naeyc ®

ACCREDITED

Early Childhood Associate Degree

Early Childhood Education Program Handbook

2017-2018

Gateway
Community College

Contents

Early Childhood Education Program Description

EARLY CHILDHOOD EDUCATION

Associate in Science

The Early Childhood Education Program has earned Accreditation from the National Association for the Education of Young Children (NAEYC). An Associate degree and three certificate options are available in the Early Childhood Education program. The Early Childhood Education associate degree program is validated under the Connecticut Early Childhood Education Articulation Plan. Graduates of the associate degree program are eligible for admission as articulation students to any of the state's participating baccalaureate institutions which offer Early Childhood Education Teacher Certification programs; in the University of Connecticut's Human Development and Family Relations major; or in Charter Oak State College's child studies concentration. In addition, any graduate of Gateway Community College Early Childhood Education Program from 2008 on is eligible to apply for the Early Childhood Teacher Credential (ECTC). The ECE program at GCC is an approved degree program for both Infant/Toddler and Preschool endorsements.

The terms for credit award and student eligibility vary under each option. However, in general, students must meet the following eligibility requirements:

- Be a graduate from a validated associate degree program in Early Childhood Education in Connecticut
- Meet specific admissions requirements of the college or university into which transfer is being sought
- Complete all Early Childhood Education associate degree courses with a grade of "C" or better and meet the college's or university's requirements for transfer of general education
- Complete all Early Childhood Education associate degree student teaching with a grade of "C" or better in a center accredited by the National Association for the Education of Young Children (NAEYC)
- Furthermore, if a student is seeking to transfer into an Early Childhood Education Teacher Certification program, it is strongly recommended that, prior to transfer, she or he possess the following state certification requirements:
- A score of 1,100 or better on the SAT (test date on or after April 1, 1995), or the passing of Praxis Core Academic Skills Test
- A 2.7 grade point average if seeking admission to a teacher certification education program in Connecticut.

For more information, email the Early Childhood Education Program Coordinator, Carmelita Valencia-Daye at: CValencia-Daye@gatewayct.edu. For scholarship information, contact the Connecticut Office of Early Childhood/CT Charts a Course website http://ctcharts.org or call (800) 832-7784.

Conceptual Framework of the Early Childhood Education Program at Gateway Community College

Vision Statement

The vision of the Early Childhood Program at Gateway Community College is to prepare well qualified teachers who understand how children learn; can plan and implement developmentally and individually appropriate learning experiences that are aligned to standards and are based on knowledge of individual children, including children with special needs and from diverse cultural backgrounds, and can plan within and across disciplines for all children in all settings, taking into account the family, the community and curricular goals and objectives.

Mission Statement

The mission of the Early Childhood Education Program is to provide a comprehensive curriculum that enables students to seek employment in the field of Early Education and Care, work with children from diverse backgrounds, be eligible for the Early Childhood Teacher Credential (ECTC), transfer to a baccalaureate program to continue their training in Early Childhood Education, or to increase their skills in working with young children in all settings.

Program Philosophy

The Early Childhood Education Program at Gateway Community College adopts a philosophy that includes a perspective about how learning occurs and how the teaching act influences learning. The program's philosophy stresses the importance of preparing dedicated and skilled professionals to work in the learning community, knowing diverse theories not limited to the views of Piaget, Dewey, Vygotsky, Erikson and Montessori.

The program recognizes the responsibility of the teacher to deal with each student as an individual, to value diversity, and to recognize that the student's behavior is a direct reflection of his or her life experiences.

In keeping with the Institution's and Program's mission, the Early Childhood Education Program holds the following principles and strives to foster them in its students:
- When active engagement accompanies learning opportunities, learning is at its best.
- When content is connected to the real world, learning is facilitated.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Multiple measures of assessment provide a well-rounded insight into the learner's construction of knowledge.
- Knowing and understanding all children in all settings.
- Knowing and understanding the families of children and the communities in which they live is key to enhancing a child's development and learning and paramount to involving families and communities.
- Fostering an inquiry-based responsive environment that demonstrates an understanding of the practice of inclusion, with regards to co-teaching and co-planning.

- Cultural diversity of the family and the developmental diversity of the child must be understood and appreciated.
- Utilization of multiple learning modalities addresses a variety of learning styles.

Curriculum

The Early Childhood Program offers a Child Development Associate Certificate, a one-year Teacher Assistant Certificate, an Early Childhood Administration and Leadership Certificate and an Associate Degree with an option of Continued Studies (transfer) or Early Childhood (career).

Preparing adult learners to work in diverse and multicultural setting with the skills to implement developmentally appropriate teaching practices is a principal component of the program. The program requires a sequence of observation and teaching practices to prepare students who understand child development and can effectively work with children in all settings. The Connecticut Early Learning and Development Standards are infused throughout the curriculum in relevant coursework.

In keeping with the College's mission the early childhood courses and programs are widely accessible to students, many of whom are working full-time, via a variety of delivery systems. Flexibility of course offerings and responding to the needs of the early childhood workforce are primary. The program continually seeks opportunities to provide students with tuition- free courses by responding to alternative funding opportunities and forming alliances with local and statewide agencies.

Course delivery formats include (1) traditional, (2) web-enhanced, (3) hybrid, (4) on-line courses, (5) accelerated courses in one week to ten week formats, (6) an accelerated degree such as a plan developed to offer the complete degree on a part-time basis over 36 months, and (7) courses offered off-campus.

Professional Commitments

The Early Childhood Program has a strong commitment to diversity and reflects as much as possible the culture and language of the students and community that it serves. Additionally, faculty members have formed a collaboration with Student Accessibility Services in order to support students with special needs. Frequent offering of courses at worksites enhances accessibility for students. Responding to the needs of the workforce is paramount.

Community Connections

Community responsiveness is a key component of the program. Outreach into the community is evidenced by the creation of the Early Learning Center, and by the Accreditation Facilitation Project that assists centers with NAEYC Accreditation and expands the availability of high quality field placements for observation and student teaching. The Early Learning Center, a 60 child NAEYC Accredited community day care facility, is an on-site laboratory school that serves as a model of best practices and is a field placement site for observation students and student teachers.

The Early Childhood Education Program at Gateway Community College has earned Accreditation from NAEYC Commission on Associate Degree Accreditation. An Associate degree and three certificate options are available in the Early Childhood Education Program. The Early Childhood Education associate degree program is validated under the Connecticut Early Childhood Education Articulation Plan. Graduates of the associate degree program are eligible for admission as articulation students to any of the state's participating baccalaureate institutions which offer Early Childhood Education Teacher Certification programs; in the University of Connecticut's Human Development and Family Relations major; or in Charter Oak State College's child studies concentration. In addition, any graduate of Gateway Community College Early Childhood Education Program from 2008 on, is eligible to apply for the Early

Childhood Teacher Credential (ECTC). The ECE program at GCC is an approved degree program for both Infant/Toddler and Preschool endorsements.

EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES

"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. Gateway 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 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

In addition, "the Supportive Skills support associate degree students' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional".

SUPPORTIVE SKILL 1: Self-assessment and self-advocacy
SUPPORTIVE SKILL 2: Mastering and applying foundational concepts from general education
SUPPORTIVE SKILL 3: Written and verbal skills
SUPPORTIVE SKILL 4: Making connections between prior knowledge/ experience and new learning
SUPPORTIVE SKILL 5: Identifying and using professional resources

From Certificate to Degree in Early Childhood Education
<u>Gateway Community College</u>

The progression of coursework to move from certificate to Associate Degree:

CDA Credential Preparation Certificate 9 Credits →	Teacher Assistant Certificate 31 Credits →	Associate Degree →
Designed for individuals who wish to apply for a Child Development Associate (CDA) Credential. Provides the required 120 hours of training.	Prepares students to be an assistant teacher and/or a teacher aide in early education and care settings.	Choice of Continued Studies Path designed for transfer to Teacher Certification Programs or Early Childhood Education Path designed to meet requirements of Early Childhood Teacher Credential.

Graduation Information for Perspective Graduates of the ECE Program

In order to receive an Associate degree or Certificate in the Early Childhood Education Program, you need to submit an Application for Graduation from the Records Office by the posted deadline. Each of the above programs MUST be applied for separately.

To ensure that the proper courses are completed an audit of coursework can be done online at Mycommnet.edu. Credits can also be reviewed by Early Childhood Education Program Faculty or the Counseling Department.

The deadline for applying for participation in the May graduation ceremony is mid-March. There are two other graduation dates (non-ceremony) in August and December which have an application deadline. Please check with Records Office for these dates.

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

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL

Certificate

The Child Development Associate Credential (CDA) is a national credentialing program that focuses on the skills of early care and education professionals; it is a performance-based assessment of childcare staff, home visitor, and family child care provider. The Child Development Associate Credential is designed for individuals who wish to obtain a Child Development Associate (CDA) through the Council for Early Childhood Professional Recognition Credentialing Process.

Gateway Community College offers the courses that will provide students with the required 120 clock hours of education for the credentialing process. Credits earned as part of this program can be applied to the Early Childhood Education Teacher Assistant certificate and degree programs.

PROGRAM REQUIREMENTS

Course #	Title	Credits
PSY 122	Child Growth and Development **20 hours observation required**	3
ECE 101	Introduction to Early Childhood Education **5-10 hours observation required**	3
ECE 180	Child Development Associate Credential	3
	Total Credit Hours	**9**

For more information, email the Early Childhood Education Program Coordinator, Carmelita Valencia-Daye at cvalencia-Daye@gatewayct.edu. For scholarship information, contact the Connecticut Office of Early Childhood/Connecticut Charts-A-Course, visit the website at http://ctcharts.org or call (800) 832-7784.

The New Credentialing process for the Child Development Associate (CDA) Credential as of June 2013 is as follows:

Step 1: Any time before application:

- Minimum of high school diploma/GED or enrolled in a high school career and technical education program.
- 120 hours of education in 8 subject areas

Step 2: Within three years before application

- 480 hours experience

Step 3: Within six months before application

Requirements:

- Professional Portfolio (PP) completed by the Candidate
- Family questionnaires (FQ) gathered by the Candidate

Step 4: Application

- Candidate sends to the Council: Application and Fee
- Candidate receives approval that application is complete and fee has been processed

Step 5: Within 6 months of Council approval and completed application

- Verification Visit conducted by CDA Professional Development specialist
- Candidate takes CDA Exam at a local PearsonVUE testing center

Step 6: After Verification Visit and CDA Exam

- Professional Development Specialist sends Verification Visit scores to the Council online
- PearsonVUE sends exam scores to the Council online

Council awards or denies Credential

For more information, visit http://www.cdacouncil.org

TEACHER ASSISTANT

Certificate

This program prepares students to be assistant teachers and teacher aides in the early education and care profession. The program also provides training for individuals already employed in a preschool situation who desire to improve their knowledge and competency in working with children.

Students who complete this program are qualified to assist teachers in all aspects of professional childcare and to guide and supervise individual and group activities. Graduates may also transfer into the Early Childhood Education program leading to the Associate in Science degree. For more information, e-mail the Program Coordinator, Carmelita Valencia-Daye, at cvalencia-daye@gatewayct.edu.

PROGRAM REQUIREMENTS

Course #	Title	Credits
PSY 122	Child Growth and Development **20 hours observation required**	3
ECE 101	Introduction to Early Childhood Education **5-10 hours observation required**	3
ECE 210	Observation, Participation and Seminar **60 hours observation required**	3
ECS 107	Introduction to Exceptional Children I **25 hours observation required**	4
ENG 101	Composition	3
SOC 111	Child, Family, School, and Community	3
Electives	ECE Restricted*	9
	Total Credit Hours	**28**

ECE Restricted Electives: ECE 103, 106, 109, 110, 141, 176, 180, 181, 205, 206, 241, ENG 114, ECS 112, PSY 214

ADMINISTRATION AND LEADERSHIP

Certificate

Provides specialized college-level course work in administration, leadership, and management to parallel the competency and training requirements needed to obtain the Connecticut Director's Credential (CDC) which is issued through Charter Oak State College to applicants who have successfully met requirements necessary to obtain the credential at a specific level.

Course #	Title	Credits
ECE 206	Administration and Supervision of Early Childhood Programs	3
ECE 212	Leadership in Early Childhood Programs	3
ECE 213	Finance for Early Childhood Programs	3
SOC 111	Child, Family, School and Community	3
BMG 200	Human Resources Management	3
	Total Credit Hours	**15**

Early Childhood Education Associate Degree - Early Childhood Education Path
Effective Fall 2016

Designed for students who plan to enter the job market or who are already employed in an early education and care setting and desire to improve their knowledge and competency.

General Education Requirements

Course #	Title	Credits
ENG 101	Communication	3
ENG 102 or ENG 200	Literature and Composition	3
PSY 111	General Psychology 1	3
MAT 109 or Higher	Quantitative Reasoning	3
	Scientific Knowledge and Understanding Choose ONE from: BIO 100, BIO 105 (with LAB), BIO 110, BIO 113, BIO 115 (with LAB), CHE 101, EAS 102, EAS 106, EAS 110 (with LAB), PHY 101	3-4
PHL 111	Ethics	3
	Choose ONE from Aesthetic Dimension, Historical Knowledge, Oral Communication, or Scientific Reasoning Choose ONE from: ART 101, HIS 101, HIS 102, HIS 201, HIS 202, COM 171, BIO 105 (with LAB), BIO 115 (with LAB), EAS 110 (with LAB)	3
	Total Credit Hours	**21-22**

ECE Program Requirements

Course #	Title	Credits
PSY 122	Child Growth and Development **(Prerequisite: Must be eligible for ENG 091 or higher) 20 hours observation required**	3
ECE 101	Introduction to Early Childhood Education **(Prerequisite: Must be eligible for ENG 091 or higher) 5-10 hours observation required**	3
ECE 210	Observation, Participation, and Seminar **(Prerequisite: PSY 122)** **60 hours observation required**	3
ECE 231	Early Language and Literacy Development	3
SOC 111	Child, Family, School, and Community	3
ECS 107	Introduction to Exceptional Children Seminar 1 **25 hours observation required**	3
ECE 176	Health, Safety, and Nutrition	3
ECE 295	Student Teaching **(Prerequisites: PSY 122, ECE 101, ECE 210, ECE 231, SOC 111, ECS 107; and must be within 15 credits of graduation)** **200 hours required**	6
	Early Childhood Restricted Electives **Choose four from: ECE 103, ECE 106, ECE 109, ECE 110, ECE 141, ECE 180, ECE 181, ECE 205, ECE 206, ECE 241, ENG 114, PSY 214**	12
	Total Credit Hours	**39**

Early Childhood Education Associate Degree – Continued Studies Path
Effective Fall 2016

Designed for students who plan to transfer to a four-year institution for further study towards ECE Teacher Certification. It prepares students with the appropriate academics and practicum necessary for a career in Early Childhood. Since the amount of transfer credit varies from one institution to another, students are advised to consult the catalog from the four-year colleges under consideration.

General Education Requirements

Course #	Title	Credits
ENG 101	Communication	3
ENG 102 or ENG 200	Literature and Composition	3
PSY 111	General Psychology 1	3
MAT 109 or Higher	Quantitative Reasoning Students planning to transfer to a CONSCU are advised to take MAT 143 which is required for CONSCU Teacher Certification Programs	3
	Scientific Knowledge and Understanding Choose ONE from: BIO 100, BIO 110, BIO 113, BIO 115, CHE 101, EAS 102, EAS 106, EAS 110, PHY 101	3
PHL 111	Ethics	3
	Choose ONE from Aesthetic Dimension, Historical Knowledge, Oral Communication, or Scientific Reasoning Choose ONE from: ART 101, ART 102, HIS 101, HIS 102, HIS 201, HIS 202, COM 171, BIO 105 (with LAB), BIO 115 (with LAB), EAS 110 (with LAB)	3-4
	Credits	**21-22**
	Additional Courses in Continued Studies Path	
HIS 201	US History 1	3
COM 171	Fundamentals of Human Communication	3
	Any course vetted under TAP to meet **Scientific Reasoning** Choose ONE from: BIO 105 (with LAB), BIO 115, (with LAB), EAS 110 (with LAB)	4
	Open Electives: Students are advised to consult the catalog from the four year colleges under consideration MAT 144 can meet a requirement for Teacher Certification Programs	6
	Total Credit Hours	**37-38**

ECE Program Requirements

Course #	Title	Credits
PSY 122	Child Growth and Development **(Prerequisite: Must be eligible for ENG 091 or higher) 20 hours observation required**	3
ECE 101	Introduction to Early Childhood Education **(Prerequisite: Must be eligible for ENG 091 or higher) 5-10 hours observation required**	3
ECE 210	Observation, Participation and Seminar (**Prerequisite: PSY 122**) **60 hours observation required**	3
ECE 231	Early Language and Literacy Development	3
SOC 111	Child, Family, School and Community	3
ECS 107	Introduction to Exceptional Children Seminar 1 **20 hours observation required**	3
	ECE 295 Student Teaching **(Prerequisites: PSY 122, ECE 101, ECE 210, ECE 231, SOC 111, ECS 107; and "Must be within 15 credits of graduation")** **200 hours required**	6
	Total Number of Credits	**24**

Early Childhood Education Advisory   2017 – 2018

Welcome to the Early Childhood Education Program. 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 of the Early Childhood Education Program has been approved by the Board of Regents for State Colleges and Universities and the State Department of Education for the Early Childhood Education Teacher's Credential. Graduates of the Program are eligible to apply for the Early Childhood Teacher Credential.

The Early Childhood Program has an Associate Degree with two paths: a Continued Studies Path and an Early Childhood Education Path. The advising curriculum sheets for these two paths are attached. We also have three certificates: a CDA Credential Preparation Certificate, a Teacher Assistant Certificate (advising curriculum sheet attached), and an Early Childhood Administration and Leadership Certificate. Please see one of the Early Childhood Education faculty listed below for advising for any of the paths and certificates in which you are interested.

Early Childhood Education Faculty
Carmelita Valencia-Daye, Professor and Program Coordinator, Early Childhood Education and Early Childhood Special Education cvalencia-daye@gatewayct.edu

Jessica S. McLawhon jmclawhon@gatewayct.edu

Enrollment in the Early Childhood Education Program
An Associate's Degree in Early Childhood Education is currently required in the following situations:
- Employment in NAEYC accredited centers as well as many other early childhood education agencies
- Articulation (transfer) agreements with colleges that offer teacher certification in Early Childhood Education such as Southern Connecticut State University
- Application to the Early Childhood Teacher Credential, Level A
- Transfer to bachelor degree colleges who are approved for the level Early Childhood Teacher's Credential, Level B

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

Please make sure to tell the counselors or your academic advisors that you need to be enrolled in the Early Childhood Continued Studies Path or the Early Childhood Education Path. The counselors and advisors will have Change of Curriculum forms for you to fill out.

Catalog
You may continue to follow the catalog under which you entered if you are a continuing student. New students should follow the 2017-18 catalog. Curriculum sheets that are in accordance with the 2017-18 catalog are attached. There have been general education and program changes that went into effect fall, 2016. If you have been absent from the college for two years you are considered a readmit and must follow the new catalog. If you have any questions about this please see an advisor.

Prerequisites
- PSY 122: Child Growth and Development and ECE 101: Introduction to Early Childhood Education requires that you must be eligible for English 091 or higher.
- ECE 295: Student Teaching prerequisites include PSY 122, ECE 101, ECE 210, ECE 231, and SOC 111 and you must be within 15 credits of graduation.
- If you are a continuing student, you would follow the prerequisites in the catalog under which you entered.
- New students and readmit students must follow the 2017-18 catalog.

Basic Skills Placement Test
If your placement scores indicate that you should take courses to prepare you to take college level courses in English and Math, please use the attached ECE Advising flowchart in selecting your courses. You should make sure that you are registered in the Early Childhood program while taking these courses. It is recommended that you take ECE courses along with the developmental courses. You are encouraged to take developmental courses in English and Reading prior to Math as you will need the skills from those courses for your Early Childhood classes.

Math Elective
- Students are required to take a college level math (MAT 109 or higher) to graduate from the program. See your advisor for options.
- If you are in the Continued Studies Path (transfer), we recommend Math 137 which is a prerequisite for Math 143.
- Math 143: Mathematics for Elementary Education is required prior to admission to SCSU Early Childhood Education Department.

If you are in the Continuing Studies Path you could take Math 143 and Math 144 and use them as part of your elective requirement.

PSY 122 Child Growth and Development - all Early Childhood Education students must take Child Growth and Development. PSY 201 Life Span Development will not be accepted as a substitute and will not be accepted as a Child Development course upon transfer.

Students Planning to Transfer to Southern Connecticut State University
English 101 and English 200
ENG 101 is accepted at SCSU and is used as an elective. ENG 200 is recommended for Early Childhood Education admission to SCSU.

Admission Process to SCSU Early Childhood Education
1. Praxis Core: All students must take Praxis Core (or obtain state waiver) prior to acceptance.
2. GPA: A 2.7 GPA is required. (A change to 3.0 GPA is anticipated.)
3. Students must be a graduate of the Early Childhood Education program.

Praxis Core Academic Skills Test – information on this exam may be found at www.ets.org/praxis.

For suggested electives in the Continued Studies Option for students wishing to transfer to a four year college, see that institution's catalog.

Criminal Check and Health Check

Students will be required to have a criminal check and a health check when they take student teaching. The criminal check requires fingerprinting and a background check. The health check requires a TB test and a statement of Good Health.

College Credit for CDA

If you have a CDA and wish to obtain college credit, please consult the attached How to Receive Credit for a CDA for the process.

Frequently Asked Questions

The following are some of the questions frequently asked:

1. **Should I be in the Continued Studies Path (transfer) or Early Childhood Education Path?**
   The Continued Studies Path is designed for students who plan to transfer to a four year institution for further study. If your goal is to obtain Early Childhood Education Teacher Certification, PreK-3, this would be the best option for you.

   The Early Childhood Education Path is designed for students who plan to enter the job market or who are already employed in an early education and care setting and desire to improve their knowledge and competency. This option will also provide the 30 credits in Early Childhood Education required to apply for the CT Early Childhood Teacher Credential. If your goal is to obtain ECTC Level B – Bachelor, this is the best option for you.

2. **Should I receive the CDA Credential Preparation Certificate and/or Teacher Assistant Certificate before receiving an Associate's Degree**?
   You can obtain one or more certificates on the way to obtaining an Associate's Degree. The CDA Credential Preparation Certificate provides the required 120 hours of training for the national CDA Credential which is an entry level requirement for many jobs. The CDA is designed for individuals currently working in the field. The credits from this certificate will apply towards the Teacher Assistant Certificate (30 credits). The Teacher Assistant Certificate (30) credits will apply towards the Associate Degree – Early Childhood Education Path. Application for graduation is required for each certificate.

3. **Should I take Sociology 101?**
   Sociology 101 will meet a requirement if you transfer to Charter Oak State College for a B.S. degree but will not meet a requirement if you transfer to SCSU in the Early Childhood Teacher Certification Program.

4. **Should all developmental courses be taken prior to ECE courses**?
   No. See Advising Flowchart for specific recommendations.
   You must be eligible to take ENG 091 to take ECE 101 and PSY 122. You are encouraged to take developmental courses in English and Reading prior to Math as you will need the skills from those courses to do well in your Early Childhood Classes.

5. **Should all General Education courses be taken prior to ECE courses?**
   No, you should take some General Education courses with your Early Childhood courses. You will need the skills that you gain in these courses to do well in your Early Childhood classes.

6. **What types of jobs am I qualified for when I graduate?**
   You are qualified for careers in the early education and care profession as teachers, assistant teachers, family day-care providers or para-professionals in many public school systems. You are qualified to apply for the Early Childhood Teacher's Credential (ECTC) which is required to work in State funded centers.

7. **What electives should be taken in the Continued Studies Path?**
   You need to consult the catalog of the college that you plan to transfer to.

8. **What are the Early Childhood Education electives?**
   ENG 114: Children's Literature
   ECE 103: Creative Experiences for Children
   ECE 106: Music and Movement for Children
   ECE 109: Science and Math for Children
   ECE 110: Using Computers in ECE
   ECE 141: Infant/Toddler Growth and Development*
   ECE 142: Developmental Interventions for Infants/Toddlers at Risk
   ECE 180: CDA Credential Preparation
   ECE 181: CDA Credential Preparation II
   ECE 241: Methods and Techniques for Infants/Toddlers*
   ECS 112: Introduction to Early Childhood Special Education

   *Required for the ECTC (Early Childhood Teacher Credential) Infant/Toddler endorsement

Early Childhood Advising Room S124

Carmelita Valencia-Daye
Professor and Program Coordinator, Early Childhood Education and Early Childhood Special Education
cvalencia-daye@gatewayct.edu
Phone: 203-285-2172
S124P

Jessica S. McLawhon
Instructor of Early Childhood Education
jmclawhon@gatewayct.edu
Phone: 203-285-2165
S124O

Early Childhood Education

ADVISING

The following guidelines must be followed when advising Early Childhood Education students

PLEASE NOTE: Must be eligible for ENG 091 or higher to take the following courses: PSY 122 Child Growth and Development and ECE 101 Introduction to Early Childhood Education

Students who are ONLY seeking 12 ECE credits

No Math requirement

Certificates

Associate Degree Program (Early Childhood Education Path and Continued Studies Path)

* Developmental Reading and English **should be taken before** Developmental Math

* English 101 is required but is NOT a prerequisite

* Must be eligible for ENG 091 or higher to take PSY 122 and ECE 101

Administration and Leadership

CDA Credential Preparation Certificate

No Math requirement

Teacher Assistant Certificate

* No Math Requirement

* English 101 is required but is NOT a prerequisite

The following ECE courses could be taken with or without developmental courses: ECE 110, ECE 106, ECE 109, ECE 103, ECE 176, ECE 141

ECE courses that could be taken more successfully as co-requisites with developmental courses are: ECE 231, ECE 241, ECE 180, ENG 114, SOC 111

Early Childhood Education Associate Degree - Continued Studies Path

Designed for students who plan to transfer to a four-year institution for further study towards ECE Teacher Certification. It prepares students with the appropriate academics and practicum necessary for a career in Early Childhood. Since the amount of transfer credit varies from one institution to another, students are advised to consult the catalog from the four-year colleges under consideration.

Name: _____   Banner ID#: _____

General Education Requirements	Credits	Semester/Year Taken	Plan to Take	ECE Program Requirements	Credits	Semester/Year Taken	Plan to Take
Written Communication I ENG 101 Composition	3			**PSY 122 Child Growth and Development** (Prerequisite: Must be eligible for ENG 091 or higher) 20 hours observation required	3		
Written Communication II ENG102 Literature and Composition *or* ENG 200	3			**ECE 101 Introduction to Early Childhood Education** (Prerequisite: Must be eligible for ENG 091 or higher) 5-10 hours observation required	3		
Social Phenomena PSY 111 General Psychology 1	3			**ECE 210 Observation, Participation, and Seminar** (Prerequisite: PSY 122) 60 hours observation and participation required	3		
Quantitative Reasoning MAT 109 or Higher Students planning to transfer to a CONSCU are advised to take MAT 143 which is required for CONSCU Teacher Certification Programs. MAT 137 is a perquisite to MAT 143.	3			**ECE 231 Early Language and Literacy Development**	3		
Scientific Knowledge and Understanding Choose ONE from: BIO 100, BIO 110, BIO 113, CHE 101, EAS 102, EAS 106, PHY 101	3			**SOC 111 Child, Family, School, and Community**	3		
Critical Analysis /Logical Thinking PHL 111 Ethics	3			**ECS 107 Introduction to Exceptional Children Seminar 1** 25 hours observation required	3		
Choose ONE from **Aesthetic Dimension**, **Historical Knowledge**, **Oral Communication**, or **Scientific Reasoning** Choose ONE from: ART 101, ART 102 HIS 101, HIS 102, HIS 202, COM 171, BIO 105 (with LAB), BIO 115 (with LAB), EAS 110 (with LAB)	3-4			**ECE 295 Student Teaching** (Prerequisites: PSY 122, ECE 101, ECE 210, ECE 231, SOC 111, ECS 107; and must be within 15 credits of graduation) 200 hours required	6		
	21-22			**Total Number of Credits**	24		
Additional Courses in Continued Studies Path							
HIS 201, US History 1	3						
Open Electives: Students are advised to consult the catalog from the four year colleges under consideration MAT 144 can meet a requirement for Teacher Certification Programs. Students planning to transfer to SCSU are advised to take a science with a lab.	12						
Total Number of Credits	36-37			**Total Number of Credits** **ECE A.S Degree Continued Studies Path**	60-61		

Early Childhood Education Associate Degree - Early Childhood Education Path

Designed for students who plan to enter the job market or who are already employed in an early education and care setting and desire to improve their knowledge and competency.

Name: _____   Banner ID#: _____

General Education Requirements	Credits	Semester/ Year Taken	Plan to Take	ECE Program Requirements	Credits	Semester/ Year Taken	Plan to Take
Written Communication I ENG 101 Composition	3			**PSY 122 Child Growth and Development** (Prerequisite: Must be eligible for ENG 091 or higher) 20 hours observation required	3		
Written Communication II ENG 102 Literature and Composition *or* ENG 200	3			**ECE 101 Introduction to Early Childhood Education** (Prerequisite: Must be eligible for ENG 091 or higher) 5-10 hours observation required	3		
Social Phenomena PSY 111 General Psychology 1	3			**ECE 210 Observation, Participation, and Seminar** (Prerequisite: PSY 122) 60 hours observation and participation required	3		
Quantitative Reasoning MAT 109 or Higher	3			**ECE 231 Early Language and Literacy Development**	3		
Scientific Knowledge and Understanding Any course in BIO, CHE, EAS, EVS, or PHY Choose ONE from: BIO 100, BIO 110, BIO 113, CHE 101, EAS 102, EAS 106, PHY 101	3			**SOC 111 Child, Family, School, and Community**	3		
Critical Analysis /Logical Thinking PHL 111 Ethics	3			**ECS 107 Introduction to Exceptional Children Seminar 1** 25 hours observation required	3		
Choose ONE from **Aesthetic Dimension**, **Historical Knowledge**, **Oral Communication**, or **Scientific Reasoning** Choose ONE from: ART 101, HIS 101, HIS 102, HIS 201, HIS 202, COM 171, BIO 105 (with LAB), BIO 115 (with LAB), EAS 110 (with LAB)	3-4			**ECE 176 Health, Safety and Nutrition**	3		
				ECE 295 Student Teaching (Prerequisites: PSY 122, ECE 101, ECE 210, ECE 231 SOC 111, ECS 107; and must be within 15 credits of graduation) 200 hours required	6		
				Early Childhood Restricted Electives Choose FOUR from: ECE 103, ECE 106, ECE 109, ECE 110, ECE 141, ECE 142, ECE 180, ECE 181, ECE 206, ECE 241, ENG 114, PSY 214	12		
				Total Number of Credits	39		
Total Number of Credits	21-22			**Total Number of Credits** **ECE A.S Degree Early Childhood Education Path**	60-61		

TEACHER ASSISTANT CERTIFICATE

This program prepares students to be assistant teachers and teacher aides in the early education and care settings. The program also provides training for individuals already employed in early education and care settings who desire to improve their knowledge and competency in working with children.

Name: _____   Banner ID #: _____

Requirements	Credits	Semester/ Year Taken	Plan to Take
ENG 101 Composition	3		
PSY 122 Child Growth and Development (Prerequisite: Must be eligible for ENG 091 or higher) 20 hours observation required	3		
ECE 101 Introduction to Early Childhood Education (Prerequisite: Must be eligible for ENG 091 or higher) 5-10 hours observation required	3		
ECE 210 Observation, Participation and Seminar (Prerequisite: PSY 122) 60 hours observation and participation required	3		
ENG 231 Early Language and Literacy	3		
ECS 107 Introduction to Exceptional Children Seminar 1 25 hours observation required	3		
SOC 111 Child, Family, School and Community	3		
Early Childhood Restricted Electives – Choose three from: ECE 103, ECE 106, ECE 109, ECE 110, ECE 141, ECE 176, ECE 180, ECE 206, ECE 241, ENG 114, ECS 112, PSY 214	9		
Total Credit Hours	30		

How to Receive College Credit for a CDA Credential at Gateway Community College

You can receive up to 6 credits for your CDA Credential. In order to receive the credit:
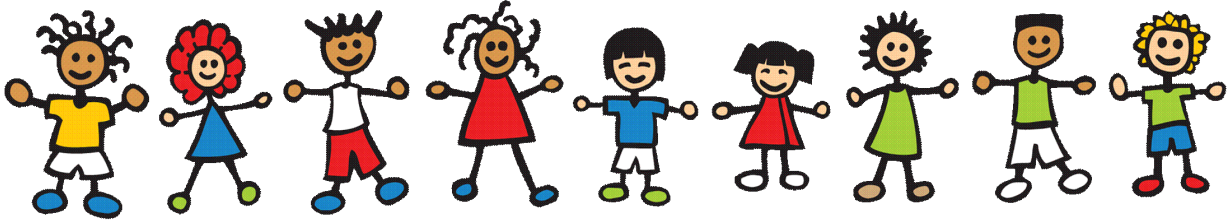- Your CDA Credential must be current.
- Bring in a copy of the CDA Credential to the Admission's Office at Gateway Community College.
- You must be a matriculating student in Early Childhood Education at Gateway Community College. To be a matriculating student you must have completed all requirements for admission: Complete GCC Application for Admission, proof of high school completion, submit immunization records for measles and rubella, and completion of the Basic Skills Assessment Test.

If you meet the above requirements, you will receive 3 credits for ECE 180: CDA Credential Preparation and 3 credits for Early Childhood Elective. If you have taken ECE 180 you will only receive 3 credits because you cannot receive credit for the same course twice.

ECE 180 can meet a requirement in the one year certificate. The ECE elective can be substituted for another requirement in the one year certificate. ECE 180 and the ECE elective can be applied towards your Associate Degree in either the Continued Studies Path (transfer) or the Early Childhood Education Path (career). These courses will not transfer into a teacher certification program, but will assist you in meeting graduation requirements at GWCC.

If you have any questions, please e-mail Carmelita Valencia-Daye, Program Coordinator at cvalencia-daye@gatewayct.edu

ECTC

Connecticut Early Childhood Teacher Credential

What is the Connecticut Early Childhood Teacher Credential (ECTC)?
- The ECTC is a competency-based credential awarded by the Connecticut State Department of Education (SDE).

- Any graduate of the Gateway Community College Early Childhood Education Program from 2008 on, is eligible to apply for the ECTC. The GWCC ECE Program is an approved degree program for both Infant/Toddler and Preschool endorsements.

- 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 can apply for an Infant/Toddler ECTC, a Preschool ECTC, or both.

- 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 at http://www.charteroak.edu

4 Steps to apply for the ECTC:
1. Enroll in the Registry at Connecticut-Charts-a-Course (CCAC) http://ctcharts.org/

2. Apply for the ECTC through the Connecticut-Charts-a-Course registration website when you are about to graduate from an approved college.

3. The ECTC will be awarded to you once SDE verifies with the college that you did indeed complete your program.

4. You will receive email confirmation and be able to collect your ECTC document directly from the CCAC website.

Gateway Community College Early Childhood Education and Social Media Policy and Guidelines

All Students who are observing and participating at the Early Learning Center and/or at area schools are required to comply with the following policies in the classrooms with children, families, and staff:

- The use of personal cell phones is prohibited. This include in the classroom, on the playground, and in the observation booths.
- No photographs, audio recordings, or videos may be taken without authorization of the classroom teacher.
- At the ELC each classroom has a school camera that is available for taking photographs that can be downloaded to a center computer. No photographs, audio recordings, or videos may be taken or stored on personal electronic devices.
- Information about children, families, and staff are not acceptable subjects for discussion on social networking.

In addition, students who are observing and participating at area schools are required to follow all social media policies of their placement.

The GCC Policy on Student Conduct Section 3: Expectations for student conduct states that "students are expected to: 10. Refrain from any unauthorized use of electronic or other devices to make an audio or video of any person while on college premises without his/her expressed consent."

Students who do not comply with this policy will be seen as violating the NAEYC Code of Ethical Conduct and the GCC Policy 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.