

# EARLY CHILDHOOD (EARLYCHD)

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## Courses

### **EARLYCHD 212 NUTRITION AND HEALTH: EARLY CHILDHOOD 3 Units**

This course pertains to the needs of the young child of preschool age through the third grade, with emphasis on knowledge of nutrition, safety, and health in homes and community and school settings.

PREREQ: RESTRICTED TO STUDENTS WHO HAVE DECLARED EARLY CHILDHOOD EDUCATION AS THEIR MAJOR AND WHO HAVE 2.75 COMBINED GPA OR PASSING SCORES ON ALL PARTS OF THE PRAXIS CORE (OR PPST/PRAXIS I), ACT, SAT, OR GRE

### **EARLYCHD 300 EARLY CHILD CARE AND EDUCATION - CREDENTIAL COURSE Repeatable 12-18 Units**

This course is developed as a house for credits earned through credentials to meet requirements toward major for this program. For a Credential to be articulated into the Early Child Care and Education program, both transcripts showing student has passed all required courses with a C- or better and of Commission approval letter from The Registry must be on file.

PREREQ: FOR EACH CREDENTIAL CONSIDERED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE WITH A C- OR BETTER AND HAVE BEEN VERIFIED BY THE COMMISSIONER ASSIGNED TO REVIEW THE STUDENT PORTFOLIO.

### **EARLYCHD 300A EARLY CHILD CARE AND EDUCATION - CREDENTIAL COURSE - PROGRAM DEVELOPMENT Repeatable 12-18 Units**

This course is developed as a house for credits earned through credentials to meet requirements toward major for this program. For a Credential to be articulated into the Early Child Care and Education program, both transcripts showing student has passed all required courses with a C- or better and of Commission approval letter from The Registry must be on file.

PREREQ: FOR EACH CREDENTIAL CONSIDERED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE WITH A C- OR BETTER AND HAVE BEEN VERIFIED BY THE COMMISSIONER ASSIGNED TO REVIEW THE STUDENT PORTFOLIO.

### **EARLYCHD 300B EARLY CHILD CARE AND EDUCATION - CERTIFICATE ADMINISTRATOR 12-18 Units**

This course is developed as a house for credits earned by completing all six courses embedded in the Administrator certificate, to meet requirements toward major for this program. For the credits to be articulated into the Early Child Care and Education program, transcripts showing student has passed all required courses must be submitted to transfer admissions.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

### **EARLYCHD 300C EARLY CHILD CARE AND EDUCATION - CREDENTIAL COURSE - LEADERSHIP Repeatable 12-18 Units**

This course is developed as a house for credits earned through credentials to meet requirements toward major for this program. For a Credential to be articulated into the Early Child Care and Education program, both transcripts showing student has passed all required courses with a C- or better and of Commission approval letter from The Registry must be on file.

PREREQ: FOR EACH CREDENTIAL CONSIDERED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE WITH A C- OR BETTER AND HAVE BEEN VERIFIED BY THE COMMISSIONER ASSIGNED TO REVIEW THE STUDENT PORTFOLIO.

### **EARLYCHD 300D EARLY CHILD CARE AND EDUCATION - CERTIFICATE - INFANT/TODDLER Repeatable 12-18 Units**

Students will no longer be required to commission for the credential associated with the courses and certificate, since credentialing is done through an outside agency, requires students to pay a fee, and has makes it difficult for students to track their progress to degree through their AAR's and requires a great deal of manual work to confirm student's eligibility for graduation.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

### **EARLYCHD 300E EARLY CHILD CARE AND EDUCATION - CERTIFICATE - PRESCHOOL 12-18 Units**

This course is developed as a house for credits earned by completing all six courses embedded in the Preschool certificate, to meet requirements toward major for this program. For the credits to be articulated into the Early Child Care and Education program, transcripts showing student has passed all required courses must be submitted to transfer admissions.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

### **EARLYCHD 300F EARLY CHILD CARE AND EDUCATION - CERTIFICATE - FAMILY CHILD CARE 12-18 Units**

This course is developed as a house for credits earned by completing the Family Child Care certificate through credentials to meet requirements toward major for this program. For the credits to be articulated into the Early Child Care and Education program, transcripts showing student has passed all required courses must be on file submitted to transfer admissions.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

### **EARLYCHD 300G EARLY CHILD CARE AND EDUCATION - CERTIFICATE - AFTER SCHOOL Repeatable 12-18 Units**

This course is developed as a house for credits earned by completing the School Age and Youth Development certificate to meet requirements toward major for this program. For the credits to be articulated into the Early Child Care and Education program, transcripts showing student has passed all required courses must be submitted to transfer admissions.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

**EARLYCHD 300H EARLY CHILD CARE AND EDUCATION - CERTIFICATE - INCLUSION 12-18 Units**

This course is developed as a house for credits earned by completing all four courses embedded in the Inclusion certificate. For the credits to be articulated into the Early Child Care and Education program, transcripts showing student has passed all required courses must be submitted to transfer admissions.

PREREQ: FOR CREDITS TO BE APPLIED TO MEET PROGRAM REQUIREMENTS, STUDENTS MUST HAVE PASSED EACH COURSE EMBEDDED WITHIN THE CERTIFICATE

**EARLYCHD 318 ECCE CAPSTONE PLACEMENT AND SEMINAR 7 Units**

This course gives students opportunities to demonstrate best practices in field of early child care and education, as a teacher or leader, while working with a mentor to create a meaningful artifact.

PREREQ: PROGRAM PERMISSION

**EARLYCHD 319 ECCE LEADERSHIP INTERNSHIP AND REFLECTIVE SEMINAR 12 Units**

This course gives students opportunities to use best practices for teaching in early childhood education while working with a mentor.

PREREQ: PROGRAM PERMISSION

**EARLYCHD 320 INTRO TO DUAL LANGUAGE LEARNING IN EARLY CHILDHOOD EDUCATION 3 Units**

As the first course in the Supporting Dual Language Learners Credential, this three-credit 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.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 322 COMPONENTS OF A QUALITY DUAL LANGUAGE PROGRAM 3 Units**

As the second course in the Supporting Dual Language Learners Credential, students in this three credit course 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.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 324 SUPPORTING LANGUAGE ACQUISITION IN YOUNG DUAL LANGUAGE LEARNERS 3 Units**

As the third course in the Supporting Dual Language Learners Credential, students in this three-credit course will develop understanding about the characteristics of an effective teacher of children who are dual language learners. Students will learn and apply strategies to effectively support all dual language learners in an early childhood setting from infancy to preschool.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 326 ASSESSMENT OF DUAL LANGUAGE LEARNERS IN THE EARLY CHILDHOOD CLASS 3 Units**

As the fourth and final capstone course in the Supporting Dual Language Learners Credential, students in this three-credit course 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.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 332 WHAT IS CULTURALLY RESPONSIVE TEACHING? 3 Units**

As the first course in the Teaching in a Diverse Society credential, students will reflect on their own identity, culture and biases before beginning to explore the meaning behind culturally responsive teaching. Throughout this process, students will develop understanding of the importance of culturally responsive teaching in early childhood education, the research and theory behind it, and how it may differ from the practices they have followed in the past. Students will develop awareness of their own strengths and gaps, reflect on best practices and develop actionable strategies they can take toward becoming more culturally responsive.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 334 BUILDING ON THE ASSETS OF FAMILIES AND THEIR CULTURES 3 Units**

As the second course in the Teaching in a Diverse Society credential, students will learn how to build on the assets of diverse families. They will learn how to engage families while respecting their different backgrounds, welcome families and solicit their involvement so teachers and families can work collaboratively in the best interest of their child.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 336 CULTURALLY APPROPRIATE INTERACTIONS AND GUIDANCE 3 Units**

As the third course in the Teaching in a Diverse Society credential, students will learn culturally appropriate interactions and guidance for young children. Students will explore their own biases; reflect on their intentional and unintentional beliefs that lead to their responses when dealing with children from backgrounds different from their own. Students will also begin to recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations while learning how to interact and guide children that may be affected by such.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 338 AUTHENTIC CURRICULUM THAT CONNECTS WITH CHILDREN 3 Units**

As the fourth course in the Teaching in a Diverse Society credential, students will learn about the importance of creating curriculum that connects with children from diverse backgrounds. Students will also explore their role as leaders in the classroom and their program in creating a culturally competent environment for children and families. Students will create a capstone project as a summative assessment intended to demonstrate and display what they have learned throughout the four courses comprising this credential.

PREREQ: STUDENTS MUST BE APPROVED FOR ENROLLMENT INTO COURSE, BY ECCE PROGRAM COORDINATOR, AND REGISTERED THROUGH CONTINUING EDUCATION.

**EARLYCHD 341 INTRODUCTION TO NATURE-BASED EARLY CHILDHOOD EDUCATION (NBECE) 3 Units**

This is course one out of four in a series which must be taken in sequence to earn a certificate or credential, or can be taken individually. Nature-based early childhood education has its roots in early childhood education and environmental education. Understanding the foundation and history of both will help support this new profession that integrates these two varied disciplines. This course will introduce students to the field of nature-based early childhood education including its history, theories, benefits for children, the variety of programs possible, the teacher's role, high quality practices, and resources available.

**EARLYCHD 342 EXPLORATION OF NATURE-BASED EARLY CHILDHOOD CURRICULUM AND ASSESS 3 Units**

This is course two out of four in a series which must be taken in sequence to earn a certificate or credential, or can be taken individually. This course is designed to help students develop a deeper understanding of what a Nature-Based Early Childhood (NBEC) curriculum entails as well as how to unite early childhood learning standards with age-appropriate nature content. Students will explore how a Nature-based curriculum supports the developmental domains of early childhood. They will also evaluate different approaches to assessment in a NBEC classroom while examining the relationship between assessment and curriculum.

**EARLYCHD 343 NAVIGATING THE BENEFITS, RISKS, AND CHALLENGES IN NATURE-BASED EC 3 Units**

This is course three out of four in a series which must be taken in sequence to earn a certificate or credential, or can be taken individually. There are enormous benefits to nature-based play and learning for children, teachers, administrators and families. With these benefits, as with all things, come risks and challenges. As the adults in children's lives, it is up to us to seek and understand the benefits and to mitigate and manage the risks and challenges. This course looks at the benefits of nature-based early childhood programming and how nature-based environments support children's learning and development.

**EARLYCHD 344 DESIGNING FOR & IMPLEMENTING NATURE-BASED EC LEARNING 3 Units**

This is the fourth course in the four-course series; it must be taken last and cannot be taken individually. This course will be implementation focused, providing students the opportunity to integrate what they have learned in the previous 3 courses through planned projects implementing the provision of nature-based early childhood education. Students will explore aspects of nature-based early learning to determine the character and scope of action project they will undertake. They will learn about proposal writing and project management, creativity and problem solving, and various other things, depending on the scope and character of their action project.

**EARLYCHD 354 INTRODUCTION TO PROGRAM DEVELOPMENT 3 Units**

This first course in a series of four provides an overview of definitions, roles, responsibilities, and ethics involved in program development and sets the context for the other three courses. Students explore what it means to develop and implement a high-quality early care and education or youth care program. The course includes the application of the Wisconsin Model Early Standards or your state's Early Learning Standards to guide expectations for supervisory and teaching staff and support continuous quality improvement. The content is intended for those in positions that involve program development, implementation, and supervision such as directors, assistant directors, leaders.

**EARLYCHD 355 OBSERVATION, ASSESSMENT AND EVALUATION 3 Units**

This second course in a series of four includes discussions and practical application of techniques and tools for observation, assessment, and evaluation of individual children, curriculum, and learning environments. Systems for planning, goal setting, and monitoring provide continuous information on the quality of the program, educators, and child outcomes. The course meets the requirements for Wisconsin Model Early Standards or your state's Early Learning Standards. 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.

**EARLYCHD 356 DESIGNING ENVIRONMENTS FOR LEARNING 3 Units**

This is the third course in the Program Development Credential. Environments are both physical and cultural and are an important part of producing excellent quality programs. They reflect the program's philosophy and 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.

**EARLYCHD 357 SUPERVISION, COACHING AND PROFESSIONAL DEVELOPMENT 3 Units**

This is the fourth course in the Program Development series. The quality of the program for children is dependent on the knowledge skills and dispositions of the staff working directly with children. Staff are supported by individualized, ongoing professional development programs and effective coaching and supervision. This course provides program supervisory and lead personnel with the tools 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.

**EARLYCHD 400 THE PERSONAL DISPOSITIONS OF A LEADER 3 Units**

This 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. For credentialing, it is required that the Leadership Credential courses must be taken sequentially, however this course can be taken individually.

**EARLYCHD 401 LEADING IN YOUR PROGRAM 3 Units**

This is the second of four courses in early childhood leadership. Through this three-credit course, students in early education will cover the leadership roles, responsibilities, and skills necessary for excellence in early childhood programs. Various leadership models will be presented. The role of leadership in staff development will be examined, including coaching and mentoring. Overarching themes include the importance of excellence, equity, inclusion and belonging in early care and education programs, and the role of vision and reflective practice in reaching these goals.

**EARLYCHD 402 LEADING IN YOUR COMMUNITY 3 Units**

This is the third of four courses in early childhood leadership. This course will cover the leadership skills necessary to go beyond individual programs to leadership in communities and in the profession. The focus will be on collaboration, interconnections, relationships, transformation and advocacy. 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.

**EARLYCHD 403 LEADING FOR CHANGE 3 Units**

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 strategies for successful advocacy. As the final course in the leadership series, students will participate in a research project to effect change. 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.