

EDUC C-PSYCHOLOGICAL FOUNDATIONS (EDC)

Course Descriptions

EDC 501 Intro to Learning Disabilities 3 Credit Hours

Overview of characteristics, identification, service delivery models, and issues pertaining to persons from preschool to adulthood with learning disabilities. Required course for Special Education-Learning Disabilities Certification.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate
Can enroll if College is Education, Health, and Human Services

EDC 502 Adol Devl & Classroom Mgmt 3 Credit Hours

An examination of the current theories and research findings concerning the physical, social, emotional and cognitive development during the early and late adolescent years. Theory will be related to educational and parenting practices. Course includes significant material addressing classroom management of the middle school and high school classroom using simulations, case studies, and videos of actual classrooms.

Because students earning 5–9 or 7-12 certification through the Master's in Teaching (MAT) program will complete a 10-hour clinical experience in schools, those MAT students enrolled must complete clearance forms before their field placements; refer to the Field Placement Office website. (YR).

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDC 503 LD Practicum K-12 1 Credit Hour

The K-12 LD Practica will provide beginning students with initial exposure to the practical aspects of teaching LD students in a variety of general and special education settings. Students will be required to observe and actively participate in instructional planning, teaching, managing, and monitoring LD students in K-12 settings. Students will also observe a variety of service delivery models including the resource room, inclusive settings, and tutorial situations. Graduate standing or permission of the instructor; concurrent enrollment in C501.

Corequisite(s): EDC 501

EDC 504 Pract Adol Devl&Clstrm Mgmt 1 Credit Hour

A supervised field experience related to adolescent development and classroom management in grades 6-12. Requires a minimum of 45 clock hours of observation and work spread over a semester in a school setting. Must be taken with EDC 502. For undergraduate credit elect EDC 304.

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDC 505 Learning Theories and Practices 3 Credit Hours

This comprehensive course on learning theories and practices provides students with a deep understanding of the diverse theories that underpin the learning process and equips them with practical skills to apply these theories in various educational settings. The course combines both theoretical and hands-on approaches to foster a holistic understanding of how individuals acquire knowledge, skills, and behaviors.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDC 506 Applied Behavior Analysis I: Principles of Behavior 3 Credit Hours

This course seeks to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. The course, the first in a two-course sequence in applied behavior analysis (ABA), focuses on the fundamental principles, processes, and concepts in the field. These principles, processes, and concepts serve as the foundation of practice. Topics include: the definition and characteristics of ABA, basic elements in a scientific analysis of behavior, principles and tactics for analyzing and changing behavior, and fundamental elements and key terms that are essential to understanding the relationship between behavior and its environment. (F).

Restriction(s):

Can enroll if Class is Graduate

EDC 507 Applied Behavior Analysis II: Behavior Change Procedures 3 Credit Hours

This course seeks to develop competence in the application of the principles of behavior and multiple areas of investigation and practice. This is the second in a two-course sequence in applied behavior analysis (ABA) that focuses on the application of the fundamental principles, processes, and concepts of the field that were covered in Applied Behavior Analysis I. Through discussion, demonstration, and analysis, students will learn about specific behavior change procedures based upon the principles of ABA and the process for selecting and implementing those procedures. Attention is paid to the identification and integration of client-specific cultural, contextual, and personal variables in the selection of goals and interventions. Concurrent enrollment in Applied Behavior Analysis II Practicum is required. (W).

Prerequisite(s): EDC 506

Corequisite(s): EDFP 507

Restriction(s):

Can enroll if Class is Graduate

EDC 508 Intro to Dvlpmntl Disabilities 3 Credit Hours

Full Title: Introduction to Developmental Disabilities This course will provide an overview of the issues related to individuals with developmental disabilities. Topics include the history, public policy issues, familial issues within the context of socio-cultural issues, and the role of families in the provision of services across the lifespan. Students will be exposed to the range of assessment practices for developmental disabilities and criteria for diagnosis. Other topics include educational and behavioral interventions, person centered planning/family centered support, post-school and adult issues, physical and mental health issues, services and supports to improve quality of life, controversial therapies, and ethical issues. (YR)

Restriction(s):

Can enroll if Class is Graduate

EDC 512 Soc Devl & Pos Guidnce Techn 3 Credit Hours

This course will examine the process of social and emotional development in childhood through adolescence. Positive strategies to promote and guide this development in the classroom will be explored using behaviorist and constructivist frameworks. Topics will include character education, discipline models, conflict resolution and family collaboration. Guiding the development of emotional regulation, perspective taking and peer relationships in children including children with special needs will be investigated.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Post-baccalaureate NCFD or Graduate

EDC 514 Early Child Ed Special Needs 3 Credit Hours

Focuses on the psychological and educational needs of the young child with special needs. Discusses identification techniques and educational strategies for teaching in a regular early childhood classroom with young children having special needs. Special emphasis will be placed on behavioral, linguistic, and intellectual needs. Suitable for classroom teachers, child care directors, and teachers in training.

Prerequisite(s): EDC 540 or (EDC 340 or EDC 240)

Restriction(s):

Can enroll if Class is Graduate

EDC 516 Research Methods in Applied Behavior Analysis 3 Credit Hours

This course seeks to develop competence in measurement of behavior, data collection analysis and graphic representation, experimental design with particular emphasis on single subject design, and applicable statistical procedures. This course addresses the research methodology used in applied behavior analysis (ABA), focusing on measurement, data display, interpretation of data, and experimental design. How to measure behavior, how to graph data, and how to interpret graphed data are of particular importance in applied behavior analysis as it serves as the foundation for the development, implementation, and evaluation of programming. In addition, the range of single-subject design methodology is addressed, including reversal, alternating treatment, multiple-baseline, multi-element, and changing criterion designs. Concurrent enrollment in Research Methods in Applied Behavior Analysis Practicum is required. (S).

Prerequisite(s): EDC 506 and EDC 507

Corequisite(s): EDFP 516

Restriction(s):

Can enroll if Class is Graduate

EDC 517 Mgmt of Classroom Behavior 3 Credit Hours

Provides intervention and management techniques for teachers and teacher candidates using principles of behavior modification. Includes examination of theoretical foundations, research and field reports, participation in self-management projects, and consideration of various applications in regular and special classrooms. Field experience is optional. Will focus on classroom management in early childhood and elementary environments, allowing a more focused examination of topics and case studies geared to those grade levels.

Prerequisite(s): EDC 300

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDC 522 MAT Adolescent Development & Classroom Management 3 Credit Hours

An examination of the current theories and research findings concerning the physical, social, emotional and cognitive development during the early and late adolescent years. Theory will be related to educational and parenting practices. Course includes significant material addressing classroom management of the middle school and high school classroom using simulations, case studies, and videos of actual classrooms. Because students will carry out assignments and activities in schools through a 10-hour clinical experience, those enrolled must complete clearance forms before their clinical experiences; refer to the Field Placement Office website. (F, W).

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

EDC 525 Treat Plan/Eth Prof Cond ABA 3 Credit Hours

Full Title: Treatment Planning/Ethical and Professional Conduct in Applied Behavior Analysis. This course provides a comprehensive approach to treatment planning in Applied Behavior Analysis. The course addresses application of the principles of Applied Behavior Analysis to intervention, assessment, implementation, evaluation, program continuation/maintenance, and data-based clinical decision making. Central to treatment are the ethical responsibilities for Applied Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts, as put forth by the Behavior Analyst Certification Board is addressed. Throughout the course, the behavior analytic literature is used as the basis for all coursework, discussion, and evaluation. (YR)

Prerequisite(s): EDC 506

EDC 531 Paradigms of Constructivist Inquiry 3 Credit Hours

Constructivism is an epistemology, a philosophy, and a learning theory. The course offers an examination of constructivism theory based on the work of Jean Piaget, Lev Vygotsky, and others who have studied constructive meaning-making. The class provides an overview of the dimensions of constructivism and its implications for teaching and teacher education. The major focus will be on understanding and applying constructivism theory. Understanding of the role of metacognitive thinking and reflection that is embedded within constructivist teaching practices and significance in knowledge construction across subjects, disciplines, and grade levels will be an emphasis.

Restriction(s):

Can enroll if Class is Graduate

EDC 539 Child Maltreatment and Trauma 3 Credit Hours

This course will examine adverse childhood experiences, including the impact of physical abuse, neglect, sexual abuse, and other forms of psychological trauma. Particular emphasis will be placed on the role of trauma informed professionals to identify, assess, and support the needs of children, youth, and families impacted by trauma and child maltreatment. This course will explore various levels of prevention, intervention, and collaborative response to suspected cases of child maltreatment by multi-disciplinary teams, including investigation and treatment. (F, W, S).

Restriction(s):

Can enroll if Class is Graduate

Cannot enroll if Level is

EDC 540 Advanced Child Development 3 Credit Hours

An advanced study of the development of the child from conception through adolescence. Research on physical, cognitive, and psychosocial development will be explored and analyzed. Current applications of knowledge in this field will be examined as well as new innovations in both research and practice.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDC 541 The Child: Birth to Three 2 to 3 Credit Hours

An examination of current theories and findings concerning the physical, social, emotional and intellectual development of the young child from prenatal to three years of age. Topics include fetus maturation, capabilities of the newborn, language, cognition, and environmental influences on development. Theory will be related to infant care practices in the home and in early childhood centers.

Restriction(s):

Can enroll if Class is Graduate

EDC 542 EC:Fam/Sch/Com Collab Mult Soc 3 Credit Hours

FULL COURSE TITLE: Early Childhood: Family School Community Collaboration in a Multicultural Society. Focuses on factors which influence the building of partnerships among early childhood professionals, families and communities. Includes understanding and working with culturally and linguistically diverse families. Various communication and problem-solving strategies which promote family involvement and community outreach are practiced through discussion and role play.

Prerequisite(s): (EDC 340 or EDC 240)

Restriction(s):

Can enroll if Class is Graduate

EDC 545 Develop Assess of Young Child 3 Credit Hours

Survey and demonstrations of formal and informal measures to assess young children's physical, social, intellectual, and emotional development. Instruction in some techniques appropriate for use by classroom teachers, childcare directors, health care professionals, and others who are interested in assessing the development of children aged birth to nine years. Students cannot receive credit for both EDC 545 and EDC 445. (YR).

Restriction(s):

Can enroll if Class is Graduate

EDC 546 Cog/Memory Dev in Children 3 Credit Hours

Examines the theories and recent research on the development of cognition and memory. Selected topics include: perception, language, representation, social cognition and problem solving. Educational implications and strategies for developing children's thinking and memory are explored.

Prerequisite(s): EDC 340 or EDC 540

Restriction(s):

Can enroll if Class is Graduate

EDC 555 Assessment for Second Language Learning PreK-12 3 Credit Hours

In this course students will learn to identify, assess, and place second language learners for appropriate instruction and instructional programs. Students will review, evaluate, and implement a variety of assessments and strategies intended for use with English learners (ELs) and multilingual learners (MLs) in PK-12. Students will also examine the impact and issues regarding high-stakes assessments and testing on ELs/MLs. Official admission to and good standing in the teacher certification program is required. (W).

Restriction(s):

Can enroll if Class is Graduate

EDC 556 Learning & Classrm Assessment 3 Credit Hours

In this course students will examine the relationship between curriculum, instruction and assessment. Students will review different forms of assessment and evaluate the strengths and weaknesses of each format. Students gain experience in 1) selection of assessment formats based on curricular focus and student developmental levels; 2) development of assessments; and 3) decision-making based on the results of the assessments.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Post-baccalaureate NCFD or Graduate

Can enroll if College is Education, Health, and Human Services or Arts, Sciences, and Letters

EDC 560 Reading Diagnostic & Literacy Assessment Techniques for PreK-12 Instruction 3 Credit Hours

This course will prepare teachers to use various diagnostic tools for reading, writing, speaking, and listening. Teachers will learn to implement a variety of diagnostic techniques for assessing literacy for instructional purposes and communication with families, other professionals, and stakeholders about student progress. Teachers will commit time outside of our class meetings to apply what they learn by (a) identifying a below-grade level reader with whom they can work with during the semester; (b) implementing a variety of diagnostic assessments for purposes of diagnosing the student's strengths and weaknesses in literacy development in motivation, phonological awareness, phonics, fluency, comprehension, vocabulary, and writing; (c) creating a report of their assessment results that include plans for instruction for each area assessed; (d) developing systematic, explicit instruction for corrective reading interventions to support progress in each area assessed; and (e) communicating with families and other stakeholders involved with the literacy instruction of their student. (W, YR).

Restriction(s):

Can enroll if Class is Graduate

EDC 561 Educating the Exceptional Chld 3 Credit Hours

Characteristics, identification, assessment, and instruction of students with exceptionalities are addressed. Includes students with learning disabilities, behavior disorders, emotional disturbance, autism spectrum disorder, cognitive impairments, communication disorders, visual and hearing impairments, orthopedic impairments, giftedness, other health impairments, and multiple disabilities. Service delivery models, general assessment procedures, and curricular and instructional adaptations that help integrate students with exceptionalities into the general education classroom will also be addressed.

Restriction(s):

Can enroll if Class is Graduate

EDC 580 Behavioral Assessment 3 Credit Hours

This course seeks to develop students' competence in behavioral assessment. This course will focus on Functional Behavior Assessment/Functional Analysis, a process used in the field of Applied Behavior Analysis (ABA), that uses a variety of techniques and strategies to gather information that allows practitioners to identify the function, or purpose, of behavior. Essential elements of the Functional Behavior Assessment/Functional Analysis process will be addressed with emphasis on the interrelationship between assessment results and the development of interventions based upon the principles of ABA. Attention is paid to the identification and integration of client-specific cultural, contextual, and personal variables throughout the assessment process. Concurrent enrollment in Behavioral Assessment Practicum is required. (YR).

Prerequisite(s): EDC 506 and EDC 507

**EDC 590 Literacy Instruction & Assessment for English Learners/
Multilingual Learners 3 Credit Hours**

This course provides an in-depth examination of research-based literacy instruction and assessment strategies for English Learners (ELs) and Multilingual Learners (MLs) in PK-12 settings. Educators will acquire the knowledge and skills necessary to effectively teach academic literacy to these diverse student groups, with a focus on fostering proficiency in reading and writing. (YR).

Restriction(s):

Can enroll if Class is Graduate

Cannot enroll if Level is

EDC 604 Adverse Childhood Experiences 3 Credit Hours

Full Course Title: Adverse Childhood Experiences Adverse Childhood Experiences (ACEs) are stressful, traumatic events, (e.g., physical, sexual, or emotional abuse, neglect, multiple foster care placements, exposure to community violence, or significant family dysfunction (e.g., exposure to domestic violence, inconsistent caregiving due to mental illness or substance abuse)), that have cognitive, affective, behavioral, and physiological impact across the lifespan. This course will examine the ACEs, their impact on one's overall functioning, and the implications for one's physical health, academic performance, and social-emotional functioning. Strategies and tools for interacting and communicating with individuals with ACEs are addressed, along with treatment modalities, ACE prevention strategies, and educational, clinical, and community resources. (OC)

EDC 620 Survey Research and Design 3 Credit Hours

This course provides an advanced focus on the theories, methods, and procedures for conducting survey research in education. Topics explored include advanced design of survey instruments, interview and focus group protocols, planning and budgeting survey research, and survey data analysis techniques. Sampling and mixed method design will be addressed.

Prerequisite(s): (EDK 500 or EDK 700) and (EDC 556 or EDC 756)

Restriction(s):

Can enroll if Class is Graduate

Can enroll if Level is Doctorate or Rackham or Graduate or

EDC 621 Experimental Analysis of Behavior 3 Credit Hours

This course seeks to provide an overview of basic behavioral processes. The experimental analysis of behavior (EAB) is dedicated to the discovery and explanation of the basic principles governing all behavior through experimental methods. EAB is the foundation of applied behavior analysis. Detailed examination of the following topics: Respondent Conditioning; Operant Conditioning; Schedules of Reinforcement; Aversive Control; Stimulus Control; Observational Learning; Choice/Preference. This course also focuses on research methodologies and analysis of the basic research in behavior analysis. (W).

Restriction(s):

Cannot enroll if Class is

EDC 622 Science and Human Behavior 3 Credit Hours

This course seeks to develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis. The philosophy of the science of behavior is the foundation of applied behavior analysis (ABA); learning that philosophy is key to the application of the fundamental principles, processes, and concepts of the field. This course will address seminal publications in the science of behavior and examine their application. (W).

Restriction(s):

Cannot enroll if Class is

EDC 623 Ethics in Applied Behavior Analysis 3 Credit Hours

This course provides a comprehensive examination of the ethics code for behavior analysts. Course content will focus on core ethical principles and the application and enforcement of the ethics code. Understanding these elements of the ethics code is essential to an in depth examination of the specific ethics standards expected from behavior analysts in the design and conduct of behavior analytic services. These ethics standards apply to a behavior analyst's professional practice; research; and engagement with clients, stakeholders, colleagues, and the greater community. Through targeted readings, case analyses, and discussion, students will develop skills for ethical analysis and decision making. Attention to the implications of individual needs, perspectives, and differences for ethical practice will be addressed throughout all aspects of the course. (F).

Restriction(s):

Can enroll if Class is Graduate

EDC 624 Prog Develop, Super & Mgmt 3 Credit Hours

Full Title: Program Development, Supervision & Management This course seeks to address the selection, development, and implementation of behavior change procedures within the framework of strategies for personnel training, supervision, and management. Through the use of case studies, students will develop behavioral programming, consider the personnel issues to consider for effective programming, and examine strategies that allow for more effective personnel training, monitoring, and supervision. (YR)

Prerequisite(s): EDC 506

Restriction(s):

Cannot enroll if Class is

EDC 625 Contemporary Issues for ABA Practitioners 3 Credit Hours

This seminar seeks to develop awareness of contemporary issues in applied behavior analysis (ABA) that practitioners face in their interactions with clients, families, caregivers, support staff, other professionals/stakeholders, and the community. Through relevant readings and class discussion, students will learn about emerging issues and topics in the field, and varied applications of the science of behavior to matters of social significance. (F).

Prerequisite(s): EDC 506

Restriction(s):

Can enroll if Class is Graduate

EDC 634 Behavioral Principles for Supervision, Training, & Performance Management 3 Credit Hours

This course addresses the application of behavior analytic principles in varied organizations for consultation, management, supervision, and performance evaluation to improve the delivery of clinical services and client outcomes and to improve staff productivity and work performance. Throughout the course, students will examine evidence-based strategies for personnel issues relevant to effective clinical programming, staff training, and supervision practices. The course also addresses the identification and integration of client-specific cultural, contextual, and personal variables throughout the assessment process and in the selection of goals and interventions. The course is taught by a Board Certified Behavior Analyst (BCBA) and should be taken by students pursuing the M.S. in Applied Behavior Analysis degree and BCBA certification. (W).

Prerequisite(s): EDC 506

Restriction(s):

Can enroll if Class is Graduate

EDC 645 Transdisc Appr. Assess/Collab 3 Credit Hours

Culturally sensitive and family-centered approaches to assessing infants, toddlers, and young children with a variety of disabilities as well as determining family resources, needs and priorities will be the focus. Selecting and using assessment instruments and procedures in order to guide decision-making about determining eligibility for services, planning intervention goals and objectives, monitoring progress, and evaluating program effectiveness will be included. (YR).

Prerequisite(s): EDC 414 or EDC 514

Restriction(s):

Can enroll if Class is Graduate

EDC 701 Intro to Learning Disabilities 3 Credit Hours

Overview of characteristics, identification, service delivery models, and issues pertaining to persons from preschool to adulthood with learning disabilities. Required course for Special Education-Learning Disabilities Certification.

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDC 714 Early Child Ed Special Needs 3 Credit Hours

Focuses on the psychological and educational needs of the young child with special needs. Discusses identification techniques and educational strategies for teaching in a regular early childhood classroom with young children having special needs. Special emphasis will be placed on behavioral, linguistic, and intellectual needs. Suitable for classroom teachers, child care directors, and teachers in training.

Prerequisite(s): EDC 540 or (EDC 340 or EDC 240)

Restriction(s):

Can enroll if Class is Graduate

EDC 731 Paradigms of Constructivist Inquiry 3 Credit Hours

Constructivism is an epistemology, a philosophy, and a learning theory. The course offers an examination of constructivism theory based on the work of Jean Piaget, Lev Vygotsky, and others who have studied constructive meaning-making. The class provides an overview of the dimensions of constructivism and its implications for teaching and teacher education. The major focus will be on understanding and applying constructivism theory. Understanding of the role of metacognitive thinking and reflection that is embedded within constructivist teaching practices and significance in knowledge construction across subjects, disciplines, and grade levels will be an emphasis.

Restriction(s):

Cannot enroll if Level is

EDC 740 Contemporary Issues in Educational Psychology and Special Education 3 Credit Hours

This advanced doctoral seminar explores the intersection of educational psychology, special education, and adult learning through a contemporary, research-informed lens. Emphasizing cognitive, emotional, social, and language development across the lifespan, the course critically examines how these domains influence learning and behavior in both K-12 and adult education contexts. Students will investigate historical and current frameworks guiding educational and psychological practices, with particular focus on inclusion, motivation, behavior intervention, assistive technology, and assessment. Special attention is given to adult learners—such as parents, educators, and community stakeholders—recognizing their roles in the learning process and the importance of lifelong learning. Through in-depth discussions, applied projects, and literature reviews, students will analyze ethical, legal, and cultural dimensions of disability services and service delivery models. The course prepares scholar-practitioners to lead, collaborate, and innovate within transdisciplinary, inclusive educational systems that serve learners from early childhood through adulthood. (W, AY).

Restriction(s):

Cannot enroll if Class is

Cannot enroll if Level is Undergraduate

Cannot enroll if Degree is

EDC 756 Learning & Classrm Assessment 3 Credit Hours

In this course students will examine the relationship between curriculum, instruction and assessment. Students will review different forms of assessment and evaluate the strengths and weaknesses of each format. Students gain experience in 1) selection of assessment formats based on curricular focus and student developmental levels; 2) development of assessments; and 3) decision-making based on the results of the assessments.

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDC 845 Transdisc Appr. Assess/Collab 3 Credit Hours

Culturally sensitive and family-centered approaches to assessing infants, toddlers, and young children with a variety of disabilities as well as determining family resources, needs and priorities will be the focus. Selecting and using assessment instruments and procedures in order to guide decision-making about determining eligibility for services, planning intervention goals and objectives, monitoring progress, and evaluating program effectiveness will be included. (YR).

Prerequisite(s): EDC 545

Restriction(s):

Can enroll if Class is Graduate

*An asterisk denotes that a course may be taken concurrently.

Frequency of Offering

The following abbreviations are used to denote the frequency of offering: (F) fall term; (W) winter term; (S) summer term; (F, W) fall and winter terms; (YR) once a year; (AY) alternating years; (OC) offered occasionally