



EARLY CHILDHOOD EDUCATION

ASSOCIATE DEGREE



&

CERTIFICATE

PROGRAM HANDBOOK

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Welcome

Welcome to the Early Childhood Education Program at Capital Community College! We are glad that you have joined our learning community. The Early Childhood Education Program has earned Accreditation from the NAEYC (National Association for the Education of Young Children) Commission on Associate Degree Accreditation. The curriculum has been approved by the Board of Regents for State Colleges and Universities and the Connecticut State Department of Education for the Early Childhood Education Teacher's Credential.

Introduction

The program offices are located on the Talcott Street level of the college in the Dr. Elaine McKirdy Early Childhood Education Center. This degree program is most fittingly housed in the Social Sciences Department. The Social Sciences Department and its faculty are committed to strengthening educational programs and course offerings. As a departmental goal, we continue to strive toward diversity with an eye toward maintaining a mixture of courses which are intellectually challenging, enriching, and rewarding.

The Early Childhood Education degree program includes a liberal arts core and specialized courses in teacher education. This degree program is designed to equip students with the theoretical knowledge, practical experience and skills needed to work with children between birth and the age of eight. The education courses require field placement and observation hours to be completed outside of class meetings. In addition, a student teaching practicum is required for all pre-service teachers at Capital Community College.

Teaching is a dynamic profession that incorporates evidence-based theory, practical experiences and skills. Graduates are prepared to function as an entry-level professional and/or as a transfer student in a baccalaureate degree program.

A graduate of the early childhood education program is awarded an Associate in Science degree and is eligible for the State of Connecticut Early Childhood Education Credential (see additional details). Graduates apply for the credential through the Connecticut Department of Education.

Conceptual Framework

Vision Statement

The Early Childhood Program at Capital Community College envisions the preparation of teachers who are committed to and value the importance of meaningful, research-based and effective curriculum for young children. The program will develop educators who are knowledgeable about the profession, critical thinkers, advocates of social justice, and who work effectively in providing learning opportunities for young children by acknowledging individuality, ethnicity, and culture.

Mission Statement

The mission of the Early Childhood Education Program Early Childhood Program at Capital Community College is to provide accessible, high quality professional preparation in the field of early childhood education to the diverse students in the greater Hartford region and to prepare qualified teachers who understand how children learn; who can plan and implement developmentally and individually appropriate learning experiences that are aligned to standards, who can plan lessons and implement instruction based on knowledge of children (typical and atypical) from diverse cultural backgrounds, and who can plan appropriate curriculums that take into account the child, the community and the curricular goals. Graduates are knowledgeable, responsive, and innovative educators who accomplish positive change in the lives of children, families and communities in the region we serve.

Core Values

We value, respect and promote:

Students

- Diverse life experiences
- Learning Styles
- Abilities
- Retention

Community Engagement

- Active
- Collaboration

Diversity

- Background of students and cultural experiences of students
- Diverse learning experiences

Curriculum

- Developmentally appropriate
- “Hands-on”
- Anti-bias
- Theory
- Evidence-based practice
- Best practices

Faculty

- Excellence in teaching and professional experiences
- Diversity

Program Description

Philosophy

The Early Childhood Education Program philosophy at Capital Community College includes a perspective about how learning occurs and how teaching influences learning. The program's philosophy stresses the importance of preparing knowledgeable and skilled professionals. The program focuses on a diverse collection of theories not limited to Piaget, Dewey, Bronfenbrenner, Vygotsky, Erickson, Reggio, Bloom, and Montessori.

The program recognizes the responsibility of the teacher to recognize each student as an individual, to value diversity, to respect others, and to adhere to the highest professional standards.

The Certificate Program and the Associate of Science degree (career and transfer) provide theoretical knowledge and service learning experiences that prepare students for a variety of roles within the profession.

Principles

In keeping with the college's mission and program's mission, the program holds the following principles and strives to:

- Provide students with a well-designed program of study that includes the advancements of both theory (major theorists and approaches to education, learning, development and teaching (e.g. Vygotsky, Piaget, Bronfenbrenner, Bloom, Gardner, Erikson, Montessori and Reggio) and best practices.
- Provide students with an educational program that maintains the highest standards of student performance.
- Provide students with a student-centered program of study that encourages creativity and exploration.
- Provide students with a learning environment that emphasizes critical and reflective thinking, problem solving, and practical reasoning skills.
- Provide students with a learning environment that is culturally sensitive; that respects diversity and celebrates individualism.
- Prepare students for transfer to baccalaureate degree programs.
- Provide students with transfer opportunities through articulation agreements with regional four-year colleges and universities.
- Provide students with a variety of active learning opportunities.
- Provide students with learning opportunities that utilize multiple methods of teaching, learning, measures of assessment, learning styles and intelligences.
- Provide students with opportunities for community engagement with school-age students, families, professionals in the field, community organizations, and stakeholders.

Accreditation and Credential



The Early Childhood Education Program at Capital Community College has earned Accreditation from NAEYC Commission on Associate Degree Accreditation. The Early Childhood Education associate degree program is validated under the Connecticut State Colleges and Universities Transfer Articulation Plan. Graduates of the associate degree program are eligible for admission as rising juniors at the state's baccalaureate institutions which offer Early Childhood Education Teacher Certification programs specifically ESCU, SCSU and COSC. Additionally, students from Capital Community College are eligible to transfer as a rising junior to the University of Hartford.

Any graduate of program from 2008 on, is eligible to apply for the Early Childhood Teacher Credential (ECTC). The ECE program at CCC is a State of Connecticut Department of Education approved degree program for both endorsements- the Infant/Toddler ECTC and the Preschool ECTC.

Standards

The 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs describe what early childhood professionals are expected to know and do. These Standards provide the basis for the Early Childhood Education Program at Capital Community College. Upon successful completion of the program requirements, students are prepared to:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Students prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL

Students prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Students have field experiences and clinical practice in (a) at least two of the three early childhood age groups (birth — age 3, 3 – 5 years, 5 - 8 years) and in (b) the variety of settings that offer early education (early school grades, child care centers, homes, Head Start programs).

Courses

Preparing students to work in diverse settings and to implement appropriate pedagogy is a principal component of the program. The courses in the degree program are designed to meet theoretical, pedagogical and methodological best practices. The program requires a sequence of courses, field experiences, observation and teaching opportunities that provide students with the knowledge, skills, understanding of child development and the theoretical frameworks to effectively engage with children, families and colleagues. Additionally, the Connecticut Early Learning and Development Standards (CT ELDS), the Connecticut Preschool Assessment Framework (PAF), and the Common Core (CC) are infused throughout the curriculum in relevant courses and coursework.

In keeping with the College's mission the early childhood courses and program is widely accessible to students, many of whom are working full-time, via a variety of delivery systems such as hybrid, online, traditional face-to-face, Saturday courses, and online with a campus requirement. Flexibility of course offerings and responding to the needs of students are hallmark.

Community connections and community responsiveness is a key component of the program. Outreach into the community is evidenced by the creation of partnerships with local school systems and community based service agencies. Capital Community College features an on-site laboratory school in the Early Education Center on the Talcott Street level of the building. The laboratory school is open to the CCC community (e.g. students, faculty, staff) and the community at-large. It serves not only as a model and as a field placement/observation site for students and student teachers, it also serves as a community resource.

Credits

The Early Childhood Program offers a 30 credit Certificate and a 60 credit Associate Degree. There are two associate degree options for students: Transfer (TAP-CSCU) or Career.

EARLY CHILDHOOD EDUCATION DEGREE PROGRAM- CSCU TRANSFER



<i>Courses</i>	<i>Credits</i>
<i>First Semester (15 Credits)</i>	
_____ † ECE* 101 Introduction to Early Childhood Education	3
_____ BIO 111 Introduction to Nutrition (Scientific Knowledge & Understanding)	3
_____ † ENG*101 Composition (Written & Oral Communication I)	3
_____ PSY* 111 General Psychology (Social Phenomena)	3
_____ _____ Aesthetic Dimensions	3
 <i>Second Semester (15 Credits)</i>	
_____ † ECE* 275 Child, Family and School Relations OR	
_____ † ECE* 190 Behavior Management	3
_____ † ENG*102 Literature & Composition (Written & Oral Communication II)	3
_____ † PSY* 204 Child & Adolescent Development	3
_____ † ECE* 210 Observation, Participation and Seminar	3
_____ † MAT*____ MAT 167 or Higher (Quantitative Reasoning)	3
 <i>Third Semester (16 Credits)</i>	
_____ † ECE* 222 Methods & Techniques ¹	3
_____ † ECE* 231 Early Language & Literacy Development	3
_____ † ECE* Early Childhood Elective	3
_____ SOC* 101 Principles of Sociology (Social Phenomena)	3
_____ SCI* _____ Scientific Knowledge & Understanding ⁺	4
 <i>Fourth Semester (15 Credits)</i>	
_____ † ECE*295 Student Teaching Practicum	6
_____ † ECE*215 The Exceptional Learner	3
_____ HIS* _____ Historical Knowledge	3
_____ _____ Aesthetic Dimensions	3
Total Credits	61

The symbol (†) indicates a prerequisite needs to be met.

ENG 095 or higher is a prerequisite for ECE 101.

ECE 101 is a prerequisite for all ECE courses except ECE 106 and 176.

ECE 109 Science & Math for Children may not be substituted for a Science Elective or a Math Elective.

⁺ A science elective with a lab is required to meet the 4 credit SK& U Dimension requirement.

Student Teaching Practicum

All ECE course requirements must be completed prior to student teaching, other than those courses requiring concurrent enrollment with student teaching. A grade of "C" or higher is required in all ECE courses. The requirement for the student teaching practicum is that all enrolled students must complete 200 hours of student teachings. **Authorization of the program coordinator is required for admission into ECE 295.**

EARLY CHILDHOOD EDUCATION DEGREE PROGRAM- CAREER



<i>Courses</i>			<i>Credits</i>
<i>First Semester (15 Credits)</i>			
_____ †	ECE* 101	Introduction to Early Childhood Education	3
_____	ECE* 176	Health, Safety, and Nutrition	3
_____ †	ENG*101	Composition	3
_____	PSY* 111	General Psychology I	3
_____	_____	Fine Arts Elective	3
<i>Second Semester (15 Credits)</i>			
_____ †	ECE* 275	Child, Family and School Relations OR	
_____ †	ECE* 190	Behavior Management	3
_____ †	ENG*102	Composition and Literature	3
_____ †	PSY* 204	Child & Adolescent Development	3
_____ †	ECE* 210	Observation, Participation and Seminar	3
_____ †	MAT*__	Math Elective	3
<i>Third Semester (15 Credits)</i>			
_____ †	ECE* 222	Methods & Techniques ¹	3
_____ †	ECE* 231	Early Language & Literacy Development	3
_____ †	ECE*	Early Childhood Elective	3
_____	SOC* 101	Principles of Sociology	3
_____	SCI*_____	Science Elective ⁺	3
<i>Fourth Semester (15 Credits)</i>			
_____ †	ECE*295	Student Teaching Practicum	6
_____ †	ECE*215	The Exceptional Learner	3
_____	HIS* _____	History Elective	3
_____	_____	Humanities Elective ⁺⁺	3
			60

The symbol (†) indicates a prerequisite needs to be met.

ENG 095 or higher is a prerequisite for ECE 101.

ECE 101 is a prerequisite for all ECE courses except ECE 106 and 176.

⁺⁺ECE 131/ENG 114 (preferred) Humanities Elective.

ECE 109 Science & Math for Children may not be substituted for a Science Elective or a Math Elective.

⁺ A science elective with a lab may be required as part of a bachelor's degree program.

Student Teaching Practicum

All ECE course requirements must be completed prior to student teaching, other than those courses requiring concurrent enrollment with student teaching. A grade of "C" or higher is required in all ECE courses. The requirement for the student teaching practicum is that all enrolled students must complete 200 hours of student teachings. **Authorization of the program coordinator is required for admission into ECE 295.**



Last Name _____ First Name _____ Banner ID: _____

EARLY CHILDHOOD EDUCATION CERTIFICATE

<i>Courses</i>		<i>Credits</i>
_____ †	ECE* 101 Introduction to Early Childhood Education	3
_____	ECE* 176 Health, Safety, and Nutrition	3
_____ †	PSY* 111 General Psychology I	3
_____ †	PSY* 204 Child & Adolescent Development	3
_____ †	ECE* 222 Methods & Techniques in Early Childhood Education	3
_____ †	ECE* 210 Observation, Participation and Seminar	3
_____ †	ECE*215 The Exceptional Learner	3
_____ †	ECE* 231 Early Language & Literacy Development	3
_____ †	ECE* 275 Children, Families and Schools OR	
_____ †	ECE* 190 Early Childhood Education Behavior Management	3
_____ †	ECE ____ Early Childhood Education Elective	3
Total Credits		30

ENG 095 or higher is a co-requisite for ECE 101.
 ECE 101 is a prerequisite for all ECE courses except ECE 176.
 Prerequisites are required for PSY 111 and PSY 204.

This program prepares students for the most basic entry positions in the profession. The program also provides training for individuals already employed who desire to improve their knowledge and competency in working with children. Graduates of the certificate may also transfer into the Early Childhood Education Program Associate in Science degree.

Electives

Students may choose from among the following courses to meet the degree's elective requirement:

Course #	Title	Credits
ECE* 103	Creative Experiences for Children	3
ECE* 106	Music and Movement for Children	3
ECE* 109	Science and Math for Children	3
ECE/131 ENG* 114	Children's Literature (<i>may be Humanities elective</i>)	3
ECE* 141	Infant/Toddler Growth and Development	3
ECE* 152	Technology Integration for the Classroom	3
ECE* 180	CDA Credential Preparation	3
ECE* 206	Administration and Supervision of ECE Programs	3
ECE 225*	Anti-Bias Issues in Education	3
ECE* 241	Methods and Techniques for Infants and Toddlers	3
ECE 276*	Introduction to School Age Care	3

Field Placement/Observation

Students enrolled in ECE courses are required to participate in field placement/service learning experiences. As such, some guidelines have been established for students in accordance with program, college, state and national expectations.

It is the student's responsibility to identify and facilitate a field placement at a school or childcare center for student teaching. It is the student teacher's responsibility to identify a mentor teacher with whom the student will work with for the semester. The mentor teacher provides on-site guidance and supervision. College faculty are available to assist; however, students are the primary facilitator for the placement and selecting a mentor teacher.

Please note, if a student is interested in student teaching in a public school in Hartford. An application must be completed. Visit <https://www.applitrack.com/hartfordschools/onlineapp/> and click on student teacher to complete the application. Additionally, all pre-service education students need to complete mandated reporter training, this is a requirement by law. Visit <https://www.proprofs.com/training/course/?title=july2018ctmrtschoolemployee%20> to complete the training. A copy of your completion certificate must be included with your application to HPS

All students who are observing and/or participating at a school/center are required to comply with the following policies (but not limited to the following policies) in classrooms and with students, families, and staff:

- The use of personal cell phones is prohibited at schools and childcare center. This includes but is not limited to the classroom, on the playground, and in the observation booths.
- No photographs, audio recordings, or videos may be taken without authorization.
- Information about children, families, and staff are never acceptable subjects for discussion in any forum other than with the course instructor during class meetings. During class meetings, student should refrain from using names and other identifiers.
- Students who are observing and participating at area schools/childcare centers are required to follow all social media policies of their placement and the college.
- Students who are observing and participating at area schools/childcare centers are required to follow all policies and procedures; and visitor policies and student conduct; as outlined by the school/childcare center and Capital Community College.
- Students who are observing and participating at area schools/childcare centers are required to uphold the Code of Ethics outlined by NAEYC.
- Students who are observing and participating at area schools/childcare centers are required to maintain the strictest confidentiality as outlined by the school/childcare center and the CCC program.
- Students who are observing and participating at area schools/childcare centers are required to meet the requirements as outlined by the course instructor and/or the course syllabus.
- Students in this degree program due to State of CT laws and regulations are expected to complete a criminal background check and be finger printing- no exceptions.

Students who do not comply with guidelines and policies outlined on course syllabi, the student teaching handbook and all program and college materials will be seen as violating the NAEYC Code of Ethical Conduct and CCC Policies on Student Conduct. Violations of this policy will be reported to your instructor for possible consideration in grading and may be reported to the appropriate college official for disciplinary action.

Student Teaching

For the associate degree in early childhood education, all students must complete a 6 credit student teaching practicum. Students actively participate in the practicum under supervision in a developmentally appropriate environment. Students will complete a minimum of 200 hours of student teaching in one (1) semester. Students participate in a seminar devoted to discussing current issues in education for young learners, theory, pedagogy, development and experiences.

For a full and complete description of requirements and expectations, please see the Student Teaching Handbook.

The list presented below is a brief glimpse at requirements for student teachers:

- (1) Contact the Program Coordinator, (2) background check and fingerprinting) information, (3) Tuberculosis (TB) clearance by physician (4) Prerequisite: Grade of C or above in required ECE courses and (5) Student teaching must be done at an accredited center or a school that meets state and/or regional accreditation.

Students are required to have a TB test and a fingerprinting prior to beginning their student teaching internship.

- TB Screening Test: Each student is required to get a Tuberculosis Screening Test before beginning at their assigned site. If you are presently employed in a school or childcare center, you need to make sure this screening is up to date.

The TB Screening Test form must be filled out by a physician. This test requires that you make an appointment with your family physician and there may be a charge for this screening test. This test must be read three days after administration, so make sure you do not make the first appointment unless you are sure you can return within the required three-day waiting period. Otherwise the test must be re-administered and you may be recharged.

- Fingerprinting/Criminal Check: You are required to have a criminal background check and be fingerprinted prior to beginning student teaching. If you are currently employed in a school or childcare center, you may be exempt. It is the student's responsibility to inquire with their employer.

**Conditions for fingerprinting vary and there are fees associated with the fingerprinting.*

**The processes can take up six weeks to complete.*

**These processes must be complete before reporting to your student teaching placement site.*

** Fees are the responsibility of the student.*

A placement site for student teaching is required. Selecting a placement site and a mentor teacher is an important decision. The protocols differ from site to site, school district to school district. Once you have a short list of placement sites, please consult the program coordinator and/or the lab school director for next steps. Pre-service teachers should not contact placements sites and/or classroom teachers without a consultation with program faculty/staff.

It is the student's responsibility to identify and facilitate a field placement at a school or childcare center for student teaching. It is the student teacher's responsibility to identify a mentor teacher with whom the student will work with for the semester. The mentor teacher provides on-site guidance and supervision. College faculty are available to assist; however, students are the primary facilitator for the placement and selecting a mentor teacher.

Please note, if a student is interested in student teaching in a public school in Hartford. An application must be completed. Visit <https://www.applitrack.com/hartfordschools/onlineapp/> and click on student teacher to complete the application. Additionally, all pre-service education students need to complete mandated reporter training, this is a requirement by law. Visit <https://www.proprofs.com/training/course/?title=july2018ctmrtsschoolemployee%20> to complete the training. A copy of your completion certificate must be included with your application to HPS

Enrollment

College Catalog

All new students follow current catalog year of enrollment. Students continue to follow the catalog under which they entered unless the student is absent from the college for two years+. In this case, the student is considered a re-admit and must follow the current catalog.

Admissions

Students should visit Enrollment Services Room 207 and complete a Majors Form. Students may declare this major as long as they are in good standing at the college.

Background Check

Students will be required to have a criminal check for courses in the degree program that include observation and field placement. The background check which may include criminal and health and may prevent individuals from participating in observation and field placement requirements. Please note that observation and field placement requirements are required in most courses in the degree program and account for a substantial percentage of one's grade in those courses.

Prerequisites

Introduction to ECE requires that students be eligible for English 095 or higher. For Student Teaching, students should be within 10 credits of graduation.

Placement Testing

All students must complete a placement test. The Placement Testing Center is on the 2nd floor. If your placement scores indicate that you take developmental courses in English and/or Math, it is recommended that you also take courses first. Additionally, the program recommends that you complete English courses immediately and followed by math courses since the language skills are necessary for success in other courses at the college.

Mathematics Requirement

Students in the career path degree are required to complete a math course. Students enrolled in the TAP degree are required to complete Math 167 or higher for admission as a rising junior into Connecticut State Universities.

Science Requirement

Students are required to complete between 3-7 credit hours of science. The credit requirement depends upon the students' path of study.

Children's Literature (ECE 131/ENG 114)

This a program elective. It also meets the Humanities elective requirement in the career and transfer degrees. The prerequisites for this course are ECE 101, ENG 101, and ENG 102.

Child and Adolescent Development (PSY 204)

Students must take PSY 204. The prerequisite for PSY 204 is PSY 111.

Advising

Academic advisors and faculty can review the structure of the program, provide academic advising, review the requirements for the major, the courses, the fieldwork, opportunities after the graduation and/or applying to a four-year college or university to complete a Bachelor's degree. The Academic Advising Office is located on the second floor of the college.

The student's program is planned and should be reviewed periodically (e.g. each semester). The student can proceed to register for courses during the pre-registration and registration periods. The program recommends that students register for courses early. Current students should register for the upcoming semester prior to the end of the current semester. Be the early bird! Students are also encouraged to register for summer courses. Taking a course or two during summer is advantageous. Each course completed is one step closer to graduation!

Degree majors can see an academic advisor at any time during his/her office hours and/or by appointment.

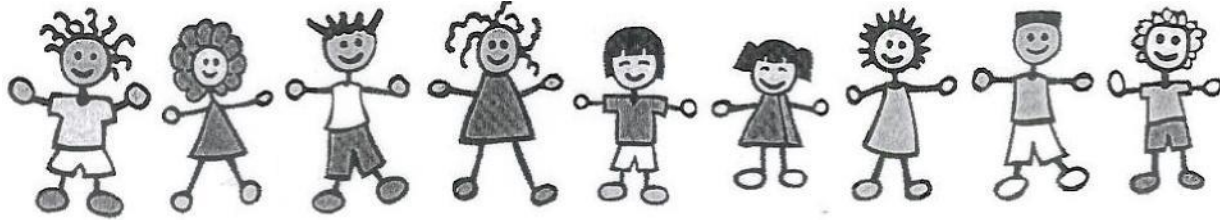
Graduation

In order to receive an Associate degree or Certificate in the Early Childhood Education Program, you need to submit an Application for Graduation by the posted deadline. See the college catalog or website for specific graduation and commencement requirements.

To ensure that the proper courses are completed a degree evaluation of coursework can be done online at www.mycommnet.edu. Credits can also be reviewed by Early Childhood Education Program Faculty or the Counseling Department.

There is one college commencement each academic year in May. There is one other graduation date (non-ceremony) in December. Please check the college's website or with Enrollment Services for the application due dates.

Please contact an advisor in the Early Childhood Education Program or the Academic Advising Office to review appropriate program coursework. Submitting the application and review of coursework completes the process for acquiring a degree or certificate in Early Childhood Education at Capital Community College.



State of Connecticut Early Childhood Teacher Credential

What is the Connecticut Early Childhood Teacher Credential (ECTC)?

The ECTC is a competency-based credential awarded by the Office of Early Childhood and the Connecticut State Department of Education (SDE).



Who is eligible to be awarded the State of CT ECTC?

Any graduate of the Capital Community College Early Childhood Education Program beginning in 2008 is eligible to apply for the ECTC.

Why apply for the ECTC? What are the benefits?

- With the ECTC a teacher will meet the current educational requirements to work in a state-funded program.
- The ECTC is portable across state-funded programs.
- Individuals who complete the degree at Capital CC can apply for an Infant/Toddler ECTC, a Preschool ECTC, or both credentials.

What steps should I take to apply for the ECTC?

- Enroll in the Registry at <https://www.ccacregistry.org/>
- Apply for the ECTC when you are about to graduate from an approved college.
- The ECTC will be awarded to you once SDE verifies with the college that you did indeed complete your program.
- You will receive email confirmation and be able to collect your ECTC document directly from the CCAC website.

What about degrees completed prior to 2008?

Students who graduated prior to 2008 or from other institutions and/or hold different degrees will be able to submit a portfolio for approval. More information is available from Charter Oak State College (COSC) at <http://www.charteroak.edu>

Frequently Asked Questions- FAQ

1. Why the Associate's Degree?

An associate's degree in Early Childhood Education is currently required in the following situations:

- Employment in accredited centers, other early childhood education programs, community agencies, public schools and state funded programs.
- Transfer agreements with colleges in Connecticut (CCSU) that offer degrees in Early Childhood Education and University of Hartford.
- Application to the Early Childhood Teacher Credential, Level A.
- Transfer to bachelor degree colleges/universities who are approved for the Early Childhood Teacher's Credential, Level B.

NOTE: Associate Degrees in General Studies or Liberal Arts will not fulfill the above requirements.

2. Should I pursue the Transfer degree or the Career degree?

The transfer degree is designed for students who plan to transfer to a four-year institution for further study and pursuit of a bachelor's degree entering as a rising junior and the degree program major at one of the CCSU four-year institutions. Students are encouraged to consider personal and professional goals and requirement for employment in selecting the path that best meets his/her needs and goals.

3. Is it a requirement that I receive the CDA Credential and/or Teacher Certificate before receiving an Associate's Degree?

No.

4. Should I receive the CDA Credential Preparation Certificate and/or Teacher Certificate before receiving an Associate's Degree?

Not necessarily. Students are encouraged to consider personal and professional goals, requirements for employment and his/her needs. You can obtain one or more on the way to obtaining an Associate's Degree and beyond.

5. Should all developmental courses be taken prior to ECE courses and the general education courses?

No. However, students are encouraged to take developmental courses in English prior to Mathematics as you will need the knowledge and skills gained in the English courses to do well in other general education and the program courses.

6. Should all English as a Second Language (ESL) courses be taken prior to ECE courses?

Yes. English 095 is the prerequisite for ECE 101. Therefore, students who need ESL courses should complete the ESL sequence first followed by the English general education course sequence.

7. Are there prerequisites for ECE courses?

Yes. ECE 101 is the prerequisite for all ECE courses except ECE 176. Students are encouraged to review the college catalog for general education course prerequisites and co-requisites.

8. Are there prerequisites for other courses in the degree program?

Yes. Students are encouraged to review the college catalog for course prerequisites and co-requisites.

9. Should all General Education courses be taken prior to ECE courses?

No. We recommend that students enroll in the courses simultaneously.

10. Are there any electives in the degree program?

Yes. The associates degree in ECE includes 3 credit hours of electives.

11. What elective should be taken?

The elective requirement is restricted to ECE courses only (see list on pg. 12).

12. What types of jobs am I qualified for when I graduate?

You are qualified for entry level positions. For example, positions as assistant teachers, teachers, family daycare providers, paraprofessionals and other closely related occupations in both public and private work environments. You are qualified to apply for the Early Childhood Teacher's Credential (ECTC) which is required for work in all state-funded centers.

13. Where can I transfer when I graduate?

Students can transfer to any college or university of their choice. The program transfer degree is acceptable for transfer to SCSU, COSC and ECSU as a rising junior. The program also has an articulation agreement with the University of Hartford. With this agreement, students transfer to UH with college junior status as an ECE major. Students may choose to transfer to other colleges and universities; however, this will require a course-by-course degree audit conducted by the institution of your choice.

14. How do I contact...Where is...?

Office	Location	Telephone Number
CCC	950 Main Street	906-5000
Academic Advising	2 nd floor	906-5077
Bursar	217	906-5061
Admissions/Enrollment Services/Registrar	207	906-5140
Financial Aid	216	906-5090
Placement Testing	220	906-5089
Counseling	208	906-5040
Career Development	3 rd floor	906-5108
Academic Success Center	Math Center- 412 Writing Center- 409 Computer Center- 423	906-5200
Public Safety	Lobby	906-5075
Student Activities	707	906-5087
Bookstore	705	525-5956
Information Technology	601	906-5252
Library	5 th floor	906-5020
English-as-a-Second-Language Program	406	906-5203
Dr. Elaine McKirdy Early Education Center, Classrooms and Faculty Offices	Talcott Street Level (TS)	
	TS01	906-5238
	TS06	906-5237
	TS01D	906-5236



Name: _____

Banner ID: _____

Student Email: _____@mail.ct.edu

STUDENT PLANNING SHEET- CSCU TRANSFER DEGREE

General Education Requirements		Credits	Sem/Year Taken	Plan to Take	Program Requirements	Credits	Sem/Year Taken	Plan to Take
ENG* 101 (WC)		3			PSY* 204	3		
ENG* 102 (WC)		3			ECE* 101	3		
BIO* 111 (SK/SR)		3			ECE* 210	3		
PSY* 111 (SP)		3			ECE* 231	3		
Science Elective (SK/SR)		3 - 4			ECE 275 or ECE 190	3		
SOC 101 (SP)		3			ECE* 215	3		
QR Elective (MAT* 167 or higher)		3			ECE* 295 (within 3-6 credits of graduation)	6		
AD Elective		3			ECE Restricted Elective	3		
History (SP)		3						
AD Elective		3						
Total # of Credits		30			Total # of Credits	30		

Declaration of Major Date: ___/___/___

Anticipated Date of Graduation: ___/___/___



Name: _____ Banner ID: _____ Student Email: _____@mail.ct.edu

STUDENT PLANNING SHEET- CAREER DEGREE

General Education Requirements	Credits	Sem/Year Taken	Plan to Take	Program Requirements	Credits	Sem/Year Taken	Plan to Take
ENG* 101	3			PSY* 204	3		
ENG* 102	3			ECE* 101	3		
Fine Arts Elective	3			ECE* 210	3		
PSY* 111	3			ECE* 231	3		
Science Elective	3			ECE 275 or ECE 190	3		
SOC 101	3			ECE* 215	3		
Mathematics Elective (MAT* 137 or higher)	3			ECE* 295 (within 3-6 credits of graduation)	6		
Humanities Elective	3			ECE Restricted Elective	3		
History Elective	3			ECE 176	3		
Total # of Credits	27			Total # of Credits	33		

Declaration of Major Date: ___/___/___

Anticipated Date of Graduation: ___/___/___



Name: _____ Banner ID: _____ Student Email: _____@mail.ct.edu

STUDENT PLANNING SHEET- CERTIFICATE

Certificate Requirements	Credits	Semester/Year Taken	Plan to Take
ECE 101- Intro to Early Childhood Education	3		
PSY 204- Child and Adolescent Development	3		
PSY 111- General Psychology I	3		
ECE* 210- Observation, Participation and Seminar	3		
ECE*222- Methods and Techniques	3		
ECE* 215- The Exceptional Learner	3		
ECE* 231- Early Language & Literacy	3		
ECE Elective	3		
ECE 190- Behavior Management or ECE 275- Children, Families and Schools	3		
ECE 176- Health, Safety and Nutrition	3		
Total # of Credit Hours	30		

Declaration of Major Date: ___/___/___

Anticipated Date of Graduation: ___/___/___



Advising Form

Instructions: Students must complete the top section of the student advising form before meeting with a counselor or advisor.

Student Name: _____ Student Banner ID: _____

Student Email: _____@mail.ct.edu Anticipated Graduation Date: _____

Reason for Meeting (be specific):

Advisor/Counselor Comments: _____ (initials) _____ (date)



Students in Early Childhood Education degree program must complete at least 100 hours of fieldwork/observation prior to student teaching and at least 200 hours during the student teaching practicum.

STUDENT OBSERVATION and FIELD EXPERIENCE LOG

Course Name	Course Number	Number of Observation Hours Completed	Number of Fieldwork Experience Hours Completed
Introduction to Early Childhood Education	ECE 101		
Creative Experiences	ECE 103		
Music and Movement for Children	ECE 106		
Science and Math for Children	ECE 109*		
Infants/Toddlers Growth and Development	ECE 141*		
Health, Safety & Nutrition	ECE 176		
Child Development Associate Credential Preparation Course I	ECE 180#		
Child Development Associate Credential Preparation Course II	ECE 181#		
Early Childhood Education Behavior Management	ECE 190		
Administrative and Supervision of Early Childhood Programs	ECE 206*		
Observation, Participation and Seminar	ECE 210		
The Exceptional Learner	ECE 215		
Methods and Techniques in Early Childhood Education	ECE 222		
Anti-Bias Issues in Early Childhood Education	ECE 225*		
Early Language & Literacy Development	ECE 231		
Methods and Techniques for Infants/Toddlers	ECE 241*		
Child, Family and School Relations	ECE 275*		
Introduction to School Age Care	ECE 276*		
Student Teaching Practicum	ECE 295		
Independent Study in Early Childhood Education	ECE 299*		
TOTAL			

**Elective Course*

CDA Course