

# Course Descriptions

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## *Childcare & Family Education*

**ART 301** (3) Art for Children. Study and experimentation with art programming and art activities in the elementary school.

**EDCI 100** (3) Introduction to Education. Prerequisite to all other education courses for prospective teachers and is to be taken during the Freshman year by students seeking careers in Teacher Education. It is a multipurpose foundation course designed to give an overview of teaching and learning. Requires 10 clock hours of field-based activity.

**EDCI 122** (3) Family Dynamics and Interpersonal Relations. Discuss the development of family structures and the various types and functions of families. Emphasizes basic communication skills and their application within the family; family values; and the caregiver's role in the family. (D)

**EDCI 120** (3) Practical Child Care Experiences. Designed to introduce the students to a variety of personnel certification programs and to assist in the preparation for assessment when appropriate (i.e., Child Development Associate [CDA] and National Association of Education for Young Children's Validation [NAEYC]). Includes an in-depth review of the functional areas providing the basis for competency goals as designated by validating agencies. (D)

**EDCI 121** (3) Innovations, Problems, and Issues in Child Care. A comprehensive study of the growth and development of the infant and toddler—including physical environment, care and handling, immunizations and health care, toilet training, developmentally appropriate activities, and the special needs of infants and toddlers. (D)

**EDCI 220** (3) Teaching and Learning Styles of Young Children. Prerequisite: EDCI 120, 121, 122, or special permission by the department Chair prior to enrollment. Instructional strategies of content and materials, and evaluation of child care procedures in programs designed for infants, toddlers, and pre-school children. (D)

**EDCI 221** (3) Administration of Child Care Services. Leadership styles, director-staff relationships, staff training, and goal setting are explored within the framework of developing lessons with appropriate developmental activities for young children. Construction of lesson plans, integration of yearly curriculum goals with weekly plans and evaluation of curriculum should be included. (D)

**LS 301** (3) Literature for Children. A survey of library media appropriate for children at the pre-school through the primary grades with emphasis on selection and use. (NOTE: LS 301 is the same as LA 301 and EDCI 308). (F, S)

**RE 204** (3) Pre-Reading Skills for Preschoolers and Early Primary Grades. Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children's literature- creative storytelling and the study of management systems. (D)

**EDCI 303** (3) Parent, Child and Teacher Interactions. This course examines the importance of developing good relationships between parent, children and teachers during the early childhood and elementary years. The goal is to assist students to delineate nonblaming environments where dialogue and mutual planning can take place between families and school personnel.

**EDCI 305** (3) Studies in Child Guidance. This course is designed to provide comprehensive information on the nature and need of infants, toddlers, and pre-school children. Emphasis is placed on psychological, sociological, and physiological development and growth.

**EDCI 400** (3) Theories and Principles of Early Childhood. This course is concerned with the basic history, philosophy, theories, and principles underlying early childhood education. (D)

**ENG 401** (3) Language Arts in Elementary School. All phases of an effective language arts program in the elementary school curriculum are examined.

**EDCI 320** (3 - 8) Field Experiences in Child Care. Prerequisites: EDCI 120, 121, 122, 220, or special permission by the department Chair prior to enrollment. This course is of the practical learning experiences engaged in a more intensified and concrete manner. These experiences occur in off-campus, school, and community situations where opportunity is given to the student to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student is also given the opportunity to develop the ability, initiative, and responsibility for planning, guiding, and evaluating the total child care program. (D)

**MATH 226** (3) Concepts and Structures of Mathematics I. Prerequisite: MATH 111 with a grade of "C" or better. Study of various numeration systems, rational and real numbers, fraction and decimal algorithms, ratios, percentages, consumer mathematics, introduction to problem-solving and logic, use of patterns and Venn diagrams.

**PE 445** (3) Physical Education in the Elementary School. In this course emphasis is placed on methods and materials used in the effective teaching of physical education in the elementary school. Consideration is given to the integration of physical education with other subject matter areas. (F, S, Sum)

**PSY 304** (3) Child Psychology. Prerequisite: PSY 201 or equivalent. The systematic study of the development and behavior of the human from conception to puberty. (Not for psychology majors.)

**SCI 401S** (3) Science in the Secondary School. Prerequisite: Junior standing. Consideration is given to helping the student organize curriculum materials and gain proficiency in presenting science to high school students.

**SPED 311** (3) Exceptional Children and Youth in the Schools. A study of definitions, classifications, characteristics, educational programs and problems of exceptional children.

**SS 401** (3) Applied Social Studies. Prerequisite: Junior standing and at least 15 hours of Social Sciences. Exposure to the methods of developing objectives, carrying out strategies and evaluating social studies teaching, learning and interactions are focuses of this course. (F, S)