

EARLY CHILDHOOD EDUCATION (EDEC)

EDEC 295 - ECE Preschool Experience. 3 Credits.

Offered autumn and spring. Prereq, consent of instructor. Experience in UM's Learning and Belonging (LAB) Preschool. EDEC 295 does not substitute for required coursework in the early childhood education (ECE: P-3) major or minor. Offered CR/NCR only.

EDEC 395 - EC Clinical Experience. 1 Credit.

(R-4) Offered autumn and spring. Prereq., admission to the Teacher Education Program. Arranged field experience and seminar focusing on applying content from the co-requisite courses. This course number may be used for multiple clinical experiences. Check the class schedule or with your advisor regarding the appropriate section.

EDEC 408 - Early Childhood Principles and Practices. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This course is an overview of principles and practices in early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Co-convened course with EDEC 508. Level: Undergraduate

EDEC 410 - Families, Communities, Culture. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This on-line course explores the dynamics of working together with families of young children (birth - 8) in early childhood programs using a family-centered approach that places the child in the context of family and community. Students will explore developmental relationship building, communication, needs-based assessment and cultural diversity through readings, online discussion groups, an independent service-learning project and field-work. Level: Undergraduate

EDEC 420 - Implementing Standards and Assessment in Play-Based Environments. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. Co-req: EDEC 495 EC Practicum: Integrated Curriculum. This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Students will explore the significance of assessment in designing curriculum and early childhood environments including the relationship between assessment and outcomes, examine and critique different assessment tools and strategies, develop and implement assessment plans, and practice skills in collaboration to form assessment partnerships. Level: Undergraduate

EDEC 434 - Social/Emotional Development & Child Guidance. 3 Credits.

Prereq., admission to the Teacher Education Program in early childhood education: P-3. This course examines social and emotional development in young children and child guidance models for P-3 classrooms. Students will examine the development, components, and influences of social competence in the early childhood years, universal design, positive guidance techniques, challenging behaviors, functional assessments, and positive support plans. Students will develop skills in using positive guidance and management techniques while enhancing children's self-esteem and developing children's pro-social skills. Level: Undergraduate

EDEC 453 - Early Childhood STEM. 3 Credits.

Prereq., Admission to the Teacher Education Program in early childhood: P-3. This course is designed to address the following questions. How do K-3 students construct science and engineering understandings? Which classroom conditions foster opportunities for students to learn and enjoy science and engineering? What teaching strategies engage students in doing and understanding science and engineering? What does it mean to be a culturally responsive science and engineering teacher? Level: Undergraduate

EDEC 491 - Special Topics. 1-6 Credits.

(R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree. Level: Undergraduate

EDEC 495 - EC Fieldwork/Practicum: Integrated Curriculum. 3 Credits.

Offered autumn. Prereq., admission to the Teacher Education Program in early childhood: P-3. Co-req: EDEC 420 Implementing Standards and Assessments in Play-based Environments. This course provides students the opportunity to participate in planning and facilitating learning activities in a multi-age early childhood program while also participating in an seminar. Students will observe and facilitate learning in a model early childhood setting and participate in on-going written and verbal reflection to explore key teaching and learning issues. The course will focus on promoting student knowledge, skills, and dispositions in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Level: Undergraduate

EDEC 508 - Early Childhood Principles and Practices. 3 Credits.

This on-line course presents the foundation principles and practices of early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Students will assume a leadership role in this co-convened course (EDEC 408) to include class presentations of research papers. Level: Graduate

EDEC 515 - Educational Professionals Working With Families Experiencing Adversity. 3 Credits.

In this course, students will become familiar with the major theories and research regarding family crisis, resiliency, protective factors, and coping skills with an emphasis on the risk factors of poverty, addiction, violence, and disabilities. These will be examined through an educational lens and will include the impact of family adversity on child development and learning, the role of educational programs in supporting families facing adversity, and an in-depth examination of how the NAEYC Code of Ethics provides guidance in meeting the needs of children and families facing adversity. Students will select and implement an evidence-based family strengthening intervention and evaluate the effectiveness. Level: Graduate

EDEC 520 - Meeting Standards Through Play-Based Environments. 3 Credits.

This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Also examined will be the role of the teacher as environmental designer and facilitator of learning. In addition to advanced outcomes and assessment, students enrolled in EDEC 520 will develop and present information at an early childhood conference. Level: Graduate

EDEC 530 - Social and Emotional Development in Young Children. 3 Credits.

This online course examines the development, components, and influences of social competence in the early childhood years (birth – 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine and critique developmental theories, current literature, researched-based teaching strategies and assessment tools. Activities will focus on providing students opportunity to discuss, debate, analyze, and practice key foundations and skills. Students must plan for a minimum of 45 hours in an early childhood setting as well as planning and presenting a training session for parents/families. Level: Graduate

EDEC 540 - Neuroscience and Its Impact on Child Development. 3 Credits.

This course is an overview of research and methods in developmental cognitive neuroscience, including examination of typical and atypical brain development in the early childhood years. The role of experience, the range of plasticity, and influences such as early intervention will be some of the topics explored specific to early childhood teachers and professionals. Also examined will be neuroscientific claims and whether research supports, contradicts, or does not provide enough evidence to determine the accuracy of the claim. Level: Graduate

EDEC 560 - Public Policy, Advocacy, and Leadership in ECE. 3 Credits.

Participants in this course will critically examine key policy issues facing early childhood and determine ways to engage in and lead others in informed, effective advocacy. The theories, research, and approaches to early care and education advocacy, leadership, and change will be studied and applied through the implementation of an advocacy project. Level: Graduate

EDEC 591 - Special Topics. 1-9 Credits.

(R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate

EDEC 595 - Early Childhood Fieldwork/Practicum. 3 Credits.

This course provides students the opportunity to participate in planning, facilitating, and evaluating learning activities in an early childhood setting. Through the fieldwork and on-line seminar, course activities will focus on promoting student inquiry and analysis in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Students are required to be based in an approved, accredited early childhood program for a minimum of 8 hours/week where they will video and present a teaching presentation in class. Level: Graduate