

Early Childhood Education Certificate - Infant & Toddler Concentration

Course #	Course Title	Credits	Prerequisites	Semester Offered	Semester Taken	Grade Earned
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 scores	Fall, Spring, Summer		
PSY201	Child Psychology	3	PSY101	Fall, Spring, Summer		
ECE105	Intro. to Children with Special Needs	3	ECE100 or PSY201	Fall, Spring		
ECE200	Teaching Infants and Toddlers	3	PSY201 or ECE100	Spring		
ECE230	Practicum in Early Childhood Education	6	ECE105, ECE201, PSY201*, (ECE200 or ECE202) & a minimum 2.0 GPA in ECE courses	Fall, Spring		
Total Credits		21				

* Currently employed early childhood education and care personnel should contact the coordinator of the Early Childhood Education program to discuss alternate options to meeting this requirement.

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

Overview

The Early Childhood Education certificates are designed to provide focused training in Early Childhood Education. Participants can elect either a preschool or an infant and toddler concentration. Students already employed in the field can use their centers as placement sites for the Practicum.

Certificate holders are eligible to apply to the Massachusetts Office of Child Care Services for teacher certification. All courses can be transferred into the Early Childhood Education Associate in Science degree at Cape Cod Community College.

Career Outlooks

This occupational profile is provided by O*NET.
www.onetonline.org/find/quick?s=Early+Childhood+Education

Gainful Employment

[The Gainful Employment Program Regulations](#) provide students with the information they need to make informed educational choices including total program costs, loan repayment rates, and career outlooks.

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.

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- **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.
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"**All children** means *all* children with developmental delays or disabilities, children who are gifted and talented, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs".

National Association for the Education of Young Children
