Early Childcare Education and Programming

Curriculum in Early Childcare Education and Programming

The Early Childcare Education and Programming (E C P) curriculum is designed to prepare graduates to work in a variety of early care and education programs that serve families that are mobile. Families who are mobile include military families, immigrant families, families who must travel to make a living, homeless families, and families living in poverty. Some of the programs are childcare centers and homes, infant/toddler and preschool programs, Head Start programs, and before and after-school programs for children ages birth to eight. This degree does not lead to teacher licensure. Students interested in a license to teach in public schools can refer to the Early Childhood Education - Unified (ECE) program. The E C P curriculum is designed to provide content for the final two years of a student’s program; the content is focused specifically on topics directly relevant to the major. This is an online program offered through a collaboration of seven universities as part of GPIDEA. The program is known as Early Care and Education for a Mobile Society. For more information see https://www.gpidea.org/program/early-care-and-education-in-a-mobile-society/

Students will complete a total of 120 credits for the major, 51 of which are specific to the E C P curriculum. These 51 credit hours are comprised of 12 core courses and 3 practica; the final practicum will be a 6-credit capstone experience. Students must complete 30 credits of college work, a lifespan development course, and have a 2.5 GPA to be admitted to E C P. If students prefer to be admitted to ISU before being admitted to the E C P major, they can enroll as Pre ECP (P ECP) students until they are eligible for the E C P major. For more information about the program at Iowa State, see https://online.hs.iastate.edu/early-childcare-programming/.

Administered by the Department of Human Development and Family Studies. Leading to the degree bachelor of science.

Total credits required: 120

**Human Development and Family Studies Core: 3 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HD FS 102</td>
<td>Individual and Family Development, Health, and Well-being</td>
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**Early Childcare Education and Programming Professional Core: 51 credits**

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>E C P 201</td>
<td>Child Development – Ages Birth to 3</td>
<td>3</td>
</tr>
<tr>
<td>E C P 202</td>
<td>Child Development – Ages 4 to 8</td>
<td>3</td>
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<tr>
<td>E C P 305</td>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>E C P 320</td>
<td>Practicum I – Child Observations in Classroom Environments</td>
<td>3</td>
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<thead>
<tr>
<th>Practicum II</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>E C P 412</td>
<td>Development of Curriculum for Children Ages Birth to 3 *</td>
<td>3</td>
</tr>
<tr>
<td>E C P 413</td>
<td>Development of Curriculum for Children Ages 4 to 8 *</td>
<td>3</td>
</tr>
<tr>
<td>E C P 424</td>
<td>Assessing Young Children and Their Environments to Enhance Development *</td>
<td>3</td>
</tr>
<tr>
<td>E C P 425</td>
<td>Understanding and Adapting for Developmental Differences *</td>
<td>3</td>
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<tr>
<td>E C P 440</td>
<td>Practicum II – Curriculum Development and Implementation</td>
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<thead>
<tr>
<th>Professional Development</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>E C P 306</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>E C P 307</td>
<td>Child Guidance and Classroom Environments</td>
<td>3</td>
</tr>
<tr>
<td>E C P 322</td>
<td>Diversity in the Lives of Young Children and Families</td>
<td>3</td>
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<tr>
<td>E C P 323</td>
<td>Working with Families</td>
<td>3</td>
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<tr>
<td>E C P 324</td>
<td>Technology and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>E C P 442</td>
<td>Administration and Supervision in Early Childhood Settings</td>
<td>3</td>
</tr>
<tr>
<td>E C P 460</td>
<td>Practicum III – Capstone Experience</td>
<td>6</td>
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**Total Credits**: 51

* Must be completed prior to enrollment in Practicum II (E C P 440)

**Electives: 28-29 credits**

**Communications and Library: 13 credits**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENGL 150</td>
<td>Critical Thinking and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>Written, Oral, Visual, and Electronic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LIB 160</td>
<td>Information Literacy</td>
<td>1</td>
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One of the following:

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>SP CM 212</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
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<tr>
<td>COMST 211</td>
<td>Interpersonal Communication</td>
<td></td>
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<tr>
<td>COMST 218</td>
<td>Conflict Management</td>
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One of the following:

<table>
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<tbody>
<tr>
<td>ENGL 302</td>
<td>Business Communication</td>
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</table>
ENGL 309  Proposal and Report Writing
ENGL 314  Technical Communication

Total Credits 13

Natural Sciences and Mathematical Disciplines: 9-10 credits
One of the following: 3-4
STAT 101  Principles of Statistics
MATH 104  Introduction to Probability
MATH 105  Introduction to Mathematical Ideas
MATH 140  College Algebra
MATH 150  Discrete Mathematics for Business and Social Sciences
MATH 165  Calculus I

Select from Biological or Physical Sciences courses 6
Total Credits 9-10

Social Sciences: 9 credits
Select from Approved General Education options

Humanities: 6 credits
Select from Approved General Education options

Total credits: 120 credits
The courses listed in this section are approved general education course options for this major.

Social Sciences: 9 credits. Coursework designed to help students develop an understanding of the principal methods of studying human behavior and an understanding of the structure and functioning of institutions.

AESHM 421  Developing Global Leadership: Maximizing Human Potential 3
AF AM 330  Ethnic and Race Relations 3
A M D 165  Dress, Appearance, and Diversity in Society 3
A M D 362  Cultural Perspectives of Dress 3
A M D 467  Consumer Studies in Apparel and Fashion Products 3
AM IN 310  Contemporary Topics in American Indian Studies 3
AM IN 315  Archaeology of North America 3
AM IN 322  Peoples and Cultures of Native North America 3
Anthropology (ANTHR) - except 202
Economics (ECON)
FS HN 342  World Food Issues: Past and Present 3
INTST 235  Introduction to International Studies 3
LING 219  Introduction to Linguistics 3
LING 275  Introduction to Communication Disorders 3
LING 471  Language and Reading Development in Children 3
Political Science (POL S)
Psychology (PSYCH) - except 131
Sociology (SOC), including Criminal Justice (CJ ST)
WGS 201  Introduction to Women's and Gender Studies 3
WGS 203  Introduction to Lesbian Studies 3
WGS 301  International Perspectives on Women and Gender 3
WGS 320  Ecofeminism 3
WGS 327  Sex and Gender in Society 3
WGS 328  Sociology of Masculinities and Manhood 3
WGS 346  Psychology of Women 3
WGS 350  Women of Color in the U.S 3
WGS 385  Women in Politics 3

Humanities: 6 credits. Coursework designed to assist students to develop an understanding of human cultural heritage and history, and an appreciation of reasoning and the aesthetic value of human creativity.

AESHM 342  Aesthetics of Consumer Experience 3
AF AM 201  Introduction to African American Studies 3
AF AM 334  Africana Religions 3
AF AM 347  Studies in African American Literature 3
AF AM 353  History of African Americans I 3
AF AM 354  History of African Americans II 3
A M D 257  Museum Studies 3
A M D 354  History of European and North American Dress 3
A M D 356  History of Twentieth Century Fashion 3
AM IN 210  Introduction to American Indian Studies 3
AM IN 240  Introduction to American Indian Literature 3
AM IN 346  American Indian Literature 3
ARCH 221  History of Pre-Modern Architecture 3
ARCH 420  Topics in American Architecture 3
Art History (ART H)
American Sign Language (ASL)
Classical Studies (CL ST)
CMDIS 286  Communicating with the Deaf 3
DANCE 270  Dance Appreciation 3
DANCE 360  History and Philosophy of Dance 3
DSN S 183  Design in Context 3
ENGL 201  Introduction to Literature 3
ENGL 225  Survey of British Literature to 1800 3
ENGL 226  Survey of British Literature since 1800 3
ENGL 227  Survey of American Literature to 1865 3
ENGL 228  Survey of American Literature since 1865 3
ENGL 237  Survey of Film History  3
ENGL 240  Introduction to American Indian Literature  3

History (HIST)
HSP M 260  Global Tourism Management  3
MUSIC 102  Introduction to Music Listening  3
MUSIC 302  Masterpieces of Music and Art in Western Culture.  3
MUSIC 304  History of American Rock ‘n’ Roll  3
MUSIC 383  History of Music I  3
MUSIC 384  History of Music II  3

Philosophy (PHIL)
Religious Studies (RELIG)

THTRE 106  Introduction to the Performing Arts  3
THTRE 110  Theatre and Society  3
THTRE 465  Theatre History: Ancient to 19th Century  3
THTRE 466  Theatre History: 19th Century to Present  3
WGS 201  Introduction to Women’s and Gender Studies  3
WGS 336  Religion and Gender  3
WGS 338  Feminist Philosophy  3
WGS 340  Women’s Literature  3
WGS 345  Women and Literature: Selected Topics  3
WGS 370  Studies in English Translation  3
WGS 374  Sex, Gender, and Culture in the Ancient Mediterranean World  3

World Languages and Cultures (ARABC, CHIN, FRNCH, GER, GREEK, RUS, SPAN)

Courses primarily for undergraduates:

E CP 201: Child Development – Ages Birth to 3
(3-0) Cr. 3.
Prereq: HD FS 102
Development from birth to age three. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills. (on-line course offering via Distance Education).

E CP 202: Child Development – Ages 4 to 8
(3-0) Cr. 3.
Prereq: HD FS 102
Development from ages four through eight. Major theories and research on development will be covered including growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills. (on-line course offering via Distance Education).

E CP 305: Professional Development
(3-0) Cr. 3.
Prereq: HD FS 102
Exploring the role of a professional as a teacher, administrator or advocate in early childhood programming. Students will learn about professionalism and ethics, identifying child abuse, and applying universal precautions. Discussion of qualities of the early childhood educator role, program models, and working with children and professional colleagues. (on-line course offering via Distance Education).

E CP 306: Health, Safety, and Nutrition
(3-0) Cr. 3.
Prereq: HD FS 102
Important elements for planning, promoting and maintaining healthy and safe learning/care environments, understanding childhood illnesses and establishing healthy lifestyles, first aid, and care providers maintaining their own health. Maintaining safe relationships with others, including identifying and reporting abuse, neglect, and exploitation of children. Exploration of nutrients for life and feeding, food preparation and safety policies and guidelines, food allergies and intolerances, appropriate feeding practices. (on-line course offering via Distance Education).

E CP 307: Child Guidance and Classroom Environments
(3-0) Cr. 3.
Prereq: HD FS 102
Working knowledge of developmentally appropriate practice in child guidance. This goal will be accomplished through review of current guidance methods and programs in order to familiarize students with successful guidance techniques. By the end of this course, students will develop their own approach to guidance based upon practices best suited to their own unique skills and strengths. (on-line course offering via Distance Education).
E C P 320: Practicum I – Child Observations in Classroom Environments
(0-6) Cr. 3.
Practicum in Early Childhood Education is an opportunity for ECP teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other ECP classes. (on-line course offering via Distance Education).

E C P 322: Diversity in the Lives of Young Children and Families
(3-0) Cr. 3.
Prereq: HD FS 102
Exploration of cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come. (on-line course offering via Distance Education).
Meets U.S. Diversity Requirement

E C P 323: Working with Families
(3-0) Cr. 3.
Prereq: HD FS 102
Application of an ecological model to the understanding of variation in parental roles, perspectives, relationships, approaches, and challenges. (on-line course offering via Distance Education).

E C P 324: Technology and Young Children
(3-0) Cr. 3.
Prereq: HD FS 102
Impact of electronic technology on the development of young children in educational, home, and community environments, and how technology can be used to enhance teaching and learning. Students will be critical thinkers and informed consumers of technology related to young children. (on-line course offering via Distance Education).

E C P 412: Development of Curriculum for Children Ages Birth to 3
(3-0) Cr. 3.
Curriculum development related to children from birth to age 3: (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. All areas of developmental domains and content areas; issues related to diversity in family composition, culture, and individual abilities will also be addressed. (on-line course offering via Distance Education).

E C P 413: Development of Curriculum for Children Ages 4 to 8
(3-0) Cr. 3.
Development of curriculum for children ages 4 to 8 years: (1) learn and utilize assessment and documentation to inform curriculum, (2) plan and evaluate developmentally appropriate activities, and (3) learn about effective ways to share curriculum information with families. This course addresses all areas of developmental domains and content areas, and issues related to diversity in family composition, culture, and individual abilities will also be addressed. (on-line course offering via Distance Education).

E C P 424: Assessing Young Children and Their Environments to Enhance Development
(3-0) Cr. 3.
Students will learn to select, evaluate, and use appropriate assessment tools for children birth to age 8. Students will use assessment data to inform decisions about teaching (environments and practice) and intervention. There will be an emphasis on the ethical use of assessments, validity of assessments, multicultural sensitivity, and assessments for children with special needs. (on-line course offering via Distance Education).

E C P 425: Understanding and Adapting for Developmental Differences
(3-0) Cr. 3.
Knowledge of disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among family members and service providers. (on-line course offering via Distance Education).

E C P 440: Practicum II – Curriculum Development and Implementation
(0-6) Cr. 3.
Prereq: E C P 412, E C P 413, E C P 424, E C P 425
Practicum in Early Childhood Education is an opportunity for ECE teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. It is expected that learning experiences and projects at the practicum site will provide teacher candidates with the opportunity to utilize and implement theories and practices learned in other required classes. (on-line course offering via Distance Education).
E C P 442: Administration and Supervision in Early Childhood Settings
(3-0) Cr. 3.
Prereq: HD FS 102
Exploration of issues surrounding the administration of early childhood programs including identification of community needs, analysis of business opportunities, the evaluation and appropriate use of space and quality programming, consideration of policy and legal responsibilities, and professionalism in the field. In addition, the course explores best practices in staff selection, training, coaching, and supervision. (on-line course offering via Distance Education).

E C P 460: Practicum III – Capstone Experience
Cr. 3-6. Repeatable, maximum of 6 credits.
Prereq: E C P 322, E C P 323, E C P 324, E C P 440, E C P 442
Professional practicum as a 15 week experience designed to allow the student to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, actual teaching experience and developmental feedback. Practicum students will be involved in observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication. (on-line course offering via Distance Education).