

CHILD DEVELOPMENT (B.S.)

Required coursework includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
COMM 101	Fundamentals of Oral Communication	3
COMM 335	Intercultural Communication	3
or SOC 201	Introduction to Inequity and Justice	
or EDCI 421	Racial and Ethnic Diversity in Schools	
or EDCI 418	Culturally Responsive Pedagogy	
or EDCI 420	Gender and Sexual Diversity in Schools	
ECDE 210	Introduction to Early Childhood Education	3
ECDE 234	Infancy and Early Childhood	3
ECDE 235	Principles and Methods of Child Observation	3
ECDE 254	Middle Childhood Development	3
ECDE 330	Positive Behavior Intervention and Support	3
ECDE 333	Developmental Curriculum for Young Children	4
ECDE 340	Parent-Child Relationships in Family and Community	3
ECDE 435	Feeding Young Children in Group Settings	1
ECDE 436	Theories of Child and Family Development	3
ECDE 481	Early Childhood SPED Curriculum	3
ECDE 497	INTERN: Preschool	7
ECDE 401		2
EDSP 300	Educating for Exceptionalities	3
FCS 251	Survey of FCS Professions	1
or INTR 201	Major/Career Exploration and Decision Making	
FCS 346	Personal and Family Finance and Management	4
FN 205	Concepts in Human Nutrition	3
HDFS 105	Individual and Family Development	3
HDFS 240	Intimate Relationships	3
HDFS 334	Adolescence and Emerging Adulthood	3
HDFS 440	Contemporary Family Relationships	3
HDFS 445	Issues in Work and Family Life	3
PSYC 101	Introduction to Psychology	3
STAT 251	Statistical Methods	3
or PSYC 215	Quantitative Methods in Psychology	
SOC 101	Introduction to Sociology	3
Choose one of the following:		3-4
ORGS 444	Methods and Analysis in Organizational Science	
PSYC 218	Introduction to Research in the Behavioral Sciences	
SOC 416	Qualitative Social Science Methods	
SOC 417	Social Data Analysis	

Total Hours 82-83

Courses to total 120 credits for this degree

Fall Term 1	Hours
ENGL 101 Writing and Rhetoric I	3
HDFS 105 Individual and Family Development	3
Scientific Ways of Knowing Course	4

Mathematical Ways of Knowing Course	3
ECDE 210 Introduction to Early Childhood Education	3
Hours	16
Spring Term 1	
ENGL 102 Writing and Rhetoric II	3
ECDE 234 Infancy and Early Childhood	3
SOC 101 Introduction to Sociology	3
Scientific Ways of Knowing Course	4
COMM 101 Fundamentals of Oral Communication	3
Hours	16
Fall Term 2	
FN 205 Concepts in Human Nutrition	3
ECDE 235 Principles and Methods of Child Observation	3
FCS 251 Survey of FCS Professions	1
PSYC 101 Introduction to Psychology	3
ECDE 254 Middle Childhood Development	3
Hours	13
Spring Term 2	
HDFS 240 Intimate Relationships	3
ECDE 333 Developmental Curriculum for Young Children	4
STAT 251 Statistical Methods	3
or PSYC 215 or Quantitative Methods in Psychology	
Humanistic and Artistic Ways of Knowing Course	3
Elective	3
Hours	16
Fall Term 3	
ECDE 340 Parent-Child Relationships in Family and Community	3
ECDE 330 Positive Behavior Intervention and Support	3
ORGS 444 OR PSYC 218 OR SOC 416 OR SOC 417	3
COMM 335 OR SOC 201	3
HDFS 334 Adolescence and Emerging Adulthood	3
Hours	15
Spring Term 3	
EDSP 300 Educating for Exceptionalities	3
FCS 346 Personal and Family Finance and Management	4
International Course	3
Humanistic and Artistic Ways of Knowing Course	3
Elective Course	2
Hours	15
Fall Term 4	
ECDE 435 Feeding Young Children in Group Settings	1
ECDE 497 INTERN: Preschool	7
ECDE 401	2
Elective Course	2
HDFS 445 Issues in Work and Family Life	3
Hours	15
Spring Term 4	
HDFS 440 Contemporary Family Relationships	3
Elective Course	3
ECDE 481 Early Childhood SPED Curriculum	3
Elective Course	2
ECDE 436 Theories of Child and Family Development	3
Hours	14
Total Hours	120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the

Registrar's Office regarding your official degree/certificate completion status.

STANDARD 1

Child Development and Learning in Context

Early childhood professionals understand the developmental period of early childhood from birth through age 8, value each child as an individual with unique developmental variations, and the ways that child development and the learning process occur in multiple contexts.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Collaborate with families and build partnerships with communities to support young children's development and learning and to support families

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood professionals know and use a wide range of types of screening and assessment tools to document developmental progress and promote positive outcomes for each child.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood professionals understand and demonstrate positive, caring, supportive relationships and interactions, incorporating play as a core teaching practice, Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies.

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood professionals have knowledge of the academic discipline, understand the pedagogy, and apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood professionals identify and participate as members of early child professions by advocating for young children and families, know and upholding professional ethnics, use professional communication skills, and engage in continuous, collaborative learning to inform practice.