



**Bachelor of Applied Science in
Early Childhood Education: Infant and Child
Mental Health**

Revised February 2018

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COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution Name: Green River College

Degree Name: Bachelor of Applied Science in Early Childhood Education: Infant and Child Mental Health CIP Code: 13.1210

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Associate in Applied Science in Early Childhood Education CIP Code: 13.1210 Year Began: 1987

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2018

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit: 30 pages*

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Introduction

Green River College is proposing a Bachelor of Applied Science (BAS) in Early Childhood Education: Infant and Child Mental Health (ICMH). This degree examines the foundations of development and the importance of relationships to the social and emotional well-being of infants, toddlers, and young children as well as quality relationships and environments that foster growth in all developmental domains—social and emotional, cognitive/linguistic, and physical. It is designed to provide relevant and much-needed training to those working with vulnerable families and children including early care and education providers, home visitors, child health providers, early interventionists, and other related fields. This degree will feature close collaboration with local agencies that serve young children and families. The degree provides a pathway for early childhood workers with a two-year degree currently employed in the field. This specialized training in infant/child mental health will enable these workers to better serve children and families, responding to the emerging needs of the diverse populations that they serve.

The Early Childhood Education (ECE) faculty has sought out input and feedback from a number of professionals and stakeholders including:

- The Green River College Early Childhood Education Advisory Committee - composed of child care directors, family care providers, child care licensing, a paraeducator, union representative for public schools, Head Start and child care teachers, an Early Achiever's coach, a university representative, a public school Human Resource Director, and former GRC Early Childhood Education graduates.
- The Muckleshoot Tribal School - Child care center, Head Start, Birth-Three
- Childhaven - an organization that is recognized as a leader in childhood trauma prevention and treatment (Auburn location).
- Washington Association for Infant Child Mental Health (WA-AIMH) - State Association that supports a vital interdisciplinary community of professionals and policymakers who promote the social and emotional well-being of young children and their parents and caregivers throughout Washington.
- University of Washington (NCAST program) - a leader in the development and dissemination of research based workshops, assessments, and intervention programs to promote nurturing environments for young children.
- Western Washington University - Woodring College of Education
- Puget Sound Educational Service District (PSESD) - Head Start/Early Head Start/ECEAP and Education Coordinators.

ECE faculty have worked with local agencies to identify areas of need and to develop an educational program that will meet the demand for an educated workforce, reflective of the diverse populations in our area of service. These local agencies have agreed to serve as practicum sites for students in GRC's BAS program.

We will continue to gather input from experts in industry and higher education throughout the curriculum development and implementation phases to ensure rigor of the content, appropriate learning methodologies, and required expertise.

Criteria 1: Curriculum Demonstrates Level of Rigor

The BAS degree in Early Childhood Education ICMH is designed to prepare students to be leaders in early learning settings, gaining skills necessary in an ever-changing workplace. The successful graduate will learn the skills to effectively serve children and families who may have experienced trauma, loss, poverty, and/or other events that may cause a disruption to typical development. Building on the knowledge and skills obtained in their Associates Degree, the BAS will include analysis and synthesis of current research in the field of early childhood mental health. Course content will require students to look more deeply at theory and practice, and reflect on their own life experiences. Through reflective consultation, students will recognize the impact their life experience has on their interactions with families and children.

Program Learning Outcomes

Upon successful completion of Green River College's BAS in Early Childhood Education graduates will have a comprehensive understanding of the field of Infant/Child Mental Health, and will be able to:

1. Apply relationship-based principles and strategies that support young children and families.
2. Assess and analyze children's development, skills, and behavior based on culturally and developmentally appropriate practices.
3. Design and create inclusive environments that promote social/emotional learning and are responsive to the needs of all children and families including those considered vulnerable.
4. Select and apply appropriate intervention strategies for classroom management while promoting a positive emotional climate that is reflective of and responsive to the culture being served.
5. Screen, assess, and identify children with mental health challenges.
6. Demonstrate leadership abilities and collaborative skills necessary to resolve interpersonal and organizational challenges that may occur in an early childhood setting.
7. Establish and maintain connections with appropriate support services and community resources.
8. Demonstrate the ability to engage in reflective observation, consultation, and practice, and possess the ability to integrate it into the early learning setting.
9. Advocate for families and young children through service, education, and leadership.

Program Evaluation Criteria and Process

At Green River College, a formal Program Assessment and Improvement review is conducted every five years. However, for this new BAS degree, a program review will be completed after the first two years, then every five years thereafter. This review process entails a thorough assessment of every part of the program including:

- Description of the program
 - Student demographics
 - Enrollment trends
 - Annual course offerings/cancellations
 - Quarterly enrollment
 - Quarterly course completion
 - Employment and wage status
- Personnel summary: courses taught by full-time versus adjunct faculty by quarter
- Program curriculum
 - Course Adoption Revision (CAR) status
 - Program Adoption Revision (PAR) status
- Course prerequisites
- Program support: instructional resources; facilities, equipment, and budget; and miscellaneous support services
- Learning outcomes
 - Campus-wide learning outcomes and program-level learning outcomes
- Advisory committee/industry relations
- Overall assessment of the program

In addition to the recommendations of the Early Childhood Education Advisory Committee and the Program Assessment and Improvement process, Green River College will routinely collect and analyze data and feedback from students, program faculty, and the institution to evaluate the program’s effectiveness. Exhibit 1 outlines various methods that will be used for program assessment.

Exhibit 1. Program Assessment Plan		
Method	Element Assessed	Time Frame

Effectiveness of Curriculum – continuously refine curriculum and program design to keep the program current		
Program Statistics	<ul style="list-style-type: none"> • Student retention • Course completion and success • Student progression 	Annually
Expected Student Learning Outcomes	<ul style="list-style-type: none"> • Level of mastery of expected knowledge and competencies 	Quarterly/ Annually
Instructor/Course Evaluations	Level of Satisfaction with: <ul style="list-style-type: none"> • Delivery of instruction • Classroom experience • Course content and rigor 	Quarterly
Graduate follow-up and Industry Feedback – assess the program’s effectiveness in preparing students for employment to refine curriculum and teaching methodologies.		
Graduate Survey	<ul style="list-style-type: none"> • Effect of program on career • Effectiveness in meeting job expectations • Effect on career progression • Effect on wage progression 	Annually
Employer Survey	<ul style="list-style-type: none"> • Effectiveness in meeting employers’ expectations • Observed increase in skills and performance • Perceived strengths and weaknesses of program 	Annually
Advisory Committee – provide ongoing support and review of program goals, curriculum and outcomes.		
ECE Advisory Committee	<ul style="list-style-type: none"> • Relevance of curriculum to employer needs • Educational pathways 	Twice per Year
BAS Professional Work Group	<ul style="list-style-type: none"> • Trends in field, current research, endorsements, practices and job markets 	Annual

Course Preparation for Students

The BAS in Early Childhood Education ICMH enables individuals with applied associate degrees in Early Childhood Education to combine their lower-division technical or transfer preparation courses with upper-division credits. The result is a unique, specialized, BAS degree. The BAS in Early Childhood Education ICMH also combines the breadth and academic rigor required for students who wish to continue their studies at the Master’s level.

The entry requirements for the BAS in Early Childhood Education ICMH have been carefully designed to provide a seamless pathway into the program. Students entering the program must:

- possess an AAA, AAS or AAS-T degree in Early Childhood Education with a cumulative GPA of 2.5 or better with no single class lower than a 2.0;
- have completed of a minimum of 30 credits* in Early Childhood Education to include:
 - ECED&105, Introduction to ECE (5 credits)
 - EDUC&115, Child Development (5 credits),
 - EDUC&130, Guiding Behavior (3 credits),
 - EDUC&204, Exceptional Child (5 credits),
 - EDUC 240, Multicultural/Antibias Issues in Ed or equivalent (5 credits)
 - 7 credits in practicum/field experience *or* permission of program director.

*Completion of these ECE courses will provide the foundation necessary for seamless entry into the BAS in Early Childhood Education ICMH program, and are all required as part of the Associates degree.

General Education Components

To complete the BAS in Early Childhood Education ICMH, students must have a total of 60 general education credits, to include: 10 credits of communication skills, 5 credits of quantitative and symbolic reasoning skills, 10 credits of humanities, 10 credits of social sciences, 10 credits of natural sciences, and an additional 15 credits of general education courses.. These general education requirements are detailed in Exhibit 2.

Exhibit 2: General Education Requirements for BAS in Early Childhood Education ICMH

Area	Credits	Course(s)	Typical Level of Completion
Communication Skills	10	ENGL& 101 English Composition I	Associate
		ENGL& 127 Writing: Social Science	Associate
Quantitative/Symbolic Reasoning Skills	5	Math in which Math 097 is a prerequisite	Associate
Humanities	10	CMST& 210 Interpersonal Communication <i>or</i> CMST& 220 Public Speaking <i>or</i> CMST& 230 Small Group Communication	Associate
		Five credits from the list of Humanities courses approved for the AA-DTA degree.	Associate or BAS
Social Sciences	10	Ten credits from the list of Social Science courses approved for the AA-DTA degree.	Associate or BAS
Natural Sciences	10	5 credits lab science from Natural Science List A for the AA-DTA degree	Associate or BAS
		Five credits from the list of Natural Science courses approved for the AA-DTA degree.	Associate

Additional General Education	15	15 credits from the lists of Humanities/Fine Arts/English, Social Science, or Natural Science courses approved for the AA-DTA degree	Associate or BAS
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Course Work Needed at Junior and Senior Levels in the BAS Program

In addition to the general education course requirements discussed in the previous section, students will need to complete 60 credits of upper-division core requirements for the BAS in Early Childhood Education ICMH, as shown in Exhibit 3.

Exhibit 3: Core Requirements - 60 Credits		Credits
ECED 305	Introduction to Infant/Child Mental Health	5
ECED 310	Building Networks with Families and Community	3
ECED 315	Foundations of Infant/Toddler Development	5
ECED 340	Equity and Social Justice in Early Care and Education	3
ECED 350	Theories, Relationships, and Attachment	5
ECED 370	Curriculum and Environmental Design that Supports Social/Emotional Learning	3
ECED 405	Trauma Exposed and Vulnerable Families and Children	5
ECED 410	Foundations of Challenging Behavior: Emotional Dysregulation	3
ECED 415	Early Identification and Intervention: Children with Special Needs	5
ECED 420	Assessment Tools and Documentation	3
ECED 450	Capstone Project	5
ECED 425	Leadership and Advocacy in Early Childhood Education	3
EDEC 301, 302, 303	Reflective Observation with Field Experience	6
EDEC 401, 402	Reflective Consultation with Field Experience	4
EDEC 445	Reflective Seminar	2

These core ECE courses will provide students with advanced skills that build on the knowledge and skills they acquired from associate level courses. In addition, these courses will develop the competencies needed to serve vulnerable populations of children and families. See Appendix A for course descriptions.

A student who has only completed the entry level requirements and is attending full-time (15 credits) during fall, winter, and spring quarter will be able to complete the BAS in Early Childhood Education ICMH in six quarters (two years). A sample full-time student schedule is shown in

Exhibit 4. Students are required to complete the ECED courses in the order outlined below. The general education classes may be taken out of sequence.

Exhibit 4: Sample Student Schedule		
Junior Year		
Fall Quarter	Winter Quarter	Spring Quarter
ECED 305 Introduction to Infant/Child Mental Health	ECED 315 Foundations of Infant/Toddler Development	ECED 370 Curriculum and Environmental Design that Supports Social/Emotional Learning (SEL)
ECED 310 Building Networks with Families and Community	ECED 340 Equity and Justice in Early Care and Education	ECED 350 Theories, Relationships, and Attachment
ECED 301 Reflective Observation with Field Experience	ECED 302 Reflective Observation with Field Experience	ECED 303 Reflective Observation with Field Experience
General Education Requirement or ECE Elective	General Education Requirement or ECE Elective	General Education Requirement or ECE Elective
Senior Year		
Fall Quarter	Winter Quarter	Spring Quarter
ECED 405 Trauma Exposed and Vulnerable Families and Children	ECED 415 Early Identification and Intervention: Children with Special Needs	ECED 450 Capstone Project
ECED 410 Foundations of Challenging Behavior: Emotional Dysregulation	ECED 420 Assessment Tools and Documentation	ECED 425 Leadership and Advocacy in Early Childhood Education
ECED 401 Reflective Consultation with Field Experience	ECED 402 Reflective Consultation with Field Experience	ECED 455 Reflective Seminar
General Education Requirement or ECE Elective	General Education Requirement or ECE Elective	General Education Requirement or ECE Elective

The Program Director and/or ECE faculty will work with each student in the BAS in Early Childhood Education ICMH program to develop an academic plan, ensuring that students are able to meet their degree goals. To ensure convenience for working students, while maintaining a high level of interaction between the program participants, core courses will be offered mainly in hybrid format, with evening class sessions at Green River’s Kent Campus.

Criteria 2: Qualified Faculty

Green River College projects an enrollment of 15 FTE for the first year that the BAS in Early Childhood Education ICMH program is offered. It projects 35 FTEs by the second year. During the first year, one full time faculty member will also serve as the Program Director, receiving a

stipend for these duties. The Program Director will oversee the program, curriculum, staffing, and admissions. An additional full-time faculty member will be added in the fall quarter of year two (2019). This new faculty member will teach in both the two and the four year program. The remainder of courses will be taught by adjunct instructors who have strong professional and academic experience.

Faculty Credentials

ECE faculty teaching in the BAS in Early Childhood Education ICMH will be required to hold a minimum of a Master’s degree in Early Childhood Education, Child/Family Mental Health, or related field. Preferred education will be at the doctorate level with qualifications to include experience/training in infant/child mental health, child welfare or early intervention. Exhibit 5 shows the faculty profiles of GRC full-time and adjunct faculty who may teach in the BAS degree, including both core courses and electives. These assignments may change as new full-time faculty are hired into the program.

Exhibit 5: Faculty Profiles				
Faculty Name	Credentials	Status	Courses	Load
General Education Faculty				
Megan Reiser	M.A.	FT, Communication Studies	AAS	
Vik Bahl	Ph.D.	FT, English	AAS	
Chris Dixon	Ph.D	Anthropology	AAS	
Joy Crawford	Ph.D.	FT, Psychology	AAS	
Program Core Faculty				
Diana Mamerto Holz	M.A., Ed. D. ABD	FT, ECED &355, ECED 370, ECED 425	BAS	33%
Leslie Kessler	M.Ed, M.A. IPMH Certified	Program Director	BAS	33%
		FT, ECED 305, ECED 350, ECED 315, ECED 405, ECED 450		66%
New Faculty	MA	FT, ECED 301, ECED 303, ECED 310, ECED 420	BAS	33%

Professional/Technical Certification

Full-time faculty who are responsible for the core requirement technical courses in the BAS in Early Childhood Education ICMH program meet the certification requirements for professional and technical instructors and administrators as stated in WAC code 131-16-091.

Criteria 3: Admissions Process Consistent With an Open-Door Institution

The admission process for Green River’s BAS in Early Childhood Education ICMH is designed to create a pathway for students to obtain a bachelor’s degree while maintaining the necessary entry requirements for student success.

To be considered for admission, a fully-completed enrollment packet must be submitted by the deadline date that includes: application, personal statement, transcripts, and resume. All ECE prerequisites must be met (official transcripts required), and the successful applicant will have an earned Associates Degree in Early Childhood Education (applicants who are near completion of the Associates degree are also encouraged to apply and will be considered on a space-available basis). Three professional references are also required.

Selection and Admission Process

Meeting minimum requirements does not guarantee admission, as the number of qualified applicants may exceed the number of available enrollment spaces. The program will be supported by a 0.33 FTE Program Manager (shared with other BAS programs) with the main responsibilities to market and promote the BAS in Early Childhood Education ICMH within the campus community, local community, and larger community in order to recruit and enroll prospective students. Outreach efforts will be made to ensure a diverse pool of applicants. In the case where more students wish to enroll in the program than spots are available, applicants will be evaluated and a waitlist will be created and tracked by the ECE office. Student Affairs will share information about the program to prospective students and direct them to meet with the Program Director for admission into the BAS program.

The admissions process will be managed by the Program Director and the ECE faculty. Applications will be reviewed and scored using the following criteria:

Criteria	Weight
Personal written statement	10%
Experience with vulnerable populations	10%
Grade point average (GPA)	35%
Interview with core faculty	30%
Response to scenarios	15%

The entry requirements for the BAS in Early Childhood Education ICMH program are detailed in Exhibit 6.

Exhibit 6: Entry Requirements for BAS in Early Childhood Education ICMH		
Entry Requirements	Notes	Credits

<ul style="list-style-type: none"> • Possess an AAA, AAS or AAS-T degree with a cumulative GPA of 2.5 or better with no single class lower than a 2.0; • Completion of a minimum of 30 credits in Early Childhood Education to include ECED& 105, EDUC&115, EDUC&130, EDUC&204, a 5-credit diversity class related to education (EDUC 240 or equivalent) and a minimum of 7 credits in practicum or field experience; • Completion of a minimum of 15 general education requirements with a grade of 2.0 or better (ENGL& 101, CMST 220, and Math) 	Degree must have been earned at a regionally accredited institution	90
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Diverse Student Population

Green River College’s mission is: *“Ensure student success through comprehensive educational programs and support services responsive to our diverse communities.”*¹ Equity is a core value that is integral to every program offered at Green River College, including its existing associate’s-level programs and its future BAS in Early Childhood Education ICMH. We encourage, foster respect for, and respond equitably to diverse perspectives and needs.

The Early Childhood program is actively involved in diversity initiatives both on campus and in the community. Our annual diversity conference for local Early Childhood professionals and students has been held for over 25 years. In addition, by hiring and maintaining a diverse pool of adjuncts we are able to attract students of color who are reflective of our local community. The BAS in Early Childhood Education ICMH fits within the Career and Technical Education core theme at Green River. Within this theme, equity is a core objective.

Every effort will be made to ensure that the BAS in Early Childhood Education ICMH serves a diverse population. The BAS Program Manager will maintain relationships with the Muckleshoot Tribal School, Childhaven and with the ECEAP and Head Start programs administered through Puget Sound Educational Service District (PSESD). Active involvement and collaboration will be continued with the Green River Office of Diversity, Equity, and Inclusion, the Master Achievement Center (MAC), I-BEST, the outreach office, and marketing and communications office to develop an early outreach plan and marketing plan to diverse populations, both on and off campus. While it is anticipated that several students in GRC’s BAS in Early Childhood Education ICMH program will have earned their associate’s degree at Green River College, the program will reach out to diverse populations within associate degree programs at other technical and community colleges in

¹ Green River College, *About Us*, <http://www.greenriver.edu/about-us/strategic-plan/mission-and-vision.htm> July 7, 2017

the area. Specifically, the BAS Program Director and Program Manager, along with Green River's ECE faculty, will reach out to neighboring colleges, including Renton Technical College, Highline College, Pierce College, and Tacoma Community College, to ensure a path for their graduates toward an applied baccalaureate degree. The demographics of these colleges are different from Green River and can enhance overall diversity within the BAS in Early Childhood Education ICMH program.

Green River College ECE faculty, working with its Advisory Committee, the Department of Early Learning, Early Achievers, Child Care Aware, and the Washington Association for Infant Mental Health, will promote the BAS in Early Childhood Education ICMH to local child care and early learning programs. These efforts will reach currently employed individuals who would benefit from upgrading their education, skills, and abilities. Delivery modes and course schedules will take into account the needs of employed students.

Criteria 4: Student Services

Green River College places the highest priority on the needs and success of all of its students. The college is committed to providing students with open access to comprehensive programs and services in a nurturing environment, empowering students to take initiative and responsibility for their educational and professional development. More specifically, students in the BAS in Early Childhood Education ICMH program will be supported at a program level as well as at an institutional level.

Academic Advising

Student-centered program advising that began at the Associate level, continues into the BAS program and clearly articulates a seamless pathway for students from the Associate level all the way to successful completion of the BAS degree. Once admitted to the BAS program, students will meet with an ECE faculty advisor to create an academic plan that is achievable and that aligns with their career goals. Following the initial advising appointment, quarterly meetings will be scheduled to assess student progress and identify any needs the student might have. Regular communication between the program director and the faculty is considered essential for student success. Through monthly staff meetings and regular email correspondence, faculty will communicate any concerns or questions to the program director.

At the institutional level, faculty may participate in the Progress and Alert for Student Success (PASS) system. The system is designed for faculty to alert students and the Program Director to potential success inhibitors at any point in the quarter. The PASS system is useful specifically in scenarios where faculty provide feedback early in the quarter, enabling faculty, advisors, and the Program Director to become aware of potential issues that would derail a student's success, address those situations, and create an academic plan to ensure the student is able to succeed. Further, the PASS system allows faculty to provide positive reports, ongoing feedback, and completed progress.

For students enrolled in the BAS in ECE, this system will be particularly valuable for tracking progress and communicating with faculty outside of the ECE program.

Full-time academic advising and support is also offered at the Kent Campus. Students, in addition to having access to faculty advisors, may also meet with an educational planner in the same convenient location that they take their courses.

Financial Aid Services

The Financial Aid office awards, prepares, and disburses federal, state, and institutional aid for all eligible Green River College students. To streamline the disbursement process, Green River College, working with HigherOne, provides students several disbursement options, including direct deposit or a free checking account with debit card through BankMobile. These cards allow students to choose how to receive their financial aid disbursement.

Green River College recognizes that paying for college is a challenge for most students. Financial aid is available in three forms: gift aid—grants and scholarships; employment—jobs on or off campus; and loans—low interest with deferred repayment. In 2015-2016, the Green River College Foundation offered 296 scholarships worth approximately \$512,000.

The G.I. Bill, veteran's assistance and other military education benefits can all be applied to the cost of attending Green River College.

Green River College offers students a tuition payment plan, called STEP, which enables students to pay their tuition and fees in three manageable payments. STEP is also an option for students who are waiting for their Financial Aid file to be reviewed.

In addition to assisting students with Financial Aide and FAFSA application, the ECE faculty will also guide the student to scholarships available through the Foundation office on campus as well as through Early Achievers Opportunity grants.

Students in the BAS program will have year-around access to the high-quality student services that all Green River College students receive. It is anticipated that the following services will be those most frequently used by students in the BAS degree program.

Bookstore: The Paper Tree bookstore offers students one-stop convenience for textbook and general school supplies needs. Students may purchase textbooks online as well as on campus. Special consideration will be given to the cost of program materials and textbooks.

Counseling Services: Counseling seeks to promote physical and psychological health of Green River College students and the campus community to support student success. Counseling provides short-term mental health counseling and self-care/wellness education to Green River College students. Workshops and consultation services are offered for staff, faculty, and student organizations. Services are free and confidential. The ECE faculty will make students aware of this service and will include an orientation to all incoming ECE students.

Disability Support Services (DSS): DSS assists students with physical, learning, sensory, cognitive and/or psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities. Information regarding DSS accommodations is included in all program syllabi.

Office of Diversity, Equity and Inclusion: The Office of Diversity, Equity and Inclusion works to promote intellectual discourse, leadership and social justice among students, staff, faculty and our surrounding communities. Some of the services provided are Bilingual services to multiple groups, including translation, peer navigation of the campus, peer mentoring, and co-curricular opportunities to learn and engage with other students, faculty and staff.

Enrollment Services: Enrollment Services provides a variety of support to prospective students, current students, and the campus. It interprets and applies Green River College's policy and procedures for admissions, registration, records and graduation. The BAS Program Manager will be the first point-of-contact for enrollment-related services for students enrolled in the BAS in ECE program.

Library and Open Computer Labs: The Holman Library serves the students, faculty, and staff of Green River College by providing the resources and services necessary to ensure access to information and development of information literacy skills. The library houses approximately 59,000 items. It has a collection of more than 25,000 eBooks. The library provides online access to approximately 15,000 periodicals through subscription databases. The library also subscribes to 200 periodicals in print format. Students have access to more than 150 networked computers in the Information Commons open computer lab of the Holman Library. Students also have access to more than 100 networked computer workstations in an open computer lab in the college's Technology Center. To further support the BAS degree in Early Childhood: ICMH, the ECE programs library liaison will work with the program director and faculty to add additional books and journals to supplement the specific subject area of Infant/Child Mental Health.

Online Services: Online services enable students to apply for admissions, plan their schedules, register and pay for classes, run a Degree Audit to view graduation requirements for their program and courses needed to complete the program, and view their unofficial transcript. Students can also access their student e-mail account, eLearning content and resources, and library services.

Recreation and Athletics Center (RAC): Green River strives to provide safe and healthy outlets from the intellectual and emotional demands of college life. Some of your daily stressors can be sweated away by lifting weights in the weight room, using cardio machines or joining a group fitness class in the RAC or joining in on a full schedule of Intramural Sports where you can meet fellow students in a friendly challenge.

Student Life: Student Life provides an opportunity for students to foster personal and professional relationship building, provides occasion to enrich cultural experiences, cultivate community connects and supports a healthy school-life balance. You can engage in involvement through a wide

variety of experiences by participating in events, activities and clubs/organizations such as (but not limited to): volunteering, attending lectures that will challenge your current perspectives and ideas in a safe and educational setting, participate in leadership opportunities all while having fun. Through our office, you can also join one of many social or academic clubs/organizations or join the Associated Students of Green River College (ASGRC) Student Government.

Tutoring and Resource Center: Students have access to free tutoring services. In addition to tutoring, several other student resource centers are available on campus, including the Writing Center, the Public Speaking Center, and the Math Learning Center.

Veterans Services: The Veterans Service office assists veterans in activating and maintaining their educational benefits. Green River College actively reaches out to veterans through its Veterans Coordinating Council, which engages in marketing and outreach to veterans about resources available on campus, honors veterans with symbolic events, and seeks to help veterans with the transition from college to career or workforce.

Services at Green River's Kent Campus

Most core classes will be available in hybrid format, with evening class sessions conducted at Green River's Kent Campus. This format was based on feedback from surveys and program advising. Students at the Kent Campus will have access to a variety of on-site student services until 8pm Monday through Thursday, including cashiering, online library access, open computer labs, advising, placement assessments, registration, paperwork submissions, test proctoring, and tutoring. The campus bookstore is available Monday through Thursday during the first week of each quarter. Additional student services can be accessed at Green River's Kent Campus by appointment. Kent Campus also provides a convenient location for place bound students due to its proximity to the Kent Station Transit Center, which provides access to the Sounder train and an extensive bus schedule.

Green River will continue to assess the availability of services offered to students enrolled in classes that are held on Kent Campus in the evening. Feedback is collected through various means- one-on-one advising, informal classroom discussions, annual surveys and feedback sessions, advisory committee meetings-- and improvements/adjustments are made on an ongoing basis. This form of continuous improvement has proven effective for students attending other BAS programs/classes currently offered exclusively at the Kent Campus. Additional staffing may be scheduled on an alternative schedule to ensure coverage and support for students attending evening classes.

Criteria 5: Commitment to Build and Sustain a High Quality Program

Green River College is committed to developing and sustaining the BAS in Early Childhood Education ICMH.

Financial Plan

Green River College proposes the following comprehensive financial plan for its BAS in Early Childhood Education ICMH.

Funds Used to Support the Program

The BAS in Early Childhood Education ICMH will be funded as a State FTE program. The program will start with a smaller cohort in year one and then build up to full enrollment by year four. In year one, we project an enrollment of 15 students. In year two, we project 20 new students. In year three and after, we project 25 new students annually. Projected enrollments in the BAS in Early Childhood Education ICMH for the first five years are shown in Exhibit 7.

Exhibit 7: Projected Enrollments by Academic year					
	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort 1	15	20	25	25	25
Cohort 2		15	20	25	25
Total Enrollment	15	35	45	50	50

The tuition to be charged to students is set forth in the Washington State Community College FY2016-17 Tuition Schedule for Upper Division Courses in Applied Baccalaureate Degree Programs.² It is assumed that the program will run three quarters per year.

Exhibit 8: Projected Program Revenues					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition	71,280	166,320	213,840	237,600	237,600

Green River College is committed to making this program succeed. Green River College anticipates program expenses for the first five years of the BAS in Early Childhood Education ICMH as detailed in Exhibit 9.

Exhibit 9: Projected Program Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
FT ECE Faculty Salaries (1.33 FTE)	45,630	93,086	94,948	96,846	98,782
Program Manager (0.33 FTE)	24,274	24,759	25,254	25,759	26,274
Program Director Stipend	12,100	12,342	12,589	12,841	13,098

² Washington State Board for Community and Technical Colleges, [Current Tuition](https://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/current-tuition.aspx), <https://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/current-tuition.aspx> July 2017.

Benefits	25,980	43,721	44,595	45,487	46,396
Curriculum Development Stipends	15,000	5,000	5,000	3,000	3,000
Goods and Services	5,000	5,000	5,000	5,000	5,000
Library	7,000	7,000	5,000	4,000	4,000
Prof Development/Travel/Conferences	5,000	5,000	5,000	5,000	5,000
Program Promotion	5,000	5,000	5,000	5,000	5,000
Total Estimated Program Expenses	144,984	200,908	202,386	202,933	206,550

Sustaining the BAS over time

Because the new BAS in Early Childhood Education ICMH builds upon existing resources, minimal start-up expenses are required. As a result, the program will achieve financial surplus in Year 3, and thereafter. Exhibit 10 outlines the projected net program deficiency and excess through Year 5.

Exhibit 10: Projected Net Program Excess (Deficiency)					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Program Revenue	71,280	166,320	213,840	237,600	237,600
Total Program Expenses	144,984	200,908	202,386	202,933	206,550
Net Program Excess (Deficiency)	-73,704	-34,588	11,454	34,667	31,050

Staffing

Program courses will be taught by full-time faculty who will split their load between the AAA program and the BAS program. A third full-time faculty will be hired in year two. The Program Director will receive a stipend in the summer of 2018 for general coordination of the program including admissions, staffing, and start-up. The Program Manager will be shared with two other BAS programs (0.33 FTE) with the main responsibilities to market and promote the BAS in Early Childhood Education ICMH within the campus community, local community, and larger community in order to recruit and enroll prospective students.

Facilities, Equipment, and Technology

The BAS degree will primarily be operated out of Green River College's Kent Campus. The Kent Campus is part of Kent Station, which is located in the middle of the City of Kent's new downtown shopping district. The location provides ample access to local businesses including: retail stores, restaurants, an event center, professional services, and financial service firms. The location also has immediate access to the Sound Transit's sounder train which offers a commuter option for students.

Green River College maintains a high level of modern equipment and technology to deliver its existing associate's-level programs. For example, the college recently purchased a state-of-the-art server computer with enormous capacity that supports virtualization and storage area networking.

Green River College has an Instructional Technology committee that works with our Information Technology department to plan and implement regular equipment replacements. Most classroom computers are scheduled for replacement every three to four years. Some classrooms are replaced more often than that to keep hardware and software up-to-date to meet industry demands.

Green River College plans to use its existing facilities, equipment, and technology for the BAS in Early Childhood Education ICMH program.

Other anticipated technology resources that have also been included in the projected program expenses include library subscriptions to journals, course-related videos, resource books, and video filming equipment.

Library

Green River does not have a dedicated librarian for BAS programs. The librarians have designated subject liaison areas and serve the BAS programs in their liaison areas. This means that the same librarian who has already developed subject expertise with the lower division subject material will be the person addressing the upper-division needs. To meet growing needs for library services, the college has hired an additional full-time librarian to begin in Fall 2018.

We anticipate the program's library liaison to spend up-front time to develop the physical collection, working with the ECE faculty, and developing information literacy curriculum to meet their needs. The ongoing maintenance of materials, working with faculty, and delivery of instruction is not expected to be as intense as the initial phase. The initial costs (year 1 and 2) are estimated to establish the core collection. Once established, cost will remain fairly stable to maintain/update collection and journal subscriptions.

Criteria 6: Program Specific Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) reaffirmed the College's regional accreditation on July 15, 2013 as a result of its comprehensive Year Seven Mission Fulfillment and Sustainability Self-Evaluation. Upon approval of the by the State Board, the College will submit a minor substantive change application and proposal to the NWCCU to offer the Bachelor of Applied Science (BAS) in Early Childhood Education: Infant and Child Mental Health. Green River College does not plan to seek specialized program accreditation at this time.

ECE faculty are working with the staff at the Washington Association of Infant Mental Health to match competencies to new courses for level one endorsement for graduates of the BAS in ICMH.

Criteria 7: Pathway Options Beyond the Baccalaureate Degree

Green River College is committed to identifying and developing pathway options for students that extend beyond earning their BAS in Early Childhood Education ICMH.

Articulation to Graduate Degree Programs

Green River College ECE faculty members are working with institutions that confer graduate degrees in order to articulate clear and efficient pathways for BAS graduates who wish to continue their education onto a master's degree program.

In September 2017, Green River College ECE faculty conferred with the Academic Coordinator at Washington State University, College of Education and received confirmation that students graduating from the BAS in Early Childhood Education ICMH would be considered for admittance into the Master's program.

Conversations have also taken place with the Evergreen State College regarding admittance into their Masters in Teaching program. The GRC Early Childhood Education program has a long-standing relationship with the Evergreen College.

In April 2017, an articulation agreement was signed by the State Board for Community and Technical Colleges and Western Governor's University (WGU) Washington. This partnership is extended to all applied baccalaureates in the state of Washington, and will be another fully-online and reputable option for our graduates to consider for continuing their education.

Green River faculty and administrators plan to continue contacting representatives of two- and four-year educational institutions in the area to implement articulation agreements to provide students with a pathway to a Bachelor's in Early Childhood Education. We will also work collaboratively with these institutions in the development of new degrees.

Criteria 8: External Expert Evaluation

Feedback from External Review

We were fortunate to have two very qualified experts review our proposed BAS degree. Dr. Marilyn Chu is a professor at Western Washington University, where she is the Director of the early childhood education program. Dr. Bridget Lecheile is a former professor at Arizona State University and the current Program and Training Manager at the Washington Association for Infant Mental Health. Both of these experts provided us with feedback and suggestions, and were

highly complementary of the proposed program. They both clearly articulate the growing need for training programs in Infant/Early Childhood Mental Health in the state as well as the nation.

We appreciate the time and effort it took to complete this review, and we will seriously consider all of their suggestions. We have written responses to each recommendation, and will strive to continue to collaborate with agencies and programs with the goal being to create a meaningful, relevant, and accessible program that reflects a growing need in our community.

Upper Division Course Descriptions

ECED 305 Introduction to Infant/Child Mental Health--5 credits

An introduction to the field of infant mental health; the study of how a young child's overall development is impacted by his social-emotional development and early relationships. Emphasis will be on infant mental health principles and how they provide a foundation for work with infants, toddlers, and families across all settings and disciplines. Contributing factors to healthy emotional development will be introduced including brain development, temperament, and attachment as well as risk factors such as poverty and trauma. Career options in the field will also be discussed.

ECED 310 Building Networks with Families and Community--3 credits

A comprehensive overview of community agencies and professionals who work with and support early learning programs and families. Students will learn and practice communication skills and strategies that enable them to connect with and encourage parents and other family members to be involved in their child's growth and education. Special emphasis will be placed on intercultural communication.

ECED 315 Foundations of Infant/Toddler Development—5 credits

This course provides an overview of knowledge and research in the area of infant/toddler development. All domains of development will be studied, with a special focus on the development of self-reliance and the importance of responsive, respectful interactions. Students will explore research related to how infants "make meaning" and how this learning can be supported.

ECED 340 Equity and Social Justice in Early Care & Education—3 credits

Equity and Social Justice examines attitudes and practices that are explicitly and/or subtly biased on the basis of race, gender, socioeconomic status, ethnicity, age, culture, disability, family/lifestyle, sexual identity and gender orientation. Students will explore historical and current issues of how systemic power, privilege, and oppression impact early childhood education systems and the individuals within those systems.

ECED 350 Theories, Relationships, and Attachment—3 credits

Theories related to attachment and relationships will be studied and analyzed, providing a solid foundation for informed caregiving. Students will study attachment theorists, their ideas, and their continuing impact on early learning. They will also examine how early relationships have a significant impact on the social emotional development of the young child, and how brain development is influenced by these early relationships.

ECED 370 Curriculum and Environmental Design that Supports Social/Emotional Learning (SEL) – 5 credits

A study of the importance of the environment as the basis for growth and development for children from birth to three. Provides valuable insights into how to design environments, plan curriculum, assess learning, and work with families. A variety of environments and curriculum will be evaluated regarding space, aesthetics, furnishings, manipulative materials, age groupings, human interactions, adult-child ratios and safety. Attention is given to the preparation of environments that will facilitate the physical, social, emotional, and cognitive development of infants and toddlers.

ECED 405 Trauma-Exposed and Vulnerable Families and Children—5 credits

Trauma and loss profoundly change children and have a powerful impact on relationships, family health, and well-being. Early childhood professionals and organizations serving families and young children must move from reacting to trauma to becoming trauma-informed. In this course we will examine the concept of trauma-informed care: an understanding of how trauma changes the brain and affects relationships, self-regulation, sensory processing, learning, and behavior. Students will learn to recognize the behavioral signs of trauma, and how to respond in ways that maintain respect and bring healing for young children and families.

ECED 410 Foundations of Challenging Behavior: Emotional Dysregulation—3 credits

This course examines the fundamental concepts and techniques used in identifying and addressing challenging behaviors in young children. Students will examine the definition of supportive emotional and social behavior by identifying healthy emotions and social skills that promote stability in children's behavior. Research will be analyzed on how aspects of child development and early learning potentially affect children's behavior, including the relationship between trauma, brain development, and emotional dysregulation. Emphasis will be placed on nurturing respectful relationships in an inclusive social climate between teachers and young children as the essential basis for prevention and intervention.

ECED 415 Early Identification and Intervention: Children with Special Needs—5 credits

This course will use a biopsychosocial framework to examine programs of assessment and intervention for children with developmental delays and mental health issues. Three broad categories of disorders will be introduced and discussed: interactive disorders, regulatory-sensory processing disorders and neurodevelopmental disorders. Students will study the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, and will learn practical and effective techniques for working with this population.

ECED 420 Assessment Tools and Documentation—3 credits

Students will learn why observation, assessment, and documentation are essential elements of reflective practice. They will study and analyze various assessment tools used to *document* a child's development and early learning experiences. Observations of children while using these

tools will provide students the skills necessary for assessing the needs of each child, taking into account individual and cultural differences.

ECED 425 Leadership and Advocacy in Early Childhood Education—3 credits

This course provides an examination of effective leadership and advocacy in Early Childhood Education. Attention will be devoted to ethical guidelines, professional standards, organizational change, laws, agency policies, regulations, and systems expertise. Additionally, students will examine leadership models and theories and apply effective leadership skills and professional behaviors in the classroom and their workplace.

ECED 301, 302, 303 Reflective Observation with Field Experience—6 credits

Students will work a minimum of 20 hours per week with children and families in an early childhood setting. Through regular group meetings, students will have the opportunity to engage in reflective practice, with faculty facilitation, around their field experience. Students will be encouraged to carefully consider the qualities and characteristics of their actions and ideas. This collaborative, relational approach provides an opportunity for relationship-based support and guidance that help students foster meaningful and productive connections.

ECED 401, 402 Reflective Consultation with Field Experience—4 credits

Through regular group meetings, students will have the opportunity to engage in reflective consultation with faculty facilitation around their field experience. Students will go beyond just reflecting on simple application and knowledge, and will begin to integrate ideas and concepts into their work.

ECED 445 Reflective Seminar—2 credits

Through small-group seminars and individual meetings with core faculty, students will reflect on their coursework and the experiences they have had in the Infant/ Child Mental Health BAS Degree, and how this program has impacted their life, both personally and professionally.

ECED 450 Capstone Project—3 credits

The final capstone course provides students an opportunity to synthesize and demonstrate their learning across the program, bringing together research, theory and application. Students will demonstrate overall degree competencies and show how research informs their professional work in the field of early learning. Students, in consultation with their program advisor will create a final culminating project to be presented to classmates and program faculty.