EARLY DEVELOPMENT AND EDUCATION, MINOR

Requirements for a minor may be completed at any campus location offering the specified courses for the minor. Students may not change from a campus that offers their major to a campus that does not offer their major for the purpose of completing a minor.

Program Description

The Intercollege Minor in Early Development and Education builds upon existing courses across the university and especially ones found in the College of Education and the College of Health and Human Development. The minor affords the opportunity for students to study practices and policies informed by research and theory covering the period in human development from prenatal to three years. The minor prepares graduates majoring in a variety of fields such as education, human development and family studies, psychology, speech communication, nutrition, and others to have a deeper understanding of this period of the life cycle with an emphasis on the transition of this knowledge to applied settings.

Program Requirements

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Requirements for the Minor

Some courses may require prerequisites.

For a Minor in Early Development and Education, a minimum of 20 credits is required.

A grade of C or better is required for all courses in the minor, as specified by Senate Policy 59-10 (https://senate.psu.edu/policies-and-rules-for-undergraduate-students/59-00-minors-and-certificates/#59-10). In addition, at least six credits of the minor must be unique from the prescribed courses required by a student’s major(s).

Code  | Title                                                                 | Credits |
---    |-----------------------------------------------------------------------|---------|
Prescribed Courses: Require a grade of C or better
ECE 451 | Instruction in Early Childhood Education Derived from Development Theories | 3       |
ECE 453 | parent Involvement in Home, Center, and Classroom Instruction          | 2-3     |
ECE 479 | The Young Child’s Play as Educative Processes                        | 3       |
Additional Courses: Require a grade of C or better
CI 295  | Introductory Field Experience for Teacher Preparation                | 3       |
       | or HDFS 330 Observation or Experience with Children, Youth, and Families |         |
Select 3 credits of the following: 3
EDPSY 10 | Individual Differences and Education                               |         |
EDPSY 11 | Educational Implications of Individual Differences in Childhood     |         |
HDFS 229 | Infant and Child Development                                        |         |
Supporting Courses and Related Areas

Supporting Courses and Related Areas: Require a grade of C or better
Select 3 credits of the following: 3
CI 495  | Internship                                                           |         |
CSD 146 | Introduction to Communication Sciences and Disorders                |         |
CSD 300 | Developmental Considerations in the Assessment and Treatment of Language Disorders |         |
ECE 453 | parent Involvement in Home, Center, and Classroom Instruction        |         |
ECE/HDFS 454 | Development and Administration of Child Service Programs             |         |
HDFS 428 | Infant Development                                                   |         |
HDFS 430 | Experience in Preschool Groups                                       |         |
Select 3 credits from Treatment of Language Disorders: 3
PSYCH 410 | Child Development                                                   |         |
PSYCH 474 | Psychological Intervention in Childhood                             |         |
SPLED 415 | Early Special Education                                             |         |

Academic Advising

The objectives of the university’s academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of-class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee’s unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (https://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/)

University Park

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Contact

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