

# EDUC C-PSYCHOLOGICAL FOUNDATIONS (EDC)

## Course Descriptions

### EDC 240 Psych of Child Development 3 Credit Hours

Full Course Title: Psychology of Child Development: Birth to Age 18

An introductory presentation of facts and theories concerning the development of the child from birth through adolescence. The practical applications of present knowledge in this field will be examined. Field observations and directed interactions with children required. Students must submit the following clearances as prerequisites in order to register for this class (Bloodborne Pathogen Training, Criminal Background Consent, Video Recording Consent).

**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):**

Cannot enroll if Class is Graduate

### EDC 300 Educational Psychology 3 Credit Hours

Consideration of research findings relevant to the learner in the classroom with emphasis on factors that influence learning. Topics include: the teacher trainer's role in motivation; formulation of generalizations pertaining to the physical, mental, social, and emotional development of learners; analysis of selected aspects of the teaching-learning situation including the dynamics of interaction, classroom control, guidance, and appraisal of growth.

**Restriction(s):**

Cannot enroll if Class is

### EDC 302 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. Significant material will be included addressing classroom management of the middle school and high school classroom using simulation, case studies and videos of actual classrooms.

**Corequisite(s):** EDC 304

**Restriction(s):**

Can enroll if Class is Undergrad Certification only or Post-baccalaureate Cert only or Sophomore or Junior or Senior

Can enroll if College is Education, Health, and Human Services

### EDC 304 Pract Adol Devl&Clsrm Mgmt 1 Credit Hour

A supervised field experience related to adolescent 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. Official admission to and good standing in the teacher certification program are required. Must be taken concurrently with EDC 302. For graduate credit elect EDC 504. Students must submit the following clearances as prerequisites in order to register for this class (Blood Borne Pathogen test, Criminal Background Consent, Video Recording Consent).

**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

**Corequisite(s):** EDC 302

**Restriction(s):**

Can enroll if Class is Post-baccalaureate Cert only or Undergrad Certification only or Post-baccalaureate NCFD or Sophomore or Junior or Senior

### EDC 305 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. Significant material will be included addressing classroom management of the middle school and high school classroom using simulation, 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 325 Partnering with Families of Children with Disabilities 3 Credit Hours

This course examines the impact on families of individuals with special needs and explores strategies for establishing a partnership with families and accomplishing family-centered interventions. A family systems perspective will be introduced and applied to understanding families across the life span, including the impact of infants, toddlers, preschoolers, school-aged children, adolescents, and young adults with special needs. This course requires that students reflect on their own experiences as family members; that they challenge their assumptions about families of individuals with special needs; that they actively practice strategies that take the perspective of families of individuals with special needs; and that they understand the importance of forming positive relationships with families. Understanding diversity in values, beliefs and traditions will be emphasized. (F, W).

**Prerequisite(s):** EDC 240 and Professional Studies with a score of 1

**Corequisite(s):** EDFP 326

### EDC 326 Partnering with Families of Children with Disabilities Seminar 1 Credit Hour

Practicum seminar is part of your practicum experience. Through participation in the seminar, you will gain additional information and skills to be a practitioner in Early Intervention/Early Childhood Special Education (EI/ECSE). Practicum seminar is presented in an interactive format. Feedback, brainstorming, and problem solving are integral components. All activities are linked to practicum requirements and responsibilities. Practicum seminar is also intended to be a "safe" environment to provide and receive support from your colleagues and the facilitators. (F, W).

**Prerequisite(s):** EDC 240 and 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 and Professional Studies with a score of 1

**Corequisite(s):** EDC 325

### EDC 390 Observ and Particip in Ed Set 1 to 3 Credit Hours

An opportunity for supervised observations of, and participation with, children and adolescents in educational settings. For students who need additional laboratory experience prior to student teaching.

**Restriction(s):**

Can enroll if Class is Undergrad Certification only or Post-baccalaureate Cert only or Junior or Senior

**EDC 400 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):**

Cannot enroll if Class is Freshman

**EDC 401 Introduction to LD 3 Credit Hours**

Introduction to LD is designed to provide students with an overview of the field of learning disabilities. Discussions will include physical, social, emotional, and cognitive comparisons of developmental differences and similarities between persons of all ages with and without LD, historical and theoretical perspectives, current trends and issues, assessment, and collaboration among educators.

**Restriction(s):**

Can enroll if Class is Post-baccalaureate Cert only or Undergrad Certification only or Post-baccalaureate NCFD or Sophomore or Junior or Senior

Can enroll if College is Education, Health, and Human Services

**EDC 412 Social 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):**

Cannot enroll if Class is Freshman

Cannot enroll if Degree is

Can enroll if College is Education, Health, and Human Services

Cannot enroll if Major is

**EDC 414 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 areas. Suitable for classroom teachers, childcare directors, and teachers in training.

**Prerequisite(s):** EDC 240

**Restriction(s):**

Cannot enroll if Class is Freshman

**EDC 417 Mgmt of Classroom Behavior 3 Credit Hours**

This course focuses on providing students with foundational and advanced information for managing students' challenging behaviors.

The course is structured around several theoretical underpinnings:

(1) behavior is purposeful and fulfills a function; (2) behavior and environment affect each other reciprocally, (3) behavior can be predicted and managed based on principles of applied behavior analysis; and (4) programming generalization requires attention to environmental and self-mediated factors. (OC).

**Restriction(s):**

Cannot enroll if Class is Freshman

**EDC 431 Constructivist Education 3 Credit Hours**

An examination of constructivist theory and its application to educational practices. The nature and stages from birth through adolescence of cognitive and social development from the constructivist viewpoints of Piaget, Vygotsky, and others will be discussed. The major focus will be the application of constructivist theory to educational goals, teaching strategies and curriculum. (OC)

**Restriction(s):**

Cannot enroll if Class is Freshman

**EDC 439 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. (YR)

**EDC 440 The Child: Birth to Three 3 Credit Hours**

Full Course Title: The Developing Child: Birth to Three: 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):**

Cannot enroll if Class is Freshman

**EDC 442 EC: Fam/Sch/Comm Collaboration 3 Credit Hours**

Focuses on factors that 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 that promote family involvement and community outreach are practiced through discussions, interviews, and family engagement opportunities.

**Prerequisite(s):** EDC 240

**Restriction(s):**

Cannot enroll if Class is Freshman

**EDC 445 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. For graduate credit elect EDC 545. (YR).

**Prerequisite(s):** EDC 240

**Restriction(s):**

Cannot enroll if Class is Freshman

**EDC 446 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 240 or EDC 340

**Restriction(s):**

Can enroll if Class is Junior or Senior

Can enroll if Level is Undergraduate

**EDC 455 Assessment: Second Language Learning PK-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).

**Prerequisite(s):** EDD 449\*

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**EDC 456 Learning & Classroom 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; 3) decision-making based on the results of the assessments. (YR)

**EDC 460 Educating the Exceptional Child 3 Credit Hours**

Characteristics, identification, assessment, and instruction of students with exceptionalities are addressed. Includes students with learning disabilities, behavior disorders, emotional impairment, mild mental retardation, communicative disorders, visual and hearing impairments, orthopedic impairments, giftedness, and chronic medical conditions. 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 Undergrad Certification only or Post-baccalaureate Cert only or Sophomore or Junior or Senior

**EDC 476 Reading Diagnostic & Literacy Assessment Techniques for PreK-12 Instruction 3 Credit Hours**

This course will prepare preservice teachers to use various diagnostic tools for reading, writing, speaking, and listening. Preservice 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. Preservice 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. (F, W, S, YR).

**Prerequisite(s):** EDD 471 or EDA 371

**Restriction(s):**

Cannot enroll if Class is

Can enroll if College is Education, Health, and Human Services

**EDC 480 Behavioral Assessment 3 Credit Hours**

This course will focus on Functional Behavior Assessment, a process used in the field of Applied Behavior Analysis (ABA) that uses a variety of techniques and strategies to gather information that allow 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 the assessment results and the development of interventions based upon the principles of ABA. (YR)

**Prerequisite(s):** EDC 306 and EDC 307

**EDC 490 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):**

Cannot enroll if Class is Freshman

\*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