

# EDUC C-PSYCHOLOGICAL FOUNDATNS (EDC)

## 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 241 Psych: Child Devel Practicum 1 Credit Hour

A supervised field experience related to the study of child development. Requires a minimum of 45 clock hours of observation and work spread over a semester in an early childhood setting. 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 240

**Restriction(s):**

Can enroll if Class is Freshman or Sophomore or Junior or Senior

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

## 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 301 Practicum in Ed Psychology 1 Credit Hour

A supervised field experience related to the study of educational psychology involving a minimum of 45 clock hours of participation/observation and work spread over a semester in a school setting. TB clearance and criminal background check are required.

**Prerequisite(s):** PSYC 170 or PSYC 171

**Restriction(s):**

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

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

## 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 303 Mntl Hlth in Med, Hu Srv, Lrn 3 Credit Hours

Full Title: Mental Health Issues in Medical, Human Services, & Learning Environments. This course surveys mental health across the lifespan and the manifestation of mental health issues in medical, human services, and educational environments. Included are developmental factors, diagnostic issues, theoretical formulations, etiology, commonly used evidence-based treatments, and research findings related to the range of mental health issues. Issues related to classification systems, diagnosis, and institutional responses to mental health issues within the context of medical, human services, and learning environments are also addressed. Medical, legal, educational, and social-emotional issues related to mental health and the treatment of people living with mental health issues are addressed. Other issues such as comorbidity, cultural influences on the expression of mental health, and psychological factors related to physical conditions will also be considered. (F,W,S)

**Prerequisite(s):** EDC 240 or CHE 101 or SWK 200

## EDC 304 Pract Adol Devl&Clsm 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 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. 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).

**EDC 306 Applied Behavior Analysis I 3 Credit Hours**

This is the first in a two course sequence in applied behavior analysis, focusing on best practices and current research. General topics to be covered include principles of learning, research methods in applied behavior analysis, skills training and stimulus control techniques, interventions for problem behavior, ethical issues, and the application of behavior analysis across a wide range of populations, settings, and behaviors. (F,S)

**EDC 307 Applied Behavior Analysis II 3 Credit Hours**

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.

**Prerequisite(s):** EDC 306

**EDC 308 Intro Dev Disabilities 3 Credit Hours**

Full Title: Introduction to Developmental Disabilities This course will provide an overview of the issues related to the diverse group of individuals with developmental disabilities. Topics include the history and public policy issues related to this population. Special consideration will be given to 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, including intellectual, adaptive behavior, psychosocial, behavioral, psychoeducational, and developmental. Specific conditions under the category of developmental disabilities are covered, along with the diagnostic criteria for these conditions. 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 for individuals with developmental disabilities. (F, S)

**EDC 310 RBT Training 3 Credit Hours**

Full Course Title: Registered Behavior Technician Training This course provides a practical working knowledge of the basic principles of Applied Behavior Analysis (ABA) in preparation for participants to take the RBT Competency Assessment. This training program is based on the Registered Behavior Technician Task List set forth by the Behavior Analysis Certification Board (BACB) and is designed to meet the 45-hour training requirement for the RBT credential. The program is offered independent of the Behavior Analyst Certification Board (BACB). (F,W,S)

**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):** EDCP 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 350 Intro to Ethics for ABA 1 Credit Hour**

Full Title: Introduction to Ethics for Applied Behavior Analysts This course provides students pursuing the BCaBA certification with an introduction to the Professional and Ethical Complicance Code for Behavior Analysts. Through reading and discussion of the code students will learn to recognize Code violations and avoid unethical behavior and Code violations in all aspects of practice. Throughout the course, case studies will be used as a basis for demonstrating Code violations. (YR)

**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):**

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

**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 402 Research Methods Beh Analysis 3 Credit Hours**

The purpose of this course is to introduce you to the fundamentals of behavior-analytic research methods. The course will review single-case time series methodologies to assess various dimensions of behavior and evaluate the effects of interventions of behavior. Single-case research has played an important role in developing and evaluating interventions designed to modify some aspect of human behavior. This course will encompass a broad range of research areas that utilize single-case designs within both the behavior analytic literature and other disciplines including school psychology, medicine, and business. (F, S)

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

**EDC 410 Dev Peer/Social Relationships 2 Credit Hours**

Students will examine the processes of peer relations and socio-emotional development from birth to adolescence. Topics to be covered in this course include attachment, peer popularity and intimacy. As well, students will discuss the importance of the family on social development. Classroom environment and peers as educators will also be covered.

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

**EDC 412 Social Devl/Pos Guidance 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 420 Hum Sexuality:Psyc-Ed Concepts 2 Credit Hours**

The course is intended to acquaint elementary and secondary teachers with the elements that comprise sexuality as it relates to their lives and those of their students. Although a basic core of information is to be covered, the content of each class will provide for the needs and interests of the teachers. Teachers will be directly involved in identifying problems and the development and collection of strategies for problem resolution.

**Restriction(s):**

Can enroll if Class is Junior or Senior

Can enroll if Level is Undergraduate

**EDC 425 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 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 306

**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 443 Family/School/Community Collab 2 Credit Hours**

Characteristics, roles, and functions of contemporary families are described. Various communication and training strategies designed to promote collaboration and teamwork within and between the school staff, the families, and community are described and practiced through discussion, problem-solving activities, and role playing. Family effectiveness assessment instruments and strategies are also described and practiced.

**Restriction(s):**

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

**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 454 Formal & Informal Testing&Eval 2 to 3 Credit Hours**

In this course students will develop their knowledge and skills in traditional and non-traditional methods for evaluating classroom learning, performance technology and training. Students will learn how to construct evaluations, tests, analyze evaluation results, conduct program evaluation and educational assessment in relation to performance technology, training, and teaching and learning. (OC)

**Restriction(s):**

Can enroll if Class is Junior or Senior

**EDC 455 Assmt: Sec Lang Learning K-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 447 or EDD 449

**Restriction(s):**

Can enroll if Class is Junior or Senior

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

**EDC 460 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 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 471 Prog Impl, Super, & Management 3 Credit Hours**

Full Title: Program Implementation, Supervision & Management This course seeks to address the selection, development, and integration of behavior change procedures within the context of the BACB's Compliance Code and Disciplinary Systems, and strategies for personnel training, supervision and management. Through the use of case studies, students will develop behavioral programming, consider the ethical guidelines necessary for the development and execution of 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 306

**EDC 476 Literacy Assessmt for Instr 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