

# EARLY CHILDHOOD EDUCATION (B.S.)

Required course work 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
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 320	Teaching Reading and Literacy	3
EDCI 321	Literature for Children	3
EDCI 322	Teaching Writing/Language Arts	3
EDCI 325	Elementary Art Education	3
EDCI 327	Elementary Math Education	3
EDCI 328	Elementary Social Studies Education	3
EDCI 329	Elementary Science Education	3
EDCI 401	Internship Seminar	1
EDCI 408	Integrated Elementary Methods Practicum I	3
EDCI 409	Integrated Elementary Methods Practicum II	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 483	Elementary Internship I	7
EDSP 300	Educating for Exceptionalities	3
EDSP 325	Supporting Student Behaviors in the Classroom	3
EDSP 350	Language and Communication Development and Disorders	3
EDSP 484	Special Education Internship II	7
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 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 480	Assessment: Early Childhood/SPED	3
ECDE 481	Early Childhood SPED Curriculum	3
ECDE 490	Infant & Toddler SPED Internship	1-7
ECDE 497	INTERN: Preschool	4
ECDE 401	Preschool Internship Seminar	2
MTHE 235	Mathematics for Elementary Teachers I	3
ESHS 350	Elementary Health and Physical Education	1
<b>Total Hours</b>		<b>94-100</b>

## Courses to total 131 credits for this degree

Fall Term 1	Hours	
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
ECDE 210	Introduction to Early Childhood Education	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
<b>Hours</b>	<b>16</b>	

Spring Term 1	Hours	
ENGL 102	Writing and Rhetoric II	3
ECDE 234	Infancy and Early Childhood	3
Scientific Ways of Knowing Course		4
Social and Behavioral Ways of Knowing Course		3
International Course		3
<b>Hours</b>	<b>16</b>	

Fall Term 2	Hours	
ECDE 340	Parent-Child Relationships in Family and Community	3
ECDE 235	Principles and Methods of Child Observation	3
MTHE 235	Mathematics for Elementary Teachers I	3
Humanistic and Artistic Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>	<b>15</b>	

Spring Term 2	Hours	
ECDE 333	Developmental Curriculum for Young Children	4
EDCI 302	Teaching Culturally Diverse Learners	3
EDSP 300	Educating for Exceptionalities	3
ECDE 436	Theories of Child and Family Development	3
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>	<b>16</b>	

Summer Term 2	Hours	
EDSP 325	Supporting Student Behaviors in the Classroom	3
EDSP 350	Language and Communication Development and Disorders	3
<b>Hours</b>	<b>6</b>	

Fall Term 3	Hours	
ECDE 480	Assessment: Early Childhood/SPED	3
EDCI 320	Teaching Reading and Literacy	3
EDCI 322	Teaching Writing/Language Arts	3
EDCI 325	Elementary Art Education	3
EDCI 409	Integrated Elementary Methods Practicum II	1
EDCI 321	Literature for Children	3
<b>Hours</b>	<b>16</b>	

Spring Term 3	Hours	
ECDE 481	Early Childhood SPED Curriculum	3
ECDE 497	INTERN: Preschool	4
ECDE 490	Infant & Toddler SPED Internship	6
ECDE 401	Preschool Internship Seminar	2
ECDE 435	Feeding Young Children in Group Settings	1
<b>Hours</b>	<b>16</b>	

Fall Term 4	Hours	
EDCI 327	Elementary Math Education	3
EDCI 328	Elementary Social Studies Education	3
EDCI 329	Elementary Science Education	3
EDCI 408	Integrated Elementary Methods Practicum I	3
EDCI 410	Technology, Teaching and Learning	2
<b>Hours</b>	<b>14</b>	

Spring Term 4	Hours	
EDCI 401	Internship Seminar	1
EDCI 483	Elementary Internship I	7
EDSP 484	Special Education Internship II	7
ESHS 350	Elementary Health and Physical Education	1
<b>Hours</b>	<b>16</b>	
<b>Total Hours</b>	<b>131</b>	

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:** Early Childhood professionals understands the development period of early childhood from birth through age 8, both typical and atypical, across all developmental domains and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2 Learning Differences.** Early Childhood professionals understand that children learn and develop within relationships and within multiple contexts (e.g., families, cultures, languages, communities) and use this multidimensional knowledge to make evidence-based decisions that support each child.

**Standard 3 Learning Environment.** Early Childhood professionals work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 4 Content Knowledge.** Early Childhood professionals understand the content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum to support young children's learning in each content area.

**Standard 5 Application of Content.** Early Childhood professionals understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice to ensure that learning will be stimulating, challenging, and meaningful to each child.

**Standard 6 Assessment.** Early Childhood professionals understand and use multiple methods of assessment to document children's developmental progress, promote positive outcomes for each child, and to inform instruction and planning in early learning settings.

**Standard 7 Planning for Instruction.** Early Childhood professionals plan instructions that are responsive to the learning trajectories of young children and to the needs of each child by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

**Standard 8 Instructional Strategies** Early Childhood professionals understand and use a variety of instructional strategies to encourage children to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9 Professional Learning and Ethical Practice.** Early Childhood professionals engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (children, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10 Leadership and Collaboration.** Early Childhood professionals identify and involve themselves with the early childhood field, serve as informed advocates for young children, families, and the profession, and engage in continuous, collaborative learning to inform practice.