically about those theories and to reflect on theories' implications in their own learning environments. Additional work required for graduate credit. Typically Offered: Unknown.

**ECDE 540 Parent-Child Relationships (3 credits)**

Open to nonmajors. The developing family; patterns of child rearing. Typically Offered: Spring.

**Prereqs:** ECDE 234 or HDFS 334, HDFS 440, and 6 credits in Psychology and/or Sociology or Equivalent