EDEC - Early Childhood Education

EDEC 160. Early Childhood Development. 3 Credits. (3 Lec) ES
Development of children birth-8 years old. Cognitive, language, physical, social, and emotional domains are examined in addition to contexts of development that influence children's well-being, such as family, school, and community. Theory, research, and application for professionals are emphasized.

EDEC 253. Health and Movement in Early Childhood. 3 Credits. (2 Lec, 1 Lab) Su
PREREQUISITE: Criminal background check required. Developmentally appropriate movement and health-related activities in early childhood education. Designing physical activity and nutrition programs in early childhood settings, implementing appropriate teaching practices, understanding movement concepts, and helping guide children in becoming physically active and healthy for a lifetime.

EDEC 271. Paraprofessional Experience in Early Childhood. 2 Credits. (1 Lec, 1 Lab) ES
on demand PREREQUISITE: EDEC 160. Criminal background check required. Work directly with young children, learn and use strategies of positive and supportive interactions with teachers, families, and children. Form foundational understanding of the complex roles of early childhood professionals.

EDEC 288. Signing for Early Childhood Educators. 3 Credits. (3 Lec) F
Provides foundational expressive and receptive skill acquisition in American Sign Language to meet federal demand for inclusionary practices in early childhood education and public school settings for deaf and hard of hearing, cognitive and language disorders, pervasive developmental disorders, etc.

EDEC 292. EC Independent Study. 1-4 Credits. (1-4 Lec, 1-2 Lab; 12 cr max) On Demand
Max 12 cr. PREREQUISITE: None required but some may be determined necessary by each offering department. Courses not required in any curriculum for which there is a particular one-time need or given on a trial basis to determine acceptability and demand before requesting a regular course number.

EDEC 350. Play and Learning in Early Childhood. 3 Credits. (3 Lec) F
PREREQUISITE: EDEC 271 (may be taken concurrently with consent of instructor) and junior standing. Current issues, research, theory, and practice related to young children’s play, learning, and development in educational contexts. Planning and preparing developmentally appropriate learning environments and developing dispositions that promote teacher-child and family-school relationships, diversity and social justice, ethics and professionalism.

EDEC 362. Development, Education, and Well-Being of Children at Risk. 3 Credits. (3 Lec) Su, On Demand
PREREQUISITE: EDEC 160 and junior standing. The course emphasizes well-being indicators in children from a developmental, educational, and community perspective. Exploration and understanding of deficit models and strength models of well-being are examined within the context of tribal communities and other at-risk populations.

EDEC 385. Integrated Curriculum Early Childhood Education. 3 Credits. (3 Lec) S
PREREQUISITE: EDEC 350. COREQUISITE: EDEC 498 for child development option students; EDU 395 for P-3 option students. Observation, reflection, and analysis of various early childhood education curricula including Montessori, Reggio Emilia, and Waldorf. Curriculum planning, implementation, and evaluation. Laboratory experience in an early childhood classroom is required.

EDEC 430. Social and Emotional Development in the Young Child. 3 Credits. (3 Lec) F
COREQUISITE: EDEC 160 and senior standing. Social and emotional development in children birth to age eight in relation to young children’s familial, social, and cultural contexts. This course also addresses effective strategies for promoting development and learning. Some observation of young children is required.

EDEC 450. Literacy in the EC Classroom. 3 Credits. (3 Lec) S
Alternate Odd Years PREREQUISITES: EDEC 160 and Junior standing. Development of language and literacy from birth to age 8 utilizing an integrated approach to family, school, and community literacy. Theoretical and foundational perspectives of language development, literacy environments, and emergent literacy skills among young children.