

RU

College of Education
And
Human Development

Program of Studies

Human Development

2001 - 2002

RADFORD UNIVERSITY

PROGRAM OF STUDY

All undergraduate students at Radford complete an essentially similar overall program of study. To earn an undergraduate degree from Radford University, all students must fulfill three sets of complementary requirements: general education requirements, major requirements, and requirements associated with the student's specific degree option. In addition, students must earn enough credit hours in elective courses to complete the minimum number of overall semester hours required for graduation. As part of their academic programs, many students take advantage of experiential learning opportunities that include study abroad, internships, clinical work, service learning, and many other ways to "learn while doing."

In designing these requirements, the faculty at Radford have made every effort to develop an overall academic program that is cohesive and purposeful. In other words, the expectation is that students do more than successfully complete a collection of unrelated courses. Rather, faculty want students to graduate with carefully thought-out and well-integrated programs of study that will provide them with the skills, knowledge, and perspectives they will need to be successful in their careers and to live productive and meaningful lives.

General Education Requirements (50 hours)

Courses designated as fulfilling general education requirements provide the strong liberal arts foundation upon which the remainder of the student's academic program rests. While students are expected to complete course work in eight broad areas of study, they typically have considerable latitude in course selection within the majority of these areas. Some majors demonstrate the interrelatedness of the general education and major curricula by encouraging students to meet program requirements through passing specific general education courses. For example, nursing majors are required to take Introduction to Sociology, and they are advised to use this course to partially fulfill their general education social and behavioral science requirement.

Major Requirements (30-105 hours)

A major represents the student's principal field of study. Approximately one-third of all freshmen enter Radford without a declared major, and doing so is an excellent choice for students who wish to explore various disciplines before they commit to a field of study. Entering the university as "Pre-major" very rarely affects one's ability to graduate on time. However, all students are encouraged to decide upon a major by the beginning of the sophomore year in order to make timely progress toward a degree. Numerous resources are available to assist the student in making an informed decision.

Within each discipline, faculty have established a curriculum that must be successfully completed by majors. Some colleges have established a core curriculum for each of its majors; e.g., all students earning Bachelor of Business Administration degrees in the College of Business and Economics complete a Business Core as well as courses in the specific major. Similarly, some majors with multiple concentrations (e.g., Media Studies) have established a core curriculum to be taken by all their majors, with additional specific course requirements for each concentration.

Degree Requirements (6-12 hours)

A degree represents both the academic level of a program (e.g., Radford's undergraduate students will earn a *Bachelor's* degree) and the general category into which it falls (Arts, Science, Business Administration, etc.). At Radford, the term "Arts" implies a language requirement; thus, students earning a Bachelor of Arts degree will have completed 6-12 hours of a single foreign language, with the precise amount of language required for the B.A. determined by the student's foreign language background. Courses meeting requirements in other categories (e.g., Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, etc.) are chosen by the faculty in specific colleges or majors. Such courses are designed to both complement and supplement the major requirements.

Electives (0-34 hours)

All students graduating from Radford must pass a minimum of 120 semester hours. (A few majors require more than 120.) While students in certain tightly-constructed majors have no elective courses, most students will need to take courses in addition to those meeting the requirements listed above to reach the 120 hour minimum. Theoretically, these courses may be taken in any discipline; electives offer students the opportunity to explore a variety of unfamiliar academic disciplines to broaden their intellectual horizons.

However, many students opt to structure their elective courses into a **minor-a secondary field** of study consisting of 15-24 hours designated by a discipline-or (if possible) a second major. Choosing a minor to complement the major is an excellent way to prepare oneself for a career or graduate studies.

The materials in this booklet are designed to provide a broad overview of Radford's academic program. More specific information about Radford's academic programs and policies may be found in the RU Undergraduate Catalog; students should familiarize themselves with this publication. Students' academic advisors and their Advising Centers are available to assist them in making good decisions as they complete program requirements and explore experiential learning opportunities. Indeed, advisors can be invaluable resources as students work to achieve their academic, career and personal goals. *However, ultimate responsibility for meeting all stated requirements for the degree rests with the student.*

SPECIFICS ABOUT THE RU GENERAL EDUCATION PROGRAM

Program Mission

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, such persons must possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promises of our complex, multi-cultural, ever-changing world. The primary mission of Radford University's General Education Program is to provide undergraduates with a solid foundation for lifelong learning. This foundation includes knowledge, skills, and experiences necessary for advanced study in academic disciplines and for personal growth as responsible, productive members of society.

Program Goals

To fulfill the mission of the General Education Program, the university has designed a 50-hour curriculum with a number of general and specific goals to be met by all undergraduate students.

Upon completion of the General Education Program, students should be able to:

- Think critically and creatively about ideas, issues, problems, and texts both within and across academic disciplines.
- Construct logical and persuasive arguments.
- Employ a variety of research methods and styles of inquiry.
- Use appropriate computer technologies to gather and organize information, to solve problems, and to communicate ideas.
- Work with others in a shared process of inquiry and problem-solving.
- Identify the personal and cultural values that shape decisions in public, professional, and private life, and assess the ethical implications of those decisions.

Knowledge Area Goals

In addition to supporting the six broad program goals, the general education curriculum is designed to ensure that students gain knowledge, abilities, and experiences in eight important areas of study: communication, fine arts, health and wellness, humanities, international and intercultural studies, mathematical sciences, physical and natural sciences, and social and behavioral sciences.

Area 1: Communication (6-9 credit hours)

Communication skills are essential to success in university studies, professional careers, and social interaction. The ability to read, write, speak, and listen effectively is the foundation upon which learning is based.

Upon successful completion of this area of the curriculum, students should be able to:

- Read primary and secondary texts in English with comprehension.
- Write effective prose that takes into account a range of audiences, purposes, and contexts.
- Listen attentively and participate effectively in oral discussion.
- Speak with clarity and purpose in a variety of social and professional contexts.

Area 2: Fine Arts (3-6 credit hours)

The fine arts--theatre, music, dance, art--define us as human beings through creative expression of both individuals and cultural groups. The arts awaken our senses, stimulate imaginative thinking, and provide insight into human cultures present and past.

Upon successful completion of this area of the curriculum, students should be able to:

- Understand the arts as a direct means of expression and creative thinking.
- Understand the arts as a means of communication across cultures and as a link with past cultures.
- Understand how the arts function within cultures on personal, social, or practical levels by awakening the senses, touching emotions, communicating ideas, and inspiring or challenging audiences.
- Identify formal characteristics of artworks.
- Identify the emotional and intellectual content of artworks.
- Identify stylistic characteristics of artworks as they relate to an individual artist, group of artists, artistic movement, historical period, and ethnic or geographical context.

Area 3. Health and Wellness (3 credit hours)

The quality of life for individuals and communities is largely dependent on the choices we make. Informed decisions about healthful behavior, leisure activity, and interaction with the natural environment can enhance both personal and societal well-being.

Upon successful completion of this area of the curriculum, students should be able to:

- Identify the factors that influence health behavior decisions.
- Make educated health-related choices that promote personal well-being and enhance the overall quality of life.
- Analyze the relations among factors such as nutrition, stress, and leisure as they influence personal wellness.
- Understand how personal health and lifestyle choices affect society at large.

Area 4. Humanities (6-9 credit hours)

The humanities--religious studies, philosophy, literature, and classics--address fundamental questions about the meaning and value of life. These disciplines study humanity in a historical context and express humankind's most profound understanding of itself and its place in the world.

Upon successful completion of this area of the curriculum, students should be able to:

- Demonstrate a basic knowledge of the nature and methods of inquiry in the humanities.
- Demonstrate an understanding of the importance of the human quest for meaning, value, and order in life.
- Analyze and evaluate different views of the meaning, value, and purpose of human life.
- Interpret and critically evaluate classical and contemporary works of literature as diverse expressions of the human condition.
- Discuss in speech and writing the relevance of the search for meaning to their own lives.

Area 5. International and Intercultural Studies (3-6 hours)

In the world of the 21st century -- a world of multinational organizations and transnational economies, of planetary crises and global opportunities -- understanding and communication among people of different nations and cultures are ever more important. An awareness of different cultural traditions and values and an understanding of the relationships among peoples and nations are essential for effective and responsible participation in the global community.

Upon successful completion of this area of the curriculum, students should be able to:

- Demonstrate an awareness of the diversity of cultures both within and beyond the United States.
- Analyze similarities and differences between their own and other cultures that affect perceptions, beliefs, and behaviors.
- Demonstrate an understanding of the central place of language in shaping thinking, values, and other aspects of culture.
- Identify and discuss important global issues that highlight the relationships among peoples and nations.

Area 6. Mathematical Sciences (6 credit hours)

Mathematical skills are essential to success in a wide range of academic disciplines, professional careers, and daily activities. The ability to analyze and solve problems using numbers and symbols is indispensable in the natural and social sciences, in the development of technology, and many aspects of daily life.

Upon successful completion of this area of the curriculum, students should be able to:

- Understand and express relationships among numeric, symbolic, and graphical information.
- Demonstrate problem-solving techniques involving pattern recognition, models and the construction of logical mathematical arguments.
- Recognize the applications of mathematics in their major fields and in their lives and careers.

Area 7. Physical and Natural Sciences (8 credit Hours)

The natural sciences—physics, geology, chemistry, biology—have shaped the modern world and our way of thinking about the world. An understanding of both the methodology and knowledge produced by scientific inquiry permits us to interpret, influence, and protect the world we live in.

Upon successful completion of this area of the curriculum, students should be able to:

- Comprehend the empirical nature of science.
- Identify scientific problems and apply scientific methods.
- Extend scientific problem-solving skills to a variety of situations.
- Relate the basic principles of science to the world at large.
- Understand the relations between science, technology, and society.

Area 8. Social and Behavioral Sciences (12-15) credit hours)

The social and behavioral sciences—sociology, psychology, political science, history, geography, economics, anthropology—examine the many factors that influence behavior and the ways in which human relations are structured across time and cultures. The social sciences provide a variety of perspectives, theories and methods for understanding and analyzing our world and ourselves.

Upon successful completion of this area of the curriculum, students should be able to:

- Demonstrate an understanding of how social scientists go about raising questions, formulating theories, and solving problems.
- Demonstrate an understanding of the psychological, social, and cultural factors that shape ideas and behavior.
- Demonstrate an understanding of the diverse ways in which human relations have been structured across time and cultures.
- Use knowledge and skills acquired from the social and behavioral sciences to evaluate and interpret individual and collective behavior.

Summary of General Education Requirements

Area 1	Communication	6-9 credit hours
Area 2	Fine Arts	3-6 credit hours
Area 3	Health and Wellness	3 credit hours
Area 4	Humanities	6-9 credit hours
Area 5	International and Intercultural Studies	3-6 credit hours
Area 6	Mathematical Sciences	6 credit hours
Area 7	Physical and Natural Sciences	8 credit hours
Area 8	Social and Behavioral Sciences	12-15 credit hours
Total Credit Hours Required		50 credit hours

Alternative Means of Fulfilling General Education Requirements

Recognizing the diverse backgrounds and educational experiences of its students, Radford University provides a number of alternatives for fulfilling the 50-hour General Education requirement.

Students achieving appropriate scores on College Level Examination Program (CLEP) subject exams or on College Board Advanced Placement (AP) Tests may receive credit toward completion of General Education requirements in specific Knowledge Areas.

Students who can demonstrate that their previous learning experiences are relevant to a particular course approved for General Education credit may choose to earn credit for that course by challenge examination. Individual departments are responsible for determining which courses may be challenged for credit by exam.

Students admitted to Radford University with an Associate's Degree from a Virginia Community College based on a baccalaureate-oriented sequence of courses will be considered to have satisfied the General Education requirement. Community college students completing the Transfer Module will receive credit toward completion of the requirement. For further information on the various options for fulfilling the General Education requirement, students should refer to the appropriate sections of the Undergraduate Catalog and should consult with their academic advisers.

Characteristics of General Education Courses

The General Education curriculum provides students with considerable flexibility in the choice of courses in the eight Knowledge Areas. At the same time, the program aims to provide students with the shared experience of belonging to a community of learners. This common learning experience prepares all Radford University students for advanced study in the academic discipline of their choice as well as for a lifetime of personal growth as thoughtful, productive members of society. To foster this sense of common purpose, all courses approved for the General Education program share a number of essential features:

- Each course is designed to help students achieve the learning goals established for a particular Knowledge Area of the program.
- Each course is designed to help students develop the intellectual skills, abilities, and competencies identified by the broad goals of the program.
- Each course is designed to incorporate multiple methods of instruction in order to engage students actively in the learning process.
- Each course is designed to incorporate multiple methods of assessment in order to measure student progress in achieving the course-specific goals as well as the Knowledge Area goals and the broad General Education program goals.
- Each course is taught by a faculty member who has an understanding and commitment to the mission, goals, and objectives of the General Education program.

For further information on the Radford University General Education Program, including a list of the courses approved for general education credit, students should consult the current Undergraduate Catalog. The list of approved courses, along with official course syllabi and other program information, is also available on the General Education Program web site at

<http://www.runet.edu/~gened>.

INTERDISCIPLINARY STUDIES – Human Development

Revised 5/01

Student Name _____ Date _____
I.D. Number _____

**GENERAL EDUCATION PROGRAM (50 HOURS)
2001 - 2002 ACADEMIC YEAR
(*denotes required courses)**

<u>Area 1: Communication</u>	(6-9 hours)
Grade	
* _____ ENGL 101 3	
* _____ ENGL 102 3	_____ 3
<u>Area 2: Fine Arts</u>	(3-6 hours)
* _____ 3	_____ 3
<u>Area 3: Health and Wellness</u>	(3 hours)
* _____ 3	
<u>Area 4: Humanities</u>	(6-9 hours)
Literature (3-6 hours)	
* _____ 3	_____ 3
Philosophy or Religious Studies	(3-6 hours)
* _____ 3	_____ 3
<u>Area 5: International and Intercultural Studies</u>	(3-6 hours)
* _____ 3	_____ 3
<u>Area 6: Mathematical Sciences</u>	(6 hours)
* _____ 3	
* _____ 3	
<u>Area 7: Physical and Natural Sciences</u>	(8 hours)
* _____ BIOL 101 4	
* _____ 4	
<u>Area 8: Social and Behavioral Sciences</u>	(12-15 hours)
History (3-6 hours)	
* _____ 3	_____ 3
Other Social and Behavioral Sciences (9-12 hours)	
* _____ SOCY 110 3	_____ 3
* _____ 3	
* _____ 3	

Required Courses = (47) **+Optional Courses = (3) = 50 Hrs**
Courses approved for general education credit are listed on the back of this sheet.

COURSES APPROVED FOR GENERAL EDUCATION CREDIT*

5/01

Area 1: Communication (6-9 hours)

Required (6): ENGL 101 and ENGL 102

Optional (0-3): One of the following courses: MSTD 146, SPCH 114, SPCH 337

Area 2: Fine Arts (3-6 hours)

Required (3-6): At least one and no more than two of the following courses: ART 111, ART 215, ART 216, ART 366, ART 412, ART 422, ART 424, ART 427, ART 428, ART 462, ART 482, CVPA 100, DNCE 111, DNCE 366, DNCE 480, DNCE 481, MUSC 100, MUSC 121, MUSC 122, MUSC 123, MUSC 321, MUSC 322, MUSC 366, THEA 100, THEA 366, THEA 375, THEA 376

Area 3: Health and Wellness (3 hours)

Required (3): One of the following courses: FDSN 214, HLTH 111, HLTH 200, LESE 200, NURS 111

Area 4: Humanities (6-9 hours)

Required (3): One of the following courses: CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203

Required (3): One of the following courses: PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206

Optional (0-3): One of the following courses: CLSS 110, CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203, ENGL 314, ENGL 321, ENGL 322, ENGL 323, ENGL 324, PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206

Area 5: International and Intercultural Studies (3-6 hours)

Required (3-6): At least one and no more than two of the following courses: ANTH 121, CVPA 100, ECON 340, FORL 109, FORL 209, FORL 309, FORL 409, FREN 100, FREN 101, FREN 200, FREN 210, FREN 300, FREN 319, FREN 320, GEOG 101, GEOG 102, GEOG 280, GRMN 100, GRMN 200, GRMN 210, GRMN 300, GRMN 304, HEBR 101, HEBR 102, HEBR 201, HIST 101, HIST 102, LATN 101, LATN 102, LATN 201, LATN 202, POSC 130, RELN 112, SPAN 101, SPAN 102, SPAN 201, SPAN 202, SPAN 325, SPAN 326, SPAN 335, SPAN 336

Area 6: Mathematical Sciences (6 hours)

Required (6): Two of the following courses, *at least one of which must be in MATH or STAT*: MATH 103, MATH 104, MATH 109, MATH 121, MATH 138, MATH 140, MATH 145, MATH 151, MATH 152, MATH 161, MATH 260, STAT 205, STAT 206, STAT 208, STAT 211, CPSC 106, CPSC 106P, CPSC 109, CPSC 120, INSY 181

Area 7: Physical and Natural Sciences (8 hours)

Required (8): Any two of the following courses: BIOL 101, BIOL 102, BIOL 111, BIOL 112, CHEM 101, CHEM 102, CHEM 103, GEOL 101, GEOL 102, GEOL 103, PHSC 121, PHSC 122, PHYS 111, PHYS 112, PHYS 221, PHYS 222

Area 8: Social and Behavioral Sciences (12-15 hours)

Required (3-6): At least one and no more than two of the following courses: HIST 101, HIST 102, HIST 111, HIST 112

Required (9-12): At least three and no more than four of the following courses, *chosen from at least three different disciplines*: ANTH 121, ANTH 301, ANTH 332, ANTH 411, ANTH 430, ANTH 451, ANTH 471, ANTH 481, ECON 101, ECON 105, ECON 106, ECON 295, ECON 309, ECON 311, ECON 340, GEOG 101, GEOG 102, GEOG 103, GEOG 140, GEOG 201, GEOG 202, GEOG 203, GEOG 280, POSC 110, POSC 120, POSC 130, POSC 140, PSYC 121, PSYC 317, PSYC 318, PSYC 343, PSYC 361, PSYC 381, PSYC 382, PSYC 391, SOCY 110, SOCY 210, SOCY 250, SOCY 331, SOCY 334, SOCY 446

*Students may use individual courses to meet only one General Education requirement. Some of the courses listed above have prerequisites. For additional information about General Education, consult the RU Catalog. To learn more about the specific courses listed here, see the Catalog or view official course syllabi on the World Wide Web at <http://www.runet.edu/~academic/syllabi/index.html>

ACADEMIC ADVISING

Each student is ultimately responsible for meeting the requirements of his or her academic program. Academic advising can provide opportunities for students to discuss academic progress and goals with a staff or faculty member in the student's department and/or college.

Academic advising is a shared responsibility. Academic advising is a continuous process of clarification and evaluation of your progress toward your goals. You, the student, are the catalyst for your own academic success because you have the responsibility for making decisions about your life goals and educational plans.

The primary purpose of academic advising is to assist you in developing meaningful educational plans that are compatible with your life goals. **Successful academic advising occurs when you and your adviser work together as partners in a relationship that focuses on collaboration and shared responsibility.**

In addition to your academic adviser, you have another resource available – the advising center. Staff in the center can help you with:

- grade point average calculations,
- clarification of policies and procedures,
- graduation checkouts,
- transfer approval of courses,
- appropriate referrals,
- withdrawing from a class,
- completing academic petitions and more.

It is important to recognize that academic advising is more than selecting courses for an upcoming semester or making a plan to follow to graduate. It is vital that you, the student, be an active participant in the advising partnership. Both parties of the partnership should have specified expectations of the other partner.

Your Academic Adviser

Your advisor will: listen and respond to your interests and concerns; respect you as an individual; be reasonably accessible; know policies and procedures for the university and your degree program; know where to find valuable information and make appropriate referrals for student support services; and provide guidance and assistance with your academic, career and life goals.

You, the Advisee

It is your responsibility to: initiate and maintain contact with your advisor; discuss situations and issues that affect your academic performance (such as work and family commitments); learn basic university, college and departmental requirements, policies and procedures and to accept your responsibility for meeting and abiding by them; and seek assistance when you need it.

Some Advice

Your academic advising session will run more smoothly and be more informative and rewarding if you follow some simple tips:

- ❑ keep your advising manual up to date; bring it to each advising sessions so you can compare notes with your advisor
- ❑ have a list of questions you want to ask or concerns you would like to have addressed
- ❑ remind your advisor of the issues you discussed during your last appointment
- ❑ be candid; tell your advisor about things that are affecting your ability to do your best course work

The Academic Advising Center

The College of Education and Human Development has developed a strong support system for all students – this support is available in the academic advising center that is located in Russell Hall, Room 130.

The advisers in the Center recommend the following tips for success:

- ❑ Talk to your professors and advisors about ways your course work is relevant to your needs, interests, and goals.
- ❑ Make every effort to interact with faculty. Make an appointment with each faculty member and be prepared with a few questions to help get the conversation going. You will feel more comfortable in and connected with your classes if you do this.
- ❑ Get to know others in your classes. Join study groups even if it is not your favorite way to study. It will help you connect with other learners and benefit from their perspectives.
- ❑ Learn about the student support services that are available on campus, where they are located, and make good use of them.
- ❑ Set up a daily schedule and stick to it.
- ❑ Don't procrastinate; plan your time wisely.
- ❑ Attend all classes; you can't help but learn something just from being in class every meeting.
- ❑ Know about the services your University library offers; know how to make the most of the library.
- ❑ Take your health seriously; eat appropriately, exercise, and get plenty of rest.
- ❑ If you can't avoid stress, learn techniques to deal with it.
- ❑ Enjoy your time as a college student; study hard, be an active participant in your education, and get involved through clubs and organizations.

Get to know your adviser; build a strong academic relationship – this will be a rewarding experience for you and your adviser.

HUMAN DEVELOPMENT PROGRAM

The human development major includes a core of courses emphasizing developmental issues encountered across the lifespan. These courses provide a strong focus for the Day Care Teaching and Administration concentration and serve as supporting courses for students in other majors across campus.

With 15 million children in childcare programs, the need for educated, qualified professionals is very apparent and long lasting. Child day-care centers serve working parents and provide necessary child care to families where, due to economic needs, one parent returns to school to further their education in preparation for better paying jobs or find him/herself forced to return to the nation's work force. Some programs offer 24-hour care for children whose parents work night shifts.

Childcare centers focus on cognitive, social, emotional and physical growth of young children usually through about age eight. Many child care centers offer before and after school programs for school age children who stay at day care a portion of the day when not in school. As a student in the Human Development major, you will be learning about

- ❑ establishing program goals and objectives,
- ❑ planning learning activities to meet program objectives,
- ❑ evaluating program delivery, encouraging children's autonomy,
- ❑ understanding and accepting professional authority,
- ❑ implementing strategies and techniques for guiding child behavior,
- ❑ understanding perspectives of play as education, and
- ❑ developing skills needed to work with families, parents, and colleagues in the childcare center and community.

Human Development majors could greatly benefit and enhance their program with a minor in business administration. The university catalog (College of Business and Economics) provides a complete list of courses required to complete this minor. Other popular minors include special education, computer science, art, music, sociology and psychology. As always, it is strongly recommended that you discuss your plans to complete this minor with your academic adviser.

Practical Experience

Students in the Day Care Teaching and Administration concentration have the opportunity to gain practical experience in working with two-, three-, and four-year olds in the campus laboratory nursery school, the Early Development and Learning Program (EDLP). Laboratory experiences in the EDLP offer students an opportunity to observe young children, learn about motor and physical development, play as an age appropriate way to learn and build cognition, and social growth. Students may also find that working with young children in the EDLP will confirm their career choice.

In addition to observing and working with young children in the EDLP, two practica classes provide work experiences with children birth through age twelve in local child care programs. Students are given the opportunity to work in an off-campus nursery school, a day care center, or community agency programs which address the needs of preschool children. Additionally students are required to gain administrative experience in the planning, managing and evaluation of programs in these same environments.

A Minor in Human Development

A minor in Human Development requires 18 semester hours of course work selected from the core and concentration courses. See a faculty adviser for advice and assistance. A minor in human development could be an appropriate complement to a major in psychology, sociology, and social work.

Bachelor of Arts or Bachelor of Science Degree

The Bachelor of Arts degree requires:

- ❑ 50 semester hours in general education courses including Biology 101 and 102 and Sociology 110,
- ❑ 12 semester hours of one foreign language as explained in the University catalog (could be 6-8 semester hours for the student with previous foreign language training),
- ❑ 15 semester hours in the core courses,
- ❑ 21 semester hours in the Day Care Teaching and Administration courses, plus elective credits to bring the total to the minimum of 120 semester hours.

The Bachelor of Science degree requirements for the human development major are the same as for the Bachelor of Arts degree, except that instead of a foreign language the student must have six to eight semester hours from math, science, or social science courses in addition to courses completed for the general education requirements. If you choose to complete social science courses to satisfy this requirement, it is best to work with your adviser in the selection of these courses.

Career Opportunities

The Day Care Teaching and Administration Concentration, currently offered, is designed to prepare the student for employment as a teacher or administrator in public and private child care centers and nursery schools as well as for professional positions in extended care programs, Head Start programs, camp management positions, corporate day care, and related child care programs.

Courses are available for the student who chooses to be in voluntary compliance with the early education teacher preparation guidelines of the National Association for the Education of Young Children (NAEYC).

GENERAL EDUCATION - 50 Semester Hours (• Indicates required courses)

<p>Area 1: Communication (6-9 Hrs)</p> <ul style="list-style-type: none"> • ENGL 101 _____ 3 • ENGL 102 _____ 3 _____ 3 <p>Area 2: Fine Arts (3-6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 _____ 3 <p>Area 3: Health & Wellness (3 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 <p>Area 4: Humanities (6-9 Hrs)</p> <p>Literature (3-6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 _____ 3 	<p>Area 4: Humanities Continued</p> <p>Philosophy or Religion (3-6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 _____ 3 <p>Area 5: International & Intercultural Studies (3-6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 _____ 3 <p>Area 6: Mathematical Sciences (6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 • _____ 3 <p>Area 7: Physical & Natural Sciences (8 Hrs)</p> <ul style="list-style-type: none"> • BIOL 101 _____ 4 • BIOL 102 _____ 4 	<p>Area: 8 Social and Behavioral Sciences (12-15 Hrs)</p> <p>History (3-6 Hrs)</p> <ul style="list-style-type: none"> • _____ 3 _____ 3 <p>Other Social and Behavioral Sciences (9-12 Hrs)</p> <ul style="list-style-type: none"> • SOCY 110 _____ 3 • _____ 3 • _____ 3 _____ 3 <p>A complete list of the specific courses that may count in General Education can be found in the 1999-2000 catalog.</p>
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HUMAN DEVELOPMENT - Major Requirements

CORE:

HUMD 200 Found. & Trends in Early Child.Ed.	_____ 3
HUMD 201 Marriage & Alt. Lifestyles	_____ 3
HUMD 211 Child Development	_____ 3
HUMD 301 Human Sexual Development	_____ 3
HUMD 401 The Family	_____ 3

DEGREE OPTION:

B.S. Degree-Math, Science, Social Science (6-8 SH)
 B.A. Degree-Foreign Language (12 SH)

CONCENTRATION:

*HUMD 215 Guiding Yng. Children	_____ 3
*HUMD 321 Early Dev. & Learn: Inf. & Tod	_____ 3
*HUMD 322 Early Dev. & Learn: Presch.-Prim.	_____ 3
*HUMD 323 Language Arts & Lit for Yng Child	_____ 3
*HUMD 335 Creative Exp. Ex. Child.	_____ 3
*HUMD 416/EDEC 416 Hm.Sch. Collabora. Rel	_____ 3
*HUMD 445 Admin of Progs. For Yng. Child.	_____ 3
*HUMD 475 Practicum Teaching Yng. Child.	_____ 3
*HUMD 485 Practicum Admin. Yng. Child.	_____ 3

BS Degree requirements

Selected math/computer science/statistics courses may be used. Any Social Science may be taken to meet the BS requirement. Students should request approval from their academic adviser prior to enrolling in any course to be used to meet BS or BA degree requirements.

Electives (To allow a total of 120 Sem. Hrs.) Elective hours may be used to enhance the program through the completion of minors which **could be** selected from Business Administration, Computer Science, Gerontology, Psychology, Sociology, or Special Education.

*These courses have specific prerequisites. Check with your academic adviser or the catalog prior to attempting to enroll in them.

Applications for admission into HUMD 475 and 485 must be made two semesters prior to the intended semester of enrollment. See DeAnna Doty Flanary in for the application and information

Elective Courses

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TIME SCHEDULE WORK SHEET

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8:00 - 8:50	8:00 - 9:15			
9:00 - 9:50				
	9:30 - 10:45			
10:00 - 10:50				
11:00 - 11:50	11:00 - 12:15			
12:00 - 12:50				
	12:30 - 1:45			
1:00 - 1:50				
2:00 - 2:50				
	2:00 - 3:15			
3:00 - 3:50				
	3:30 - 4:45			
4:00 - 4:50				
Evening Classes				

NOTES...