# Table of Contents

I. Conceptual Framework ................................................. p. 1

II. Early Childhood Education at CPCC .......................... p. 2
    a. Credential, Certificate, and Associate Degree Requirements ........................................... p. 2
    b. Mission Statement and Program Outcomes ................................................................. P. 3
    c. NAEYC Associate Degree Standards .............................................................................. p. 4
    d. Technical Standards for Early Childhood Education ....................................................... p. 5

III. Early Childhood Education Faculty .............................. p. 8

IV. Professionalism and Ethics ....................................... p. 8

V. College and Department Policies ................................. p. 9

VI. Early Childhood Education Club ................................. p. 11

VII. Strategies for Student Success ................................. p. 12

VIII. Important Contacts ............................................... p. 13

IX. Practicum Courses - Information and Requirements ...... p. 13

X. Career Ladder and Opportunities for Advancement .......... p. 13

XI. Articulation Agreements .............................................. p. 13
Conceptual Framework

Located in a metropolitan community, CPCC’s Early Childhood Education Program embraces diversity. We are intentional, research-based, reflective, experiential, and focused on meeting students’ individual needs. Working with community partners, we will continue to influence and enhance the quality of early care and education.

R - Research-based and Reflective
I - Intentional
D - Diverse
E - Experiential
Welcome to Early Childhood Education at Central Piedmont Community College!

The Early Childhood Education Program at CPCC offers a variety of programs to meet individual needs and career goals. Plans of Study include coursework required for stateawarded credentials, college certificates, and the Associate of Applied Science (A.A.S.) degree:

I. North Carolina Early Childhood Credential (NCECC) for Early Childhood Lead Teachers or North Carolina Early Childhood Administrator Credential (NCECAC)

II. Certificates with Specialization in Early Childhood, Administration, Infant-Toddler Care, or School Age Care

III Career and Technical Pathways: Beginnings in Early Childhood Education, Infant-Toddler Care, or School Age Care

IV. Interdisciplinary Certificate, Developmental Disabilities Technology with a Specialization in Children with Exceptionalities

V. Associate of Applied Science (A.A.S.) degree program

Please click on this link or visit our webpage at http://www.cpcc.edu/ec for more detailed information on these options, including the recommended course sequence for part-time and full-time students.

All prospective students are encouraged to meet with an Academic Advisor to review placement test results and then a Faculty Advisor in the Early Childhood Education Division before enrolling in any courses.

Students may choose to continue their education beyond the associate’s degree and complete requirements for a bachelor’s degree at a four-year college or university. CPCC has articulation agreements with a number of colleges and universities that lead to the B-K (birth – kindergarten) teaching license. Early Childhood Faculty Advisors will be happy to discuss these options with students and to assist in creating a plan of study to meet individual career goals.

National Accreditation

Central Piedmont Community College's AAS Degree Program in Early Childhood is accredited by the National Association for the Education of Young Children (NAEYC.) The NAEYC associate degree standards are based on current research in early childhood development and learning. The accreditation standards are performance based and describe what well-prepared graduates of associate degree programs should know and be able to do.
CPCC Early Childhood Program Mission

The mission of the Early Childhood Education Program at Central Piedmont Community College (CPCC) is to provide high quality and accessible educational opportunities and a path toward timely degree completion for those who are committed to the education of young children. The program seeks to advance the educational development and interests of current and prospective students consistent with their needs, interests, and abilities while strengthening the economic, social, technological and cultural life of Mecklenburg County’s diverse community.

Professional development for the early childhood workforce has been defined as one solution to improving the quality of care and education that our young children receive, and as such, is linked to higher levels of child care licensure in North Carolina. The Early Childhood program at CPCC prepares individuals to work with all children from infancy through middle childhood in diverse group settings by equipping them with knowledge, appropriate skills and passion to create stimulating, nurturing, and developmentally appropriate learning environments. To this end, the program seeks to:

- Enhance professional competency in the implementation of developmentally appropriate practice in early childhood education settings.
- Encourage professional behavior and ethical conduct according to the Code of Ethics documented by the National Association for the Education of Young Children.
- Advance life-long learning with emphasis on continuing education in higher degree programs.
- Prepare professionals to meet the needs of children with exceptionalities by providing intentional instruction regarding laws, policies, ethical principles, assessment and adaptive strategies in special education.
- Prepare professionals to advocate for culturally and educationally inclusive environments in response to a rapidly changing demographic society.
- Foster leadership development by encouraging membership in professional organizations, community outreach and interfacing with other agencies on behalf of young children.
NAEYC Standards and Supportive Skills

STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING
➢ 1a: Knowing and understanding young children’s characteristics and needs
➢ 1b: Knowing and understanding the multiple influences on development and learning
➢ 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
➢ 2a: Knowing about and understanding diverse family and community characteristics
➢ 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
➢ 2c: Involving families and communities in their children’s development and learning

STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
➢ 3a: Understanding the goals, benefits, and uses of assessment
➢ 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
➢ 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
➢ 3d: Knowing about assessment partnerships with families and with other professionals

STANDARD 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
➢ 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
➢ 4b: Knowing and understanding effective strategies and tools for early education
➢ 4c: Using a broad repertoire of developmentally appropriate teaching/learning practices
➢ 4d: Reflecting on their own practice to promote positive outcomes for each child

STANDARD 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
➢ 5a: Understanding content knowledge and resources in academic disciplines
➢ 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
➢ 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

STANDARD 6: BECOMING A PROFESSIONAL
➢ 6a: Identifying and involving oneself with the early childhood field
➢ 6b: Knowing about and upholding ethical standards and other professional guidelines
➢ 6c: Engaging in continuous, collaborative learning to inform practice
➢ 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
➢ 6e: Engaging in informed advocacy for children and the profession
NAEYC has identified five skills that 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

---

**Technical Standards for Early Childhood Education**

Purpose Statement: All students in the Early Childhood Program are expected to demonstrate that they are prepared to work with children and youth in educational settings. This preparation results from the combination of successful course work, internship experiences, and the demonstration of important human characteristics and dispositions that all educators should possess. These standards do not reflect what may be required for employment in the Early Childhood field. To verify the student’s ability to perform these essential functions, students may be required to demonstrate the following technical standards: **My Initial below indicates that I am capable of meeting the technical standards of this program with or without reasonable accommodations.**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Definition of Standard</th>
<th>Example(s) of Technical Standard</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem-Solving Skills</td>
<td>Be able to organize time, materials, to prioritize tasks, to perform several tasks at once and adapt to changing situations.</td>
<td>Have the mental capacity for complex thought as demonstrated in prerequisite college level course work; able to analyze, synthesize, integrate concepts and problem-solve to formulate assessment and educational judgments; demonstrate the ability to think analytically about educational issues; demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations; and able to perform the above skills independently.</td>
<td></td>
</tr>
<tr>
<td>Communication/Interpersonal Skills</td>
<td>Have the necessary interpersonal competencies to interact effectively with diverse populations and to interact collaboratively as part of a team.</td>
<td>Communicate effectively with other students, faculty, staff, and professionals; express ideas and feelings clearly; demonstrate a willingness and ability to listen to others; demonstrate sufficient skills in spoken and written English, including correct speech and grammar, to understand content presented in the program, to adequately complete all verbal assignments, and to meet the objective of the internship experiences; appreciate the value of diversity and look beyond self in interactions with others; must not impose personal religious, sexual, and/or cultural values on others; demonstrate an awareness of appropriate social boundaries between students and educators and show that they are ready and able to observe those boundaries; demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students; demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.</td>
<td></td>
</tr>
<tr>
<td>Coping Skills</td>
<td>Ability to respond appropriately to stressful environments.</td>
<td>Manage academic schedules and deadlines; perform in fastpaced early childcare situations; demonstrate the ability to work with frequent interruptions; respond appropriately to unexpected situations; to cope with extreme variations in workload and stress levels; possess the ability to make and execute quick, appropriate, and accurate decisions in a stressful environment; and have the capacity to maintain composure and continue to function well in a myriad of situations.</td>
<td></td>
</tr>
<tr>
<td><strong>Mobility/Motor Skills</strong></td>
<td>Possess sufficient physical strength, flexibility, and dexterity to perform education and care routines for children, to include lifting 25 pounds regularly and up to 40 on occasion, walking and running with children, getting up and down off the floor with children.</td>
<td>Manipulate materials and equipment such as scissors, puzzles, computers, and CD players; provide safe and nurturing contact to promote healthy development; safely lift and transport children during care routines such as diapering and feeding; interact with children at their physical level (varying heights); and evacuate children in cases of emergency.</td>
<td></td>
</tr>
<tr>
<td><strong>Sensory Abilities</strong></td>
<td>Sufficient auditory, visual and tactile ability to ensure a safe environment for children.</td>
<td>Recognize and interpret expressions and body language; identify typical and atypical patterns of behavior in children; maintain visual supervision of children at all times; and scan the environment and facilities for safety purposes; tolerate exposure to cleaning solutions, weather elements, environmental allergens (inside and outside, e.g. grass, pollen.)</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral Skills</strong></td>
<td>Ability to demonstrate professional behaviors and a strong work ethic.</td>
<td>Demonstrate initiative, flexibility, enthusiasm, honesty, cooperation and industrious behavior; recognize personal limitations and request assistance as appropriate; demonstrate respect for the child, other education professionals and the profession of early childhood; perform duties efficiently, willingly and thoroughly; present professional appearance and maintain personal hygiene.</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Skills</strong></td>
<td>Be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.</td>
<td>Use sound judgment; seek and effectively use help for medical and emotional problems that interfere with academic and/or professional performance; and the ability to deal with current life stressors through the use of appropriate coping mechanisms.</td>
<td></td>
</tr>
</tbody>
</table>

**Other Requirements:**

Be able to provide documentation that no active TB is present (negative TB test, chest x-ray, or physician statement), provide documentation from a medical practitioner (physician, physician’s assistant, or nurse practitioner) of ability to work with children, and obtain a qualifying letter from the Division of Child Development and Early Education (DCDEE). NC Law states that an individual may be excluded from receiving the qualifying letter based on the following:

**GENERAL STATUTE 110-91(8)**

No person can be an operator of nor be employed in a child care facility who has been convicted of a crime involving child neglect, child abuse, or moral turpitude, or who is an habitually excessive user of alcohol or who illegally uses narcotic or other impairing drugs, or who is mentally or emotionally impaired to an extent that may be injurious to children.
Early Childhood Education Faculty

Early Childhood Education Program courses are taught by full-time and part-time instructors. A list of the current instructors is posted on the Early Childhood Education website (www.cpcc.edu/ec). All Early Childhood Education Program faculty at Central Piedmont Community College have master’s degrees or higher in Early Childhood Education, Child Development or related fields. In addition, all ECE faculty members have years of experience working with children in a variety of programs and settings.

Students can reach full-time instructors through office phone numbers or CPCC email addresses which are found on our webpage. Please leave detailed phone or email messages including first and last name and contact information for a timely response. In order to comply with federal privacy laws, instructors can respond only to emails sent from CPCC student email accounts.

Please allow 24-48 hours for instructors to respond to messages and please note that multiple calls can delay a response. Students may also leave messages with Early Childhood program telephone number 704-330-4762 and/or email address, earlychildhoodeducation@cpcc.edu

Part-time instructors will provide students with contact information at the first class meeting, through the course in Blackboard, or by email.

Finally, it is always appropriate to address instructors by Dr. Smith or Mrs. Jones, unless otherwise instructed.

Professionalism and Ethics in Early Childhood

CPCC is a leader in workforce development. Professional preparation includes technical skills and knowledge, but also “soft skills” or professionalism and ethical behavior. Part of CPCC’s role as an institution of higher learning is to help students develop all of the skills needed in order to be successful in their chosen career field. Instructors model professional demeanor and dress for students both in class and out of class. Professional behavior includes but is not limited to, refraining from talking or texting on cell phones during class, avoiding drinking or eating during class, speaking politely and respectfully, and listening to others.

Students are expected to conduct themselves with a level of decorum and civility in class and out of class. Early Childhood professionals expect children in their care to speak respectfully to others. This includes such behavior as refraining from talking while others have the floor, addressing others by name, avoiding negative language, and paying attention to those who are speaking. In an online class, this means checking emails and discussion posts before sending or posting to ensure that the tone and the message are respectful and professional. In class and in practical experiences in the field, students should be mindful that they serve as role models.
Students are expected to display professionalism in their dress. Some child care centers may expect their teachers to wear “scrubs” if they work with infants, but typically teachers of young children wear comfortable shoes, and slacks, or skirts that allow them to be on the floor with children. Early childhood students should refrain from wearing clothes with writing or words, as the language may not be appropriate for a classroom setting. Also, be sure that shirts and tops do not reveal cleavage or midriffs. Jewelry should not be distracting or a hazard (long, dangling earrings, for example). Nails should be neatly manicured as longer nails are a health and safety hazard when working with children of any age. Hairstyles or headwear should not be distracting.

CPCC’s Early Childhood Program adheres to the NAEYC Code of Professional Ethics which will be discussed in courses. Serving as role models for families and children is a serious responsibility. Students are expected to abide by the Student Code of Conduct. Detailed information may be found at: http://www.cpcc.edu/CCR/ESL/Resources/CPCC-Resources/Conduct. Practicum Students will receive more specific instructions regarding professionalism and ethics. Instructors are available to clarify any questions students may have.

Central Piedmont Community College is committed to providing the best education and training for students, and the early childhood faculty strive to prepare students for the job placements and career opportunities available. Students are expected to do their part to develop a professional attitude and skills while a student at CPCC. How a student treats faculty, staff, and fellow students is an important indicator of how the student will treat supervisors, colleagues, peers, families, and children. Instructors are often asked to provide references for students seeking jobs so keeping professionalism in mind and adhering to the NAEYC Code of Ethics will be beneficial to anyone who may require references or recommendations for a position in this field.

**College and Department Policies**

**CPCC COLLEGE POLICIES AND INFORMATION**

CPCC policies have been formulated to ensure the development of responsible, mature, professional behaviors while in a professional preparation program. Policies referring to student behavior can be found at http://www.cpcc.edu/Administration/policies-and-procedures. Policies relating to students can be found in sections 5 and 7.

**EARLY CHILDHOOD POLICIES**

**Attendance**

The Early Childhood Program attendance policy is included in each course syllabus. Please be sure to carefully read the course syllabus for more detailed information on how attendance is determined for each class.
**Children in Class**

In order to create optimum learning environments for adults, students are expected to arrange for child care outside of class as children are not permitted in the classroom or left unsupervised on campus during class time. For more specific information, please refer to: http://inside.cpcc.edu/P&PManual/ppm7-0/ppm7o12.htm.

**Technology Requirements**

Students must be computer literate and have access to a working computer with an internet connection in order to be successful in an Early Childhood Education course. Please refer to the course syllabus for more specific information and requirements.

**Netiquette**

The term “netiquette” refers to guidelines for online behavior. When interacting with other students online, either by email or in an online course, it is important to be respectful of others. Avoid offensive language and confrontation. Before sending any electronic communication, students should ask themselves, *Would I say this to the person’s face?* If the answer is no, rewrite and reread until certain that the words and message communicated through cyberspace are the same as what would be communicated in person. Correct spelling, grammar, and punctuation in an email are signs of professionalism. Each course syllabus will contain more detailed information.

**Grading**

All assignments must be completed and submitted by due dates/times. Late work is not accepted unless prior arrangements have been made with and approved by the instructor. Refer to course syllabus for more information. Students must earn a grade of “C” or higher for credit for Early Childhood Education courses.

**Academic Honesty**

The Early Childhood program supports and adheres to the college position on academic dishonesty: “When students use another person’s work, words or ideas without properly acknowledging the source, they are plagiarizing and are subject to the discipline of the instructor.”

By turning in assignments, students are stating that it is their original work, completed specifically for the course in which it is submitted.

Please refer to the following website for the college’s policy on academic honesty and integrity:

http://inside.cpcc.edu/P&PManual/ppm7-0/ppm7o10.htm
SafeAssign

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. CPCC’s Early Childhood program utilizes a learning management system (LMS) called Blackboard which makes available a digital plagiarism detection program called SafeAssign. This program may be used to check papers submitted in courses, and students may be asked to submit papers in a digital format, typically on Blackboard, so that writing can be checked against web content and databases of existing papers. Although students may never have engaged in intentional plagiarism, many students do inadvertently incorporate sources without appropriate citations. By using SafeAssign, instructors can be alerted to students’ academic needs in terms of proper writing techniques and good practices.

Student Conduct

Students are required to abide by the Early Childhood Education Policies for Professionalism and Ethics as well as College’s Student Code of Conduct. Please refer to the section on Professionalism and Ethics in this handbook. Detailed information on the Central Piedmont Community College Student Code of Conduct may be found at http://www.cpcc.edu/ccr/esl/resources/cpcc-resources/conduct

CPCC Early Childhood Education Club

The Early Childhood Education Club (ECEC) exists to facilitate the professional development of its members through participation in a variety of early childhood activities at the local, state and national levels.

The club participates in a number of worthwhile activities in the college and the community, such as hosting professional development workshops for early childhood educators. Members also attend local, state, or national conferences to learn about the early childhood field and to network with professional educators and other early childhood students. The club creates awareness of the issues affecting young children and their families by sponsoring events during the Week of the Young Child.

Members of the Early Childhood Education Club make a difference and in so doing enjoy opportunities to develop leadership and communication skills, to practice advocacy, to network with other early childhood educators and to learn in enriching, supportive environments.

Any currently enrolled CPCC student can become a member of the ECEC. Annual membership dues are $10. For more information or to obtain a membership form, students should contact the Club President, the faculty advisors, or review the Club bulletin board (located on the Early Childhood hallway in Harris 1).

Club meeting days and times are listed on the Early Childhood web page, www.cpcc.edu/ec and on the bulletin board.
Strategies that Promote Success

After choosing a career pathway students are ready to register for courses. Consider the following points:

- Will I go to school full time or part time?
- Do I need to apply for financial aid?
- Do I need to transfer any credits to CPCC from another college?
- Have I scheduled an advising appointment with an academic advisor to interpret placement test scores or help with transfer credits?

A Faculty Advisor will help students develop a course schedule that meets individual needs and goals, but keeping the above points in mind will make that process smoother.

Planning and Scheduling Coursework:

Students should consider individual strengths and challenges when planning a course schedule. Specific considerations include determining suitability for face-to-face, hybrid, or fully online courses; the ability to access a reliable computer that is compatible with requirements in CPCC classes (Word, e-mail, etc.); time available to study and complete assignments each week; transportation to campus and on-campus computer labs.

Before Classes Start:

- Purchase and look over textbooks
- Check class times and locations
- Download needed computer software (free to students from CPCC On The Hub; course syllabi contain more detailed information)
- Carefully review the course description, course expectations and learning outcomes.

The First Week of Classes:

Students should make sure to get to class on time. If the class is online, students you must log on to the course in Blackboard the first day of the semester and frequently each week to check for updates and assignment information.

Students should read the Course Syllabus and Course Calendar to familiarize themselves with course expectations, assignments and due dates.

In face-to-face classes, students should have materials (textbook, paper, pen or pencil) ready to take notes and actively participate.

Students should know the instructor’s name and how to contact him or her.

Throughout the Semester:

Students should treat school like a job. This means students should be in class, be on time and be prepared, stay for the entire class period and remain engaged from start to finish.
Cell phones should be turned off and out of sight. Cell phones should not be used in class, unless the instructor specifically has notified students that they may use cell phones for a specific purpose.

Students should keep up with reading and assignments. When questions arise, students should ask the instructor or make an appointment during office hours. Keeping up with assignments and due dates is essential to success. Students should plan to devote plenty of time to challenging assignments and course work.

Participation in all classroom activities and discussions is essential to success. It is difficult to be an active participant without reading the materials or completing all assignments.

Keeping an open mind and a positive attitude are also essential to success. Students will learn and grow from each class activity or discussion when prepared to share ideas and questions from the reading or relevant experiences. Instructors want students to be successful; therefore, asking questions for clarification or additional assistance is encouraged.

**Important Contacts**

Please refer to the CPCC or Early Childhood website for information on financial aid, transcripts, bookstore hours, credentials and certificates, academic assistance, academic advising, assistance seeking accommodations for disabilities, counseling, or other assistance or services not covered in the Student Handbook.

**Practicum Courses**

EDU 184 is the first Practicum students complete. EDU 284 is the Capstone Course. Please refer to the Practicum Handbook for more specific information regarding requirements.

**Career Ladder and Opportunities for Advancement**

There are multiple positions and careers available working with children and working for children. The Early Childhood Credential is the first step on the path to a rewarding career in the exciting field of Early Childhood Education. Here is a link to opportunities that may be of interest: [http://www.childcareservices.org/_downloads/CareersInEarlyChildhoodGuide_NC.pdf](http://www.childcareservices.org/_downloads/CareersInEarlyChildhoodGuide_NC.pdf)

**Articulation Agreements**

There are multiple opportunities for CPCC graduates in Early Childhood Education to continue their education. The program currently has articulation agreements with the following colleges and universities: Catawba College, the University of North Carolina at Charlotte, the University
of North Carolina at Greensboro, and North Carolina Central University. Please visit
www.cpcc.edu/ec for more information.