



Early Childhood Education and Development (ECED)
2026-27 Program Handbook

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ECED Student Handbook

1. Introduction and Program Overview

1.1 Message from the Program Director

Welcome to the Early Childhood Education and Development (ECED) program at MCC! The care and education of young children is essential to the community and society at large and is a fun and rewarding career. Teachers and caregivers of young children make a tremendous positive impact on the lives of children and families when they are skilled and knowledgeable about child development and best practices in the field of early childhood education. You will gain that knowledge through the ECED program at MCC.

The ECED program is housed at the Penn Valley campus of MCC and has been a vital part of the college since its establishment in the late 1970s. The mission of the ECED program mirrors MCC's mission of preparing students, serving communities, and creating opportunities for all. The field of early care and education is one that you will find to be full of purpose and meaning. The goal of the ECED program is to educate and equip the early childhood workforce to provide high-quality care and education to the children and families of the KC metro region and beyond.

Research shows that the first five years of a child's life are critical to long-term development. An early childhood educator participates in building the foundation of the child's cognitive, physical, social, and emotional development. The more knowledge and skills that you build as an early childhood professional, the more the children in your care will learn and thrive. The ECED faculty and team of MCC professionals are here to support and assist you in finding success as a student at MCC.

We look forward to working with you!

Meghan Nichols, ECED Program Coordinator
Jennifer Copeland, ECED Faculty

1.2 Purpose of the Handbook

The purpose of this handbook is to assist you on your journey in the ECED program at MCC.

- This handbook is the first stop to answer your questions during your time in the
- program. This handbook is intended to provide initial information.
- The ECED faculty can answer questions on a more in-depth basis as needed. Never hesitate to reach out to your course instructor with questions specific to a course.

1.3 Program Accreditation Information

All ECED course student learning outcomes are aligned with the National Association for the Education of Young Children's (NAEYC) Professional Standards and Competencies for Early Childhood Educators. MCC is accredited by the Higher Learning Commission.

1.4 Description of the Program and Areas of Study

Metropolitan Community College offers coursework toward the following in early childhood:

- **Child Development Associates (CDA®)** - 9 credit hours (NAEYC Early Childhood Educator I)
 - The CDA® stacks into the Early Childhood certificate and ultimately into the A.A.S. in Early Childhood.
- **Early Childhood Education Certificate** - 21 credit hours
- **Youth Development Certificate** - 24 credit hours
- **Associate of Applied Science, Early Childhood Education and Development** - 62 to 66 credit hours (NAEYC Early Childhood Educator II)

Courses are offered in 8-, 12-, and 16-session formats, on-ground, hybrid, and online, during the day, evenings, and weekends to accommodate our working student population.

We have 8-week courses that begin at the start of the traditional semester and end at mid-term, and then a 2nd 8-week course offering that starts at mid-term and continues until the end of the traditional semester, allowing students to take more classes during the semester and meet their goals sooner.

1.5 Program Learning Outcomes

Students who complete the ECED A.A.S. Degree at MCC will be able to:

1. Demonstrate knowledge of child development to provide learning in context.
2. Demonstrate the ability to create family-teacher partnerships and community connections.
3. Demonstrate the use of child observation, documentation, and assessment.
4. Demonstrate developmentally, culturally, and linguistically appropriate teaching practices.
5. Demonstrate knowledge, application, and integration of academic content in the early childhood curriculum.
6. Demonstrate professionalism as an Early Childhood Educator.

1.6 Career Pathways

Early childhood educators can work in many different settings. Depending on educational attainment, one can be an assistant teacher, lead teacher, floater, administrator, director, paraprofessional, instructional coach, nanny, and more.

Careers are found in the K-12 public school system, private centers, private schools, after-school programs, and home-based care.

2. Admission and Enrollment

2.1 Program Eligibility Requirements

The ECED program is open admission. ECED students are required to participate in various practicum experience assignments as part of the certificate and AAS degree programs. Students will be required to observe and practice in a variety of early childhood settings. Students must register with the State of MO Family Care Safety Registry and successfully pass the background screening before beginning any practicum experience for the program. Proof of clear TB screening is also required for enrollment in the Capstone Practicum Experience.

The ECED program, which leads to either an Associate in Applied Science degree or a certificate, prepares students for jobs in childcare. Requirements for the degree and certificate are listed below.

- [6.10013 DP Transfer Credit](#)
- [6.10014 DP Academic Forgiveness](#)
- [6.10015 DP Credit for Prior Learning](#)

2.2 Program Application Process

To be admitted to the program, students must complete the following application process:

- Complete the MCC admissions process.
- Complete a background check by visiting the Missouri Department of Health and Senior Services Family Care Safety Registry.
- Attend the New Student Orientation.

Every student in the ECED program should be aware that the Missouri State Board of Education may refuse to issue, renew, suspend or revoke a certificate of license to teach if an individual has pleaded or been found guilty of a felony or crime involving moral turpitude whether or not sentence is imposed; upon evidence that the certificate was obtained by fraud, deception, misrepresentation or bribery; upon evidence of incompetence, immorality or neglect of duty; or if the certificate holder is subject to discipline in another state.

3. Faculty and Staff Directory and other Key Offices

3.1 Instructor Contact Information, Office Hours, and Availability

- Meghan Nichols, ECED Program Coordinator, Meghan.Nichols@mccckc.edu, 816-604-4029, Office location: Penn Valley, Science & Technology Building, Room 114B
- Jennifer Copeland, ECED Faculty, Humanities Division Chair, Jennifer.Copeland@mccckc.edu, 816-604-4220, Office Location: Penn Valley, Science & Technology Building, Room 102

3.2 Staff Contact Information

N/A

3.3 Contact Information for Key Offices at Penn Valley

- **Disability Support Services**, PV Humanities Building 001, 816-604-4089
- **Educational Opportunity Center (EOC)**, 3100 Main St. Suite 100, KC, MO 64111, 816-604-4400
- **Penn Valley Library**, Learning Resources Building 101, 816-604-4080, Text a Librarian, 816-920-0275
- **The Learning Center** (Academic Support), Learning Resources 2nd Floor, 816-604-4292
- **Student Technology Support**, 816-604-1000, option 1

4. Student Support Services

4.1 Advising

ECED students are encouraged to meet with Professor Nichols, the ECED program coordinator, and their assigned student success advisor (SSA) upon admission to MCC for academic advisement. Professor Nichols can provide detailed information on when classes will be offered and answer program-specific questions. The SSA can provide financial aid information as well as scholarship opportunities and other resources as needed.

[Student Success Advising](#)

4.2 Career Services

Each MCC campus offers Career Services support. Supports include career exploration, mock interviews, resume writing support, etc. We have an online job-posting platform called Career Central (powered by Handshake). This portal offers a streamlined experience to both employers and students and will allow you to find the best candidates for your jobs and internships. It will also connect with our career services offices and others across the country.

[Career Services website](#)

4.3 Counseling Services

- Counseling is available at each MCC campus. Call 816.604.1000 and ask to be transferred to the counseling office of the campus you attend. In-person and virtual appointments are available.
- 24/7/365 mental health support is available through the Wolf Wellness Program. Metropolitan Community College has partnered with BetterMynd, an online therapy platform, to provide eligible MCC students with greater access to a wide range of mental health resources, including individual counseling sessions with evening and weekend options, and a 24/7 on-demand emotional support and crisis line at 1.844.BTR.MYND (1.844.287.6963)
- Resources include wellbeing workshops on a variety of topics, such as anxiety, relationship concerns, and stress management
- With a large network of licensed mental health professionals, BetterMynd provides students with the flexibility to select counselors with specialties, demographics, identities, lived experiences, or a language that matches their preferences. Eligibility for BetterMynd credits is contingent on continued MCC enrollment.

[MCC Counseling Services website](#)

4.4 Tutoring and Academic Support

- Tutoring and academic support is available on all campuses of MCC. The mission of the Learning Center is to provide academic support to students as they work to become independent learners. The Learning Center offers FREE tutoring for students enrolled in MCC courses. Our tutors offer assistance in a variety of subjects. Support for specific subjects may vary from semester to semester, depending on staffing.
- The Learning Center promotes student engagement in the learning process and are committed to maintaining high standards, encouraging student success and creating lifelong learners. The full-time SSC staff offer help with study skills, test-taking strategies, organization, goal setting and more.
- [MCC Tutoring website](#)
- [7.40020 DR Academic Intervention](#)

4.5 Financial Aid and Scholarship Opportunities

MCC is an affordable college, plus there are many options for financial assistance.

- Explore the many financial aid choices - grants, loans, scholarships, veterans benefits, and more - to help fund your education.
- To get priority consideration for financial aid, submit your Free Application for Federal Student Aid (FAFSA) by February 1. MCC's school code is 002484.
- Apply early so you can get the best financial aid package possible! Some funds are limited so the earlier you apply, the better your chances of receiving aid.
- [7.25020 BP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25020 DP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25050 DP Satisfactory Academic Progress of Veterans Benefits Recipients](#)

- [7.30000 BP Student Financial Aid](#)
- [MCC Financial Aid website](#)

TEACH Missouri Scholarships - The TEACH Early Childhood® Missouri Scholarship supports the early childhood care and education workforce across Missouri to earn national credentials and college credit-based education while increasing compensation and retention.

- Scholarship models are designed to assist childcare teachers, assistant teachers, directors, assistant directors, family childcare business owners, childcare program owners, and home visitors in attaining their educational goals.
- TEACH Missouri awards scholarships for college hours to enhance classroom practice, the Child Development Associate (CDA®) credential and college degrees in early childhood education. As a result, Missouri's youngest children receive high quality and consistent education from highly qualified early childhood professionals. Child Care Aware® of Missouri has been awarding TEACH Missouri scholarships since 2000.
- [TEACH MO Scholarship](#)

5. Academic Policies and Expectations

5.1 Academic Integrity and Code of Conduct

All early childhood professionals adhere to the framework of professional conduct as outlined in the NAEYC Code of Ethical Conduct. EC professionals have responsibilities to children, families, colleagues and the community and society at large. ECED program candidates are expected to always adhere to the NAEYC Code and conduct themselves in a manner consistent with the core values of the field:

- “Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues •Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.”

ECED students are expected to adhere to the MCC Code of Student Conduct on campus as well as when representing the college in field-based practicum experiences. Insert standards for honesty, plagiarism policies, and disciplinary actions along with the noted policies, procedures, and/or regulations.

- [6.10010 BP Academic Standards](#)
- [6.10011 DP Grading Standards, Coursework and Final Examination](#)

- [6.10012 DP Grade Change](#)
- [6.10014 DP Academic Forgiveness](#)
- [7.20000 BP Student Rights and Responsibilities](#)
- [7.35010 BP Code of Student Conduct](#)
- [7.35010 DP Code of Student Conduct](#)
- [7.40010 BP Freedom Due Process and Disciplinary Action](#)

5.2 AI Usage

The usage of AI will be outlined in each course syllabus. Expectations may vary from instructor to instructor, but it is vital that all student work is original and is reflective of the knowledge and competencies included in the NAEYC Professional Standards and Competencies for Early Childhood Educators. Presenting AI generated work as the student's original work is considered academic misconduct and will be dealt with according to MCC's Student Code of Conduct policy.

5.3 Student Attendance and Participation Expectations

ECED students are expected to attend and participate in all class activities regardless of modality. Specific expectations will be stated in each course syllabus and may vary slightly depending on the instructor. It is vital that students read and adhere to the policies laid out in each course syllabus.

- [6.10017 DP Withdrawal and Audit Enrollment Status](#)
- [7.30050 DP Medical Discretionary Withdrawal](#)
- [7.35020 DR Student Attendance](#)

5.4 Student Complaint and Grievance Procedures

If a student has an issue related to instruction, they should first seek to resolve the issue at the source. If that attempt is made and a resolution is not reached, then the student should contact the appropriate division chair. See the Student Complaint policy below for further details on the process.

- [7.20300 DR Student Complaints](#)
- [7.20300 OP Student Complaints](#)
- [7.20400 DR Student Rights and Privacy](#)
- [7.20400 OP Student Rights and Privacy](#)
- [7.40030 BP Status of Suspended or Expelled Student](#)

5.5 Grading Policies and Standards

Each course syllabus will include the grading information for the course including the required assignments, associated points, and grading scale. Each course will contain required

assessments to ensure students have met the course student learning outcomes. If a student feels an error has occurred, and their final grade should be different than what was posted to their transcript, they should follow the procedures outlined in the Grade Change policy listed below.

- [6.10012 DP Grade Change](#)

5.6 Non-Discrimination and Accessibility Policies

The faculty of the ECED program are committed to serving all students. If a student has a need for accommodation for a documented disability, the following policies, procedures, and/or regulations apply.

- [7.30020 BP Non-Discrimination](#)
- [7.30030 BP Non-Discrimination and Harassment Student](#)
- [7.30030 DP Non-Discrimination and Harassment Student](#)
- [7.30035 BP Sex Discrimination and Sexual Harassment Student](#)
- [7.30035 DP Sex Discrimination and Sexual Harassment Student](#)
- [7.20100 DR Disability Support Services](#)
- [7.20100 OP Disability Support Services](#)
- [7.20200 DR Service Animals and Emotional Support Animals](#)
- [7.20200 OP Service Animals and Emotional Support Animals](#)

6. Curriculum and Course Descriptions

6.1 Program and Course Requirements and Credit Hours

The ECED Program offers students options to meet their goals.

- **Associate of Applied Science (A.A.S.) Degree in ECED.** 62-66 credits. This program, which leads to an Associate in Applied Science degree prepares students for jobs in early care and education settings. The degree is comprised of general education and early childhood-specific coursework.
- **Early Childhood Education and Development – Certificate,** 22 credits. This program, which leads to a one-year certificate of proficiency prepares students for jobs in early care and education settings.
- **Youth Development Certificate** – 24 credits. The Youth Development Certificate at Penn Valley prepares professionals to work with children and families in afterschool or other out of school care and enrichment settings. Coursework is aligned to the MO Youth Development Credential competencies and level three of the Standards of the National Afterschool Association.

6.2 Pre-requisite Courses

- Students should take ENGL 101 in their first semester.

- Students should take ECED 113 Child Growth and Development in their first semester. It is a pre-requisite course to many subsequent courses in the program.
- Students should take ECED 149 Observation and Assessment in order to enroll in Child Guidance and the Capstone Practicum course.

6.3 Required Core Courses

The following ECED courses are required for the program.

- **ECED 101 Fundamentals of Early Care and Education** - This course provides an overview of the field of early childhood care and education. Topics include types of early childhood programs, the characteristics and needs of young children, preparation of the learning environment, curriculum, instruction, guidance techniques, strategies for observation, documentation, and assessment, ethics, and effective communication.
- **ECED 110 Child Health Safety and Nutrition** - This course covers basic factors that affect children's health, safety, and nutrition. Subject matter includes feeding habits, nutritional needs, health routines, hygiene, growth patterns, childhood diseases, first aid, CPR, safety, and implications for children.
- **ECED 112 Learning Environments** - This course prepares students to create developmentally appropriate learning experiences and environments for young children. The course emphasizes strategies to plan, develop, evaluate, and integrate subject matter such as the arts, math, science, language, literacy, and social studies into the curriculum.
- **ECED 113 Child Growth and Development** - This course introduces the benchmarks and milestones of child development including physical, language, social and emotional, creative, and cognitive developmental domains. The multiple influences on development and learning are emphasized, as well as how to use this developmental knowledge to create healthy, respectful, supportive, and challenging learning opportunities.
- **ECED 115 Care and Education of Infants and Toddlers** - This course focuses on the unique characteristics of the growth and development of children from birth through 36 months. Emphasis will be placed on brain research, attachment, responsive caregiving, as well as implementing developmentally appropriate activities and learning environments for infants and toddlers.
- **ECED 121 Equity and Advocacy in Child Care and Education** - This course focuses on equity and advocacy as it applies to practices that affect children, families, and professionals within care and education settings. Students will learn equity-focused advocacy strategies related to professionalism, children, families, and the community.
- **ECED 128 Curriculum in ECE I: DAP & Play** - This course introduces students to developmentally appropriate practices and the teacher's role in curriculum and instruction for young children. The purpose and characteristics of curriculum models past and present will be examined, as well as methods to accommodate diverse learners. Play as an overriding component of the early childhood curriculum will be stressed.

- **ECED 129 Curriculum in ECE II: STEAM** - This course is a continuation of creating a developmentally appropriate curriculum for young children. Curriculum areas of focus for this course include science, technology, engineering, the arts, and mathematics.
- **ECED 149 Observation and Assessment** - This course facilitates an understanding of the purpose of assessment to inform instruction and planning for young children. Topics include how to utilize observation, documentation, and other appropriate assessment approaches and tools to document developmental progress and promote positive outcomes for young children and families.
- **ECED 201 Language and Literacy in ECE** - This course is an in-depth study of the primary use of tools and materials that stimulate language and literacy development of young children, including dual language learners. This course will also emphasize utilizing culturally relevant literature across the curriculum.
- **ECED 220 Child Care Management** - This course is a survey of early care and education program administration. Students will study planning, developing, and operating an early care and education center. Licensing, curriculum, and parent involvement will be included.
- **ECED 236 Child Guidance** - This course focuses on developmentally appropriate, research-based, practices of positive child guidance and effective classroom management strategies in the early childhood classroom. Students will learn strategies on how to create a caring community of learners, support children's social-emotional development, how to guide children's behavior directly and indirectly, and implement effective conflict resolution.
- **ECED 254 Teaching Methods and Interactions for Learning in ECE** - This course is focused on identifying and implementing developmentally appropriate and effective teaching methods and strategies. Intentional teaching and creating powerful interactions for learning will be emphasized.
- **ECED 255 Capstone Practicum Experience** - This course is a supervised field experience designed for students to apply their knowledge of teaching and caring for young children acquired through prior ECED coursework. In their approved practicum classroom, students will practice health and safety guidelines, observation, positive interactions with young children, plan and implement developmentally appropriate activities, practice positive child guidance and plan learning environments that reflect intentional teaching and best practices in the field.
- **ECED 260 Education of the Exceptional Child** - This course is centered on the care and education of children with special needs, and the skills required to interact with and support their families.
- **ECED 262 Working with Families and the Community** - This course will prepare students to develop opportunities for partnership among families, schools, and communities. The course provides an in-depth study of the principles of parenting and family relationships as well as the skills necessary to understand and work with families.
- **ECED 270 ECED Professional Portfolio** - In this course, students will design a professional portfolio comprised of artifacts from various courses taken throughout the ECED

AAS degree program, which document the student's competency in early care and education.

6.4 Elective Options

All courses are program requirements. There are no elective options.

7. Work-Based Learning Requirements

7.1 Work-Based Learning (i.e., Internships, Clinical Experiences, Apprenticeships, Co-op Programs)

Various courses in the ECED program require students to observe and practice in early childhood settings in order to experience hands-on learning in high-quality early learning programs. The following courses require a field-based or practicum experience:

- ECED 115 Care and Education of Infants and Toddlers
- ECED 149 Observation and Assessment
- ECED 236 Child Guidance
- ECED 255 Capstone Practicum Experience

7.2 Eligibility and Application Process

Students will work with their course instructor or the ECED program coordinator to secure a proper field placement required for the course. Students must show proof of a clear background check and TB screening before starting their practicum.

7.3 Expectations and Responsibilities of Students

- Students are expected to always behave in a professional and ethical manner when at their practicum site.
- Practicum students cannot be counted in ratio and should never be left alone with children.
- Students are expected to arrive on time and attend to the rules and expectations of their practicum site.
- Students are expected to proactively communicate with their instructor and practicum site if they need to be absent or need assistance.
- Students are expected to be dependable, respectful, mature, open to feedback, organized, and proactive.
- Enhance your skills in relation to the NAEYC standards for preparing early childhood professionals (see <http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>)
- Build self-reflection skills to more deeply examine your style of communication and interaction with young children, teachers, administrative staff, and families. Identify areas that may be challenging and practice strategies to address or overcome the challenges.
- Develop a deeper understanding of your career goals and how to achieve them

- Practice professionalism consistently and with pride (e.g., dress, punctuality, language), including gaining knowledge of the role and value of professional ethics and their influence on practice.
- Be positive, leave personal problems at the door
- Be determined and do your best
- Show enthusiasm and demonstrate that you have contributions to make to the classroom
- Be intentional in every task you do, the children, staff and families deserve this
- Be consistent, show up when you are scheduled. Consistency is important for your learning, as well as for your cooperating teacher and children.
- Be prepared, have lesson plans ready ahead of time to show your cooperating teacher. Have all the materials you need for the lesson ready ahead of time.
- Be proactive, talk to your cooperating teacher about the lessons you can teach and the interests children have. Develop lesson plans that enhance what is already going on in the classroom.
- Be prepared to spend time talking to your cooperating teacher outside the designated hours you spend on the class requirement
- Ask questions
- Be professional, dress according to the center's dress code and do not gossip
- Be aware of any special health needs or learning problems in your classroom
- Be observant and listen to how the teacher manages the classroom. Try to follow their lead.
- Be observant, and listen to what children are talking about as you begin to think about your lessons
- Be objective in your journal
- Be attentive and follow the center's staff schedule and the classroom daily schedule
- Only use first names or initials of children or colleagues when entering information in reports, journals, or assignments
- You are a guest in the classroom
- Be familiar with the center's policies and procedures by looking at their handbook
- Be receptive to constructive criticism. No one is perfect and great teachers never stop learning

7.4 Evaluation Process of Work-Based Learning Sites

Students' performance in field-based practicums will be assessed by both their host-site cooperating teacher and their course instructor. Students will be evaluated at the midpoint of the semester and again at the end of the semester.

8. Industry Specific Expectations

8.1 Rules and Ethics

Students will comport themselves in a manner consistent with the NAEYC Code of Ethical Conduct. Above all, early childhood professionals will do no harm to children.

8.2 HIPAA Confidentiality

N/A

8.4 Legal Standards

Students observing or working in early childhood settings are mandated reporters once acting in the capacity of educators. They must:

- Recognize signs of abuse or neglect (physical, emotional, sexual, neglect).
- Report suspicions immediately to the appropriate state agency or designated supervisor—*not* investigate independently.
- Maintain confidentiality while ensuring safety.

Students should maintain child and family confidentiality, which includes:

- Keep child records, observations, and family communications private.
- Use pseudonyms in assignments and discussions.
- Avoid sharing identifiable information (names, photos, diagnoses) without written consent.

ECED students must adhere to state licensing regulations that protect children's health and safety, including:

- Appropriate child–teacher ratios and supervision at all times.
- Safe use of equipment and materials.
- Compliance with sanitation, nutrition, and emergency-preparedness protocols.

8.5 Professional Standards

Students should dress, act and speak in a professional manner. Behavior should be consistent with the NAEYC Code of Ethical Conduct on campus and in the field.

9. Facilities, Equipment, and Safety Guidelines

9.1 Lab and Classroom Expectations

Students are expected to adhere to the MCC Student Code of Conduct on campus and in all early childhood settings.

9.2 Equipment Usage and Maintenance

N/A

9.3 Safety Policies and Emergency Procedures

N/A

10. Industry Certifications and Licensure

10.1 Available Certifications through the Program

MCC provides coursework that fulfills the educational requirements for the CDA® credential. This nationally recognized credential is often the first step into the profession.

Complete 9 credit hours:

- ECED 101 – Foundations of Early Childhood
- ECED 110 – Child Health, Safety, and Nutrition
- ECED 112 – Learning Environments

Once the coursework and other requirements are completed, students can apply for the CDA® through the Council for Professional Recognition's website. ECED A.A.S. students who hold an active CDA® credential can apply for credit for prior certification for credit for the three courses listed above. See the ECED program coordinator for details.

10.2 State and National Licensing Requirements

Students who wish to pursue state teacher licensure should pursue the AAT. Please meet with an MCC Student Success Advisor for more information about the EDUC program at MCC.

10.3 Certification Exam Preparation Resources

N/A

11. Graduation and Program Completion Requirements

11.1 Graduation Checklist

To graduate, students must complete the requirements with a minimum MCC grade point average of 2.0 on a four-point scale to be eligible for the award of a degree or certificate.

Students must successfully complete all ECED courses to be eligible for graduation. Students must take the NOCTI Technical Skills Assessment as part of ECED 270. Students cannot pass that course unless they complete the NOCTI.

You can participate in the MCC All-campus commencement if you have:

- Completed a degree/certificate in the fall semester of the previous year OR
- Applied for graduation and are on track to complete your required hours for a spring or summer degree/certificate

11.2 Capstone Projects or Final Assessments

ECED students will collect designated assessments from each course that demonstrate their knowledge and skills of the NAEYC Professional Competencies and Standards. These assessments will be compiled into a professional portfolio as part of ECED 270.

12. Appendix & Additional Resources

12.1 Forms and Templates

<https://mcckc.edu/pathways/advising-guides.aspx>

12.2 Academic Calendars

Link the MCC's Academic Calendar: <https://mcckc.edu/calendar/academic.aspx>

12.3 Frequently Asked Questions (FAQs)

Q1. What do I need to do well in ECED classes?

A. Purchase the textbook for every class. Investing in a computer is essential for success in the program. Computer labs are available on all MCC campuses, but consistent access to Canvas to complete coursework is essential.

Q2. Who should I contact if I have any questions?

A. Contact ECED Program Coordinator, Meghan Nichols. Meghan.Nichols@mcckc.edu is the best way to communicate.

Q3. How long does it take to complete the A.A.S. degree in ECED?

A. The degree is a two-year degree for full-time students. The more classes you take in a semester, the faster you can complete the degree. Make sure you consider all your responsibilities and commitments when deciding how many classes to take in a semester. School must be a priority in order for success. Be realistic about how much time you can devote to your studies.

Q4. How do I know if early childhood is the right career for me?

A. Do you love being around children? Did you babysit or play school when you were growing up? Do you enjoy being part of a community and working toward its betterment? Then EC may be the right path for you. Working with young children is hard work, but it is a rewarding career that makes a tremendous impact. Schedule an appointment with the ECED program coordinator to discuss it further.

