Early Childhood Education (ECED)

ECED 079 1 credit
MATH METHODOLOGY FOR EDUCATORS I
This methodology course strengthens student understanding of arithmetic of pre-algebra concepts including operations on signed numbers, operations on fractions, operations on decimals, ratio and proportions, exponents, measurement, and geometry to prepare the student to teach math standards to children age birth through age 8. Concurrent enrollment in MATH 078 required.
Prerequisite: None

ECED 089 1 credit
MATH METHODOLOGY FOR EDUCATORS II
This methodology course strengthens student understanding of arithmetic of basic algebra skills including properties of real numbers, solving equations and inequalities, graphing, and factoring to prepare student to teach math standards to children age birth through age 8. Concurrent enrollment in MATH 087 required.
Prerequisite: MATH 079 with a grade of C or better.

ECED 099 1 credit
MATH METHODOLOGY FOR EDUCATORS III
This methodology course strengthens student understanding of arithmetic of concepts covered in Elementary Algebra in greater depth to prepare students to teach math standards to children age birth through age 8. Concurrent enrollment in MATH 097 required.
Prerequisite: MATH 087 or 089 with a grade of C or higher.

ECED&100 S,F,W,Sp 3 credits
CHILD CARE BASICS
Provides thirty-hours of coursework/training that meets the Washington State Training and Registry System (STARS) essential foundations for childcare. Upon completion, students will be guided through the Registry system. Designed to meet basic training outcomes for personnel in Early Childhood and School-age center as mandated by the Washington State Legislature and outlined by Washington State Training and Registry System (STARS).

ECED&105 F,Sp 5 credits
INTRO EARLY CHILD ED
Provides an overview of the foundations of early childhood education. Examines theories defining the field, issues and trends, best practices, and program models. Provides observation of children, professionals, and programs in action. Formerly known as: ECED 130
Prerequisites: None

ECED&107 F,Sp 5 credits
HEALTH/SAFETY/NUTRITION
Develops knowledge and skills to ensure good health, nutrition, and safety of children in a group care and education program. Recognizes the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. Formerly known as: ECED 115
Prerequisites: None

ECED 116 1 credit
GUIDING BEHAVIOR OF YOUNG CHILDREN
Focuses on strengthening relationship-based care as an essential component of positive guidance. Participants will identify their own personal view or 'image' of the child and correlates this image with beliefs about guidance. Strategies to encourage caregivers to bond with children in their care will be introduced.
Prerequisite: None

ECED 117 1 credit
THE ENCOURAGING CLASSROOM
Focuses on using the environment to support children's positive behavior, developmentally appropriate guidance practices, guidance versus punishment, and involving families to support children's social and emotional growth.
Prerequisite: None

ECED 118 1 credit
POSITIVE GUIDANCE
Focuses on positive communication and direct guidance techniques to support children's social/emotional development and strategies for specific challenging behaviors.
Prerequisite: None

ECED&120 F,Sp 2 credits
PRACTICUM-NURTURING REL
Applies theories of best practice in an early learning setting. Focuses on developing supportive relationships while keeping children healthy and safe. This course requires 11 hours of lecture and 33 hours of field based experience in an approved early childhood setting. This course is part of the statewide Initial Certificate meeting step 5 on the Career Lattice. It will also meet the continuing education requirement mandated by the state of Washington for all early care providers managed through the Managed Education and Registry Information Tool (MERIT).
Prerequisites: None

ECED 127 3 credits
PRACTICUM II/CURRICULUM
Integrates the practicum experience with Developmentally Appropriate Early Childhood observation techniques. Designed to increase objectivity and skill in recording the behavior of young children. Students are required to work in an Early Childhood setting and to plan and implement appropriate activities to facilitate observation and recording of behavior. Students will be observed by the instructor and meet with the instructor in weekly seminar sessions.
Prerequisite: ECED&190 with a grade of C or better, or instructor permission.
ECED 128  3 credits  
**PRACTICUM III/LEARNING STORIES**  RE  
Refines and extends skills acquired in Practicum I and II and continues to develop skills required of persons with primary responsibility for groups of young children as outlined by the Washington State Skills Standards Project. Skills are practices in an early childhood setting. Prerequisite: ECED&190 and ECED 127 with a grade of C or better, or instructor permission.

ECED&132  W  3 credits  
**INFANTS/TODDLER CARE**  RE  
Examines 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.  
Prerequisites: None

ECED&134  F  3 credits  
**FAMILY CHILD CARE**  RE  
Presents the basics of home/family child care program management. Topics include: licensing requirements; business management; relationship building; health, safety & nutrition; guiding behavior and; promoting growth and development.  
Prerequisites: none

ECED 136  Sp  1 credit  
**INFANT/TODDLER SOCIAL & EMOTIONAL DEVELOPMENT**  E  
Early care and education professionals will learn about the emerging language of the young child, fostering secure caregiver-child relationships and the importance of culturally responsive partnerships with families.  
Prerequisite: None. Formerly known as: ECED 106

ECED 137  Sp  1 credit  
**INFANT/TODDLER ENCOURAGING HEALTHY PHYSICAL DEV**  E  
Provides the early care and education professionals the components of quality infant/toddler care. This course will focus on care giving practices to support healthy and safe environments that support sensorimotor exploration. Participants will explore ways to partner with families to support the healthy development of the young child.  
Prerequisite: None Formerly known as: ECED 107

ECED 138  Sp  1 credit  
**INFANT/TODDLER RESPONSIVE LEARNING ENVIRONMENT**  E  
Provides the early care and education professionals tools to create safe, nurturing, and engaging environments to support culturally responsive early learning, brain and language development in the earliest years.  
Prerequisite: None Formerly known as: ECED 108

ECED&139  W  3 credits  
**ADMIN EARLY LRNG PROG**  RE  
Develops 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.  
Prerequisites: none

ECED&160  F  5 credits  
**CURRICULUM DEVELOPMENT**  RE  
Provides an investigation of learning theory and its relationship to curriculum development for young children. Students will focus on methods for planning and evaluating developmentally appropriate curriculum to facilitate development in the areas of language, fine/ gross motor, social-emotional, cognitive and creative based on the interests and cultures of families and children. Formerly known as: ECED 215  
Prerequisites: None

ECED&170  Sp  3 credits  
**ENVIRONMENTS-YOUNG CHILD**  RE  
Focuses on the adult's role in designing, evaluation, and improving indoor and outdoor environments which ensure quality learning, nurturing experiences, and optimize the development of young children.  
Prerequisite: none

ECED&180  Sp  3 credits  
**LANGUAGE & LITERACY DEVELOPMENT**  E  
Develops teaching strategies for language acquisition and literacy skill development examined at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading.  
Prerequisite: None

ECED 186  F  3 credits  
**SOCIAL-EMOTIONAL GROWTH AND SOCIALIZATION**  E  
Studies the development of infant/toddler social and emotional competence including how infants grow in the context of nurturing environments and how their mental health involves the psychological balance of the infant-family system.  
Prerequisite: None

ECED 187  W  3 credits  
**COGNITIVE & LANGUAGE DEVELOPMENT-INFANT&TODDLER**  E  
Explores the role of the care provider as a facilitator through observation and study in supporting cognitive and language development in infants and toddlers. Instructional strategies to foster language development including environmental design will be studied. Strategies are discussed to assist early childhood professionals in becoming culturally competent and responsive teachers who develop nurturing relationships with both children and families.  
Prerequisite: None
ECED 188  Sp  3 credits  
GROUP CARE FOR INFANTS & TODDLERS  E  
Explores the importance of a child's attachment to primary care providers as a secure base for development. Emphasis will be given on creating a healthy, emotionally secure environment. Strategies are discussed to assist early childhood professionals in becoming culturally competent and responsive teachers who develop nurturing relationships with both children and families. 
Prerequisite: None

ECED&190  W  3 credits  
OBSERVATION/ASSESSMENT  RE  
Practice collecting and presenting observation data of children, teaching practices and learning centers in an early childhood setting. 
Prerequisites: none

ECED 204  W  3 credits  
MUSIC AND MOVEMENT FOR YOUNG CHILDREN  E  
Provides ideas for creating movement and music programs appropriate for young children. The course emphasizes singing, movement, appropriate records, rhythm instruments, and other related media for creative activities throughout the day. Provides instruction on perceptual motor skills designed for young children. 
Prerequisite: None

ECED 209  F  1 credit  
EARLY CHILDHOOD MENTOR DEVELOPMENT  E  
Provides an overview of the phases of the mentor coach process. Includes instruction in the techniques of reflective practice, the benefits for the mentor partners, and the setting of goals and objectives which align with personal and organization values. 
Prerequisite: Instructor approval required.

ECED 219  Sp  3 credits  
MATH, SCIENCE, & COMPUTERS FOR YOUNG CHILDREN  RE  
Designed to provide a working knowledge and understanding of math, science and computer concepts, developmentally appropriate activities and sequencing for the individual child as well as group experiences. 
Prerequisite: None

ECED 220  W  3 credits  
ARTS AND CRAFTS FOR YOUNG CHILDREN  E  
Prepares students to present a developmentally appropriate creative art program to young children. Class will cover child developmental growth and the exploration of art process through media and materials. 
Prerequisite: None

ECED 261  F  3 credits  
PRACTICUM IV/PRINCIPLES  RE  
Students will study the guiding Principles of Early Childhood Education and will have the opportunity to gradually assume the role of a lead teacher with a group of young children. Students observe and plan activities under the guidance of a mentor teacher and will also attend agency staff meetings. This course requires 11 hours of lecture and 66 hours of clinical in an approved early childhood setting. 
Prerequisites: EDUC & 115, EDUC & 130, ECED & 105, ECED & 107, ECED & 120, ECED & 190, completed with a C or better and ENGL 099 (was ENGL 100)

ECED 262  W  3 credits  
PRACTICUM V/PRACTICE  RE  
Students will employ the guiding Practices of Early Childhood Education and will have the opportunity to assume the role of a lead teacher with a group of young children. Students observe and plan activities under the guidance of a mentor teacher and will also attend agency staff meetings. This course requires 11 hours of lecture and 66 hours of clinical in an approved early childhood setting. 
Prerequisites: ECED 261

ECED 263  Sp  3 credits  
PRACTICUM VI/PROFESSIONALISM  RE  
Students will explore the Profession Code of Conduct as outlines by the National Association of Education of Young Children (NAEYC) and its application in the workplace. Students will have the opportunity to assume an in-depth role of a lead teacher with a group of young children. Students observe, assess and plan activities under the guidance of a mentor teacher and will also attend agency staff meetings. This course requires 11 hours of lecture and 66 hours of clinical in an approved early childhood setting. 
Prerequisites: ECED 262