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
Covers licensing requirements for early learning lead teachers and family home child care providers, STARS 30 hour basics course recognized in the MERIT system. Topics include child growth/development, cultural responsiveness, community resources, guidance, health/safety/nutrition and professional practices.

ECED&105 F,Sp 5 credits
INTRODUCTION TO EARLY CHILDHOOD EDUCATION
Explores the foundations of early childhood education. Examine theories defining the field, issues, trends, best practices, and program models. Observe children, professionals and programs in action. Prerequisites: None
Prerequisites: None Concurrent requirements: None

ECED&107 F,Sp 5 credits
HEALTH/SAFETY/NUTRITION
Introduces implementation of equitable health, safety and nutrition standards for the growing child in group care. Focus on federal Child Care Block Grant funding (CCDF) requirements, WA state licensing and Head Start Performance standards. Develop skills necessary to keep children healthy & safe, report abuse & neglect, and connect families to community resources. Students will also obtain First Aid/CPR & Bloodborne Pathogen certification. Prerequisites: None
Prerequisites: None Concurrent requirements: None Concurrent requirements: 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,W,Sp 2 credits
PRACTICUM-NURTURING REL
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.
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<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ECED 128</td>
<td>3 credits</td>
<td>PRACTICUM III/LEARNING STORIES RE</td>
<td>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&amp;190 and ECED 127 with a grade of C or better, or instructor permission.</td>
</tr>
<tr>
<td>ECED&amp;132</td>
<td>3 credits</td>
<td>INFANTS/TODDLER CARE RE</td>
<td>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 retentive care. Prerequisites: None</td>
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<tr>
<td>ECED&amp;134</td>
<td>3 credits</td>
<td>FAMILY CHILDCARE MANAGEMENT RE</td>
<td>Explores how to manage a family childcare program. Topics include: licensing requirements, record-keeping, relationship building, communication strategies, guiding behavior, and promoting growth and development. Prerequisites: None</td>
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<tr>
<td>ECED 136</td>
<td>1 credit</td>
<td>INFANT/TODDLER SOCIAL &amp; EMOTIONAL DEVELOPMENT E</td>
<td>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</td>
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<tr>
<td>ECED 137</td>
<td>1 credit</td>
<td>INFANT/TODDLER ENCOURAGING HEALTHY PHYSICAL DEV E</td>
<td>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</td>
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<tr>
<td>ECED 138</td>
<td>1 credit</td>
<td>INFANT/TODDLER RESPONSIVE LEARNING ENVIRONMENT E</td>
<td>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</td>
</tr>
<tr>
<td>ECED&amp;139</td>
<td>3 credits</td>
<td>ADMINISTRATION OF ECE RE</td>
<td>Covers administrative skills required to develop, operate, manage and improve early childhood education and care programs. Discusses basic business management skills. Explores and supports for meeting Washington State licensing and professional NAEYC standards. Prerequisites: None</td>
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<tr>
<td>ECED&amp;160</td>
<td>5 credits</td>
<td>CURRICULUM DEVELOPMENT RE</td>
<td>Investigates learning theory, program planning, tools and methods for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in children birth through age 8 utilizing developmentally appropriate and culturally responsive practice. Prerequisites: None</td>
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<tr>
<td>ECED&amp;170</td>
<td>3 credits</td>
<td>LEARNING ENVIRONMENTS RE</td>
<td>Focuses on the adult's role in designing, evaluating, and improving indoor and outdoor environments that ensure quality learning, nurturing experiences, and optimize the development of young children. Prerequisite: None</td>
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<tr>
<td>ECED&amp;180</td>
<td>3 credits</td>
<td>LANGUAGE AND LITERACY E</td>
<td>Examines 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. Prerequisites: None</td>
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<tr>
<td>ECED 186</td>
<td>3 credits</td>
<td>SOCIAL-EMOTIONAL GROWTH AND SOCIALIZATION E</td>
<td>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</td>
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<tr>
<td>ECED 187</td>
<td>3 credits</td>
<td>COGNITIVE &amp; LANGUAGE DEVELOPMENT-INFANT&amp; TODDLER E</td>
<td>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</td>
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ECED 188  3 credits
GROUP CARE FOR INFANTS & TODDLERS  
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  F,Sp  3 credits
OBSERVATION AND ASSESSMENT  
Covers collecting and recording observation and assessment data in order to plan for and support the child, the family, the group, and the community. Practice reflection techniques, summarizing conclusions, and communicating findings. Prerequisites: None
Prerequisites: None Concurrent requirements: None

ECED 204  W  3 credits
MUSIC AND MOVEMENT FOR YOUNG CHILDREN  
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 219  Sp  3 credits
MATH, SCIENCE, & COMPUTERS FOR YOUNG CHILDREN  
Investigates learning theory and its relationship to the development of fundamental concepts and skills used in the areas of math, science and technology. Explores how to create opportunities for children to recognize the presence of math and science in everyday activities that promote an interest in scientific thinking. Examines how the use of technology can enhance teaching methods and support active learning. Prerequisites: None
Prerequisites: None Concurrent requirements: None

ECED 220  W  3 credits
ARTS AND CRAFTS FOR YOUNG CHILDREN  
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  
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  
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  
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

ECED 301  F  2 credits
FIELD EXPERIENCE I THEORY (NON-CERT OPTION)  
Provides content to support and enhance ECED 311 Field Experience I. Topics include anti-bias education, reflective practice, state standards, effective instructional strategies, and implementing learning experiences across disciplines. Additional topics may be presented as needed. This course is taken concurrently with ECED 311.
Prerequisites: None Concurrent requirement: ECED 311
<table>
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<tr>
<td>ECED 302</td>
<td>W</td>
<td>2</td>
<td>Provides content to support and enhance ECED 312 Field Experience II. Topics include: Supporting Language and Literacy development, designing interdisciplinary learning opportunities, NAEYC Professional Code of Ethics, and school to family connections. Additional topics may be presented as needed. Taken concurrently with ECED 312. Prerequisites: ECED 301 and ECED 311 Concurrent requirement: ECED 312</td>
</tr>
<tr>
<td>ECED 303</td>
<td>Sp</td>
<td>2</td>
<td>Provides content to support and enhance ECED 313 Field Experience III. Topics include: math acquisition and classroom management. Additional topics may be presented as needed. Taken concurrently with ECED 313. Prerequisites: ECED 302 and ECED 312 Concurrent requirement: ECED 303</td>
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<tr>
<td>ECED 311</td>
<td>F</td>
<td>4</td>
<td>Provides the first of six experiences working in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected teacher. Emphasizes developing a classroom community through an anti-bias approach. Incorporates the standards for professional teacher behavior as outlined by NAEYC. First course in a series of six ECED courses for the non-certificated option, taken concurrently with ECED 301. Prerequisites: None Concurrent requirements: ECED 301</td>
</tr>
<tr>
<td>ECED 312</td>
<td>W</td>
<td>4</td>
<td>Continues the field experience in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected teacher. Emphasizes literacy and language acquisition, family engagement, and professional ethics. Second of six field experience courses for the non-certificated option, taken concurrently with ECED 302. Prerequisites: ECED 301 and ECED 311 Concurrent requirement: ECED 302</td>
</tr>
<tr>
<td>ECED 313</td>
<td>Sp</td>
<td>4</td>
<td>Continues the field experience working in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes math acquisition and classroom management strategies. Third of six field experiences for the non-certificated option, taken concurrently with ECED 303. Prerequisites: ECED 302 and ECED 312 Concurrent requirement: ECED 303</td>
</tr>
<tr>
<td>ECED 401</td>
<td>F</td>
<td>2</td>
<td>Provides content to support and enhance ECED 411 Student Teaching I. Topics include science inquiry, professional collaboration and positive guidance techniques in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 411. Prerequisites: ECED 303 and ECED 313 Concurrent requirement: ECED 411</td>
</tr>
<tr>
<td>ECED 402</td>
<td>W</td>
<td>2</td>
<td>Provides content to support and enhance ECED 412 Student Teaching II. Topics include social studies, assessing children’s progress and differentiating instruction in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 412. Prerequisites: ECED 401 and ECED 411 Concurrent requirement: ECED 412</td>
</tr>
<tr>
<td>ECED 403</td>
<td>Sp</td>
<td>2</td>
<td>Provides content to support and enhance ECED 413 Student Teaching III. Topics include: literacy, professionalism and issues and trends in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 413. Prerequisites: ECED 402 and ECED 412 Concurrent requirement: ECED 413</td>
</tr>
<tr>
<td>ECED 411</td>
<td>F</td>
<td>4</td>
<td>Advances the field experience working in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes science inquiry, professional collaboration and positive guidance techniques. Fourth of six field experiences for the non-certificated option. Taken concurrently with ECED 401. Prerequisites: ECED 303 and ECED 313 Concurrent requirement: ECED 401</td>
</tr>
</tbody>
</table>
ECED 412  W  4 credits
STUDENT TEACHING II (NON-CERTIFICATE OPTION)
Advances the field experience to autonomous student teaching in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected teacher. Emphasizes social studies, assessing children's progress and differentiating instruction in the early childhood setting. Fifth of six field experience courses for the non-certificate option. Taken concurrently with ECED 402.
Prerequisites: ECED 401 and ECED 411 Concurrent requirement: ECED 402

ECED 413  Sp  4 credits
STUDENT TEACHING III (NON-CERTIFICATE OPTION)
Culminates the field experience with autonomous student teaching in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes literacy, professionalism and issues and trends in early childhood education. Sixth of six field experience courses for the non-certificate option. Taken concurrently with ECED 403.
Prerequisites: ECED 402 and ECED 412 Concurrent requirement: ECED 403

ECED 439  Sp  4 credits
ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION
Explores current issues and interests in the field of early childhood. Topics may include early childhood perspectives on contemporary issues and deeper investigation of topics covered in previous courses, such as adverse childhood experiences (ACE’S). Topics may include health care, war and political instability, poverty, geographic displacement, access to education and additional current issues. Prerequisites: None
Prerequisites: None Concurrent requirements: None
Concurrent requirements: None