ECED 3324  Child Development
3 Semester Credit Hours (3 Lecture Hours)
Provides the student with an overview of the physical, social, emotional, and psychological development of children from infancy through early childhood.

ECED 3380  Developmentally Appropriate Practice in Early Childhood Education
3 Semester Credit Hours (3 Lecture Hours)
An intensive study of developmentally appropriate practice in early childhood education. Students will learn the components of lesson plans and create several lesson plans. Emphasis will be placed on selecting, defining, developing strategies and techniques, and assessing practices which support developmentally appropriate practices.
Prerequisite: ECED 3324.

ECED 4310  Socialization of the Young Child
3 Semester Credit Hours (3 Lecture Hours)
An intensive study of the social development, the agents of socialization, and the socialization process in early childhood.
Prerequisite: ECED 2310 or 3324.

ECED 4320  The Young Child, Family and Community Resources
3 Semester Credit Hours (3 Lecture Hours)
A study of current family structures, their relationship to the young child, society, and the community. Emphasis will be placed on an inclusive model which addresses the needs of the global community as it relates to the young child.
Prerequisite: ECED 2310 or 3324.

ECED 4330  Health, Nutrition, and Locomotor Concepts for the Young Child
3 Semester Credit Hours (3 Lecture Hours)
The relationship between health, nutrition, and locomotor development in the young child is investigated.

ECED 4340  Communication and Aesthetics
3 Semester Credit Hours (3 Lecture Hours)
A study of language development, early literacy, language arts, and aesthetics. Students will develop an integrated thematic unit plan. Strategies and curriculum materials that are developmentally appropriate for young children will be emphasized to support the Texas Essential Knowledge and Skills (TEKS).
Prerequisite: ECED 3324.

ECED 4345  EC-6 Assessment and Evaluation
3 Semester Credit Hours (3 Lecture Hours)
A study of assessment for children EC-6 utilizing both formal and informal instruments will be addressed. A knowledge of choosing, administering, and reporting developmental assessment will be explored with an emphasis on assessment tools that can be used by teachers of young children. Principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, and content-valid for young children. Differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments will be emphasized. Students will review strategies for using assessment data to design instruction, and match assessment techniques to individual children and learning situations.