

EARLY CHILDHOOD EDUCATION (EDEC)

EDEC 230 - Positive Child Guidance and Management with lab. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 and 2. This course examines guidance philosophy and models, universal design, positive guidance techniques, challenging behaviors, functional assessments, and positive support plans. Students will develop skills in using positive guidance and management techniques while enhancing children's self-esteem and developing children's pro-social skills. The homework for this class includes application of course content in an early childhood setting. Plan for a minimum of 45 hours in an early childhood setting to accomplish these application activities.

EDEC 405 - Early Childhood Assessment and Outcomes. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This class must be taken concurrently with Level 3 courses and is restricted to students who have completed coursework in Levels 1 and 2. Examines goals, benefits, limitations, characteristics, and uses of assessments for young children, families, staff, and early childhood programs. Explore the relationship between assessment and outcomes, examine and critique different assessment tools and strategies, develop and implement assessment plans, and practice skills in collaboration to form assessment partnerships.

EDEC 408 - Early Childhood Principles and Practices. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This course is an overview of principles and practices in early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. Co-convened course with EDEC 508.

EDEC 410 - Families, Communities, Culture. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This on-line course explores the dynamics of working together with families of young children (birth - 8) in early childhood programs using a family-centered approach that places the child in the context of family and community. Students will explore developmental relationship building, communication, needs-based assessment and cultural diversity through readings, online discussion groups, an independent service-learning project and field-work. Co-convened with EDEC 510.

EDEC 420 - Meeting Standards Through Play-Based Environments. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Also examined will be the role of the teacher as environmental designer and facilitator of learning. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. This course is co-convened with EDEC 520.

EDEC 430 - SocEmot Dvlpmnt in Yng Child. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This on-line course examines the development, components, and influences of social competence in the early childhood years (birth ? 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine developmental theories, current literature, researched-based teaching strategies and assessment tools. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. Co-convened with EDEC 530.

EDEC 453 - Early Childhood STEM. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This class must be taken concurrently with Level 4 courses and is restricted to students who have completed coursework in Levels 1, 2, and 3. This course is designed to address the following questions. How do K-3 students construct science and engineering understandings? Which classroom conditions foster opportunities for students to learn and enjoy science and engineering? What teaching strategies engage students in doing and understanding science and engineering? What does it mean to be a culturally responsive science and engineering teacher?

EDEC 454 - PK-3 Language Arts and Reading Methods. 3 Credits.

Prereq., admission to the Teacher Education Program in early childhood: P-3. This class must be taken concurrently with Level 4 courses and is restricted to students who have completed coursework in Levels 1, 2, and 3. The emphasis in this course is on integrating the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children birth to age eight.

Gen Ed Attributes: Writing Course-Advanced

EDEC 491 - Special Topics. 1-6 Credits.

(R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.

EDEC 495 - EC Fieldwork/Practicum: Integrated Curriculum. 1 Credit.

Offered autumn and spring. This course provides students the opportunity to participate in planning and facilitating learning activities in a multi-age early childhood program while also participating in an on-line seminar. Students will observe and facilitate learning in a model early childhood setting and participate in on-going written and verbal reflection to explore key teaching and learning issues. The course will focus on promoting student knowledge, skills, and dispositions in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Students are required to be in an assigned lab setting for a minimum of 8 hours/week. The practicum is taken concurrently with EDEC 410, EDEC 420, EDEC 405, and EDEC 230.

EDEC 508 - Early Childhood Principles and Practices. 3 Credits.

Offered autumn. This on-line course presents the foundation principles and practices of early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Students will assume a leadership role in this co-convened course (EDEC 408) to include class presentations of research papers. Level: Graduate

EDEC 510 - Families, Communities, Culture. 3 Credits.

Offered spring. This on-line course explores the dynamics of working together with families of young children (birth - 8) in early childhood programs using a family-centered approach that places the child in the context of family and community. Through readings, online discussion groups, an independent service-learning project, field-work, and creation of a term paper of publishable quality, students will explore developmental relationship building, communication, needs-based assessment and cultural diversity. Co-convened with EDEC 410. Level: Graduate

EDEC 515 - Early Childhood Professional Working with Families Experiencing Adversity. 3 Credits.

Offered autumn. In this course, students will become familiar with the major theories and research regarding family crisis, resiliency, protective factors, and coping skills with an emphasis on the risk factors of poverty, addiction, violence, and disabilities. These will be examined through an early childhood lens and will include the impact of family adversity on early development and learning, the role of early childhood programs in supporting families facing adversity, and an in-depth examination of how the NAEYC Code of Ethics provides guidance in meeting the needs of children and families facing adversity. Students will select and implement an evidence-based family strengthening intervention and evaluate the effectiveness. Level: Graduate

EDEC 520 - Meeting Standards Through Play-Based Environments. 3 Credits.

Offered autumn. This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Also examined will be the role of the teacher as environmental designer and facilitator of learning. This course is co-convened with EDEC 420. In addition to advanced outcomes and assessment, students enrolled in EDEC 520 will develop and present information at an early childhood conference. Level: Graduate

EDEC 530 - Social and Emotional Development in Young Children. 3 Credits.

Offered spring. This on-line course examines the development, components, and influences of social competence in the early childhood years (birth ? 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine and critique developmental theories, current literature, researched-based teaching strategies and assessment tools. Activities will focus on providing students opportunity to discuss, debate, analyze, and practice key foundations and skills. Students must plan for a minimum of 45 hours in an early childhood setting as well as planning and presenting a training session for parents/families. Co-convened with EDEC 430. Level: Graduate

EDEC 540 - Neuroscience and Its Impact on Child Development. 3 Credits.

Offered autumn. This course is an overview of research and methods in developmental cognitive neuroscience, including examination of typical and atypical brain development in the early childhood years. The role of experience, the range of plasticity, and influences such as early intervention will be some of the topics explored specific to early childhood teachers and professionals. Also examined will be neuroscientific claims and whether research supports, contradicts, or does not provide enough evidence to determine the accuracy of the claim. Level: Graduate

EDEC 550 - EC Curriculum Analysis, Design, and Assessment. 3 Credits.

Offered spring. This course will examine the underlying principles of curriculum design, implementation, and assessment. Students will complete an in-depth critique of a published early childhood curriculum, determining if the curriculum is evidence based, developmentally and culturally appropriate, comprehensive, aligned with appropriate early learning standards, and if the curriculum can easily be modified to meet the needs of all learners including those who may have special needs. Additionally, students will use a backward design model to create, implement, and assess a curriculum for young children including those who are culturally, linguistically, and ability diverse. Level: Graduate

EDEC 560 - Public Policy, Advocacy, and Leadership in ECE. 3 Credits.

Offered spring. Participants in this course will critically examine key policy issues facing early childhood and determine ways to engage in and lead others in informed, effective advocacy. The theories, research, and approaches to early care and education advocacy, leadership, and change will be studied and applied through the implementation of an advocacy project. Level: Graduate

EDEC 591 - Special Topics. 1-9 Credits.

(R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate

EDEC 595 - Early Childhood Fieldwork/Practicum. 3 Credits.

Offered every semester. This course provides students the opportunity to participate in planning, facilitating, and evaluating learning activities in an early childhood setting. Through the fieldwork and on-line seminar, course activities will focus on promoting student inquiry and analysis in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Students are required to be based in an approved, accredited early childhood program for a minimum of 8 hours/week where they will video and present a teaching presentation in class. Co-convened with EDEC 495. Level: Graduate