

Associate in Science Early Childhood Education Program - Career Option

To graduate in the Early Childhood Education - Career Option program, a student must complete the following required course of study.

Course #	Course Title	Credits	Prerequisites	Semester Offered	Semester Taken	Grade Earned
First Semester						
ENL101	English Composition I	3	Appropriate scores in Reading Comprehension & in Sentence Skills on CPT or grade of C or better in ENL020 & ENL050 or ESL201	Fall, Spring, Summer		
ECE100	Intro. to Early Childhood Education	3	ENL020 & ENL050 or satisfactory basic skills assessment scores	Fall, Spring		
PSY101	General Psychology	3	ENL020 & ENL050 or satisfactory basic skills assessment score	Fall, Spring, Summer		
SOC106	Principles of Sociology	3	ENL020 & ENL050 or satisfactory basic skills assessment score	Fall, Spring, Summer		
	Mathematics/Quantitative Reasoning* (or) Natural or Physical Science	3 (or) 4				
Second Semester						
ENL102	English Composition II	3	A grade of C- or higher in ENL101	Fall, Spring, Summer		
ECE105	Intro. to Children with Special Needs	3	ECE100 or PSY201	Fall, Spring		
ECE201	Preschool Curriculum Planning	3	ECE100 or PSY201	Fall, Spring		
PSY201	Child Psychology	3	PSY101	Fall, Spring, Summer		
	Mathematics/Quantitative Reasoning* (or) Natural or Physical Science	3 (or) 4				
Third Semester						
ENL120	Introduction to Children's Literature	3	ENL101	Fall, Spring, Summer		
ECE202	Advanced Curriculum Development: Creative Experiences for Early Childhood Education	3	ECE201	Fall, Spring		
ECE206	Field Experience in Early Childhood Education	1	ECE100 and ECE200 or ECE201	Fall, Spring		
ECE221	Classroom Management: Skills & Strategies for EC Teachers	3	ECE110 or PSY201	Fall, Spring		
ECE291	Leadership & Management in ECE	2	ECE110 or PSY201	Spring		
COM103	Human Communication	3	ENL010 or ESL102 or satisfactory basic skills assessment score	Fall, Spring, Summer		
Fourth Semester						
SOC210	Marriage and Family	3	SOC106	Fall		
SOC215	Social Problems		(or) SOC106	Fall, Spring, Summer		
SOC208	Race, Gender, and Class in the US		(or) SOC106	Spring, Summer		
ECE230	Practicum in Early Childhood Education	6	ECE105, ECE201, PSY201, (ECE200 or ECE202) & a minimum 2.0 GPA in ECE courses	Fall, Spring		
	Early Childhood Education Elective	3				
	Elective	3				
Total Credits		60				

Early Childhood Education Electives
ECE115. Literacy and the Young Child
ECE200. Teaching Infants and Toddlers

ECE211. Curriculum Strategies for Teaching Math and Science to Young Children
ECE242. Selected Topics in Early Childhood Education

* Please refer to the policy statement of Criminal Offender Record Information and Sex Offender Registry Information checks.

Associate in Science

Early Childhood Education Program – Career Option

The National Association for the Education of Young Children (NAEYC) has awarded the Early Childhood Education Program at Cape Cod Community College full seven-year accreditation, the first such award in the state of Massachusetts and among the very first Associate Degree programs in the entire country to receive such recognition. The NAEYC Early Childhood Associate Degree Accreditation system sets a national standard of excellence for early childhood programs that prepare teachers at the associate degree level.

Overview

This program is designed for students who are interested in working with young children. Graduates of the program may work in a variety of child care settings in both private and public schools.

Career Outlook

Upon completion of this program, the student is qualified to work in a licensed child care facility. Graduates also work in summer camps and as assistants in public schools. The program meets the requirements of the Massachusetts Office of Child Care Services.

Program Outcomes

Upon completion of the Early Childhood Education program, students are able to:

- Promote child development and learning.
- Build family and community relationships.
- Observe, document, and assess in support of young children and families.
- Build meaningful curriculum.
- Become a professional.

Early Childhood Education – Technical Standards

The following information is being provided as required by the Federal Government Section 504 of the Rehabilitation Act of 1973 in response to the American with Disabilities Act.

In order to successfully complete the Early Childhood Education Program, certain cognitive, physical and behavioral capabilities, as specified in the U.S. Department of Labor Core Tasks and Massachusetts Department of Early Education and Care regulations, are required in course work and as part of your field experience. **Early Childhood Education students must be able to satisfy these essential program standards with or without a reasonable accommodation in order to enroll in to and successfully progress through the program. These include:**

• Communication

Early Childhood teachers must be able to communicate effectively in English with children, families, colleagues, and others in the community.

1. **Speaking** - Talking clearly to others to convey information effectively.
2. **Oral Expression** - The ability to orally communicate information and ideas clearly so others will understand.
3. **Oral Comprehension** - The ability to listen to and understand information and ideas presented through spoken words and sentences.
4. **Writing** - Communicating clearly and effectively in writing as appropriate for the needs of the audience.
5. **Social Perceptiveness** - Being aware of others' reactions and understanding why they react as they do.
6. **Reading** - Read and understand written materials.

• Cognitive Performance

Early Childhood teachers must be able to think independently to solve problems in the classroom to support children's development and learning and keep children safe.

1. **Problem Sensitivity** - The ability to tell when something is wrong or is likely to go wrong.
2. **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
3. **Judgment and Decision Making** - Considering the relative costs and benefits of potential actions to choose the most appropriate one. Remaining calm and thinking logically and effectively under emergency circumstances
4. **Complex Problem Solving** - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
5. **Speed of Closure** - The ability to quickly make sense of, combine, and organize information into meaningful patterns.
6. **Management of Time** - Effectively manage time for self and others.

• Behavioral Performance

Early Childhood teachers must be able to combine their knowledge, skills, and abilities to perform many tasks and meet state regulations for early childhood programs.

1. **Establishing and Maintaining Interpersonal Relationships** - Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. **Resolving Conflicts and Negotiating with Others** - Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
3. **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
4. **Evaluating Information to Determine Compliance with Standards** - Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
5. **Documenting/Recording Information** - Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

• Physical

Early Childhood teachers must be able to keep children safe during inside and outside play and activities, including evacuation drills, as well as attend to their physical needs, including feeding, changing clothing and diapers, and providing medication.

1. **Near Vision** - The ability to see details at close range (within a few feet of the observer) and recognize differences between colors, shades, and brightness.
2. **Far Vision** - The ability to see details at a distance and recognize differences between colors, shades, and brightness.
3. **Performing General Physical Activities** - Performing physical activities that require considerable and extended use of your arms and legs and moving your whole body, such as standing for long periods of time, running, climbing, lifting, balancing, walking, stooping, and handling of materials; use muscles to lift, push, pull, or carry heavy objects; use one or two hands to grasp, move, or assemble objects; and use fingers to grasp, move, or assemble very small objects.
4. **Assisting and Caring for Others** - Providing personal assistance, medical attention, emotional support, or other personal care to children.