

EDUCATION - INTERDEPARTMENTAL

The Early Childhood Education (ECE) major is an interdisciplinary undergraduate program in the College of Education and Professional Studies that focuses on skills needed to teach ALL young children between birth and through grade three.

In this program early childhood regular and special education content is blended to include coursework, field work, and student teaching placements. We offer two pathways for completion of a Baccalaureate of Science in Education degree and dual licensure. Teaching certifications include Early Childhood Regular Education (WI Department of Public Instruction license code 1777) and Early Childhood Special Education (WI - DPI license code 1809).

The campus-based program includes six semesters of full time pre-professional education.

The ECE4U program is for students who are transferring from a Wisconsin Technical College or transferring from Lac Courte Oreilles Ojibwe Community College with an Applied Associates degree in Early Childhood Education. This two year program is delivered through an online blended (hybrid) model.

Students enter either program as members of a cohort that stays together throughout the program. Cohort-based teaching and learning creates space and opportunities for reflecting on identity, personal attitudes, and examining how these impact professional dispositions and socially just practices.

The ECE Major is the University of Wisconsin-Whitewater's response to today's needs in early childhood education. Two of the most critical needs are knowing how to teach in inclusive settings for all young children and having available a highly trained early childhood workforce.

- Early Childhood Education Requirements (BSE) (<http://www-public.courseleaf.com/undergraduate/education-professional-studies/education-general-majors-emphases/early-childhood-education-requirements-bse>)

Certificates in Education - Interdepartmental

- Digital Media and Learning Certificate (<http://www-public.courseleaf.com/undergraduate/education-professional-studies/education-general-majors-emphases/digital-media-learning-cert>)

Courses

EDUINDP 211 INTRODUCTION TO EARLY CHILDHOOD EDUCATION 2 Units

Designed as a foundations course for students in Early Childhood Education who are preparing to teach children from birth to age 8 in inclusive settings. Students will gain an overview of the field, have an opportunity to examine their commitment to the education and well-being of young children, and begin systematic planning for the development of their professional life.

PREREQ: DECLARED EARLY CHILDHOOD EDUCATION MAJOR

EDUINDP 212 WORKING WITH CHILDREN AND FAMILIES IN A DIVERSE SOCIETY 3 Units

This course is designed to prepare students to work with families of both typically and atypically developing children, and with families whose children are at-risk for developmental and educational difficulties. The following concepts will be addressed: young children in an ecological context, risk and resiliency, the post-modern family, parenting styles, positive discipline in the home and classroom, cultural competence, prevention/intervention, and characteristics of healthy families. The content will focus on families in a diverse society and will specifically address the requirement for instruction in native American culture in Wisconsin. Skills will include: ability to access a variety of resources to communicate and collaborate with families, to work with specific at-risk populations, and to determine family strengths and needs. Additionally, students will be exposed to the IEP and IFSP as they relate to family strengths and needs.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 213 DEVELOPMENT OF THE YOUNG CHILD 3 Units

The focus of this course will be on the development of children from birth through age 8 within the context of the whole lifespan. It will include learning theory, theory and practice of play, developmental milestones, and discussions on current thinking and recent research in developmental psychology.

PREREQ: DECLARED EARLY CHILDHOOD EDUCATION MAJOR

EDUINDP 214 OBSERVATION AND REFLECTION IN HEAD START 3 Units

This course requires students to spend 75 hours with a group whose background the student does not share, at least 25 hours of which will be with a DPI-designated ethnic minority group. Students will be involved in guided observation tasks in order to gain experience in observing and reflecting upon children's growth and development, family-centered interactions, and the functioning of an early childhood intervention model.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 215 ART IN THE EARLY YEARS 3 Units

An introduction to the role and purpose of visual experience and art-making as it relates to the development of Early Childhood students. Through a variety of observation, hands-on, lecture and discussion experiences, students will have the opportunity to base and develop their understandings of child development in connection with age-appropriate curriculum development in art and art-making. Required of all ECE-Special Ed majors.

EDUINDP 216 REFLECTIVE SEMINAR: PHASE 2 PORTFOLIO 1 Units

The course is intended to ensure that the well-prepared teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

EDUINDP 250 RACE AND RACISM IN SCHOOLS (DV) 3 Units

This course is an interdisciplinary investigation of the historical, ideological, structural, institutional, cultural, and individual manifestations of race and racism in schools. The course also explores the theoretical lens of Critical Race Theory, and offers specific language and concepts with which to understand and discuss racism. Finally, the course explores race as a power dynamic embedded in the structure of schools as a social institution in the United States.

PREREQ: ENGLISH 101 WITH A C OR BETTER

EDUINDP 312 MATHEMATICAL PROBLEM SOLVING THROUGH STEAM STRATEGIES 2 Units

Through this two credit course, students will develop a rationale and strategies for using math as part of an integrated STEAM approach to solving authentic and meaningful problems with children from birth through five years old.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND COMPLETION OF MATH 147 WITH A C OR HIGHER

EDUINDP 319 GUIDING YOUNG CHILDREN I 2 Units

This course is designed to provide pre-service teachers with a foundational understanding of social emotional development, understand causes of challenging behaviors, strategies for teaching self-regulation, promoting positive peer interactions, plan for environmental considerations, understand classroom behavior management, and plan implementation of classroom management interventions strategies.

PREREQ: SUCCESSFUL COMPLETION OF ALL PRIOR EARLY CHILDHOOD EDUCATION CLASSES.

EDUINDP 320 INTEGRATED CURRICULUM FOR CHILDREN: AGES 3-5 3 Units

This course will enable students to plan a curriculum for children ages 3 through 8 with an understanding of integrated curriculum, the project approach and emergent curriculum that are coupled with relevant constructivist theories. An investigation of various early childhood programs will also be an emphasis of this course.

PREREQ: PROFESSIONAL ED ADMISSION

EDUINDP 321 GUIDING YOUNG CHILDREN II 2 Units

This course is designed to help students understand the behavior and feelings of young children, learn how to understand and build positive behaviors and feelings, develop positive classroom environments for young children, and deal with their common behavioral and emotional problems particularly in classroom settings.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION, EARLY CHILDHOOD EDUCATION PROGRAM AND EDUINDP 319

EDUINDP 322 WORKING WITH INFANTS, TODDLERS AND THEIR FAMILIES 3 Units

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting parents, and team collaboration styles. The relationship between best practices for care of infants and toddlers in community care and policies which support them is considered as well. Students will design and evaluate curriculum activities appropriate for all children, from birth to three years of age.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 323 REFLECTIVE SEMINAR: EXPLORATION OF ISSUES IN EARLY CHILDHOOD EDUC 2 Units

In this course pre-service teachers reflect upon their course work and classroom experiences, discuss and share educational ideas, monitor professional growth, formulate personal goals and objectives, collaborate with peers, share new ideas, design and evaluate strategies and methods for working with children, parents and other professionals. Written and oral reflection and other means of creative expression.

PREREQ: DECLARED EARLY CHILDHOOD EDUCATION MAJOR

EDUINDP 331 DIRECTED TEACHING A: INFANTS AND TODDLERS 6 Units

This course provides the student with the opportunity to fully develop practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in both a county Birth-to-Three Program and a community infant/toddler childcare program. High quality inclusive programs are selected (when possible). Students are provided supervision by a Cooperating Teacher, and a University Supervisor. Students will plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance, collaborate with parents and professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 332 REFLECTIVE SEMINAR: APPLICATION OF ISSUES IN EARLY CHILDHOOD EDUCATION 1 Units

This course provides teachers-to-be with opportunities to reflect upon their course work and classroom experiences, discuss and share educational ideas, monitor professional growth, formulate personal goals and objectives, collaborate with peers, and design new strategies and methods for working with children, parents, and other professionals. Written and oral reflection and other means of creative expression will be practiced with respect to both the content of current courses and field work experiences.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 333 AUTHENTIC ASSESSMENT OF YOUNG CHILDREN 3 Units

This class is designed to assist candidates in acquiring skills related to informal assessment. These skills include the ability to use a variety of observation strategies, apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Students will acquire the ability to link assessment results with IEP/IFSP processes.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 334 CHILDREN'S LITERATURE AND LANGUAGE ARTS: AGES 3 THROUGH 8 3 Units

A study of literature and media for young children, ages three through eight years, with a primary focus on student exposure to a wide variety of current, award-winning children's literature across all genres. An emphasis is placed on evaluating, selecting, and presenting materials related to the interests and needs of children and an integrated school curriculum. A second emphasis considers the use of language arts to elicit children's responses to literature.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 410 CREATING PROFESSIONAL DEVELOPMENT PLANS 1 Units

This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community.

EDUINDP 412 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN 1 Units

This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator's Professional Development Plan.

EDUINDP 441 DIRECTED TEACHING B: PRESCHOOL (3-4) 3 Units

This course provides the student with the opportunity to fully develop their practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in high quality inclusive preschool programs (when possible) and provided supervision by a Cooperating Teacher and a University Supervisor. Students will plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance and collaborate with parents and professionals. PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 442 PLANNING FOR INDIVIDUAL NEEDS 3 Units

This class provides students with the skills to develop and adapt curriculum and instructional strategies to meet the educational needs of young children who require specialized instruction. The emphasis is on the provision of that instruction in the natural environment of the children.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 443A FIELD STUDY: KINDERGARTEN (4K OR 5K) Repeatable 1 Units

Being involved in an early childhood classroom enables students to apply theoretical understandings regarding positive discipline approaches for young children and the adaptation of both curriculum and the environment to meet individual needs and abilities. Students will practice written and oral reflection. It is expected that reflective thinking will assist the student in accommodating their beliefs and knowledge of theory to classroom realities. A concurrent seminar will allow students to pose classroom practice problems, negotiate solutions, and share insights while being exposed to multiple viewpoints.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN EARLY CHILDHOOD EDUCATION (DUAL LICENSURE) MAJOR OR ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN SPECIAL EDUCATION MINOR

EDUINDP 443B FIELD STUDY: SPECIAL EDUCATION (3 THROUGH 8) 1 Units

Being involved in an early childhood classroom enables students to apply theoretical understandings regarding positive discipline approaches for young children and the adaptation of both curriculum and the environment to meet individual needs and abilities. Students will practice written and oral reflection. It is expected that reflective thinking will assist the student in accommodating their beliefs and knowledge of theory to classroom realities. A concurrent seminar will allow students to pose classroom practice problems, negotiate solutions, and share insights while being exposed to multiple viewpoints.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN EARLY CHILDHOOD EDUCATION (DUAL LICENSURE) MAJOR OR ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN SPECIAL EDUCATION MINOR

EDUINDP 443C FIELD STUDY: EARLY ELEMENTARY (1ST THROUGH 3RD GRADE) 1 Units

Being involved in an early childhood classroom enables students to apply theoretical understandings regarding positive discipline approaches for young children and the adaptation of both curriculum and the environment to meet individual needs and abilities. Students will practice written and oral reflection. It is expected that reflective thinking will assist the student in accommodating their beliefs and knowledge of theory to classroom realities. A concurrent seminar will allow students to pose classroom practice problems, negotiate solutions, and share insights while being exposed to multiple viewpoints.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN EARLY CHILDHOOD EDUCATION (DUAL LICENSURE) MAJOR OR ADMISSION TO PROFESSIONAL EDUCATION AND ENROLLMENT IN SPECIAL EDUCATION MINOR

EDUINDP 449 MATHEMATICAL CONCEPTS DEVELOPMENT IN EARLY CHILDHOOD EDUCATION 3 Units

This three-credit course will help students learn how to assess mathematical skills in young children from kindergarten through 3rd grade as well as develop and identify instructional strategies that support children's engagement in mathematical thinking. Students observe and reflect on individual children's approaches to mathematical thinking and prepare and implement integrated lessons intended for children early elementary grades.

PREREQ: ADMISSION TO EARLY CHILDHOOD EDUCATION MAJOR

EDUINDP 451 REFLECTIVE SEMINAR: CAPSTONE SEMINAR 1 Units

This course allows pre-service teachers to reflect upon their coursework and classroom experiences, discuss and share educational ideas, monitor professional growth, formulate personal goals and objectives, collaborate with peers, share new ideas, design and evaluate strategies and methods for working with children, parents and other professionals. Written and oral reflection and other means of creative expression is practiced in class.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 452 INTEGRATED CURRICULUM FOR CHILDREN 6 THROUGH 8 3 Units

This course is designed to increase students' understanding of how to combine different subject areas, such as literacy, math, art, music, science within one thematic unit based on an understanding of how children learn and develop. Initially, students will study related theory and explore a variety of instructional methods. A field component will allow students to apply their knowledge by planning and implementing a series of classroom experiences with children in primary classrooms. Subsequent reflection and class discussion will address implementation problems and seek solutions.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 453 LEADERSHIP IN EARLY CHILDHOOD EDUCATION 2 Units

This two credit hybrid based course will explore leadership development, with an emphasis on the challenges faced by educational leaders. As a hybrid course, students are expected fully engage in the learning process in class, independently and on-line (reading, reflecting, discussing, writing, thinking and problem solving both individually and as an active team member).

PREREQ: ADMISSION TO EARLY CHILDHOOD PROGRAM

EDUINDP 461 DIRECTED TEACHING C: CONSULTATION IN EARLY CHILDHOOD 5 Units

This course provides students with the opportunity to develop their practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in programs serving children with disabilities. A Cooperating Teacher and University Supervisor provide supervision. Students plan and implement instruction, adapt instruction, conduct assessments, evaluate student performance, collaborate with parents and professionals.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 462 DIRECTED TEACHING D: CHILDREN FIVE THROUGH EIGHT YEARS 5 Units

Students have the opportunity to fully develop, practice and reflect upon skills acquired through coursework and previous field experiences. Placed with an educator teaching at a kindergarten through third grade level, students plan and implement instruction for individuals and groups of children, adapt instruction for children with special needs, conduct assessments, evaluate student performance, collaborate with parents and professionals.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 463 DIRECTED TEACHING E: PRIMARY 5 Units

This course provides the student with the opportunity to fully develop, practice and reflect upon skills acquired through coursework and previous field experience. Students are placed in public school kindergarten programs serving six, seven and/or eight year olds, with and without disabilities. A Cooperating Teacher and a University Supervisor will provide them supervision. Students will plan and implement instruction for individuals and groups of children, adapt instruction for children with disabilities, conduct assessments, evaluate student performance, collaborate with parents and professionals.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND EARLY CHILDHOOD EDUCATION PROGRAM

EDUINDP 465 REFLECTIVE SEMINAR: PHASE FOUR PORTFOLIO 2 Units

Student Teaching Seminar provides a forum to develop a portfolio and to begin their professional career. The course is intended to ensure that the well-prepared teacher is a reflective practitioner who continually evaluates the effects of choices and actions on others (students, families, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

PREREQ: SUCCESSFUL COMPLETION OF FIVE SEMESTERS ECE MAJOR COURSES

EDUINDP 470 TEACHING ACROSS CULTURES: PEOPLE AND CULTURES OF ECUADOR 3 Units

This course ties together student teachers' study abroad experience while teaching in Ecuador. Course learning activities include visiting archeological sites, villages inhabited by indigenous populations, readings, and lectures. Students experience the geographical diversity of the Ecuadorian Andes and learn from interactions with local people and guest speakers.

PREREQ: ENROLLED IN FINAL SEMESTER OF STUDENT TEACHING

EDUINDP 490 WORKSHOP *Repeatable* 0.5-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 491 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad. Repeatable

EDUINDP 496 SPECIAL STUDIES *Repeatable* 0.5-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDUINDP 497 EXCHANGE STUDY *Repeatable* 1-12 Units

Variable topics.

EDUINDP 498 INDEPENDENT STUDY *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. Repeatable.

EDUINDP 498R INDEPENDENT STUDY - R *Repeatable* 1-3 Units

Study of a selected topic or topics in undergraduate research under the direction of a faculty member. Repeatable.