

EARLY CHILDHOOD EDUCATION (ECE) CREDIT GUIDELINES

WHY IS STUDY OF ECE SPECIFIC CONTENT AREA IMPORTANT FOR EARLY CHILDHOOD EDUCATORS?

The research about outcomes for children when teachers have training in Early Childhood content is compelling. Working with young children is a profession that requires knowledge of how children grow and develop as well as the skills to communicate effectively with children and parents. Research compiled in the last fifteen years underscores two essential findings: that high quality early learning programs are important for good child outcomes, and that practitioner education and training are keys in providing good early learning experiences. Some research references:

1. Practitioner/teacher preparation (both pre-service and in-service) significantly predicts program quality. Research provides compelling evidence of the value added to children's development and experiences by high quality programs in such areas as vocabulary, mathematics, print awareness and concepts, all critical for later school and life success (NEIER Report, December 2005).
2. The education and specialized professional development opportunities of practitioners are critical to sustaining high quality early learning experiences for children. Early childhood practitioners provide more sensitive and appropriate experiences for children if they have completed more years of formal education and have received specialized training in early childhood education or child development (C.M. Connors, et.al. 2005).
3. Experience alone is not a predictor of effective care-giving. Practitioner formal education and specialized training are among the most critical elements in ensuring positive outcomes for children (W.S. Barnett, 2004; Burchinal, et.al., 2002).
4. Highly trained and qualified practitioners providing high quality early learning and developmental experiences for children translates into long term economic and social benefits as well as less crime on children as they grow into adulthood (The High/Scope Perry Preschool Study, 2004).

WHY DO WE WANT TO COUNT ECE-SPECIFIC CREDITS?

1. To establish placement on the PA Early Childhood Career Lattice
2. To help individuals make a plan for further study, filling educational gaps and gaining additional ECE content knowledge
3. To account for Early Childhood credits for eligibility for ERA awards for highly qualified staff in child care

METHODS TO ESTABLISH CREDITS AS ECE-SPECIFIC

Call the College for a Transcript Review – Colleges/Universities are willing to review transcripts from their graduates and comment on which classes are specific ECE content. The employee/student/graduate must make the request for this service.

Visit the College Website – Obtain information about the college that provided the transcript. Review the course listings for the ECE/HDFS/ or other Early Childhood program to see which courses are listed under the major (as specific courses) and compare this list to the transcript.

Compare the ECE course selection from the College to the transcript - This comparison can help the candidate understand if a class is required for specific ECE content and count those credits

If you have any questions regarding the information on this document, please contact your Regional Key. Contact information can be found at www.pakeys.org.

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Courses related to ECE specific content areas might begin with –

- CHD – Child Development
- EDUC – Education
- ED – Education
- EDSP – Special Education
- ECH – Early Childhood
- EARL – Early Childhood Education
- ECED – Early Childhood Education
- EDA – Special Education, Education of Differing Abilities
- EDR – Literacy
- HDFS – Human Development and Family Studies (specific to young children)
- SED – Special Education

Courses beginning with other coding might be ECE specific content if the title includes Early Childhood, Young Child, or if the class description indicates content specific to young children:

- HDFS 129 – Introduction to Human Development and Family Studies
- MUSI – Music for Early Childhood
- EDTF – Instructional Media for Early Childhood Education
- PSYC – Psychology of Early Childhood
- PSY – Child Psychology
- HSR – Management and Administration in Human Services
- EI – Strategies for Early Intervention
- ANTH – Anthropology

Examples of Class Titles in Early Childhood

- EC Leadership
- Health, Safety, Nutrition in the ECE Environment
- Play and the Young Child
- EC Exceptionalities
- Including Children with Special Needs in EC
- Inclusion Practices in EC Settings
- Curriculum in EC
- Observation & Assessment in ECE
- Child Psychology
- Emergent Literacy
- Language and Literacy in ECE
- Partnering with Parents
- Families & Society
- Families and Early Childhood Education
- Creative Experiences with young children
- Child Growth & Development
- Art for Developing Child
- Teaching Young Children - An Introduction to Early Childhood
- Cultural Diversity in ECE
- Diversity Perspectives in Early Childhood Education

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- Cross-cultural Perspective in Child Rearing
- Social Studies for Young Children
- Social-Emotional Development in Young Children 0-8
- History & Trends in ECE
- Using Technology to Support Classroom Learning in ECE
- Instructional Media for Early Childhood Education
- Special Education Methodology
- Young Children in Society
- Health, Safety, Nutrition for the Young Child
- Children with Disabilities
- Young Children as Theory Builders
- Issues and Advocacy in ECH
- Curriculum Early Childhood Classroom
- Observing & Recording the Behavior of the Young Child
- Developmental Needs of School Age Children
- Explore Arts in School Age Programs
- Explore Sciences in School Age Programs
- Psych Ed
- Speech & Language Development
- Language Arts and Reading for ECE
- Math & Logical Thinking in EC
- Behavior Management in ECE
- Early Childhood Classroom Environment
- Observation and Communication with Young Children
- Practicum in Early Childhood
- Science for Young Children
- Clinical Skills with Young Children
- Psychology of Early Childhood
- Infant Toddler
- Career Growth & Development in ECE
- Nature of the Young Child
- Early Childhood Science & Math
- Music & Movement for Young Children
- Music for Early Childhood
- Courses appropriate for School Age Care
- Society and the Child
- Organizations and Admin of ECE Programs
- Professionalism & Leadership in EC
- Business Management in EC
- Early Childhood Professional
- Policy & Planning in EC
- Legal Issues & Ethics
- Advocacy in EC
- Problems & Issues in EC Ed
- Educating Students with Special Needs in Inclusive Settings
- Foundations (or Fundamentals) in ECE (or Education)
- ECE Program Management
- Assessment and Planning for Young Children
- Childcare Standards and Regulations
- Cross Cultural Perspectives in Child Rearing and Child Care
- Administration & Supervision of Early Childhood Programs
- Planning for Developmentally Appropriate Practices
- Values & Ethics in Human Development
- Children, Parents and Community

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RELATIONSHIP TO THE PA CORE BODY OF KNOWLEDGE

If the content in the syllabus or course description matches 80% of the indicators in the PA Core Body of Knowledge, the course can count as ECE specific. Attach the course descriptions to the transcript for documentation of applicability.

RELATIONSHIP TO NAEYC STANDARDS

Pennsylvania's requirements for the number of ECE credits for a practitioner with a related degree differ slightly from the NAEYC standards. The NAEYC standards require 36 college credits in Education courses, but they allow Elementary Education to count towards those credits. The number of credits required in Pennsylvania's system (30) is lower than the NAEYC requirement, but all 30 credits must be in ECE.

In the Table for the "Time Line for Meeting Teacher Qualifications," (NAEYC Self Study Kit "Getting Started" book, page 42 of the 2005 printing) the footnotes clarify the following:

1. Equivalence to CDA: A minimum of 12 college credits (semester hours) in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationship; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.
2. Associate's Degree should be in child development – early childhood education. Equivalence is defined as 60 college credits, with 30 college credits (semester hours) in child development – early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children' teaching and learning' and professional practices and development, including relevant field-based experience.
3. Baccalaureate degrees should be in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children' teaching and learning' and professional practices and development. Equivalence is defined as a baccalaureate degree in any discipline with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children' teaching and learning' and professional practices and development, including relevant field-based experience.

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