

PROGRAMS OF STUDY

ASSOCIATE OF APPLIED SCIENCE-TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

This program of study is designed for people pursuing careers in the early care and education field. With a strong emphasis in early childhood, students are prepared for positions as lead teachers and for a variety of other employment opportunities in Head Start, child care, and other birth-to-eight programs. The student is also prepared to transfer to specific four-year degree programs. Students interested in transferring should consult with an NWIC advisor before selecting courses to ensure that they meet the requirements of the college or university of their choice.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS	11
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NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CISOV 101	Introduction to Cultural Sovereignty (HT)	5
CISOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CISOV 120	Reclaiming Our History (SS)	5

TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS	15
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¹One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 151	Survey of Mathematics or other course that meets AAS QS requirement	5
Humanities Distribution 10 credit requirement- met in Foundational Requirements and NWIC Requirements		0
Social Science Distribution 10 credit requirement- met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 5 credit requirement- choose course meeting AAS Natural Science Requirements		5

TOTAL GENERAL EDUCATION REQUIREMENTS	20
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CORE PROGRAM REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 106	Guidance in Early Childhood (NE)	3
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 115	Child Care Basics (NE)	3
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 206	Building Relationships: Culture, Family, Community (NE)	3
ECED 210	Early Childhood Development (TE)	3
ECED 212	Observation, Documentation, and Assessment (NE)	3
ECED 213	Preschool Curriculum Development (NE)	5
ECED 220	Communication, Language, and Literacy (NE)	5
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
ECED 197B	Practicum II: Playing Responsively (NE)	3
ECED 297A	Practicum III: Talking Informatively (NE)	3
ECED 297B	Practicum IV: Attending to Initiative, Cooperation, and Perseverance (NE)	3

TOTAL CORE PROGRAM REQUIREMENTS	50
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TOTAL DEGREE REQUIREMENTS	96
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PROGRAM OUTCOMES

PROMOTING CHILD DEVELOPMENT AND LEARNING STUDENTS WILL BE ABLE TO:

- Demonstrate knowledge and understanding of children's characteristics and needs.
- Identify, analyze, and reflect upon multiple influences on child development and learning.
- Create safe, healthy, respectful, challenging, and culturally supportive environments for learning.

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS STUDENTS WILL BE ABLE TO:

- Describe and reflect upon family and community characteristics within Native communities.
- Support and empower families and communities through respectful and reciprocal relationships.
- Involve Native families and communities in their children's development and learning.
- Assist families in reinforcing resilience and accessing resources.

OBSERVING, DOCUMENTING, AND ASSESSING STUDENTS WILL BE ABLE TO:

- Articulate the goals, benefits, uses, and culturally responsible uses of assessment.
- Use observation, documentation, and other appropriate assessment tools.
- Articulate uses of assessment in partnership with families and other professionals serving Indigenous communities.

TEACHING AND LEARNING STUDENTS WILL BE ABLE TO:

- Demonstrate their ability to connect with children.
- Use developmentally and culturally effective approaches.
- Demonstrate an understanding of content knowledge in early education.
- Build meaningful, culturally engaged curriculum.

INTEGRITY, ADVOCACY, WARMTH, JOY, AND ATTENTION TO CHILDREN (COMMONLY REFERRED TO AS "PROFESSIONALISM") STUDENTS WILL BE ABLE TO:

- Identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.
- Act with integrity, engaging in informed advocacy for children, families, early learning programs, and themselves as early childhood educators.
- Integrate knowledgeable, reflective, and critical perspectives on early education.
- Display warmth, joy, and attention with a commitment to relationship-based care and education.

