

# Early Childhood Education (ECED)

## **ECED& 100 Child Care Basics** **3 credits**

**Quarter(s): S, F, W, Sp**

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.

Prerequisites: None

## **ECED& 105 Introduction to Early Childhood Education** **5 credits**

**Quarter(s): S, W**

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 Concurrent requirements: None

## **ECED& 107 Health/Safety/Nutrition** **5 credits | REEL**

**Quarter(s): F, Sp**

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 Concurrent requirements: None

## **ECED& 120 Practicum-Nurturing Relationships** **2 credits**

**Quarter(s): F, W, Sp**

Presents the fundamentals of how to establish nurturing, supportive relationships with all children and professional peers in an early learning setting. Focus on children's health & safety, promoting growth & development, and creating a culturally responsive environment.

Prerequisites: None Concurrent requirements: None

## **ECED& 132 Infants/Toddlers Care** **3 credits | REEL**

**Quarter(s): W**

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 Concurrent requirements: None

**ECED& 134 Family Child Care****3 credits | REEL****Quarter(s): W**

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  
Concurrent requirements: None

**ECED& 139 Administration of ECE****3 credits | REEL****Quarter(s): W**

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  
Concurrent requirements: None

**ECED& 160 Curriculum Development****5 credits | REEL****Quarter(s): F**

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  
Concurrent requirements: None

**ECED& 170 Learning Environments****3 credits | REEL****Quarter(s): W**

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  
Concurrent requirements: None

**ECED& 180 Lang/ Literacy Develop****3 credits****Quarter(s): Sp**

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

**ECED& 190 Observation/Assessment****3 credits | REEL****Quarter(s): F, Sp**

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  
Concurrent requirements: None

### **ECED 116 Guiding Behavior of Young Children**

**1 credit**

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 Building Bridges: The Encouraging Classroom**

**1 credit**

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 Building Bridges: Positive Guidance**

**1 credit**

Focuses on positive communication and direct guidance techniques to support children's social/emotional development and strategies for specific challenging behaviors.

Prerequisite: None

### **ECED 136 Building Bridges: Infant/Toddler Social & Emotional Development**

**1 credit**

Provides the 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.

### **ECED 225 STEAM in Early Childhood**

**5 credits | REEL**

**Quarter(s): W**

Investigates the importance of STEAM (Science, Technology, Engineering, Art, and Math) in early childhood settings and curriculum. Students will explore methods for promoting scientific discovery and learning, integrating science and technology, the elements of art, and developing mathematical concepts in an early childhood setting. Effective strategies to incorporate STEAM into curriculum and everyday activities with young children will be studied.

Prerequisites: None

### **ECED 261 Practicum IV/Principles**

**3 credits | REEL**

**Quarter(s): F**

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 Practicum V/Practice****3 credits | REEL****Quarter(s): W**

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 Practicum VI/****Professionalism****3 credits | REEL****Quarter(s): Sp**

Students will explore the Profession Code of Conduct as outlined 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 288 Cooperative Work****Experience****1-15 credits**

Provides work-based learning experience in a specific program of study. Individualized student outcomes are developed, focusing on behaviors that contribute to workplace success. Prerequisites: Instructor or Cooperative Education Coordinator permission  
Concurrent requirements: COLL 289 or BUS 294 must be taken prior to or concurrent with this course.

**ECED 299 Independent Study****1-10 credits**

Offers individualized learning opportunities for knowledge or skill development. Content and expectations are established between the student and instructor, and documented in an Independent Study contract.

Prerequisites: By instructor permission only.

**ECED 301 Practicum I****4 credits | REEL****Quarter(s): W**

Provides the first 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 mentor teacher. Topics include reflective practice, developing a classroom community through an anti-bias approach, standards for professional teacher behavior as outlined by NAEYC, NAEYC Professional Code of Ethics and effective instructional strategies. Additional topics may be presented as needed. Requires 99 hours of field experience in an early care and education environment.

Prerequisites: None

**ECED 302 Practicum II****4 credits | REEL****Quarter(s): Sp**

Continues the field experience in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected mentor teacher. Topics include school to family connections and professional relationships. Additional topics may be presented as needed. Requires 99 hours of field experience in an early care and education environment.

Prerequisites: Completion of ECED 301 with a C or better

**ECED 401 Reflective Practice I/****Coaching & Mentoring****1 credit | REEL****Quarter(s): F**

Provides content to support and enhance ECED 411 Student Teaching I. Explore how to build professional relationships, use professional written and oral communication, adult learning styles in early care and education settings. Additional topics may be presented as needed. Taken concurrently with ECED 411.

Prerequisites: Completion of ECED 302 with a C or better Co-requisite: ECED 411

**ECED 402 Reflective Practice II/****Leadership****1 credit | REEL****Quarter(s): W**

Provides content to support and enhance ECED 412 Student Teaching II. Topics include the various leadership styles, and the importance of emotional intelligence, resilience, optimism, and reflective practice in early care and education settings. Additional topics may be presented as needed. Taken concurrently with ECED 412.

Prerequisites: Completion of ECED 401 & 411 with a C or better Co-requisite: ECED 412

**ECED 403 Reflective Practice III/****Advocacy****1 credit | REEL****Quarter(s): Sp**

Provides content to support and enhance ECED 413 Student Teaching III. Topics include professionalism, ethical practice, understanding of current governmental and community supports for children and families, and current issues that impact children and families. Students will develop an action plan to advocate in response to identified needs. Additional topics may be presented as needed. Taken concurrently with ECED 413.

Prerequisites: Completion of ECED 402 & 412 with a C or better Co-requisite: ECED 413

**ECED 411 Student Teaching I****5 credits | REEL****Quarter(s): F**

Advances the experience working in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected mentor teacher. Emphasizes professional collaboration and positive guidance techniques. First of three student teaching experiences for the non-certificate option. Requires 165 hours in a pre-k through 3rd grade classroom. Taken concurrently with ECED 401.

Prerequisites: Completion of ECED 302 & 312 with a C or better Co-requisite: ECED 401

**ECED 412 Student Teaching II****5 credits | REEL****Quarter(s): W**

Advances the student teaching 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 mentor teacher. Emphasizes child observation, documentation and assessment in an early care and education setting. Second of three student teaching experience courses for the non-certificate option. Requires 165 hours in a pre-k through 3rd grade classroom. Taken concurrently with ECED 402.

Prerequisites: Completion of ECED 401 & 411 with a C or better Co-requisite: ECED 402

**ECED 413 Student Teaching III****5 credits | REEL****Quarter(s): Sp**

Culminates the student teaching experience with autonomous student teaching in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes professionalism, and issues and trends in early care and education. Third of three student teaching experience courses for the non-certificate option. Requires 165 hours in a pre-k through 3rd grade classroom. Taken concurrently with EDUC 403.

Prerequisites: Completion of ECED 402 & 412 with a C or better Co-requisite: ECED 403

**ECED 439 Issues and Trends in Early Childhood Education****5 credits | REEL****Quarter(s): W**

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 (ACES), health care, war and political instability, poverty, geographic displacement, access to education and additional current issues.

Prerequisites: None