

# 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>

The **Early Childcare Education and Programming** 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. 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 <http://www.online.hs.iastate.edu/ecp>.

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

**Total credits required: 120**

### Communications and Library: 13 credits

ENGL 150	Critical Thinking and Communication	3
ENGL 250	Written, Oral, Visual, and Electronic Composition	3
LIB 160	Information Literacy	1
One of the following:		3

COMST 102	Introduction to Interpersonal Communication	
COMST 218	Conflict Management	
SP CM 212	Fundamentals of Public Speaking	
One of the following:		3
ENGL 302	Business Communication	
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 HD FS list of approved social sciences courses

### Humanities: 6 credits

Select from HD FS list of approved humanities courses

### Human Development and Family Studies Core: 3.5 credits

HD FS 102	Individual and Family Development, Health, and Well-being	3
HD FS 103	Professional Principles for Working with Children	0.5
Total Credits		3.5

### Early Childcare Education and Programming Professional Core: 51 credits

Block One		
E C P 201	Child Development – Ages Birth to 3	3
E C P 202	Child Development – Ages 4 to 8	3
E C P 305	Introduction to Early Care and Education for a Mobile Society	3
E C P 320	Practicum I – Child Observations in Classroom Environments	3
Block Two		

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

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

**Electives: 27.5-28.5 credits**

**Total credits: 120 credits**

**Courses primarily for undergraduates:**

**E C P 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 C P 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 C P 305: Introduction to Early Care and Education for a Mobile Society**  
(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 C P 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 C P 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.

*Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, HD FS 103*

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.

*Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320*

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.

*Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320*

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.

*Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320*

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.

*Prereq: E C P 201, E C P 202, E C P 305, E C P 306, E C P 307, E C P 320*

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).