Early Childhood Education (ECED)

Also see Education Paraprofessional (EDUC) for information on a related program.

Program Description

The Early Childhood Education (ECED) program prepares students for positions working with young children and families in a variety of early care and education settings. Students may pursue an Associate of Technical Arts degree, an Associate in Applied Science-Transfer degree (AAS-T), a one-year certificate, or an individually developed program including Early Childhood Education and other disciplines focused on a specific role in Early Childhood Education. Graduates of the Early Childhood Education ATA degree are often employed as lead teachers, family home visitors, or administrators in childcare, Head Start, Early Childhood Education and Assistance Program (ECEAP), and preschool programs. Courses meet the criteria addressed in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation.

The ECED ATA degree is articulated with Washington State Universities Human Development degree with an ECED specialization. Many specific courses in ECED transfer directly to Western Washington University or other four-year institutions. Check with the transfer counselor in the counseling and career services office for the most up-to-date information.

The ECED AAS-T degree transfers to City University, DeVry University, The Evergreen State College, Eastern Washington University-Child Studies degree, Seattle Pacific University, University of Phoenix, University of Cincinnati, College of Education-Birth-to-5 Early Childhood Education degree, and Washington State University-Human Development degree.

Students may also choose courses for an Early Childhood endorsement to a Washington State teaching certificate or as electives to an AA-DTA degree. The ECED program also offers preparation for the Child Development Associate Certificate (CDA). Please see a counselor the department chair for more information on courses offered for CDA preparation.

Entry into the Program

Students may enter the program at the beginning of any quarter. For specific information contact the Admissions Office or the Department Chair.

According to Washington State law RCW 43.43.830, any person with a positive criminal history for “crimes against persons” is not allowed to work with children. Background checks of criminal history are required of all students who work with children in any setting. Participants in this program will be required to provide a disclosure statement which will be submitted to the Washington State Patrol in order to complete a criminal history background check.

All ECED courses require extensive reading and writing. At least one ECED course will be designated as “writing” or “speech” intensive each quarter. Students should expect to participate in both individual and group assignments. Written assignments in ECED classes at the Mount Vernon Campus are required to be typewritten or computer generated.

Work-Based Learning

Students will integrate classroom learning with work-based learning experience in Practicum-Nurturing Rel (ECED& 120) at a supervised work site. Department Chair approval is required. Credits and grades are based on job-hours worked, work performance, and completion of the learning objectives specified in the learning contract. Concurrent enrollment in the Cooperative Education Seminar or seminars with a member of the department is required. A minimum of four credits of Practicum-Nurturing Rel (ECED& 120) is required for completion of the Early Childhood Education ATA degree.

Associate of Applied Science-Transfer Degree (AAS-T)

This degree does not only offers the needed preparation in critical ECED content (as recommended by the National Association for the Education of Young Children Associate’s Degree Standards) for employment upon graduation, but also prepares students for future transfer to a four-year college or university. It also better meets the current emphasis in ECED for teachers with a broader knowledge of general education. The AAS-T meets the requirements of employers, especially public school districts, federal Head Start programs and the state sponsored preschool program (ECEAP) for early childhood positions requiring a two-year ECED degree. The AAS-T keeps the ECED critical content (50 credits) from the ECED/ATA degree but specifies that the required general education courses meet the AA-DTA’s distribution areas and rigor.

The following four-year colleges and universities have specific bachelor degree programs that accept the AAS-T AAT degree: City University, DeVry University, Goddard College, Eastern Washington University, Child Studies degree, The Evergreen State College, Seattle Pacific University, University of Phoenix, and Washington State University-Human Development degree.

This degree will be granted to SVC students fulfilling a 2.0 GPA; entry into a baccalaureate program at a four-year school will require a higher GPA for admission. Students seeking transfer to degree programs other than those specifically designed for the AAS’T in ECED are urged to consider the AA-DTA direct transfer degree (see Chapter 6).

**SUGGESTED SCHEDULE**

ATA EARLY CHILDHOOD EDUCATION

Includes required ATA courses. Student schedule may vary based on entry point, credit load, and prerequisites. Consult with department chair or SVC counselor for scheduling options.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>ECED 102</td>
<td>ECED 132</td>
<td>ECED 107</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>EDUC 360</td>
<td>EDUC 140</td>
</tr>
<tr>
<td>EDUCA 115</td>
<td>WMATH 100</td>
<td>EDUC 150</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>BM 111</td>
<td>GC/GE 5-10</td>
</tr>
</tbody>
</table>

**ASSOCIATE OF APPLIED SCIENCE · (AAS-T) TRANSFER DEGREE**

This transfer degree is accepted by City University, DeVry University, The Evergreen State College, EWU-Child Studies, Goddard College, Seattle Pacific University, University of Cincinnati-College of Education, University of Phoenix, and WSU-Human Development.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>ECED 102</td>
<td>ECED 132</td>
<td>ECED 107</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>EDUC 360</td>
<td>EDUC 140</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>WMATH 100</td>
<td>EDUC 150</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>BM 111</td>
<td>GC/GE 5-10</td>
</tr>
</tbody>
</table>

* Students who do not receive an appropriate test score will require additional coursework to develop necessary skills for entry into class.

** Learning Community (5-10 credits) or 5 credits of General Education (social sciences, natural sciences or humanities). Must be outside of technical area, approved by Department Chair. Please see INDEX regarding Learning Communities.

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>ECED 120</td>
<td>ECED 120</td>
<td>ECED 202</td>
</tr>
<tr>
<td>EDUC 130</td>
<td>ECED 190</td>
<td>EDUC 260</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>ECED 201</td>
<td>**Electives 3-4</td>
</tr>
<tr>
<td>EDUC 180</td>
<td>EDUC 223</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 211</td>
<td>TE 200</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 223</td>
<td>SOSC 125</td>
<td>2</td>
</tr>
<tr>
<td>SOSC 113</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18+</td>
<td>15+</td>
<td>10+</td>
</tr>
</tbody>
</table>

*Learning Community (5-10 credits) or 5 credits of General Education (social sciences, natural sciences or humanities). Must be outside of technical area, approved by Department Chair. Please see INDEX regarding Learning Communities.

Suggested General Education courses include: PSYC& 100, 200, CMST 105 and World Language (Spanish, ASL, etc.).

** Electives (total of 4-8 credits) approved by Department Chair, include: ECEC 240, EDUC 122, EDUC 246.
Program Certificates

The ECED certificates listed below have been aligned with state-wide standards to improve transferability. These certificates are “stackable,” i.e. build on each other, beginning with the ECED initial micro-certificate, which is equivalent to a Child Development Associate (CDA) certificate, followed by any one of the 20-credit certificates. The State ECED certificate requires taking all of the courses listed for the “stackable” certificates plus the general education courses of ENGL 101 and WMAH 100 or above.

STATE EARLY CHILDHOOD EDUCATION CERTIFICATE (47 CREDITS)

All training for this certificate is based on the Washington State core competencies for early care and education professionals and the National Association for the Education of Young Children (NAEYC) standards. Upon successful completion of the certificate, the student will be demonstrated competency in the Washington State competencies for early childhood professionals, school-age professionals, or paraprofessionals. Students should be prepared for entry-level employment in the area for which the certificate or degree has been earned. Required courses: ECED& 105, 107, 120, 130, 131, 132, 134, and ECED& 115.

ECED& 105 Intro Early Child Ed (5)
Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals, and programs in action.

ECED& 107 Health/Safety/Nutrition (5)
Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources.

ECED& 108 Bridges Module I – (Child Guidance) (1)
Teaching strategies and guidance techniques for individual and groups of children to prevent behavior problems, assist in solving problems, and promote the development of effective social skills. ECED& 108, 109, and 110 combined are equivalent to ECED& 130. Prerequisite: Must take ECED& 108, 109 and 110 to equal ECED& 130.

ECED& 109 Bridges Module II – (Child Guidance) (1)
Teaching strategies and guidance techniques for individual and groups of children to prevent behavior problems, assist in solving problems, and promote the development of effective social skills. ECED& 108, 109, and 110 combined are equivalent to ECED& 130. Prerequisite: Must take ECED& 108, 109 and 110 to equal ECED& 130.

ECED& 110 Bridges Module III – (Child Guidance) (1)
Teaching strategies and guidance techniques for individual and groups of children to prevent behavior problems, assist in solving problems, and promote the development of effective social skills. ECED& 108, 109, and 110 combined are equivalent to ECED& 130. Prerequisite: Must take ECED& 108, 109 and 110 to equal ECED& 130.

ECED& 120 Practicum-Nurturing Rel (2)
Apply theories of best practice in an early learning setting. Focus on developing supportive relationships while keeping children healthy and safe. Prerequisite: department chair permission.

ECED& 132 Infants/Toddlers Care (3)
Examine the unique developmental needs of infants and toddlers. Study the role of the caregiver, relationships with families, developmentally appropriate practices, nurturing environments for infants and toddlers, and culturally relevant care.

ECED& 134 Family Child Care (3)
Learn the basics of home/family child care program management. Topics: income, family management; relationship building; health, safety, nutrition; guiding behavior; and promoting growth & development.

ECED& 139 Admin Early Lrng Prog (3)
Develop administrative skills required to develop, open, operate, manage, and assess early childhood education and care programs. Explore techniques
and resources available for Washington State licensing and NAEYC standard compliance.

**ECED 140 Issues and Trends in Education (3)**
Review and discussion of current issues and special topics regarding school, community, and home relationships affecting education.

**ECED& 160 Curriculum Development (5)**
Investigate learning theory, program planning, and tests for curriculum development. Focus is on linking various early learning curriculum methods, standards and assessments to promote and enhance language, cognition, social, emotional and physical development. Design practical ways to meet the diverse learning needs of young children through creative arts, math, science and social understanding curriculum for children birth to age 8. Prerequisite: ECED& 105 and EDUC& 115 or instructor permission.

**ECED 161 Bridges Module I – (Birth to Age Three) (1)**
Focuses on the significance of childhood from birth to age three. Emphasis on caring relationships and early learning. Examines the range of typical and atypical development. Develops skills in noticing and responding to infant/toddler cues, forming partnerships with parents, designing culturally relevant and inclusive environments, encouraging sensory motor exploration, and nurturing play and social and emotional development. ECED 161, 162, and 163 combined are equivalent to ECED& 132. Prerequisite: Must take ECED 161, 162 and 163 to equal ECED& 132

**ECED 162 Bridges Module II – (Birth to Age Three) (1)**
Focuses on the significance of childhood from birth to age three. Emphasis on caring relationships and early learning. Examines the range of typical and atypical development. Develops skills in noticing and responding to infant/toddler cues, forming partnerships with parents, designing culturally relevant and inclusive environments, encouraging sensory motor exploration, and nurturing play and social and emotional development. ECED 161, 162, and 163 combined are equivalent to ECED& 132. Prerequisite: Must take ECED 161, 162 and 163 to equal ECED& 132.

**ECED 163 Bridges Module III – (Birth to Age Three) (1)**
Focuses on the significance of childhood from birth to age three. Emphasis on caring relationships and early learning. Examines the range of typical and atypical development. Develops skills in noticing and responding to infant/toddler cues, forming partnerships with parents, designing culturally relevant and inclusive environments, encouraging sensory motor exploration, and nurturing play and social and emotional development. ECED 161, 162, and 163 combined are equivalent to ECED& 132. Prerequisite: Must take ECED 161, 162 and 163 to equal ECED& 132.

**ECED& 170 Environments (3)**
Design, evaluate, and improve indoor and outdoor environments which ensure quality learning, nurturing experiences, and optimize the development of young children.

**ECED& 180 Lang/Literacy Develop(3)**
Develop teaching strategies for language acquisition and literacy skill development at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading.

**ECED& 190 Observation/Assessment (3)**
Practice collecting and presenting observation data of children, teaching practices and learning centers in an early childhood setting. Prerequisite: EDUC& 115 or department chair permission.

**ECED 101 Child Abuse and Neglect (2)**
Overview of the legal requirements, professional responsibilities and local laws and policies regarding child abuse and neglect. Reviews symptoms and remediation/intervention/prevention techniques.

**ECED 199 Cooperative Education(1-15)**
Supervised work experience in the field. Includes a weekly seminar. Prerequisite: Instructor permission required.

**ECED 201 Art, Music, and Movement for Children (4)**
Practical ways to plan, select and prepare art, music and movement experiences for young children (birth to 8 years). Creative materials, activities and environments explored through a variety of curriculum methods and approaches. Includes weekly two-hour off-campus experience. Prerequisite: EDUC& 115 and/or department chair approval.

**ECED 202 Math, Science & Social Learning for Children(4)**
Focuses on math, science and social understanding curriculum for children birth to 8 years. Explores the process of planning, selecting and preparing materials and experiences for young children. Includes weekly two-hour off-campus observations. Prerequisite: EDUC& 115 and/or department chair approval.

**ECED 203 Essentials of Child Development Associate Credential (CDA): Health & Safety (3)**
The first of three courses in preparation for the Child Development Associates Credential (CDA). Examines how to establish and maintain a safe and healthy learning environment for young children.

**ECED 204 Essentials of Child Development Associate Credential (CDA): Child Development (3)**
Continuation of ECED 203. Examines positive ways to support children's social and emotional development and intellectual competence. Topics include communication, creativity, self-esteem, social and cognitive development. Explores typical and atypical development patterns for young children. Prerequisite: ECED 203 or instructor permission.

**ECED 205 Essentials of CDA: Working with Families, Program Management and Ethics. (3)**
Continuation of ECED 203 and 204. Examines working with families, program management and professionalism. Prerequisite: ECED 203 and 204 or instructor permission.

Child Development Associates (CDA) resource file documentation of the required skills and knowledge to become a professional teacher of young children. Students who have completed the educational requirements for the CDA will be provided with information to help them apply, understand, define, and clarify the requirements established by the CDA National Credentialing program for center or home based settings. May be taken in conjunction with one of the other CDA courses. Prerequisite: ECED 203 or 204 or 205 or instructor permission.

**ECED 211 Diversity in Education: D (3)**
Overview of diversity in education including culture, ethnicity, family structure, socio-economics and educational philosophy.

**ECED 223 Practicum Seminar (1)**
Discussion and critical analysis of student experiences in their various practicum placements. Attend a weekly seminar. Topics include program planning, classroom management, and parent contact. Prerequisite: ECED 201 or department chair approval.

**ECED 241 Bridges Module I – (Family/Child Programs) (1)**
Administration and management of early childhood education and child care programs in both the public and private sector. ECED 241, 242, and 243 combined are equivalent to ECED& 139. Prerequisite: Must take ECED 241, 242, and 243 to equal ECED& 139.

**ECED 242 Bridges Module II – (Family/Child Programs) (1)**
Administration and management of early childhood education and child care programs in both the public and private sector. ECED 241, 242, and 243 combined are equivalent to ECED& 139. Prerequisite: Must take ECED 241, 242, and 243 to equal ECED& 139.

**ECED 243 Bridges Module III – (Family/Child Programs) (1)**
Administration and management of early childhood education and child care programs in both the public and private sector. ECED 241, 242, and 243 combined are equivalent to ECED& 139. Prerequisite: Must take ECED 241, 242, and 243 combined to equal ECED& 139.