

Early Childhood Education

- ECED 101 Guiding Children's Behavior 3 credits**
This course provides the student with an introduction to principles involved with positive guidance in the young child (through age eight). Strong relationships, positive interactions between adults and children, along with effective learning environments are explored. The influence of culture, customs, family, peers, and community and their effect on children's behavior are studied. A grade of C or higher is required for graduation.
- ECED 102 Development in Early Childhood 3 credits**
This course introduces the student to a child's developmental growth from pre-natal stages to seven years of age. Developmental landmarks are studied as they relate to an early childhood setting. The importance of recognizing individual as well as cultural differences and various rates and patterns of growth is emphasized. A grade of C or higher is required for graduation.
- ECED 105 Introduction to Early Childhood Education 3 credits**
This course gives the beginning student in early education an overview of early childhood education from a philosophical, historical, multicultural, and economic point of view. Students gain understanding of how early childhood education has influenced the profession. 8 hours of observation in 4 different types of early childhood programs are required to complete this course.
- ECED 111 Early Childhood Curriculum: A Multi-Cultural Perspective 3 credits**
Attribute: GL
The course explores the development and implementation of curriculum in an early childhood setting. It facilitates ways of integrating differing languages, customs, and traditions into the curriculum so children develop greater self-esteem and a broader understanding and appreciation of their own ethnic heritage and the ethnic heritage of others. The instructor and students design activities to reflect this multi-cultural perspective. A grade of C or higher is required for graduation.
Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher; or departmental approval. This course meets the requirement for the Guiding Children's Behavior/Inclusive Practices in the ECE Foundational Certificate.
- ECED 112 Health, Nutrition, and Safety Needs of the Young Child 3 credits**
The dynamics of health, safety, and nutrition as they relate to the child's development and environment is explored. The student identifies problems that may occur in an early childhood setting: poor nutrition, safety dangers, or child abuse. Advocacy for young children is encouraged. As advocates, students develop methods of assessment, reporting, and referral. The student is introduced to first-aid techniques by the completion of the course. A grade of C or higher is required for graduation.
- ECED 150 CDA Program and Practices 3 credits**
This course introduces students to the CDA (Child Development Associate) Competency standards, designated by the Council for Professional Recognition. Students enhance their knowledge of developmentally appropriate practices and curriculum for children birth through age eight. Specific focus includes the six competency goals and 13 functional areas of CDA. Emphasis is placed on preparing the CDA Professional Portfolio, with supporting competency statements. A grade of C or higher is required for graduation.
Prerequisites: ECED 101 Positive Guidance, ECED 102 Development in Early Childhood, and either ECED 111 Early Childhood Curriculum: A Multi-Cultural Perspective or ECED 231 Infant and Toddler Curriculum, all completed with a grade of C or higher; or departmental approval. Co-requisite: Current ECE work verification (minimum of one year) in an Infant, Toddler, Preschool, or Family Child Care setting in MA; or departmental approval.
- ECED 201 Administration, Supervision, and Management of Child Care Programs 3 credits**
This course emphasizes the importance of thoughtful planning and administration for the success of early childhood programs. Special attention is given to understanding organizational structure; budgeting; and personnel recruitment, selection, and supervision. Ways to develop and implement philosophical goals and their relationship to the children, families, staff, and the community are discussed. All Massachusetts state standards, guidelines, and licensing regulations are thoroughly covered. A grade of C or higher is required for graduation.
Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher; or ECED 105 Introduction to Early Childhood Education with a grade of C or higher, or PSYC 202 Child Psychology; or departmental approval.
- ECED 211 Child Care Policies and Issues 3 credits**
This course is designed to give the participant an overview of the growing field of early childhood. Topics focus on a variety of issues such as administration, child abuse, laws and regulations, and historical and social issues as they relate to early childhood today. A grade of C or higher is required for graduation.
Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher, ECED 105 Introduction to Early Childhood Education with a grade of C or higher, or PSYC 202 Child Psychology; or departmental approval.
- ECED 217 The Young Child with Special Needs 3 credits**
This course acquaints teachers with ways of integrating the young child with special needs into the regular early childhood program. It examines ways of assessing and identifying characteristics of the young child with special needs or the child at risk. Topics include

planning and program development, modifying classroom environment, and working with parents and community resources. A grade of C or higher is required for graduation.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher, ECED 105 Introduction to Early Childhood Education completed with a grade of C or higher, or PSYC 202 Child Psychology; or departmental approval.

ECED 231 Infant/Toddler Curriculum 3 credits

This course explores how the development stages relating to the first three years should impact the care of infants and toddlers. The student examines physical, psychological, linguistic, and cognitive development from birth to age three. Emphasis is placed on designing developmentally-appropriate activities; understanding the importance of health, nutrition, and feeding practices; equipping space; and nurturing self-esteem in the early childhood setting.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher or PSYC 202 Child Psychology; or departmental approval. This course meets the curriculum requirement in the ECE Foundational Certificate.

ECED 280 Practicum I in Early Childhood Education 3 credits

The student is placed at one early childhood setting, which could include: an early school grade, a child care center, or a Head Start program. The age group for this practicum is one of the following: B-3, 3-5, or 5-8. The student works under the supervision of a lead teacher for 150 hours per semester. The student keeps a journal and completes written observations. Student interns participate in a variety of experiences reflective of the community. Field experiences begin with observation and increase to planning activities for individuals or small groups as well as management of the whole group for a portion of the placement. A grade of B- or higher is required for graduation.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher and ECED 111 Early Childhood Curriculum: A Multicultural Perspective with a grade of C or higher. Co-requisite: ECED 285 Seminar I in Early Childhood Education.

ECED 285 Seminar I in Early Childhood Education 2 credits

Formerly ECED 407. The students meet twice a week to discuss the practicum experience, exchange ideas, and share concerns. Conference sessions are included during the seminar. Members of our diverse cultural community are invited to share their knowledge with students. A grade of B- or higher is required for graduation. Co-requisite: ECED 280 Practicum I in Early Childhood Education or departmental approval.

ECED 290 Practicum II in Early Childhood Education and Administration 3 credits

Formerly ECED 405. The student is placed in one early education setting that could include: an early school grade, a child care center, or a Head Start program. The age group for this practicum is one of the following: B-3, 3-5, or 5-8. Both the type of program and the age group will differ from the ECED 280 Practicum I experience. A minimum of 12 hours per week, for a total of 150 hours, is required. Management skills such as personnel hiring, supervision, and evaluation, as well as understanding the regulations that govern group care are developed. The student will also understand the importance of addressing multicultural issues, parents and community support, and interaction, and assume the responsibilities for the full range of teaching and care giving. A grade of B- or higher is required for graduation.

Prerequisites: ECED 280 Practicum I in Early Childhood Education (formerly ECED 401) and ECED 285 Seminar I in Early Childhood Education (formerly ECED 407) both completed with a grade of B- or higher; or departmental approval. Pre/ Co-requisite: ECED 201 Administration, Supervision, and Management of Child Care Programs with a grade of C or higher. Co-requisite ECED 295 Seminar II in Early Childhood Education.

ECED 295 Seminar II in Early Childhood Education and Administration 2 credits

Formerly ECED 408. The students meet twice a week to discuss the practicum experience, exchange ideas, and share concerns. Conference sessions will be included during the seminar. Members of our diverse cultural community are invited to share their knowledge with students. The focus includes administration and management topics. A grade of B- or higher is required for graduation.

Prerequisite: ECED 285 Seminar I in Early Childhood Education (formerly ECED 407) completed with a grade of B- or higher. Co-requisite: ECED 290 (formerly ECED 405) Practicum II in Early Childhood Education and Administration or departmental approval.

ECED 400 Special Study in Child Care 1 credit

This course involves independent work on a selected topic under the direction of members of the Early Childhood Education Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.