



Early Childhood Education at White Mountains Community College

[Early Childhood Education Home Page](#)

Note: To print this page, [click here](#).

The field of early childhood education is growing and changing rapidly, and we are responding to the educational and programmatic needs of New Hampshire's youngest citizens. With the increasing demand for family child care providers, lead teachers in preschools, educational assistants in classrooms, early intervention specialists, and directors of child care centers, there has never been a greater need for well-qualified early childhood professionals.

Our early childhood programs provide many avenues for growth and challenge, fosters joy of learning. The curriculum is performance-based. Students build a teaching and learning portfolio based on standards set by the National Association for the Education of Young Children. Students have the opportunity to gain a wide range of experiences, such as student teaching in our on-campus, nationally-accredited childcare center or interning in our quality assured Child Care Resource and Referral agency.

The **Associate Degree** with a major in Early Childhood Education is awarded upon successful completion of this program. Students may shape their program of studies to include courses and concentrations in Special Education or Early Intervention or both. The 12 credit Entry-Level and the 25 credit Child Care certificates provide a career lattice for students working in the field or exploring career options.

Early Childhood Education Scholarship Program

NH Community Colleges partner with the NH Department of Health & Human Services to offer tuition assistance to child care providers who are currently in the field of Early Care and Education. If you provide family child care, or work at least part time in a child care setting in New Hampshire, you may be eligible to receive tuition assistance for Early Childhood Education courses offered through the White Mountains Community College.

Health Considerations

The college must ensure that patients, clients, and children are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client/child care responsibilities. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees and customers as well as with patients, clients, and children and their families.

Candidates for positions and careers in early childhood education are encouraged to explore health requirements associated with employment in child care, preschool and related settings for young children. Prospective students with special needs requiring accommodations that may affect their practicum placement and/or potential employment prospects are advised to discuss specific career goals with the department head during the admissions process.

Character Expectations

The health and safety of young children is of paramount concern to the Department of Early Childhood Education. Applicants for positions in childcare, preschools and many other early childhood programs in New Hampshire should be aware that background checks through the New Hampshire Department of Safety must be completed by potential employers prior to employment.

Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants are advised that such matters will be discussed during the admissions interview, so that future goals will not be compromised.

Technical Standards

Technical Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the Early Childhood Education profession. Applicants who feel they may not be able to meet one or more of the technical standards should contact department faculty to discuss individual cases. The Department of Early Childhood Education will seriously consider all academically qualified candidates providing that the technical standards can be met with reasonable accommodations. Students in Early Childhood Education must have sufficient strength, stamina, and motor coordination to perform the following:

- Standing for sustained periods of time, walking, running, bending, sitting on the floor and on child-size furniture to meet children's needs and accomplish tasks;

- Frequent lifting, moving and transferring children, especially infants and toddlers;
- Sufficient visual and hearing acuity to ensure a safe environment; and ability to respond quickly in the event of emergency;
- Sufficient verbal ability to express and exchange information and ideas as well as to interpret important instructions to children, colleagues, and parents; and sufficient writing skills to accurately record children's daily progress and milestones as well as medications administered, accident and suspected child abuse reports, etc.;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress.

Students must submit a health record, including immunizations, and provide proof of liability insurance (available to matriculated students through the college) and be CPR and First Aid certified.

First Year

Fall Semester	Lec	Lab	Cr
ECE111 Foundations of Early Childhood Education	3	0	3
ECE114 Health, Safety and Nutrition	3	0	3
ECE116 Infant/Toddler Development	3	0	3
OR			
ECE118 Infant Toddler Curriculum	3	0	3
ENG120 College Composition*	3	0	3/4
PSY111 Psychology	3	0	3
Semester Total	15	0	15/16
ECE120 *Introduction to Early Intervention			
Spring Semester	Lec	Lab	Cr
ECE112 Child Growth and Development	3	0	3
ECE113 Early Childhood Education Practicum I	2	6	4
ECE117 Learning Environments	3	0	3
ECE211 Organization and Management of Early Childhood Programs			
OR			
HUS112 Learning and Behavior	3	0	3
OR			
EDU200 Supporting Students with Challenging Behaviors	4	0	4
ENG214 Children's Language and Literature	3	0	3
Semester Total	14/15	6	16/17
ECE121 *Understanding Children with Autism and Pervasive Developmental Disorders			
First Year Total	31	32	33

Second Year

Fall Semester	Lec	Lab	Cr
ECE212 Early Childhood Education Practicum II	2	6	4
OR			
EDU201 Legal Issues in Education	3	0	3
OR			
EDU204 Instructional Technology	3	0	3
OR			
HUS212 Supportive Communication Skills	3	0	3
ECE213 Sociology of Children and Families	3	0	3
HUM212 Legal and Ethical Issues	3	0	3
Mathematics	3	0	3
Liberal Arts Elective	3	0	3
Semester Total	14/15	0/6	15/16
Spring Semester	Lec	Lab	Cr
ECE214 Curriculum Development: Early Childhood	3	0	3
ECE216 Understanding Young Children's Special Needs	3	0	3
Liberal Arts Elective	3	0	3
Science	3	0	3
Choose two of the following courses:			
ECE211 Organization and Management of Early Childhood Programs	3	0	3
HUS112 Learning and Behavior	3	0	3
EDU202 Strategies for Teaching Diverse Populations	3	0	3
EDU203 Teaching Strategies for Students with Disabilities	3	0	3
Semester Total	18	0	18
Second Year Total			33/34
Total for A.S. Degree			64/65

*Required for Early Intervention Option

[Early Childhood Education Certificate](#)
[Entry-Level Childcare Certificate](#)



©2008 White Mountains Community College
The College adheres to the [privacy policies](#) of the State of New Hampshire.