

EARLY CHILDHOOD EDUCATION (ECED)*

**Early Child Care Education (ECED) courses are designed for professionals seeking child care credentials. Students pursuing teaching licensure may choose to take ECED classes as electives. ECED courses do not satisfy major requirements for the School of Education.*

ECED 2210 Foundations of Early Childhood Education 3 Credits

Students are introduced to the early childhood profession. Course competencies include: Integration of strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood education professionals; explore early childhood curriculum models.

Components: Class

ECED 3100 Foundations of Afterschool and Youth Development 3 Credits

This first course provides an overview of the knowledge and skills individuals need to care for school-age children between the ages of five and twelve in a group setting. It will provide a foundation for the importance of out-of-school-time programs and explore the philosophy and goals for high quality programs. The course is based on an understanding of the principles of child growth and development. It provides an overview of the rules and regulations governing group care for school-age children and the responsibilities of the providers. Lastly, it will provide a foundation for the basic core knowledge and competencies as laid out by the National Afterschool Association. (This course also fulfills the 40 hour Introduction to the School-Age Care Profession Course).

Components: Class

ECED 3120 Engaging Youth in Groups 3 Credits

This course explores the dynamics of working with children and youth ages 5 to 12 in groups and group settings. Examination of program and group relationship factors that support or inhibit positive adult-to-youth and peer-to-peer relationships. Students develop knowledge and skills for designing program spaces, using multiple grouping formats in programs, facilitating group activities, fostering youth social skills and peer relationships, using positive guidance techniques, and leadership techniques promoting youth choice and active participation.

Components: Class

ECED 3140 Intentionality in Programming 3 Credits

This course focuses on the learning environment and curricular models within an informal learning environment. It will explore the role and methods for informal observation and recording as it is used in identifying the needs and interests of the children. It will explore lesson planning that is intentional, scaffolds learning and addresses core standards.

Components: Class

ECED 3180 Introduction to Dual Language Learning in Early Childhood 3 Credits

This course provides a historical overview of dual language programs in the United States and offers evidence to support the importance of home language maintenance in a dual language setting. It provides a foundation for understanding dual language learners, as well as strategies to effectively meet the needs of dual language learners in an early childhood setting, including classroom environments, teaching recommendations, and methods of assessment.

Components: Class

ECED 3200 Introduction to Family Child Care 3 Credits

This first course in the Family Child Care Credential examines the unique aspects of providing care and education in family child care settings. This introductory course is designed for family child care providers, or individuals seeking to become family child care providers. In this course, providers will fulfil the requirements for both Department of Children and Families entry level courses Fundamentals of Family Child Care and Introduction to the Child Care Profession. Through this course, providers will be introduced to important topics such as quality standards in family child care, health and wellness, child development, curriculum planning, guiding children's behavior, program wellness, and provider health and wellness. This course must be taken first in the Family Child Care Credential series and is aligned with the Wisconsin Model Early Learning Standards and the National Association for Family Child Care Quality Standards.

Components: Class

ECED 3210 Responsive Programming in Family Child Care 3 Credits

This course examines special topics relevant to the family child care setting. Topics include quality standards, professional development, ethics, marketing, advocacy, health and wellness practices, and family partnerships.

Components: Class

ECED 3220 Child Development 3 Credits

Examine child development within the context of the early childhood education setting. Course competencies include: the social, cultural, and economic influences on child development; child development theories; and the development of children age three through age eight; including methods of child development research.

Components: Class

ECED 3240 Infant/Toddler Development 3 Credits

In this 3-credit course you will study infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants and toddlers (conception to thirty-six months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers, examine the role of brain development in early learning (conception through thirty-six months); examine caregiving routines as curriculum; and examine developmental and environmental assessment strategies for infants and toddlers.

Components: Class

ECED 3250 Group Care for Infants and Toddlers 3 Credits

The Group Care course focuses on caring for infants and toddlers in group settings both center-based and family childcare settings. It covers program quality, philosophy, structure, environments, health and safety, developmentally appropriate practice and inclusion/diversity issues.

Components: Class

ECED 3260 Child, Family and Community Relations 3 Credits

This course focuses on supporting the child through partnerships with families and collaboration with the community. Topics covered include parent education, involvement, socialization and inclusion as well as such issues as public policy, advocacy, community resources, and professionalism.

Components: Class

ECED 3280 Components of a Quality Dual Language Program 3 Credits

Students will learn about the components of a quality dual language program, including assessment and accountability, curriculum, instruction, classroom environments, staff quality, program structure, family and community involvement, and support and resources. Students will investigate and evaluate each component and how it affects dual language learning.

Components: Class

ECED 3300 Children with Differing Abilities 3 Credits

Before we can be responsive to the needs of young children with medical or developmental differences, we must examine our own history, experiences, attitudes and beliefs. American society changes rapidly. Viewpoints, opportunities, and even the language we use follow trends that shape how we respond to everyone around us. In order to be aware of others, we must begin with awareness of ourselves. Students will examine our history and our society's relationship to people with exceptionalities and examine their own personal experiences, attitudes and beliefs. Students will learn to differentiate between typical and exceptional development of children from birth to age eight, analyze the differing abilities of children with physical, cognitive, health/medical, communication and/or behavioral/emotional disorders. Students will learn the basics of how to adapt curriculum to meet the needs of children with differing abilities and implement family-friendly practices for an inclusive early learning program.

Components: Class

ECED 3320 Children with Behavior and Emotional Challenges 3 Credits

This course helps promote children's success by building relationships and creating supportive environments. Students will learn how to build rapport with children and their families and how to demonstrate positive social-emotional teaching strategies including individualized intensive interventions. Detailed discipline and guidance strategies will be described and techniques for developing behavior support plans as they relate to specific diagnosis and challenging behaviors will be explored. The class will focus on the need for positive and consistent team approaches to including children with challenging behaviors in typical community settings.

Components: Class

ECED 3340 Children with Special Health Care Needs 3 Credits

Frequently encountered specialized health care needs of children with disabilities will be explored in this course. Students will explore a team approach in looking at health promotion in children with special health care needs. The care of individuals with altered body systems function including sensory, gastrointestinal, bowel and bladder elimination, respiratory, skin/immune, and endocrine related states will be explored. Recognizing the family as expert on their own child/family member including understanding emergency management for various health conditions, community resources and support systems will also be covered.

Components: Class

ECED 3380 Supporting Dual Language Acquisition in Early Childhood 3 Credits

This course is offered in a bilingual format - both English and Spanish. Learn to become an effective teacher for children who are dual language learners. Learn and apply strategies to effectively support language acquisition for all dual language learners in an early childhood setting from infancy to preschool. Este curso se ofrece en formato bilingüe, tanto en inglés como en español. Aprenda a convertirse en un maestro eficaz para los niños que aprenden en dos idiomas. Aprenda y aplique estrategias para apoyar eficazmente la adquisición del lenguaje para todos los estudiantes de lenguaje dual en un entorno de la primera infancia desde la infancia hasta el preescolar.

Components: Class

ECED 3400 Health, Safety, and Nutrition 3 Credits

Health, safety, and nutrition within early childhood education is the focus of this course. Competencies include: strategies supporting diversity and anti-bias perspectives; governmental regulations and professional standards; and provide a safe healthy, and nutritionally sound early childhood program. This course will also examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.

Components: Class

ECED 3440 Social Studies, Art, Music, and Movement in Early Childhood 3 Credits

This 3-credit course will focus on beginning level curriculum development in the specific integrated content areas of social studies, art, music, movement (SSAMM) for teaching children aged three to six years old, including integrating play-based learning. Learn the skills and resources needed to design, implement, and evaluate developmentally appropriate, meaningful and challenging curriculum for each group of children and individual child in the early learning environment.

Components: Class

ECED 3460 Guiding Children's Behavior with the Pyramid Model 3 Credits

This 3-credit course examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze techniques for and effects of strong relationship-building with children and families; identify positive and proactive guidance principles and techniques to support children; analyze environmental influences on child behavior; identify strategies that support children's active engagement in the learning environment; identify strategies that proactively teach emotional literacy and regulation techniques; identify strategies that proactively teach friendship skills; identify strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilize observation and assessment techniques to assess and interpret behavior; create a behavior support plan based on a functional behavior assessment; create a guidance philosophy. This course meets the requirements of the "24 hour Wisconsin" Pyramid Model training.

Components: Class

ECED 3480 Early Language and Literacy 3 Credits

This course explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 years of age. Learners will investigate the components of literacy including; literacy and a source of enjoyment, vocabulary and oral language, phonological awareness, knowledge of print, letters and words, comprehension and an understanding of books and other texts. Theories and philosophies regarding children's language and literacy development will be addressed. Dual language learning will be examined within the context of developmentally appropriate practices. Assessment tools for early language and literacy acquisition will be reviewed.

Components: Class

ECED 3500 Introduction to Program Development 3 Credits

This is the first of four courses in the Program Development Credential, providing an overview of program development, exploring definitions, roles, ethics and responsibilities and setting the context for the other three courses. This course will define and describe what an early care and education/ youth care program is and what it means to be responsible for developing and implementing a high-quality program. Students explore what happens in early care and education/youth care programs and the roles and responsibilities of people who implement the program. This course uses the Wisconsin Model Early Learning Standards as a framework for program quality and for supervisory and teaching staff expectations. Content of the course is designed for those in program development, implementation and supervision such as directors, assistant directors, lead teachers, family child care providers, program coordinators, site coordinators, and group leaders. NOTE: This course fulfills introductory non-credit ICCP course requirements as specified in WI Administrative Code DCF Chapters 45 and 46 for family and group care.

Components: Class

ECED 3510 Observation, Assessment and Evaluation 3 Credits

This is the second of four courses in the early childhood Program Development Credential sequence. This course will include discussions and practical application of techniques and tools for observation, assessment, and evaluation of individual children, the curriculum, classrooms, and staff. Systems for planning, goal setting, and monitoring will provide continuous information on the quality of the early childhood program, teachers, and student outcomes.

Components: Class

ECED 4100 Site Programming and Operations 3 Credits

This course explores the systems and processes involved in creating a comprehensive children's program and the use of self and program assessment tools. It will look at the importance of developing partnerships with the family, school and community and the meaning of professionalism. It will look at risk management from the perspective of the health, safety and well-being of the children.

Components: Class

ECED 4200 Infant-Toddler Capstone Course 3 Credits

The capstone is the last course all students take prior to completing the Infant Toddler Credential. The intent of this capstone course is to cover and revisit some important themes from the prior three courses.

Components: Class

ECED 4300 Designing Environments for Learning 3 Credits

This is the third course in the Program Development Credential. Students learn that learning environments are both physical and cultural and are an important part of producing excellent quality programs. Students will learn how child care philosophies can either assist or hinder children's learning. This course uses the Wisconsin Model Early Standards, or your state's Early Learning Standards as a framework for program quality and for both supervisory and teaching staff expectations. The content is intended for those in positions that involve program development, implementation, and supervision such as directors, assistant directors, lead teachers, family childcare providers, program coordinators, site coordinators, and group leaders.

Components: Class

ECED 4330 Administration/Supervision in Early Childhood Programs: Roles and Responsibilities 3 Credits

This is the first of six courses designed to prepare participants to receive a credential as a program administrator. Like the other five courses, it is developed to meet the needs of those who are employed or would like to be employed as administrators in child care programs, Head Start, nursery schools, school age programs, family child care, child welfare service agencies, public and private schools, and other early care and education programs. This course represents an overview of the roles and responsibilities of administrators of various early care and education programs and the groups with whom they have role relationships with an emphasis on quality.

Components: Class

ECED 4340 Operations Management in Early Childhood Programs 3 Credits

This is the second of six courses designed to prepare participants to receive a credential as a child care administrator. Like the other five courses, it is developed to meet the needs of those who are employed or would like to be employed as administrators in child care programs, Head Start, nursery schools, school age programs, family child care, child welfare service agencies, public and private schools, and other early care and education programs. This course includes an introduction to systems and operations theory and the identification of concepts, processes, systems, and policies involved in the internal management of early care and education programs. It offers opportunity to apply this knowledge to plans for the improvement of these necessary systems, and for the development of standard operating procedures as appropriate.

Components: Class

ECED 4350 Early Childhood Programs and the External Environment 3 Credits

This is the fourth of six courses designed to prepare participants to receive a credential as a children's program administrator. Like the other five courses, it is developed to meet the needs of those who are employed or would like to be employed as administrators in children's programs, Head Start, school age programs, family child care, child welfare service agencies, public and private schools, and other early care and education programs. This course covers the external factors and relationships that provide constraints and opportunities that affect an organization's quality and ability to survive. It includes predicting supply and demand, marketing, licensing and other required regulation, funding, accreditation, external evaluation, collaboration with community organizations and agencies, public policy issues in early care and education, advocacy and working for public policy changes.

Components: Class

ECED 4360 Financial Management and Planning in Early Childhood Programs 3 Credits

This course develops knowledge of the principles of sound financial management and the ability to apply those principles to the financial planning and management of children's programs and family childcare programs.

Components: Class

ECED 4370 Best Practices for Children and Families in Early Childhood Programs 3 Credits

This is the fifth of six courses designed to prepare participants to receive a credential as a child care administrator. Like the other five courses, it is developed to meet the needs of those who are employed or would like to be employed as administrators in child care programs, Head Start, nursery schools, school age programs, family child care, child welfare service agencies, public and private schools, and other early care and education programs. This course covers child care as a family friendly community; integration of child growth and development principles into all aspects of the program; establishing and maintaining quality in program; developing partnerships with families; multi-cultural and anti-bias approaches in curriculum, materials, activities and relationships; space design and equipment.

Components: Class

ECED 4380 Assessment of Dual Language Learners in Early Childhood 3 Credits

Throughout this course, students will learn about the components of a quality dual language program, including assessment and accountability, curriculum, instruction, classroom environments, staff quality, program structure, family and community involvement, and support and resources. Students will investigate and evaluate each component and how it affects dual language learning. A lo largo de este curso, los estudiantes aprenderán sobre los componentes de un programa de doble idioma de calidad, que incluye evaluación y rendición de cuentas, plan de estudios, instrucción, entornos de aula, calidad del personal, estructura del programa, participación familiar y comunitaria, y apoyo y recursos. Los estudiantes investigarán y evaluarán cada componente y cómo afecta el aprendizaje de dos idiomas.

Components: Class

ECED 4400 Family Child Care Capstone 3 Credits

During this course students will synthesize the unique aspects of family child care with a strong emphasis on the National Association for Family Child Care standards, the Early Learning Standards, Family Child Care Environment Rating Scale, and the principles of sound financial management. Students will demonstrate the integration and application of specific concepts and skills of family child care including mixed-age curriculum, quality standards, professional development, community resources, health and wellness practices, family partnerships, and financial management. This capstone experience reflects the learner's knowledge of family child care through the development of a major project. The Capstone course is the last course students take prior to completing the Family Child Care Credential.

Components: Class

ECED 4410 Family and Team Centered Practice 3 Credits

A practitioner's theory and philosophy toward the inclusion process is critical for success. This capstone course is designed to enhance the student's understanding of family systems theory and family-centered practice. The impact of disability on family systems will be analyzed. Historical and current roles/views of families and parents in society with regards to disability will be discussed. Students will also have the opportunity to participate with a child and a family in daily routines and community settings. These examples will inform the student as they develop their theory and philosophy of inclusion.

Components: Class

Prereqs/Coreqs: P. Courses 1 through 3 of the Inclusion Credential course sequence

ECED 4430 Preschool Credential Capstone Course - Preschool Practicum 3 Credits

This course will apply as the capstone course in The Registry Preschool Credential. You will be working in an early childhood setting with 3-5 year old children and create a portfolio that prepares you for The Registry commission. In this course you will be implementing regulations and standards for quality early childhood education, applying knowledge of child development and positive guidance, utilizing observation and assessment techniques, and assessing developmentally appropriate environments for preschoolers.

Components: Practicum

ECED 4450 Staff Supervision, Coaching and Professional Development 3 Credits

This is the fourth course in the Program Development Credential. The quality of the program for children is dependent on the knowledge, skills, and dispositions of the staff working directly with children. Students will learn how to support staff through individualized, ongoing professional development programs and effective coaching and supervision. This course provides students with the tools needed for program supervision. Additionally, students will learn to develop cultural responsiveness and supportive learning environments through staff development, coaching, supervision, and community building. This course uses Early Learning Standards as a framework for program development.

Components: Class

Prereqs/Coreqs: P. ECED 4300 or department consent

ECED 4500 Personal Disposition of a Leader 3 Credits

This course is designed to provide the personal building blocks for successful leadership in early childhood programs. It is the first of four courses and will cover definitions of leadership and leader roles, the role of vision, emotional intelligence, resilience, optimism, and reflective practice in successful leadership of early childhood programs. Successful leadership requires vision, reflection, a disposition to lead, knowledge, skills, techniques. For credentialing, it is required that the Leadership Credential courses must be taken sequentially, however this course can be taken individually.

Components: Class

Prereqs/Coreqs: P. It is preferred that students have completed a Registry Credential prior to enrolling in the Leadership Credential course series

ECED 4520 Leading in Your Program 3 Credits

This is the second of four courses in the Early Childhood Leadership Credential. The course will cover the leadership roles, responsibilities and skills necessary for excellence in early childhood programs. Ethics, reflective practice, cultural sensitivity, staff development and program vision will be examined. It is required that the Leadership Credential courses be taken sequentially. However, this course may be taken individually.

Components: Class

ECED 4530 Administrative Seminar - Capstone Course 3 Credits

This is the last of six courses designed to prepare participants to receive a credential as a child care administrator. Like the other five courses it is developed to meet the needs of those who are employed, or would like to be employed, as administrators in child care programs, Head Start programs, nursery schools, school age programs, family child care systems, child welfare service agencies, public and private schools, and other early care and education programs. Focus in this course is on the integration and application of the concepts and skills acquired in the first five courses as demonstrated in the development of a major project by each student. 3 credits. Prerequisites: Courses I through 5 of WPCCCA course sequence.

Components: Class

ECED 4540 Leading in the Community and the Field 3 Credits

This is the third of four courses in the Early Childhood Leadership Credential. The course will cover definitions of leadership and leader roles, the role of vision, emotional intelligence, resilience, optimism, and reflective practice in successful leadership of early childhood programs. Overarching themes include the importance of excellence and diversity in early childhood programs, and the role of vision and reflective practice in reaching these goals. It is required that the Leadership Credential courses be taken sequentially.

Components: Class

ECED 4560 Leading for Change 3 Credits

This is the fourth of four courses in early childhood leadership. This course will cover the use of transformational leadership, theories on change, action research, and advocacy strategies. As the final course in the Leadership Credential (Capstone), students are required to complete an action research project to effect change in their community or within the field of Early Childhood Education. Overarching themes include the importance of excellence and diversity in early childhood programs, and the role of vision and reflective practice in reaching these goals. For credentialing, it is required that the Leadership Credential courses must be taken sequentially, however this course may be taken individually.

Components: Class