Early Childhood Education Program Outcomes
Upon completion of the Early Childhood Education Program students will be able to:

I. Promote Child Development and Learning
   1. Apply the whole child model to all aspects of their practice (observations, lesson plans, field work, etc), including the cognitive, social, emotional, and physical development of children of all abilities
   2. Apply specific theories of child development to their practice, including Erik Erikson, Jean Piaget, and Lev Vygotsky
   3. Develop communication skills in writing and speaking about child development topics
   4. Create a developmentally supportive classroom that meets the needs of all children, including health and safety issues and DAP guidance and classroom management strategies

II. Build Family and Community Relationships
   1. Apply concepts of diversity and anti-bias curriculum to relationships with families and the community
   2. Develop communication skills with families and people in the community
   3. Use community resources to benefit children and families, including referral services for special needs, child abuse and neglect, and children and families under stress

III. Observe, Document, and Assess to Support Young children and Families
   1. Observe, record, and analyze ECE programs, activities, and individual children (including running records, anecdotes, check lists, etc)
   2. Apply observations to case studies, curriculum planning, and assessment of children and programs
   3. Describe the goals, benefits, and uses of authentic assessment

IV. Build Meaningful Curriculum
   1. Use developmentally effective approaches for children of all abilities
   2. Apply content knowledge in early education (science, math, creative arts, language, literacy, music, nutrition)
3. Develop inclusive curriculum plans to implement in the classroom

V. Become a Professional
   1. Participate in advocacy activities on behalf of children and families
   2. Collaborate with colleagues in large and small group activities
   3. Participate in continuing professional development activities in the community
   4. Apply professional ethics to all aspects of their practice with children, families, and colleagues
   5. Apply national and state standards and guidelines to their practice

Course Competencies

ECE 100 Introduction to Early Childhood Education (Required)
Students can:
   a. Define the term The Whole Child listing the areas of child development: cognitive, social, emotional, and physical (1)
   b. Summarize the first four stages of Erik Erikson’s theory of psychosocial development and Jean Piaget’s theory of cognitive development (1)
   c. Describe the implications of Erikson and Piaget for classroom practice for infants, toddlers, preschool, and school-age children (1)
   d. Describe the importance of play for child development and give examples, such as block play, sand and water play (1)
   e. Define Developmentally Appropriate Practice (DAP) (1)
   f. Recognize and describe health and safety strategies for ECE classrooms (1)
   g. Compare and contrast positive/effective and negative/ineffective approaches to classroom and behavior management (1)
   h. Describe the importance of parent/family relationships and communication in ECE programs (2)
   i. Recognize symptoms of child abuse and neglect and describe the process of mandatory reporting (2)
   j. Recognize symptoms of children under stress and describe the role of the ECE teacher in dealing with these issues (2)
   k. Describe diversity and anti-bias approaches to ECE (2)
l. Employ a variety of standard observation strategies in the ECE classroom, such as running record, anecdotal record, time sample, checklist (3)
m. Discuss the purpose and methods of child assessment in ECE (3)
n. Describe the typical early childhood classroom and list the essential activity centers (4)
o. Define inclusion in ECE programs (4)
p. Identify the NAEYC (National Association for the Education of Young Children), OCCS (Office of Child Care Services), DOE (Department of Education) and describe their relationship to the field of ECE (5)
q. Summarize Professional Ethics in ECE and the role of the teacher (5)
r. Prepare a child/family advocacy letter to an elected official (5)

ECE 105 Introduction to Children with Special Needs (Required)

Students can:
   a. Define inclusion in ECE programs (1)
   b. List categories of special needs in young children (1)
   c. Define Early Intervention and its role in ECE (2)
   d. Describe the history of inclusion in the United States
   e. Describe current national and state legislation regarding inclusion and children with special needs (5)
   f. Describe emotional and behavioral disabilities in young children (1)
   g. Describe speech and language disabilities in young children (1)
   h. Describe cognitive/developmental disabilities in young children (1)
   i. Describe physical/motor disabilities in young children (1)
   j. Describe health impairments in young children (1)
   k. Describe visual impairments in young children (1)
   l. Describe hearing impairments in young children (1)
   m. Describe the whole child development of children with special needs (1)
   n. Define the term Individual Education Plan (IEP) (4)
o. Prepare a case study of a child with special needs (3)
p. Describe the role of the teacher in communicating with parents/families of children with special needs (2)
q. Describe the role of assessment in working with children with special needs (3)
r. Describe possible modifications for a variety of special needs in an inclusion classroom (1,4)
s. Employ a variety of observation strategies to assess children and programs (3)
t. Analyze web sites and current articles relating to inclusion in early care and education (5)

ECE 201 Preschool Curriculum Planning (Required)

Students can:

a. Prepare a detailed, developmentally appropriate lesson plan for preschool-age children of varying abilities (1,4)
b. Apply whole child developmental objectives to lesson plan preparation (1,4)
c. Describe possible modifications of lesson plans for children with special needs (1,4)
d. Employ a variety of observation strategies to record and assess curriculum activities in the ECE classroom (3)
e. Apply DOE Preschool Curriculum Guidelines to lesson plan preparation (4,5)
f. Prepare and organize a collection of lesson plans into an activity resource file including art, science, math, language arts, music, cooking, and free play activities (4)
g. Construct a thematic curriculum web (4)
h. Produce a comprehensive unit plan based on a curriculum web (4)
i. Evaluate curriculum materials and lesson plans for diversity and anti-bias (2,4)
j. Compare and contrast the thematic approach to curriculum planning with the project approach (4)
k. Use natural and physical science materials to implement science guidelines (4)
l. Use math manipulatives, such as Unifix Cubes and pattern blocks to implement math guidelines (4)
m. Design teacher-made materials for language and literacy activities, such as prop boxes, felt board stories, and story stretchers (4)
n. Select nutritionally appropriate cooking and snack experiences for young children (1,4)
o. Select, use, and assess web sites for information on national and state standards, curriculum support, and advocacy for children (4,5)
p. Discuss current and ongoing issues in ECE, such as education reform and new theories and trends (5)
q. Collaborate in small group activities, in pairs and groups of 3-4 students (5)

ECE 202 Creative Experiences in Early Childhood Education (Required)

Students can:

a. Describe the importance of creativity for children and teachers in ECE programs and curriculum planning (1,4)
b. Describe Howard Gardner’s theory of Multiple Intelligence and its implications for curriculum planning (1,4)
c. Describe Lev Vygotsky’s concept of scaffolding children’s learning and its implications for classroom practice (1)
d. Compare and contrast the practice of the Italian Reggio Emilia preschools with traditional preschools in the United States (4)
e. Compare and contrast the difference between creative, child-centered activities and predetermined, teacher-directed activities in art, science, language arts, and music (4)
f. Design and implement a creative art activity with a group of young children (4)
g. Design and implement a physical science activity with a group of young children (4)
h. Evaluate an ECE classroom for creativity (3)
i. Suggest strategies for optimizing creativity in a classroom (1,4)
j. Design and produce a documentation artifact, such as a poster or a photo collection, for an art and a science activity with children (3)
k. Prepare and deliver 10-15 minute presentations to class
l. Design and produce a classroom display for a natural science topic (4)
m. Prepare a 2-4 page paper on a natural science topic (4)
n. Design and produce language art materials such as a big book (4)
o. Create a teacher resource list for a classroom project (4)
p. Create a children’s book list for a classroom project (4)
q. Collaborate in a small group project to create a classroom project plan (5)
r. Select, use, and assess web sites for information on national and state standards, curriculum support, and advocacy for children (4,5)
ECE 230 Practicum in Early Childhood Education (Required)
Students can:
  a. Identify strategies for communicating with parents/families (2)
  b. Identify barriers to parent/family communication (2)
  c. Prepare, implement, and evaluate a series of developmentally appropriate lesson plans with children in the classroom, including art, science, math, music, cooking, and language arts with whole child objectives (4)
  d. Prepare, implement, and evaluate a week-long unit or project with children in the classroom (4)
  e. Employ a variety of observation strategies for the purpose of child and program assessment, including anecdotal records and checklists (3)
  f. Apply NAEYC Code of Ethical Conduct to classroom practice (5)
  g. Apply national and state standards, regulations, and guidelines to classroom practice (5)
  h. Apply health and safety standards to classroom practice (1)
  i. Discuss current issues in Early Care and Education (5)
  j. Apply principles of DAP to free-play activities in the classroom (1,4)
  k. Practice professionalism in the placement: follow personnel policies, maintain positive relationships with other staff members, come prepared to classroom daily (5)
  l. Analyze current articles relating to early care and education (5)
  m. Use appropriate voice and language with children, parents, and staff (1,2,5)
  n. Use appropriate guidance and classroom management strategies (1)
  o. Apply strategies for inclusion of children with special needs as needed in the classroom (1,4)
  p. Select, use, and assess web sites for information on national and state standards, curriculum support, and advocacy for children and families (4,5)
  q. Prepare a personal statement of philosophy of education (5)

ECE 200 Teaching Infants and Toddlers (Elective)
Students can:
  a. Identify qualities of DAP infant and toddler (I/T) care (1)
  b. Describe health and safety issues in I/T care (1)
  c. Describe quality physical environment for I/T care (1)
d. Describe the role of the I/T teacher in parent/family communication (2)
e. Describe DAP curriculum in I/T care (4)
f. Describe DAP classroom and behavior management strategies in I/T care (1)
g. Describe the diversity and anti-bias perspective to working with families (2)
h. Summarize infant emotional development (1)
i. Summarize I/T language development (1)
j. Summarize toddler physical development (1)
k. Summarize toddler cognitive development (1)
l. Describe qualities of a professional I/T caregiver (1,5)
m. Define Early Intervention for children with special needs and its importance to I/T care (5)
n. Discuss common problems and solutions in I/T care. (5)
o. Employ a variety of observation strategies for individual child and program assessment (3)
p. Plan a daily I/T schedule (1)
q. Prepare a floor plan for an I/T classroom (1)
r. Create a parent/family communication plan for an I/T classroom (2)
s. Create an inclusion plan for an I/T classroom (1,4)
t. Prepare a series of DAP lesson plans for an I/T classroom (4)
u. Create a DAP toy for an I/T (4)
Program Mission Statement

Cape Cod Community College Early Childhood Education Program is an integral member of the Early Care and Education community of Cape Cod and the Islands. The program provides certificate and associate degree opportunities as well as ongoing professional development for pre-service and in-service teachers of young children from birth through age 7 through a combination of early childhood courses, field work, and a strong liberal arts foundation. Program graduates prepare to work in all sectors of the local child care community, including Head Start, public and private preschools, as well as state licensed group and home child care for infants, toddlers, preschool and school-age children.

The program also serves as a step on a career ladder leading to a Bachelor’s degree or higher in a variety of careers such as Early Intervention, child psychology, and teaching K-2 in a public or private school.

The program philosophy encompasses Developmentally Appropriate Practice informed by national standards and state guidelines. Students are expected to develop a professional attitude with an understanding of global issues and a vision for the future.