

# YOUNG CHILDREN (EDYC)

## EDYC 1304 Play and Play Environments

Provides an overview of play theories as they apply to the total development of the child. Special attention is given to organizing and scheduling indoor and outdoor developmentally appropriate environments for young children.

TCCN: TECA 1311

## EDYC 1308 Family Involvement & Advocacy

An exploration of parenting practices and family systems, with an emphasis on the role that early care and education programs and other community support services play in strengthening families. Examines aspects of family life, including social, cultural, economic and personal issues confronting families. Emphasis will be given to identifying healthy family-child interaction patterns. Candidates will be introduced to the important role early childhood professionals play as advocates for children and families.

TCCN: TECA 1303

## EDYC 2324 The Young Child

This course provides an analysis of major theories and principles of child development and learning related to aesthetic, cognitive, linguistic, social, emotional, and physical development in young children.

TCCN: TECA 1354

## EDYC 3342 Child Guidance Strategies

This course provides an introduction to guidance strategies for promoting prosocial behaviors with individuals and groups of young children. Emphasis is on positive guidance principles and techniques, family involvement, and cultural and exceptional influences. Admission to and in good standing in the College of Education.

Prerequisites: EDYC 1304, 1308, and 2324.

## EDYC 3350 Home, School, Comm Relations

This course emphasizes the crucial role positive relationships play between programs for young children and the families and communities they serve. Effective strategies for engaging and supporting parents and family will be surveyed. Approaches to identifying and using community resources, services, and programs for young children and families will also be explored.

Prerequisites: Admitted to and in good standing in the College of Education.

## EDYC 3362 Lang Acq Yg Ch Mltlgl Set-WIN

This course provides an introduction of theories and models of language acquisition as they apply to teaching young children in multilingual or multicultural settings. The topics include the processes and mechanisms that drive early bilingual and multilingual acquisition, contemporary teaching models of language acquisition and current issues in language acquisition as it applies to teaching young children. The emphasis will be on teaching models of language acquisition that promote linguistic and cultural diversity in early learning settings. EDYC 3362 is designated as a "Writing Intensive" (WIN) course in which writing will play a central role in the learning process and in which grades earned on written work will constitute a significant portion of the course grade.

Prerequisites: EDYC 1304, 1308, 2324, and in good academic standing with the university.

## EDYC 3363 Expressive Arts Yng Children

The course provides an understanding of the theoretical principles underlying aesthetic expression and appreciation through the visual arts, music and creative dramatics and their application to the instruction of young children. Student must have an overall GPA of 2.75 in order to enroll in this course. Prerequisites: EDYC 1304, EDYC 2324, and admission to the College of Education.

## EDYC 3364 Emergent Lit in Yng Children

This course provides an understanding of the underlying theoretical principles related to emergent literacy in young children. Emphasis is on awareness of typical patterns of emergent reading and writing development, authentic assessment of children's developing literacy skills, optimal physical and social environments for literacy development, and characteristics of emergent literacy in young children. Admitted to and in good standing in the College of Education.

Prerequisites: EDYC 1304, 1308, 2324 and 3362.

## EDYC 3366 Curr Foundtns for Yng Children

This course focuses on curriculum development principles, sound learning environments for young children, authentic assessment for instructional effectiveness, and appropriate evidence based child guidance. Admitted to and in good standing in the College of Education. Students pursuing the Multidisciplinary Degree (MDS), non-certificate program, do not need to be admitted to and in good standing in the College of Education. Students pursuing the MDS need to be in good standing at the university.

Prerequisites: Admitted to and in good standing in the College of Education.

## EDYC 3384 Science for Young Children

This course focuses on developmentally effective strategies for teaching science to young children, infancy through age six. Emphasis is on evidence-based instructional strategies, inquiry-based models of teaching science, fostering positive attitudes about science learning. Optimal learning environments, and science learning centers.

Prerequisites: EDYC 2324 and in good standing with the university.

## EDYC 3394 Mathematics for Yng Children

This course provides an introduction to developmentally effective strategies for teaching math to young children. Emphasis is on developmental readiness for math learning (counting; adding to/taking away; geometry/spatial sense; measurement; and classification/patterning), sound math learning environments, math learning centers, effective manipulative materials, and adult-child interactions.

Prerequisites: MATH 1314 and in good academic standing with the university.

## EDYC 3398 Assessing Young Children

This course provides an introduction to appropriate assessments for young children. Emphasis is on authentic, developmentally effective assessments, including developmental screening instruments and procedures, and diagnostic testing.

Prerequisites: EDYC 2324, 3366, and admitted in good academic standing at the university.

## EDYC 4292 Infant-Toddler Practicum

This course provides a community-based experience in an infant-toddler program (birth to 3 years), with an emphasis on effective caregiving routines and environments, appropriate materials and activities; and teaching/guidance techniques. Health and safety are emphasized, and experiences with families are included. A minimum of fifty hours of infant-toddler experiences are required. Prerequisites: EDYC 3366 and 4365. Admitted to and in good standing in the College of Education.

Corequisites: EDYC 4345.

**EDYC 4325 Trends & Iss in Early Learning**

This course provides a critical examination of current issues affecting the education and development of young children with the goal of fostering candidates' global perspectives on early learning. The topics will include contemporary models of early learning as well as political, educational and economic policies that shape practices in early learning.

Prerequisites: Admitted to and in good standing in the College of Education and EDYC 3366.

**EDYC 4335 Cognitive Psyc&Early Lrning-WIN**

This course focuses on the application of concepts and findings from cognitive psychology to teaching practices in early learning settings. Emphasis is on using existing research findings in attention, memory, language, and thinking to improve the effectiveness of instructional design. EDYC 4335 is designed as a "Writing Intensive" (WIN) course in which writing will play a central role in the learning process, and in which grades earned on written work will constitute a significant portion of the course grade. Prerequisites; EDYC 2324, 3362, 3366, and in good academic standing at the university.

**EDYC 4345 Infant-Toddler Care&Education**

This course provides an introduction to infant and toddler programs (birth to 3 ears), including an overview of infant development, effective caregiving routines, cultural issues, appropriate environments, materials and activities, and teaching/guidance techniques. Health and safety issues, and family involvement are also emphasized. Admitted to and in good standing in the College of Education.

Prerequisites: EDYC 3366 and EDCI 4366.

Corequisites: EDYC 4292.

**EDYC 4355 Professional Develop & Ldrshp**

This course focuses upon utilizing models of professional development for continuous improvement, growth, and self-efficacy whereby candidates develop leadership skills related to designing and delivering long-lasting professional development workshops/seminars and materials. Models of professional development will be provided with an emphasis on building a community of learners through interpersonal leadership, team building, and processes by which people affect change. Admitted to and in good standing in the College of Education.

Prerequisites: EDYC 4335 and 4365.

**EDYC 4365 Design Early Lrning&Envrnmnts**

This course provides an introduction to the characteristics of quality early learning environments. Emphasis is on physical and social aspects of the indoor outdoor learning environments serving children ages 3-6 ears, including whole group space, learning centers, transitions, safety, and adult-child and child-child interactions. A survey of international and national models is included, as is the impact of child care licensure standards on environmental design. The Early Childhood Environment Rating Scale (ECERS-R) will be utilized.

Prerequisites: EDYC 3366 and in good academic standing at the university.