

DEGREE

## **Associate of Science in Early Childhood Education**

**Total Credit Hours:** 60-61

**About** Associate of Science in Early Childhood Education

Early childhood pertains to children age eight and below. Early childhood educators work in Head Start programs, childcare centers, family home care programs, elementary schools, social services programs, and health care services. These professionals plan and implement appropriate experiences for young children in areas such as language, health, movement, creativity, cognitive, self-concept and social behavior. They also supervise children's activities, care for their needs, keep records of their progress, and confer with parents and other professionals.

The Associate of Science in Early Childhood Education is closely aligned with national standards and meets the education requirements for Basic Educator Preschool Certification from the Guam Commission for Educator Certification. The National Association for the Education of Young Children encourages a minimal educational level of an associate degree in early childhood education for early childhood program teachers. A grade of "C" or higher must be achieved for the Program's "Major" courses.

### [REQUIREMENTS FOR DEGREE](#)

| <b>General Education Requirements</b> |   |                |
|---------------------------------------|---|----------------|
| <b>Course</b>                         | <b>Course Name</b>                          | <b>Credits</b> |
| <b>English (Choose 1)</b>             |   |                |
| EN110A                                | Freshman Composition with Instructional Lab | 4              |
| EN110                                 | Freshman Composition                        | 3              |
| <b>Course</b>                         |   |                |
| <b>Course Name</b>                    |   |                |
| <b>Credits</b>                        |   |                |
| <b>Mathematics (Choose 1)</b>         |   |                |
| MA110A                                | Finite Mathematics                          | 3              |
| MA115                                 | Fundamentals of College Algebra             | 3              |
| MA161A                                | College Algebra & Trigonometry I            | 3              |
| <b>Literacy for Life (Choose 1)</b>   |   |                |
| CO110                                 | Critical Thinking for Civic Engagement      | 3              |
| CS151                                 | Windows Applications                        | 3              |
| CS152                                 | Macintosh Applications                      | 3              |
|                                       | Social & Behavioral Sciences                | 3              |

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|   |   |                |           |
|---|---|----------------|-----------|
| SI____  | Requirement   |                |           |
|   | Humanities & Fine Arts Requirement                          | 3-4            |           |
|   | Natural & Physical Sciences Requirement                     | 4              |           |
| <b>Major Requirements</b>   |   |                |           |
| <b>Course</b>   | <b>Course Name</b>  | <b>Credits</b> |           |
| CD110 OR ED150  | Introduction to Early Childhood OR Introduction to Teaching | 3              |           |
| CD221 OR ED220  | Child Growth & Development OR Human Growth & Development    | 3              |           |
| CD140   | Nutrition and Physical Health                               | 3              |           |
| CD180   | Language Arts Development in Early Childhood                | 3              |           |
| CD240   | Cognitive & Creative Development in Early Childhood         | 3              |           |
| CD260   | Social & Emotional Development                              | 3              |           |
| ED231   | Introduction to Exceptionalities                            | 3              |           |
| ED265   | Culture and Education in Guam                               | 3              |           |
| CD292   | Early Childhood Education Practicum OR                      | 3              |           |
| CD293   | Early Childhood CDA Practicum                               | 12             |           |
| <b>List of Elective Courses (or provide category, optional include total: (5-14)</b>  |   |                |           |
| <b>**Important Note: Students who choose CD293 need (5) elective credits; students who choose CD292 need (14) elective credits.</b> |   |                |           |
| <b>Course</b>   | <b>Course Name</b>  | <b>Credits</b> |           |
| ASL100  | American Sign Language I                                    | 4              | 4         |
| ASL110  | American Sign Language II                                   | 4              | 4         |
| ASL120  | American Sign Language III                                  | 4              | 4         |
| ASL130  | American Sign Language IV                                   | 4              | 4         |
| CD285   | Childcare Management  | 3              | 3         |
| CH110   | CHamoru I   | 4              | 4         |
| CH111   | CHamoru II  | 4              | 4         |
| CH200   | Immersion Methods for CHamoru Language Teaching             | 3              | 3         |
| CH220   | CHamoru Composition   | 3              | 3         |
| ED150   | Introduction to Teaching                                    | 3              | 3         |
| ED180A  | Educational Methods I                                       | 3              | 3         |
| ED220   | Human Growth & Development                                  | 3              | 3         |
| ED292   | Education Practicum   | 3              | 3         |
| CTE299A   | PRAXIS I Review Part A                                      | 2              | 2         |
| CTE299B   | PRAXIS I Review Part B                                      | 1              | 1         |
| HL135   | Heartsaver First Aid CPR                                    | 1              | 1         |
| <b>PROGRAM TOTAL</b>  |   |                | <b>60</b> |

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## [GENERAL REQUIREMENTS FOR ASSOCIATE DEGREE](#)

Recognizing the necessity for students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each program.

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Guam Community College believes that general education provides the academic foundation necessary for students to achieve their life goals. General education is intended to offer students a breadth of quality student learning experiences, encourage their respect for cultural heritage, promote their ethical and responsible social behavior and facilitate their life-long learning.

The General Education program strives to foster student learning and skill development in civic engagement, critical thinking, understanding of the relationship between the individual and society, information literacy, oral communication, quantitative reasoning, and written communication.

Guam Community College believes that high quality general education opportunities for all citizens are necessary for democratic principles and practices to exist and for a sound economy to flourish. The College continually scrutinizes the general education curriculum in order to assure that all degrees and certificates granted by the College support this vision of general education and that it serves as a means to inspire hope, opportunity and responsibility in all its constituencies.

Requirements for General Education follow the options described below. Students declared prior to fall 2010 will follow the requirements indicated in the applicable catalog in which they first declared their major program at the College.

### Notes on General Education requirements

Students are advised to check the requirements for their specific programs before taking General Education courses.

Courses chosen to meet the general education requirements may not be used to meet the Major Requirements of a student's specific degree program.

The list contains courses with pre-requisites, so students should make their choices carefully and thoughtfully. Students may consult a counselor or an academic advisor for guidance in choosing any of the course options listed.

**IMPORTANT NOTE:** Some programs require different levels of coursework to meet General Education requirements, please review the individual programs for more information.

| <b>GENERAL EDUCATION</b>   |  |                |
|--|--|----------------|
| <b>Scope 1: Skills for and Application of Lifelong Learning</b>  |  |                |
| <b>Freshman Composition (Choose one course from the following to meet the required 3-4 credits)</b>        |  |                |
| <b>Course #</b>  | <b>Course Name</b>                             | <b>Credits</b> |
| EN 110   | Freshman Composition                           | 3              |
| EN110A   | Freshman Composition with<br>Instructional Lab | 4              |
| EN 111   | Writing for Research                           | 3              |
| <b>Mathematics (Choose one course from the following to meet the required 3-4 credits)*</b>                |  |                |
| <b>Course #</b>  | <b>Course Name</b>                             | <b>Credits</b> |
| MA 110A  | Finite Mathematics                             | 3              |
| MA 115   | Fundamentals of College Algebra                | 3              |
| MA 161A  | College Algebra & Trigonometry I               | 3              |
| *Any college level math will be considered for the completion of this category                             |  |                |
| <b>Literacy for Life Skills (Choose one course from the following to meet the required 3 credits)</b>      |  |                |
| <b>Course #</b>  | <b>Course Name</b>                             | <b>Credits</b> |
| CO 110   | Critical Thinking for Civic<br>Engagement      | 3              |
| CS 151   | Windows Applications                           |                |
| CS 152   | Macintosh Applications                         |                |
| <b>Scope 2: Broad Comprehension of the Development of Knowledge, Practice and Interpretation</b>           |  |                |
| <b>Humanities &amp; Fine Arts (Choose one course from the following to meet the required 3-4 credits)*</b> |  |                |
| <b>Course #</b>  | <b>Course Name</b>                             | <b>Credits</b> |
| ASL 100  | American Sign Language I                       | 4              |
| CH 110   | Chamorro I                                     | 4              |

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|        |  |   |
|--------|--|---|
| ED 265 | Culture & Education in Guam                        | 3 |
| CO 125 | Introduction to Human<br>Communication and Speech  | 3 |
| EN 210 | Introduction to Literature                         | 3 |
| HI 121 | World Civilization (Pre-historic Time<br>to 1500)  | 3 |
| HI 122 | World Civilization (1500 to Present<br>Time)       | 3 |
| HI 176 | Guam History                                       | 3 |
| HM 110 | Introduction to Community Services                 | 3 |
| HM 201 | Social Welfare & Development:<br>Global Challenges | 3 |
| HU 120 | Pacific Cultures                                   | 3 |
| HU 220 | Guam Cultures & Legends                            | 3 |
| JA 110 | Japanese I   | 4 |
| KE 110 | Korean I   | 4 |
| PI 101 | Introduction to Philosophy                         | 3 |
| TH 101 | Introduction to the Theater                        | 3 |
| VC 101 | Introduction to Visual<br>Communications           | 3 |

\*Any foreign language, humanities, or fine arts course will be considered for the completion of this category

**Natural & Physical Sciences (Choose one course and the corresponding lab from the following to meet the required 4 credits)\*\***

| Course #    | Course Name  | Credits |
|-------------|--|---------|
| SI 101/101L | Introduction to Chemistry (3) &<br>Introduction to Chemistry Laboratory<br>(1)               | 4       |
| SI 103/103L | Introduction to Marine Biology (3) &<br>Introduction to Marine Biology<br>Laboratory (1)     |         |
| SI 105/105L | Introduction to Physical Geology (3)<br>& Introduction to Physical Geology<br>Laboratory (1) |         |
| SI 110/110L | Environmental Biology (3) &<br>Environmental Biology Laboratory<br>(1)                       |         |
| SI 141      | Applied Physics I  |         |
| SI 150/150L | Introduction to Microbiology (3) &<br>Introduction to Microbiology<br>Laboratory (1)         |         |
| SI131/131L  | Human Anatomy & Physiology I (3)<br>& Human Anatomy & Physiology I<br>Laboratory (1)         |         |
| SI132/132L  | Human Anatomy & Physiology II (3)<br>& Human Anatomy & Physiology II<br>Laboratory (1)       |         |

\*\*The exception to this would be SI141 which does not include a laboratory requirement

**Scope 3: Preparation for and Acceptance of Responsible Participation in Civil Society**

**Social & Behavioral Sciences (Choose one course from the following to meet the required 3 credits)**

| Course # | Course Name                                 | Credits |
|----------|---|---------|
| EC 110   | Principles of Economics                     | 3       |
| PS140    | American Government                         | 3       |
| PY 100   | Personal Adjustment                         | 3       |
| PY 120   | General Psychology                          | 3       |
| PY 125   | Interpersonal Relations                     | 3       |
| SO 130   | Introduction to Sociology                   | 3       |
| CJ 100   | Introduction to Criminal Justice            | 3       |
| WG 101   | Introduction to Women and Gender<br>Studies | 3       |

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\*Any social and behavioral science course will be considered for the completion of this category  
**Minimum General Education Requirements** **19**

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## SUGGESTED SEQUENCE OF COURSES

This suggested sequence of courses is based on the 2024-2025 College Catalog.

| Year 1          |   |              | Year 2         |  |           |
|-----------------|---|--------------|----------------|--|-----------|
| Semester 1      |   |              | Semester 3     |  |           |
| Course          | Course Name   | Credits      | Course         | Course Name  | Credits   |
| EN____          | English Requirement                                   | 3-4          | CD110 OR ED150 | Introduction to Early Childhood Education              | 3         |
| MA110A OR MA115 | Finite Mathematics OR Fundamentals of College Algebra | 3            | CD221 OR ED220 | OR Introduction to Teaching Child Growth & Development | 3         |
|                 | Humanities or Fine Arts                               | 3-4          | CD140          | OR Human Growth & Development                          | 3         |
|                 | Elective  | 3-4          |                | Nutrition and Physical Health                          | 3         |
|                 |   |              |                | Social/Behavioral Science                              | 3         |
| <b>Total</b>    |   | <b>12-14</b> |                | <b>Total</b>   | <b>12</b> |
| Semester 2      |   |              | Semester 4     |  |           |
| Course          | Course Name   | Credits      | Course         | Course Name  | Credits   |
| CD240           | Cognitive & Creative Development in Early Childhood   | 3            | ED265          | Culture and Education in Guam                          | 3         |
| CD180           | Language Arts Development in Early Childhood          | 3            | ED231          | Introduction to Exceptionalities                       | 3         |
| SI____          | Natural & Physical Sciences Requirement               | 4            | CD260          | Social & Emotional Development                         | 3         |
|                 | Elective  | 3-4          |                | Elective (Only for students who are taking CD292)      | 3-4       |
|                 | Literacy for Life Skills                              | 3            |                | Elective (Only for students who are                    | 3-4       |

|                      | Total   | 16-17                        | taking<br>CD292)<br>Total | 15-17        |
|----------------------|---|------------------------------|---------------------------|--------------|
| <b>Semester 5</b>    |   |                              |                           |              |
| CD292 OR<br>CD293    | Practicum<br>OR CDA<br>Practicum<br>Elective ( <b>Only<br/>for students<br/>who<br/>are taking<br/>CD292)</b> | 3 OR 12<br><br>3<br><br>6-12 |                           |              |
| <b>Program Total</b> |   |                              |                           | <b>60-61</b> |

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[Student Learning Outcomes](#)

Upon successful completion of the AS in Early Childhood, students will be able to:

1. Model appropriate practices for children, professionalism, and demonstrate ethical conduct based on guidelines from the National Association for the Education of Young Children (NAEYC).
2. Implement various developmentally and age-appropriate teaching, assessment and guidance strategies needed to work with young children from birth to age eight.
3. Reflect on practices, pedagogy and resources used in early childhood settings that serve children age's birth through age eight years.

**Check out some of these amazing Associate of Science in Early Childhood Education courses...**

**CD240 Cognitive & Creative Development in Early Childhood**

In this course, students will plan and implement developmentally appropriate practices that promote the cognitive and creative domains of development in young children birth to age eight. Topics include science, mathematics, cognitive, creative, visual and performing arts, and literacy.

[+ More Info](#) [1]

**CD180 Language Arts in Early Childhood**

Students will develop knowledge and skills of language development in young children, including oral and written language. Emphasis is placed on planning and implementation of activities which enhance and develop language and literacy skills. In addition, students will develop resources and materials that are appropriate to teach language

arts to young children.

[+ More Info](#) [2]

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You may also be interested in these related Programs...



[3]

[Associate of Science in Supervision & Management](#) [3]

The Supervision and Management program prepares students for entry-level positions and employment in the field of supervision and management. The program is designed for students who want to learn, update and augment existing knowledge and skills and/or acquire cutting-edge technical and managerial skills; it is also designed for current and future leaders, supervisors, and managers who desire the latest skills to be effective and productive in their respective fields.

[+ More Info](#) [3]



[4]

[Certificate in Sign Language Interpreting](#) [4]

The Certificate in Sign Language Interpreting program is designed to prepare individuals who are pursuing a path in interpreting and becoming facilitators of communication for the Deaf. The program combines theoretical and practical learning experiences that will develop the students' linguistic knowledge and understanding of American Sign Language (ASL), as well as their awareness of Deaf culture.

[+ More Info](#) [4]



[5]

[Associate of Arts in Education](#) [5]

The Education Program's mission is to prepare individuals to be professional educators, show a positive attitude

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toward all students and their families, obtain the skills to plan and implement a program that is safe, educational, and healthy. The Associate of Arts in Education program is designed to provide entry-level training for persons interested in working in educational settings and those planning to continue a path towards a higher degree in education. Emphasis is placed on gaining knowledge and an understanding of (1) diverse philosophies and perspectives which impact how we view education, (2) patterns of growth and development of young people, (3) the diversity of students' needs and how to address those needs, and (4) the value of collaboration and community. Furthermore, students are expected to engage in critical thinking, problem solving, and continual reflection which are necessary skills for educators.

[+ More Info](#) [5]