Description:

The Early Childhood Education Program has earned NAEYC Accreditation of Early Childhood Higher Education Programs, is validated under the Connecticut Early Childhood Education Articulation Plan and will lead to the associate in science degree. A 30-credit Early Childhood Certificate Program option is also available within the program. The curriculum prepares students for immediate employment in the field as well as for transfer to baccalaureate programs. 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 Pre-K-Grade 3, to the University of Connecticut’s Human Development and Family Relations major or to Charter Oak State College’s child studies concentration. Graduates are also eligible to apply for the State of Connecticut’s Preschool Early Childhood Teacher Credential through the Connecticut Office of Early Childhood, which is free of charge. Students must receive a grade of C- or better in each of the Early Childhood Education courses. Practical experience is received by observing and assisting in a variety of early childhood settings and students are required to student teach at the Center for Early Childhood Education laboratory school. Such experience provides opportunities to implement knowledge and skills learned in the college classroom as well as to receive valuable feedback in order to reflect on one’s own growth and competencies as a teacher working with young children.

General Education Core course listings and definitions appear on pages 54-57. Placement testing will determine the sequencing of courses. Additional courses may be required.

Outcomes (What you will learn):

Upon successful completion of all program requirements, graduates will be able to:

1. Compare and contrast various child development theories.
2. Demonstrate a basic knowledge of Early Childhood Education and the skills required to make objective observations of young children in the classroom setting.
3. Use effective classroom management techniques.
4. Plan, implement and reflect upon a wide variety of music, visual and performing arts
5. Describe and facilitate high quality literacy, math, science and social studies learning environments and effective teacher interactions.

6. Describe various differences or delays in, set developmentally appropriate goals for and effectively support young children in their language development.

7. Construct motivating, inviting and aesthetic learning environments and demonstrate an understanding of the concept of creativity through planning and implementing creative experiences.

8. Discuss and use techniques and skills that are specific to the developing needs of infants and toddlers.

9. Describe how learning theories can be applied to understanding children’s behaviors.

10. Use effective communication skills in relation to families, colleagues and children.

11. Identify and describe identifiable special needs of young children and plan and implement general curricula accommodations and guidelines to meet those needs.

12. Create motivating, inviting and aesthetic learning environments and experiences.


14. Effectively plan, organize, implement and reflect upon classroom experiences.

**Competency or Program Requirement** | **Course Number and Title** | **Required Credits**
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**FIRST SEMESTER**
Continuing Learning/Information Literacy and Ethical Dimensions
Critical Analysis and Logical Thinking/Written Communication
Scientific Knowledge
Scientific Reasoning
Social Phenomena
Program Requirement
**SECOND SEMESTER**
Aesthetic Dimensions and Written Communication
Written Communication

ECE*H109 Science &Math for Children
ENG*H101 Composition
BIO*H105 Introduction to Biology or BIO*H115 Human Biology
Waived
PSY*H111 General Psychology I
ECE*H101 Introduction to Early Childhood Education
ECE*H103 Creative Experiences for Children
Any written communication course, ENG*H102 Literature and Composition or ENG*H200 Advanced Composition recommended

**Program Contact:** 203-596-2107 (p)
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https://www.nv.edu/Academics/Academic-Programs/Areas-of-Study/Early-Childhood-Education
Program Requirement: ECE*H231 Early Language &Literacy Development 3
Program Requirement: ECE*H106 Music &Movement Education 3
Program Requirement: ECE*H141 Infant/Toddler Growth &Development 3
Program Requirement: PSY*H203 Child Development 3

THIRD SEMESTER

Quantitative Reasoning

Program Requirement: MAT*H135 Topics in Contemporary Mathematics or higher (except 136 or 137) 3
Program Requirement: SOC*H101 Principles of Sociology 3
Program Requirement: ECE*H176 Health, Safety &Nutrition 3
Program Requirement: ECE*H210 Observation &Participation 3
Program Requirement: ECE*H290 Student Teaching I (Fall only) 3

FOURTH SEMESTER

Oral Communication

Program Requirement: Choose any Oral Communication listed 3
Program Requirement: ECE*H215 The Exceptional Learner 3
Program Requirement: ECE*H222 Methods &Techniques in ECE 3
Program Requirement: ECE 291 Student Teaching II (Spring only) 3

Total Credits: 64

Any given course may only be used to satisfy one of the competency areas even if it is listed under more than one.

MAT*H135 and courses numbered lower than MAT*H137 will not transfer to Connecticut State Universities as Quantitative Reasoning courses.

At least one Scientific Knowledge and Understanding OR Scientific Reasoning course must have a lab component.

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