

# Cuyahoga Community College



EARLY CHILDHOOD EDUCATION

# STUDENT HANDBOOK



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Dear Early Childhood Education Student,

Welcome! We are pleased that you are interested in the field of Early Childhood Education and look forward to helping you meet your educational goals.

This Student Handbook has been created to provide an orientation to the opportunities and requirements of the Early Childhood Education Program. The faculty and staff of the Early Childhood Education program have developed this handbook to provide you with specific information and answers to questions that will help you be successful during your time at Cuyahoga Community College and completing the **Selective Admission Criteria**. In this Handbook, you will find:

- The Mission and History of the Early Childhood Education Program
- Program Outcomes for Graduates of the Associate of Applied Sciences Degree in Early Childhood Education
- Resources of the College that Support Student Attainment of Educational Goals
- The Rights and Responsibilities of the Early Childhood Education Student
- The Purpose of and Procedures for Practicum and Service Learning Hours
- Program Expectations and Code of Ethics for the Early Childhood Education Student

You will want to preserve the Student Handbook for reference throughout your course of study. Students will be responsible for following all revised processes and procedures and becoming knowledgeable of the revised information contained in the Student Handbook during their college enrollment. You will also want to access a current copy of the online version Cuyahoga Community College Bulletin or the online version of the catalog in force for the year you began your studies here at Tri-C. These references will help you to become familiar with college resources and the policies and procedures of the program.

Again, welcome to this dynamic and growing field of study. We look forward to working with you.

Courtney L. Clarke, Ed.D.  
Associate Dean, Social Sciences, Western Campus

# TABLE OF CONTENTS

## **Section I-Program Information**

Introduction . . . . .	3
Program Description . . . . .	4
Conceptual Framework . . . . .	5
Program Outcomes . . . . .	7
Admission Requirements . . . . .	8
Background Check Requirement. . . . .	9
Catalog-in-Force. . . . .	12
Graduation Requirements . . . . .	12
Petition to Graduate . . . . .	13
Articulation and Transfer. . . . .	13

## **Section II-Professionalism**

Professionalism and Ethics . . . . .	17
Early Childhood Education Program Expectations . . . . .	18
Confidentiality of Information. . . . .	20

## **Section III-Program Options**

Degree Program Course Descriptions. . . . .	23
Degree Program Sequence . . . . .	28
Child Development Associate Training Short-Term Certificate . . . . .	29
Child Care Administration Short-Term Certificate . . . . .	31

## **Section IV-Field Based Experiences**

Observations . . . . .	35
Service Learning . . . . .	35
Field Experiences . . . . .	36

## **Section V-Licensure**

Licensure . . . . .	49
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## **Section VI-Resources**

Program Resources. . . . .	55
College Resources . . . . .	57
Early Childhood Professional Organizations . . . . .	60

**Section VII- Forms**

Service Learning Record ..... 65  
Student Questionnaire ..... 70  
Medical Statement ..... 72

# **SECTION I**

## **PROGRAM INFORMATION**

## INTRODUCTION

In 1965, Cuyahoga Community College's (the "College") Early Childhood Education Program received degree-granting status from the Ohio Board of Regents. In 1991, the Associate of Applied Science degree in Early Childhood Education was accredited by the Ohio Board of Regents to prepare students for Pre-Kindergarten Associate Licensure. Today, the full range of courses for the Associate of Applied Science degree in Early Childhood Education is offered at the College's Eastern, Western and Metropolitan campuses. In 2011, the College's Early Childhood Education program received accreditation from the National Association for the Education of Young Children. In addition to the degree program, the college offers a Child Development Associate Credential Training short-term certificate, and a Child Care Administration short-term certificate.

Graduates are employed as child care directors, preschool teachers, assistant teachers, and home visitors in environments including child care, public school, community-based, and corporate or agency contained child care networks. They work with infants, toddlers, preschoolers, and schoolagers in a variety of settings, such as Head Start, half day and full day programs, pre-kindergarten classrooms in the public school, programs for children with special needs, and school age childcare. A number of graduates continue their studies to obtain bachelors and graduate degrees. These graduates are employed as kindergarten and elementary school teachers, child day care center administrators, child care licensing specialists, early education consultants, professional development trainers, and college early childhood education faculty.

Significant research has identified the early years as a critical period for physical, emotional, social, language, literacy, and cognitive development. There is a recognized need for educational programs for young children and families and local, state, and federal governments are committing increased levels of funding to support them. The need for highly qualified, well-trained professionals has never been greater.

**There are four information tools to guide the students' course of study at the College.**

1. The **College Catalog** is the student's primary tool in identifying the sequencing of coursework toward graduation. A student's graduation or certificate requirements will be mandated by the College Catalog in force at the time the student is officially enrolled into the College. See the Early Childhood Education Program descriptions under Liberal Arts in the current catalog. Program requirements are also available on the college early childhood education web page using the following link:  
<http://www.tri-c.edu/programs/earlychildhood/Pages/default.aspx>
2. The **Credit Course Schedule** announces course offerings and meeting times and is available six to eight weeks before a new semester begins. This course schedule can be accessed online using the following link:  
[https://infoaccess.tri-c.edu/pls/prodban/bwckschd.p\\_disp\\_dyn\\_sched](https://infoaccess.tri-c.edu/pls/prodban/bwckschd.p_disp_dyn_sched)

3. The **College Student Handbook**, a guide to student services, is available in the Student Affairs office or at <http://www.tri-c.edu/student-resources/studenthandbook.html>
4. The **Early Childhood Education Program Student Handbook**, is available online on the College's Early Childhood Education website and is revised when required. Each AAS/ECED student needs to access and/or copy as well as become familiar with the information contained in the handbook. Early Childhood Faculty and the Program Manager, as well as College Counselors, are the best resources to help clarify College policies and required coursework. Please feel free to consult with these persons as resources to assist you to answer your questions or concerns.

## DESCRIPTION OF PROGRAM

Early Childhood Education is an accredited associate of applied science degree program. Students gain an in-depth understanding of developmental characteristics of children from infancy through age five, and learn to effectively work with co-workers, families, and the community. The curriculum covers strategies for implementing and evaluating early childhood programs. Students participate in class discussions, interactive learning, laboratory, and clinical experiences. Students enrolled in this program are required to complete 30 service learning hours and 345 hours of supervised practicum experience and observation hours in 5 other courses.

Graduates of the College's program who earn their Pre-K Associate degree may be employed in a variety of settings including child care centers, parent cooperatives, franchised centers, public and private centers, Head Start programs, and centers serving children with special needs.

Students who complete the degree requirements with an overall GPA of 2.0, ECED courses with a 2.5 GPA, and both practicum experiences (ECED 1860, ECED 2870) and student teaching seminar (ECED 2990) with a GPA of 3.0 are eligible to apply for the Ohio Department of Education Prekindergarten Associate teaching license.

### **The Mission of the Early Childhood Education Program**

***To offer education and mentoring that supports early childhood educators in providing responsive interactions and safe, stimulating environments for the care and education of young children.***

The content of the College's Early Childhood Education courses incorporates recommendations for inclusion of theoretical knowledge and practice, which are outlined in the National Association for

the Education of Young Children's (NAEYC) *Guidelines for Preparation of Early Childhood Professionals* at the Associate, Baccalaureate, and Advanced levels.

## **CONCEPTUAL FRAMEWORK**

The Early Childhood Education Associate of Applied Science Degree Program at the College is grounded in the belief that the early years of learning from birth to age eight are critical for development of the whole child. We know that the foundational attitudes and skills as well as the neural pathways necessary for lifelong learning are developed during these early years.

We recognize that early childhood education should be comprehensive and holistic, providing the cognitive, physical, creative, social and emotional supports needed to support the development of every child.

Our program evolves from a belief that the characteristics of development and learning in the early childhood years, from birth through age eight, are different from those of older children. As an associate degree program preparing educators who focus on children birth through age five, our program is designed for students to develop an understanding of the developmental characteristics of young children and strategies for structuring a supportive, inclusive and responsive learning environment to provide a strong foundation for holistic development.

In the 2005-2006 academic year, ECED faculty met to develop a process that would facilitate articulation of our conceptual framework. This resulted in several meetings where early childhood full-time faculty, adjunct faculty and program advisory committee members responded to questions in three areas related to student learning and program outcomes. The questions were:

- What theories should be at the core of our teaching?
- What theories should NOT be in the core of our teaching?
- What curriculum do we support in teacher early childhood students? What curriculum do we NOT support in our teaching?
- What do you believe should be the core values of our teacher preparation program?
- What core values should NOT be part of our program?

The faculty and advisory committee identified and endorsed key theorists that are at the core of the coursework for the ECED degree. This foundational base of the early childhood courses is built on the work of Jean Piaget, Lev Vygotsky, Erik Erikson, Abraham Maslow, Howard Gardner and the research on brain development in the early years. Our program is based on the concepts of:

- Erik Erikson's theoretical constructs of psychosocial development
- Jean Piaget's constructivist theory
- Lev Vygotsky's socio-cultural theory
- Abraham Maslow's theory of hierarchy of needs



- Howard Gardner's multiple intelligences theory
- Brain research insights into development of dendrite growth and neural connections in the early years

Students in the early childhood program are provided opportunities to understand curriculum planning that is child centered and integrated, based on developmentally appropriate practices and anti-bias principles. They are also exposed to curriculum models that include emergent curriculum, the Project Approach, the Reggio Emilia Approach, High Scope, and the Creative Curriculum.

The foundation of all our teaching reflects the following core values:

- Learning begins with adults understanding themselves
- Increasing self-understanding through thoughtful reflection
- Recognizing and integrating new perspectives on teaching and learning
- Applying knowledge of child development
- Respecting all children and families
- Understanding that children are active participants in their own learning and development, with an intrinsic desire to make sense out of their experiences Acknowledging and supporting diversity through anti-bias practices Recognizing adults/teachers are observers and researchers
- Valuing play as core of early childhood learning
- Developing relationships with children & adults as key to effective teaching
- Understanding and applying the professional code of ethics
- Recognizing the roles/responsibilities of being a professional

The program has been greatly enriched through a faculty involvement in the study of early brain development. Key concepts from brain biology have been integrated into all early childhood courses. In addition, the National Association for the Education of Young Children Teacher Preparation Standards and related state early learning content standards and infant/toddler guidelines inform the program and initiatives to reflect current knowledge.

The students attending the College represent a cross section of age, experience and knowledge. The ECED faculty is committed to teaching with knowledge of and respect for the adult learner. Course content is presented in a manner that allows students to socially construct knowledge in an environment that respects their prior knowledge and experiences. Students are provided opportunities to direct their learning through active participation, choices and reflection. Adult learners in classes are encouraged to explore their learning styles as they explore the diverse learning styles of children.

## EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES

1. Child Development and Learning  
Support the diverse ways in which children learn by interpreting and applying knowledge of child growth and development.
2. Family and Community  
Include and value children, families and communities, create respectful reciprocal relationships, support, and involve all families in their children's development and learning.
3. Observation, Documentation, and Other Appropriate Assessment Tool  
Use observation, documentation, and other appropriate assessment tools for: planning curriculum, identifying special needs, deepening understanding of child development, communicating with families and professionals and improving teaching practices.
4. Environment  
Create an inviting and enriched environment that supports children's optimal growth and development within the context of group living.
5. Curriculum  
Design, implement and evaluate experiences that promote positive development and learning for all children.
6. Teaching Strategies  
Integrate and use a variety of respectful, responsive teaching strategies.
7. Diversity  
Demonstrate acceptance of all children and families, support cultural diversity, develop a program based on anti-biased principles and interact and relate to all persons in a responsive, respectful manner.
8. Leadership  
Display positive leadership qualities within an early childhood environment.
9. Professionalism  
Use reflective and ethical practices in the classroom, advocate, access resources, practice appropriate verbal and non-verbal communication, listen and interact respectfully, use Standard English in writing and speaking.

## ADMISSION REQUIREMENTS

Admission to the College is open to all high school graduates, anyone with documentation of successful GED completion, as well as to non-high school graduates participating in dual enrollment programs, and those 18 years or older. Students working towards an Early Childhood Education Award or Certificate must have obtained a high school diploma or GED and be 18 years or older for practicum placement. Completed the English and Math placement tests and be eligible for English

1010 (Composition I). English 1010 must be completed with a grade of C or higher. **This is a selective admission program:**

To be admitted to the Associate of Applied Science degree program in Early Childhood Education a candidate needs to:

1. Retrieve Background Check/Enrollment Packet, at **least 2 weeks prior** to onset of semester or Summer term, from Program Director. Contact via [Judee.Mulhollen@tri-c.edu](mailto:Judee.Mulhollen@tri-c.edu) or call 216-987-2513.
2. Complete required ODJFS form 1175 and return to Program Manager. Complete the BCI/FBI check as required at an approved ODJFS site using code 5104.013. ***Social Security Card and picture ID required. Students under 18 years of age must be accompanied by a parent or legal guardian.***

## **BACKGROUND CHECK REQUIREMENT**

To preserve faculty neutrality, students will be required to contact Associate Dean (216- 987-5504) to discuss issues related to having records of prohibited offenses as listed on the ODJFS form titled: *Prohibitive Convictions and Rehabilitation Standards for Child Care Centers, Family Child Care Home Providers, and In-Home Aides.*

### **Process for students who have background checks with need of rehabilitation offenses form.**

1. The student must provide court documentation which includes the specific Revised Code violation within five days of the first class meeting to the Associate Dean or Program Manager. This may include documentation from the charging court and/or the results of a BCI background check.
2. The BCI background check will be required whenever a student indicates that they do not have in their immediate possession court documentation. The student must provide verification that the BCI background check has been taken within five days of the first class meeting.
3. Students who indicate that they have had their record expunged or sealed will also be required to submit a current BCI report (or documentation that it has been completed) within five days of the first class meeting. If a current report is not available, the student must provide verification that the BCI background check has been completed within five days of the first class meeting. The report, when received, will be used to confirm that the student has a clear background and/or record prior to their reporting to assignments in the educational setting as required by ECED or EDUC courses.

4. If a student has been convicted of one of the prohibited offenses listed on the Ohio Department of Job and Family Services Prohibitive Offenses Form, it will be determined if they meet the rehabilitation requirements. The **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 3301-20-01)** will be applied for EDUC courses. Information will be reviewed by the Program Manager and the Associate Dean, Liberal Arts. Whenever necessary, the College's legal counsel will be consulted.
5. An updated Rehabilitation Criteria form will be completed by the Associate Dean or Program Manager for students convicted of prohibited offenses who meet the rehabilitation standards as required by ODJFS. If the student is enrolled in an EDUC course, the **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 330120-01)** will be followed.
6. If it is determined that a student does not meet the rehabilitation standards, the student will be contacted by the Associate Dean or Program Manager to schedule a meeting. The Program Manager and Associate Dean, Social Sciences will provide recommendations which may include information on withdrawing from the ECED or EDUC courses and unable to complete the AAS or Short Term Certificate Program the student enrolled.
7. If a student has been convicted of one of the prohibited offenses listed on the Ohio Department of Job and Family Services form listed above, the information will be reviewed by the Program Manager and the Associate Dean. If the student is enrolled in an EDUC course, the **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 3301-20-01)** will be followed. Whenever necessary, the College's legal counsel will be consulted.
8. **REMINDER: All BCI and FBI background check information must be submitted to the Program Manager. Students whose reports have not been submitted as per policy will not be permitted to continue enrollment in the early childhood education programs or teacher education courses.**
9. BCI and FBI records are treated confidentially and reports are sent only to the student at the written request of the student. To receive a copy of these reports, students must send email request to the Program Manager approximately four to six weeks after completing the background check process. The request must include the student's full name.

**Background check reports (BCI and FBI) will be in effect for a period of five years and acceptable from employer if completed under ODJFS Code 5104.013.**

## CATALOG-IN-FORCE

Each student's Catalog-in-Force or degree or certificate requirements is the College Catalog which is in effect when a student first enrolls in credit courses at the College. Students have three (3) years in which to complete their degree or certificate program requirements. If the student has not completed the degree in a 3-year period, the student must satisfy requirements of a Catalog-in-Force within the most recent 3 years. Three exceptions to this exist:

1. The college may, by notification to the student, determine different requirements if the student has not completed the declared program in a three-year period.

2. For programs that have selective admission, a student's Catalog-in-Force requirements (degree or certificate program requirements) are those that are in effect the term a student is accepted into the program and enrolls in program courses.

3. A student who has been away from the College for two consecutive semesters, including summer session, (i.e. Fall and Spring OR Spring and Summer OR Summer and Fall) will follow the Catalog-in-Force (degree or certificate program requirements) effective the term the student re-enrolls in credit courses.

In addition, the College reserves the right to change course offerings and academic requirements as deemed necessary.

Requests for exception or questions about Catalog-in-Force should be submitted to the Registrar upon the recommendation of a counselor.

## GRADUATION REQUIREMENTS

Students must satisfactorily complete at least 64 credit hours at the 1000 level or higher.

Students must achieve a minimum grade point average of 2.00 for all courses attempted at the College (with exceptions as provided under College policies for repeating a course, Grade Forgiveness and Fresh Start). Special Topics, Independent Study/Research, and Cooperative Education Courses may be applied to the General Education and Elective Graduation requirements unless otherwise noted.

The completion of a minimum of 12 credits of advanced coursework (exclusive of physical education and 1800 level special topics and independent study/research courses) of the 60 semester credits. Advanced coursework is defined as follows: 2000 level courses, MATH-1400 level and above, BIO1500 level and above, CHEM-1300 level and above, and PHYS-1200 level and above.

The completion of no fewer than 20 of the required 64 semester hours at the 1000 level or higher while in attendance at the College. Students petitioning for a degree must submit a petition form to the Enrollment Center according to the graduation deadline published in the Academic Calendar.

## **PETITION FOR GRADUATION**

Upon completion of a minimum of 60 credit hours in General Education and Early Childhood Education Requirements for the Associate of Applied Science degree, with an overall grade point average of 2.0 or higher and a grade of 2.0 in all Early Childhood Education courses, a student is eligible to graduate.

Early Childhood Education majors should petition to graduate at the beginning of the semester in which coursework will be completed. Petitions may be obtained in the Counseling Departments at each campus.

## **ARTICULATION AND TRANSFER**

Articulation agreements are the formal agreements between educational institutions for the transfer of course credit taken in one school to another school. Typically, these are documents of several pages that describe the course or courses taught at one school, to be accepted by the other. An articulation agreement provides reasonable assurance that course work will not have to be repeated. Furthermore, a transferring student can advance to a higher level, assured that the competencies and knowledge gained in the previous course will be sufficient preparation for other required courses, thus shortening the time period it takes to achieve a marketable degree or certificate.

For many years, the College's early childhood education program has had an open-ended articulation agreement with Cleveland State University with no expiration date. However, since the time of its initiation, programs at both institutions have changed their degree requirements. This does not mean that the articulation agreement will not be honored. What it does mean is that courses taken at Tri-C listed on the articulation agreement will not need to be repeated, while there may be some additional requirements to be taken at Cleveland State University.

It is our intention that students planning to transfer to Cleveland State University will receive the most current information available to us to assist students to provide a seamless transfer from the College to Cleveland State University until the articulation agreement is revised, which will include current degree requirements for both institutions.

Many students have also shown considerable interest in Baldwin-Wallace University. At this time, as their program has also changed, Baldwin-Wallace University is developing a plan to accept transfer students into their early childhood education program from the College. Information will be provided to students as soon as it is available.

Also, under development is an articulation agreement with Malone University in Canton, OH and Kent State University for the Early Childhood Education program offered there.

It's never too early to begin planning for a smooth transfer to another institution. All students considering transfer are advised to speak with the Teacher Education Program Manager. We highly recommend that anyone considering transfer to a four-year institution complete the entire Associate of Applied Science in Early Childhood Education degree. Our agreements with other institutions is based upon completion of this degree. Also be advised that any receiving institution may have education program grade point requirements for admission in addition to the grade point average used by the university for institutional transfer.

# **SECTION II**

## **PROFESSIONALISM**



## PROFESSIONALISM AND ETHICS

The Early Childhood Education Program follows the student conduct and academic honor codes policy and procedures as stated in the College Student Handbook. This is available on the College's Website. Please log onto the Student Handbook site and read the conduct and academic code carefully, as it is expected that you know and uphold these standards.

<http://www.tri-c.edu/student-resources/studenthandbook.html>

### NAEYC Code of Ethical Conduct

Many daily decisions required of those who work with young children are of a moral and ethical nature. The Department of Early Childhood at the College supports and implements the National Association of the Education of Young Children (NAEYC) Code of Ethical Conduct.

The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Four areas addressed in this code are, responsibility for children, responsibility for families, responsibility to colleagues and responsibility to community

### Core Values of the NAEYC Code of Ethics

Standards of ethical behavior in early childhood care and education are based on commitment to core values that are deeply rooted in the history of education. Those who work in the field of early childhood care and education must commit themselves to:

- 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.

The full Code of Ethical Conduct and Statement of Commitment can be found at:

<http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

## EARLY CHILDHOOD EDUCATION EXPECTATIONS

### All students are expected to:

Conduct himself/herself in an ethical and professional manner at all times. A breach of ethical behavior includes but is not limited to: inflicting emotional or physical harm upon a child, parent, classmate, teacher and/or instructor; cheating on a test or quiz; misrepresentation of facts and assignments; plagiarism; argumentative behavior, uncooperative classroom attitude, deliberate damage of equipment, theft from another student, the department, and/or College.

- Follow the Code of Ethical Conduct developed by NAEYC.
- Maintain strict confidentiality of children and parents.
- Treat college instructors, practicum and cooperative teachers, peers, and others with courtesy and respect.
- Turn cell phones off or use phone vibration function.
- Take breaks only at specified times, except in the event of an extreme emergency.
- Arrive in class on time each day.
- Come to class having read all assignments, and participate in all class activities.
- Complete and submit homework and other assignments as specified by the instructor.
- Follow the guidelines and timelines outlined in the course syllabus.
- Refrain from eating, drinking, chewing gum in the classroom unless permitted by individual class policies. • Make arrangements for children so that no child is brought to class.

### All faculty are expected to:

- Adhere to the Code of Ethics as described by the NAEYC.
- Arrive on time for all classes and hold classes for the required scheduled periods of time.
- Come to class prepared with significant lecture and/or discussion material.
- Prepare a syllabus for each class, listing office hours, assignments, lecture and/or discussion topics, texts, and related resource materials and requirements of the course.
- Apply fair and impartial standards/practices to all students.
- Remain cognizant of Ohio and National standards and accreditation procedures.
- Stay current in disseminating information regarding appropriate practices and theoretical perspectives that affect early childhood education.

## **Types of Academic Conduct Which May Warrant Penalties**

- Cheating on an quiz, exam, or other written assignment • Plagiarism of any kind
- Unauthorized giving or receiving of a copy of an exam or quiz questions or other written assignments
- Having someone else take an examination for a student
- Submitting a term paper or term project written by some else
- Writing a term paper or preparing a term project to be submitted by someone else
- Theft of an examination or quiz, or other instructional materials related to a course
- Misuse in any manner of academic computing systems, including hardware and software

For additional information, consult College Student Handbook for penalties and procedures followed in cases of academic misconduct.

## **Types of Student Conduct Which May Warrant Penalties**

1. Threatening, attempting or committing physical violence against any person.
2. Preventing or attempting to prevent any student from attending class or any other college activity.
3. Preventing or attempting to prevent any person or any visitor or guest of the college, on or off the College facilities from lawfully entering, speaking, leaving or using any College facility.
4. Preventing or attempting to prevent any member of the College community from carrying out his/her duties or any person from carrying on any lawful business or purpose she/he may have while on or in College facilities.
5. Blocking pedestrian or vehicular traffic
6. Violating College or campus traffic rules and regulations.
7. Preventing, impeding or disrupting or attempting to prevent, impede or disrupt any college activity.
8. Endangering personal health safety and welfare of himself/herself or any other person
9. Violating while on or in College facilities, any municipal, county, state or federal statute or ordinance.
10. Gambling for money or other things of value on or in College facilities.
11. Using language that is degrading or abusive to any person
12. Possessing or using contraband drugs while on or in college facilities except at certain legally approved events.
13. Possessing or using any alcoholic beverages on or in College facilities except at legally approved events.

14. Preventing or attempting to prevent any guest speaker from being heard or causing such speaker to suspend or interrupt his presentation.
15. Violating any dismissal, suspension, probation and or admonition or the conditions thereof.
16. Entering upon College facilities other than for the purpose of carrying on in good faith proper functions as a member of the College community.
17. Furnishing false information to the College, or (s) College official or forging altering, confiscating or using College documents, records, computers and computer hardware and/or computer software instruments with the intent to defraud.
18. Engaging in academic dishonesty (cheating and plagiarizing).
19. Smoking in no smoking areas
20. Participating in sexual harassment.

(See College Student Handbook for penalties and procedures followed in cases of Student Misconduct.)

## **CONFIDENTIALITY OF INFORMATION**

Assignment material prepared by students related to classroom visitations, classroom observations, child study assignments, and/or field experiences must conform to ethical standards of confidentiality and the individual's right to privacy. Discussion of any child or situation is inappropriate out of the classroom. Any in-class comments by faculty or students about local daycare/education sites/staff must be kept confidential. Students are to avoid making recommendations to family or friends on the quality of local programs or competence of staff.

# **SECTION III**

## **PROGRAM OPTIONS**

## REQUIREMENTS OF THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION

The Associate of Applied Science degree in Early Childhood Education is offered through the Liberal Arts/Social Sciences Divisions. A student completes 64 credit hours. Thirty-three (33) credit hours are completed in Early Childhood Education. Nine (9) credits are completed in Education. All Early Childhood Education courses and Education courses must be completed with a grade of 2.0 or higher. **NOTE: IN ORDER TO BE ELIGIBLE FOR STUDENT TEACHING, ALL REMAINING PREREQUISITE COURSES MUST BE COMPLETED WITH A GRADE OF 2.0 (C) OR HIGHER.**

**Students must retake any ECED courses, EDUC courses, ENG 1010, ENG 1020 and SPCH 1000, if a grade less than a 2.0 (C) was earned.**

To be eligible for the Pre-Kindergarten Associate Licensure, a student must earn a grade of B or 3.0 in ECED 1860, ECED 2870 and 2990.

### DEGREE PROGRAM COURSE DESCRIPTIONS

#### **ECED 1010: Introduction to Early Childhood Education: Children's Development and Programs**

**Catalog Description:** **04 Semester Credits**

Introduction to child development and philosophy of early childhood education, including developmentally appropriate practices in a variety of childcare settings. Identification of effective multicultural and inclusive early childhood learning environments. Recognition of the importance of integrated curriculum as teaching strategy for young children. Introduction to role of the early childhood teacher as facilitator, and the development of effective family/center relationships. Observations in early childhood education settings. **PREREQUISITE(S):** *ENG 1010 College Composition I, or concurrent enrollment. \$75 course fee and Dept. Approval from Program Director.*

#### **ECED 1301: Language and Literacy in an Integrated Curriculum**

**Catalog Description:** **03 Semester Credits**

Overview of spoken and written language development of young children. Theories and research related to language and literacy development and the role of the teacher in facilitating this development. Planning, implementing, and evaluating developmentally appropriate multicultural and experiences for language discovery and learning. Selection and integration of appropriate inclusive literature in early childhood settings. Five hours of service learning required.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 1311: Art and Creative Expression in an Integrated Curriculum**

**Catalog Description:** **03 Semester Credits**

Exploration of planning, organizing, implementing, and evaluating a developmentally appropriate curriculum that fosters the creative and aesthetic development of young children. Preparation, organization, and maintenance of early childhood environment emphasized. Students in lecture/lab setting experience extensive variety of art media suitable for young children. Five hours of service learning required.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 1321: Math and Science Inquiry in an Integrated Curriculum**

**Catalog Description:** **03 Semester Credits** Introduction to

extensive variety of curricular experiences, which enhance young children's intellectual curiosity and critical thinking skills. Role of teacher in facilitating science, math, problem solving experiences, and scientific methods/learning process and constructivist theory are explored. Students participate in lecture/lab setting with variety of hands on problem solving activities. Five hours of service learning required.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 1331: Music & Movement in an Integrated Curriculum**

**Catalog Description:** **03 Semester Credits**

Exploration of appropriate methods and materials for implementation of music in early childhood curriculum. Impact of music experience on cognitive, socio-emotional, and physical/motor development examined. Connections between emergent literacy, music and brain development and constructivism explored. Includes creative self-expression using movement, sounds, songs, and musical instruments, selection of recordings, multicultural experiences in music and use of community resources. Five hours of service learning required. **PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 1860: Experience with Young Children in Early Childhood Settings** **Catalog Description:**

**03 Semester Credits** Practice within diverse

early childhood settings. Students introduced to developmentally appropriate care and education of young children within assigned setting. Preparation, organization, and maintenance of an educational environment, responsive interaction and communication strategies, planning, and presentation of experiences/activities for young children emphasized. Experience provided in relating to wide array of individuality among children. Cultural and familial diversity, adjustment of children to group setting and development of positive work relationships emphasized. 105 hours of Practicum required.

**PREREQUISITES(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs and ECED-1301 Early Language and Literacy Development: Integrated Curriculum and departmental approval.*

### **ECED 2300: Child Behavior and Guidance**

**Catalog Description:** **03 Semester Credits** Examination of positive strategies to guide young children based on developmentally appropriate practices. Emphasis on preparing, organizing, and maintaining a physically and psychologically safe environment that support children's pro-social behavior. Course study includes appropriate behavioral expectations based on child development, strategies for supporting children's social and emotional development and the consequences of stress and trauma on child development and behavior. Skills strengthened include observing and assessing child behavior. Observations in a childcare center required.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 2401: Families, Communities & Schools**

**Catalog**

**Description:** **03 Semester Credits**

Develop skills to work with families in fostering optimal development and growth of their children. Emphasis on interpersonal techniques that will promote positive relationships with families, schools, and community. Explore various models for family involvement. Focus on working with socially, culturally, and linguistically diverse families.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 2500 Infant/Toddler Development, Relationships, and Programs**

**Catalog Description:** **03 Semester Credits**

Comprehensive coverage of broad areas of infant and toddler development and care with special emphasis on developmentally appropriate practices for adults who work with children ages birth to three. Major developmental milestones in infant and toddler growth; creation of safe, healthy, and supportive learning environments for children under three. Selection of materials and equipment for center and home-based care, analysis of professional standards for high quality interactions between adults and very young children. Observations in early childhood settings required, 5 hours Service Learning.

**PREREQUISITE(S):** *ECED 1010 Introduction to Early Childhood Education: Children's Development and Programs.*

### **ECED 2870: Early Childhood Education Student Teaching Practicum**

**Catalog Description:** **02 Semester Credits** Capstone course in early childhood education. Participation in assigned early childhood education settings under college supervision to develop effective skills with young children, families, and staff. Integration of principles of child development in designing and implementing developmentally appropriate curriculum, assessment, and professionalism. Creation of inclusive environments through physical design and respectful, sensitive interactions. Each student will spend 240 hours per semester in field experience.

**PREREQUISITE(S):**  
*ECED 1311 Art and Creative Expression in an Integrated Curriculum, ECED 1321 Math and*



*Science Inquiry in an Integrated Curriculum, ECED 1331 Music & Movement in an Integrated Curriculum, ECED 1860 Experience with Young Children in Early Childhood Settings; concurrent enrollment in ECED 2990 Early Childhood Education Student Teaching Seminar, and departmental approval: students must meet with a faculty coordinator prior to registration.*

**ECED 2990: Early Childhood Education Student Teaching Seminar**  
**03 Semester Credits**

**Catalog Description:**

Capstone course in early childhood education. Student will focus on consolidation and integration of the knowledge, skills, and dispositions associated with becoming an effective, knowledgeable lead/group teacher of young children. Focus includes planning, implementing, and assessing curriculum, creating appropriate learning environments, developing professional conduct, and recognizing ethical issues. Preparation of materials to support a wide variety of curriculum and assessment processes addressed. Focus on teaching to individual styles and incorporating appropriate guidance techniques for managing groups of children in early childhood settings. Recognizing and maintaining collaborative relationships with families of different structures, social and cultural backgrounds will be addressed. Recognizing opportunities for professional development.

**PREREQUISITE(S):**

*ECED2300 Child Behavior and Guidance or concurrent enrollment, ECED 2401 Families, Communities & Schools or concurrent enrollment, ECED 2500 Infant/Toddler Development, Relationships and Programs, concurrent enrollment in 2870 Early Childhood Education Student Teaching Practicum, and students must meet with a faculty coordinator prior to registration or departmental approval.*

## **Descriptions for Education Courses**

**EDUC 1011: Introduction to Education** **Catalog Description:**

**03 Semester**

**Credits** Designed to introduce the student to the broad and complex field of public education. Emphasis on personal and professional characteristics required for successful teaching. This course also required 18 hours of field observation in primary and/or secondary school classrooms within the term.

**PREREQUISITE(S):** *ENG 1010 College Composition I, or concurrent enrollment.*

**EDUC 1411: Individuals with Exceptionalities**

**Catalog Description:**

**03 Semester Credits** Survey course covering the

identification, developmental characteristics and intervention strategies for exceptional children and youth across education and community settings. Attitudes toward exceptional students, parenting exceptional children, and public laws and policies will be defined and discussed. Five hours of service learning in a special education setting required. **PREREQUISITE(S):** *EDUC 1011 Introduction to Education.*

**EDUC 2050: Human Diversity in Education Catalog Description:****03 Semester****Credits**

Relationships between a variety of socio-cultural patterns of students and communities and abilities to instruct. Development of strategies for increasing the educational potential of all students.

**PREREQUISITE(S):** *EDUC 1011 Introduction to Education or ECED 1010 Introduction to Early Childhood Education: Children’s Development and Programs.*

**NOTE: Course descriptions are subject to change without prior notification.**

**The following courses will not be offered during the summer semester:**

ECED 1860 Experience with Young Children in Early Childhood Settings

ECED 2870 Early Childhood Education Student Teaching Practicum

ECED 2990 Early Childhood Education Student Teaching Seminar

EDUC 1011 Introduction to Education

EDUC 1411 Individuals with Exceptionalities (Depending Upon available field sites)

### **Associate of Applied Science Degree in Early Childhood Education**

## **SUGGESTED SEMESTER SEQUENCE**

**First Semester****Credit Hours**

ENG 1010 College Composition I or ENG 101H Honors College Composition I

3

ECED 1010 Introduction to Early Childhood Education: Children’s Development and Programs

4

MATH 1xxx 1000-level MATH course or higher

3

PSY 1010 General Psychology or PSY 101H Honors General Psychology

3

SPCH 1000 Fundamentals of Interpersonal Communication

3

**Semester Total**

**16****Second Semester****Credit Hours**

BIO 1050 Human Biology

3

BIO 105L Human Biology Laboratory

1

ECED 1301 Language and Literacy in an Integrated Curriculum

3

ECED 1311 Art and Creative Expression in an Integrated Curriculum

3

ENG 1020 College Composition II or ENG 102H Honors College Composition II

3

EDUC 1011 Introduction to Education

3

**Semester Total**

**16**

<b><u>Summer Semester</u></b>	<b><u>Credit Hours</u></b>
EDUC 2050 Human Diversity in Education	3
ECED 2300 Child Behavior and Guidance	3
<b>Semester Total</b>	<b>6</b>
<b><u>Third Semester</u></b>	<b><u>Credit Hours</u></b>
ECED 1331 Music & Movement in an Integrated Curriculum	3
ECED 1860 Experience with Young Children in Early Childhood Settings	3
ECED 2500 Infant/Toddler Development, Relationships and Programs	3
EDUC 1411 Individuals with Exceptionalities	3
ECED 1321 Math and Science Inquiry in an Integrated Curriculum	3
<b>Semester Total</b>	<b>15</b>
<b><u>Fourth Semester</u></b>	<b><u>Credit Hours</u></b>
ECED 2870 Early Childhood Education Student Teaching Practicum C	2
ECED 2990 Early Childhood Education Student Teaching Seminar C	3
PSY 2110 Educational Psychology	3
ECED 2401 Families, Communities & Schools	3
<b>Semester Total</b>	<b>11</b>
<b><u>Program Total</u></b>	<b>64 Credit Hours</b>

## **CHILD DEVELOPMENT**

### Short-Term Certificate

The Child Development short term certificate provides students with a specialized comprehensive focus on preparation of applying for the Child Development Associate Credential. The sequence of courses support students with a broader understanding of child development, critical thinking skills, and practice through field experience. To obtain a CDA the student must complete 120 hours of formal training in the 8 competency areas and 480 hours of field experience in an Early childhood Setting.

Students may apply credits toward the Associate of Applied Science degree in Early Childhood Education.

This program is designed to prepare students to demonstrate the following program outcomes:

1. Family and Community. Include and value children, families and communities, create respectful reciprocal relationships, support and involve all families in their children's development and learning.
2. Observation, Documentation and Other Appropriate Assessment Tools. Use observation, documentation, and other appropriate assessment tools for: planning curriculum, identifying

special needs, deepening understanding of child development, communicating with families and professionals and improving teaching practices.

3. Environment. Create an inviting and enriched environment that supports children’s optimal growth and development within the context of group living.
4. Curriculum. Design, implement and evaluate experiences that promote positive development and learning for all children.
5. Teaching Strategies. Integrate and use a variety of respectful, responsive teaching strategies.
6. Diversity. Demonstrate acceptance of all children and families, support cultural diversity, develop a program based on anti-biased principles and interact and relate to all persons in a responsive, respectful manner.
7. Leadership. Display positive leadership qualities within an early childhood environment.
8. Professionalism. Use reflective and ethical practices in the classroom, advocate, access resources, practice appropriate verbal and non-verbal communication, listen and interact respectfully, use Standard English in writing and speaking.
9. Child Development and Learning, Support the diverse ways in which children learn by interpreting and applying knowledge of child growth and development.

## **CHILD DEVELOPMENT**

Short-Term Certificate

### **SUGGESTED SEMESTER SEQUENCE**

<u>Summer Semester</u>	<u>Credit Hours</u>
ENG 1010 College Composition I or ENG 101H Honors College Composition I	3
ECED 1010 Introduction to Early Childhood Education: Children`s Development and Programs	4
<b>Semester Total</b>	<b>7</b>
<u>First Semester</u>	<u>Credit Hours</u>
ECED 1301 Language and Literacy in an Integrated Curriculum	3
ECED 2300 Child Behavior and Guidance	3
<b>Semester Total</b>	<b>6</b>
<u>Second Semester</u>	<u>Credit Hours</u>
ECED 1860 Experience with Young Children in Early Childhood Settings	3
ECED 2401 Families, Communities & Schools	3
ECED 2600 CDA Professional Portfolio	1
<b>Semester Total</b>	<b>7</b>
<b>Short-Term Certificate Total</b>	<b>20 Credit Hours</b>

## **Program Admission Requirements:**

- Contact Program Manager-Teacher Education at 216-987-2513 for application.
- High School Diploma/GED required.
- Complete ENG-1010 or ENG-1010H with grade of "C" or higher.
- Complete ECED-1010 with grade of "C" or higher.
- Applicants for Early Childhood Education short-term certificate must be able to successfully complete the ODJFS 1175 form and the FBI/BCI at an approved Webex site with code 5104.013. Any offenses must meet the requirements of the ODJFS Rehabilitation Offenses Form. Applicants must complete BCI background check before enrolling in ECED 1010.

## **CHILD CARE ADMINISTRATION**

### Short-Term Certificate

The Child Care Administration short term certificate program will provide courses in leadership/advocacy, early childhood education organization and administration, and small business management to prepare students to assume leadership and management positions in the field of early childhood education in settings such as: Head Start, cooperative preschools, child care centers, and day care programs serving children from 0 through 12 years of age. Upon program completion, students will meet the education requirements of the Ohio Department of Job and Family Services day care licensing rules for center administrator and be eligible for the Ohio Child Care Resource and Referral Association Administrator Credential.

Students may apply credits toward the Associate of Applied Science degree in Early Childhood Education.

This program is designed to prepare students to demonstrate the following program outcomes:

1. Family and Community. Use research-based and best practices to include and value children, families and communities; create collaborative respectful reciprocal relationships; support and involve families in advocating for their children's development and learning.
2. Curriculum. Ensure staff is educated and supported to design, implement, assess, and improve curriculum that is developmentally appropriate, culturally relevant, anti-biased, research-based, and aligned to the state standards and the center's mission, vision, and philosophy in order to meet the needs of critical stakeholders (students, families, staff, community, board members, etc.).
3. Program Development and Evaluation. Develop, implement, evaluate, and revise the organization's strategic plan, short and long term goals, program structure, mission, vision,

and philosophy to meet its goals and fulfill its mission involving staff, families, and other stakeholders when appropriate.

4. Leadership and Development. Advocate and collaborate with policy makers and the public; set staff expectations and provide professional development opportunities and feedback; communicate, motivate, involve, and delegate in a respectful, positive, and meaningful way in order to provide the community with high quality programs.
5. Business Operations. Plan, analyze, interpret, manage, and evaluate markets, communication, budgetary and accounting practices, resources, information, facilities, and disaster emergency preparedness in order to maintain long-term organizational sustainability and provide quality programs and services to families and children.
6. Certification. Meet the educational requirements of the Ohio Child Care Resource and Referral Association (OCCRRA) for the Ohio Administrator Credential.

## **CHILD CARE ADMINISTRATION Short-Term Certificate**

### **SUGGESTED SEMESTER SEQUENCE**

<b><u>Summer Semester</u></b>	<b><u>Credit Hours</u></b>
ENG 1010 College Composition I or ENG 101H Honors College Composition I	3
ECED 1010 Introduction to Early Childhood Education: Children`s Development and Programs	4
<b>Semester Total</b>	<b>7</b>
<b><u>First Semester</u></b>	<b><u>Credit Hours</u></b>
ECED 1400 Administration and Leadership in Early Childhood	4
ECED 2300 Child Behavior and Guidance	3
<b>Semester Total</b>	<b>7</b>
<b><u>Second Semester</u></b>	<b><u>Credit Hours</u></b>
ECED 2401 Families, Communities & Schools	3
BADM 1300 Small Business Management	4
<b>Semester Total</b>	<b>7</b>
<b>Short-Term Certificate Total</b>	<b>21 Credit Hours</b>

#### **Program Admission Requirements:**

- Contact Program Manager-Teacher Education at 216-987-2513 for application.
- High School Diploma/GED required.
- Complete ENG-1010 or ENG-1010H with grade of "C" or higher.
- Complete ECED-1010 with grade of "C" or higher.
- Applicants must complete BCI background check before enrolling in ECED 1010 through an ODJFS approved webcheck site using code 5104.013 and a clear 1176 results form or offenses that meet the rehabilitable offenses form from ODJFS

# **SECTION IV**

## **FIELD BASED EXPERIENCES**

## OBSERVATIONS

All Early Childhood Education associate degree students must complete a minimum of 345 hours in clinically supervised field placements (ECED 1860 = 105 hours and ECED 2870 = 240 hours) and 30 hours of service learning time in diverse early childhood settings.

## SERVICE LEARNING

All students must fulfill a total of 30 service learning hours in the areas described below before student teaching.

- ½ day Nursery School, Preschool or Parent Co-Op (at least five hours)
- Head Start classroom (at least five hours)
- All-day Child Care Center (at least five hours)
- Center serving children with Special Needs (at least five hours)
- Infant and Toddler classroom (at least five hours)

In order for the service learning hours to be thoughtfully completed with children, we have embedded **service learning hours** into the following courses:

- ECED 1301-Language and Literacy in an Integrated Curriculum
  - ECED 1311-Art and Creative Experiences in an Integrated Curriculum
  - ECED 1321-Science and Math Inquiry in an Integrated Curriculum
  - ECED 1331-Music and Movement in an Integrated Curriculum
  - EDUC 1411-Individuals with Exceptionalities
  - ECED 2500 Infant and Toddler Development, Relationships and Programs
- Service learning hours must be recorded on Service Learning forms. These forms must be signed by a teacher or supervisor from each site where hours were completed. Please request that the time period be recorded accurately by the supervisor or teacher at the site.
- A letter of introduction is available from your ECED course Instructor if you want to take it to your service learning sites.
- A Service Learning form must be completed by the student for each site where service learning has been completed. These forms will be collected by the course Instructor and returned to you before the end of each course. **KEEP THESE SERVICE LEARNING HOURS FORMS.** Instructors **will not** keep a copy.



- Completed forms are necessary and verified for student teacher eligibility and required when applying for your Pre-K Associate teaching license.
- Please be aware that some centers may require that you show evidence of a negative TB skin test and a completed ODJFS form 1175 or 1176 in order to complete your service learning hours.

## **FIELD EXPERIENCES**

Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research and practice so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two early childhood age groups, birth – age 3, and 3 – 5, and in a variety of early education settings, to include child care centers, Head Start programs, and preschool programs.

### **ECED 1860 EXPERIENCE WITH YOUNG CHILDREN IN EARLY CHILDHOOD SETTINGS**

ECED 1860 Practicum students may complete their hours in their work site if it is a center-based site or a school (no family home child care sites will be approved).

All sites for ECED 1860, whether student's work place or other, must meet the following criteria:

- placement is subject to faculty discretion ○ site must allow videotaping of the student
- site must allow faculty observation
- site must be licensed center/school (no family home child care sites will be approved)
- hours must be with children between the ages of 2-5 years
- hours cannot be with infants or young toddlers
- must complete 105 hours

### **ECED 1860 Practicum Sites**

Approved early childhood programs are used as placement sites for students. Work site placement is possible for students who are employed in settings that will support the student's attainment of course competencies.

### **ECED 1860 Application Process**

To enroll in ECED 1860, the student must have department approval. This is obtained by contacting the course faculty member and meeting to review course eligibility documents, submitting copies to the ECED 1860 instructor prior to the start of class. Failure to complete these requirements will prevent enrollment in ECED 1860.

**The following forms must be submitted to instructor for permission to register:**

1. **Medical**- An annual physical is required on the required medical form.
2. **BCI and FBI Web Check**
3. **High School Diploma, GED Diploma, or proof of high school graduation**
4. **Accepted Methods of Discipline form**-An applicant must sign the College/ECED Approved Methods of Discipline Form to indicate knowledge and acceptance of approved methods of discipline during practicum experience.
5. **Unofficial transcripts or DARS**, showing successful completion of ECED 1010 and ECED 1301

**Responsibilities of ECED 1860 students include, but are not limited to:**

- Understanding and following the NAEYC Ethical Code of Conduct
- Maintaining confidentiality of children, staff, and parents
- Using positive guidance to support effective group management
- Assisting in environmental preparation
- Selecting developmentally appropriate materials
- Following procedures that establish a developmentally appropriate schedule
- Demonstrating a beginning awareness and application of effective transition skills
- Determining the modifications needed in experiences and/or activities provided for children
- Articulating and demonstrating the steps in preparing and implementing small group activities
- Assessing current communication skills of young children
- Participating in the daily health practices in the center
- Identifying and demonstrating effective statements and/or questions which will expand a child's curiosity and awareness of materials being explored
- Participating in the daily health and safety practices in the center
- Recounting in writing and class discussion concrete experiences with young children

- Assisting in the use of positive guidance to support effective group management
- Conveying an attitude of willingness to gain new knowledge, skills and dispositions
- Demonstrating an interest in continued personal and professional growth

### **Responsibilities of the Cooperating Teacher include:**

- Understanding the College program and ECED 1860 course
- Establishing a welcoming classroom atmosphere
- Orienting the practicum student to the classroom/center staff, children, policies and procedures
- Involving the practicum teacher in the classroom routines and activities
- Engaging the practicum teacher in at least three (3) planned conferences regarding center operations; implementation of students planned activities; and student planning of a prop box activity
- Completing a midterm and final evaluation for the practicum student
- Advising the practicum student of Developmentally Appropriate Practices

### **Responsibilities of the College Faculty:**

- Conducting a student orientation
- Serving as a liaison between the College and child care/education center
- Arranging for student placements
- Organizing weekly seminars for practicum students
- Observing, documenting and evaluating student progress
- Assisting students in improving their communication strategies
- Helping students plan appropriate curricula
- Providing feedback to practicum students
- Determining the student's final grade

## **STUDENT TEACHING PRACTICUM AND SEMINAR**

Early Childhood Education students who seek to complete the Student Teaching Practicum ECED/2870 and the Seminar ECED/2990, the capstone courses of the degree program, are expected to demonstrate the highest level of professionalism in all conduct. Placement at a qualified early childhood site is formalized through a review of student records, completion of the required application materials, **attendance at a mandatory orientation meeting and individual consultation with the full time Early Childhood Faculty member who will be instructing the course.** The College

and the Early Childhood Education program will place students who meet program standards in qualified community sites.

The student teaching practicum is a 240 hour placement assignment for one semester. Student Teaching builds upon the previous practicum (ECED 1860) and ECED course work. Students are placed with a cooperating teacher who can model practices that are consistent with the philosophy of the ECED program.

All ECED students will be placed in a site approved by faculty.

All ECED sites must meet the following criteria:

- the College student cannot be counted in the classroom ratio
- site must allow videotaping of the student ○ site must allow faculty observation
- site must be a licensed center/school (no family home child care sites will be approved)
- hours must be with children between the ages of 2-5 years
- hours cannot be with infants or young toddlers
- the College student must be assigned to a mentor teacher

### **Application Process for Student Teaching**

To be eligible for enrollment, students must have departmental permission. A student needs to make plans for and apply to student teach a semester before placement. The application process for Student Teaching needs to be completed 30 days prior to the semester when Student Teaching begins. All application materials must be submitted the campus where the student will teach. The student must attend an orientation meeting and then meet with the faculty member to review eligibility requirements. These include:

**The following forms must be submitted to instructor for permission to register:**

- 1. Medical-** An annual physical is required on the required medical form.
- 2. BCI and FBI at approved Webex site with completed 1175 and 1176 on file**
- 3. High School Diploma, GED Diploma, or proof of high school graduation**

## Course Requirements

ENG 1010 English Composition I  
ENG 1020 English Composition II  
EDUC 1011 Introduction to Education  
PSY 1010 General Psychology  
PSY 2110 Educational Psychology  
SPCH 1000 Fundamentals of Interpersonal Communication  
ECED 1010 Introduction to ECED  
ECED 1301 Language and Literacy in Early Childhood  
ECED 1311 Art for Young Children  
ECED 1321 Cognition and Problem Solving  
ECED 1331 Music/Movement and the Outdoor Environment  
ECED 1860 Experiences in Early Childhood Settings  
ECED 2300 Child Behavior and Guidance (or concurrent enrollment)  
ECED 2401 Families, Communities & Schools (or concurrent enrollment)  
ECED 2500 Infant Toddler Development  
EDUC 1411 Individuals with Exceptionalities

**Students must retake any ECED courses, EDUC courses, ENG 1010, ENG 1020 and SPCH 1000, if a grade less than a 2.0 (C) was earned.** Student Teaching requires extensive preparation and reflection time. It is not recommended that students take any other courses during this semester. To be eligible for the Pre-Kindergarten Associate Licensure, a student must earn a grade of B or 3.0 in ECED 1860, ECED 2870 and 2990.

## STANDARDS FOR FIELD BASED EXPERIENCES PRACTICUM PLACEMENTS

Early Childhood Education students who seek to complete any Practicum, are expected to demonstrate the highest level of professionalism in all conduct.

In order to be effective in the Early Childhood classroom, the Early Childhood Teacher must:

1. Demonstrate the manual dexterity and adeptness that is required to care for small children.
2. Demonstrate excellent interpersonal skills and a positive, cooperative attitude during academic and practicum training and as a practicing professional.
3. React rapidly and appropriate in emergency situations.
4. Be poised, neat and well groomed.
5. Be tactful, diplomatic and discreet.
6. Understand and follow instructions completely.

7. Exercise good and mature judgment.
8. Demonstrate integrity and honesty in all matters.
9. Enjoy children.
10. Be in a state of good physical and emotional health.
11. Possess ability to deal with stresses and demands of academic requirements.
12. Demonstrate the capacity for common sense and calm and reasoned judgment.
13. Be able to move own body around with ease.

Since the Early Childhood Educators have daily contact with infants and children, Health Requirements mandate that the student:

1. Submit evidence of good health and appropriate immunizations after admission to the program and prior to practicum placement. (Students will be dropped from the program if significant limiting health conditions are present.)
2. Be able to function effectively in stressful situations on campus, during the practicum experience and as a practicing professional.
3. Be able to perform manipulative skills or adeptness necessary to care for infants and children.
4. Be free from health or medical disorders (physical or mental) that limit ability to completely and efficiently perform the essential functions of a Child Care professional.
5. Be emotionally stable.
6. Has never been convicted of a crime of moral turpitude.

## Placement

The following situations will ***prevent placement or result in termination*** in Student Teaching. They include, but are not limited to:

1. Grade Point Average  
College-wide grade point average lower than 2.0.  
Overall grade point average in Early Childhood Education courses shall be no lower than 2.5.  
No final grade of D in any ECED course, Health 1400 and Speech 1000 will be accepted.  
Those courses must be repeated before Student Teaching.
2. Evidence of failure to acknowledge and support the National Association for Education of Young Children (NAEYC) Code of Ethics with regard to responsibilities to children, families, colleagues and the community

3. Any form of dishonesty, including but not limited to, cheating on written, oral or practical examinations or written assignments
4. Absenteeism\* or excessive tardiness
5. Using abusive, obscene, disrespectful or threatening language to faculty, staff, children parents and/or fellow students
6. Using or being under the influence of alcohol or other drugs on campus or on-site
7. Obtaining, possessing, selling or using any illegal substance
8. Failure to maintain strict confidentiality
9. Physical abuse of a child or children
10. Failure to return borrowed departmental textbooks, and/or reference books, equipment, materials in a timely manner
11. Omitting pertinent information from the health or employment records
12. Uncooperative, hostile, negative or non-constructive attitude toward children, parents, instructors, staff, visitors or fellow students
13. Violation of any College or Early Childhood Education policy
14. It is required that the student demonstrate an appropriate professional appearance and demeanor at all times during the field experience. Consider each visit to the school as an informal “interview” for a teaching position.
15. Attempt to dress and maintain hygiene in a manner consistent with the educators, staff and administrators at the field site. It is required that the following items are not worn in the field sites: shorts, short skirts (shorter than mid-thigh), sunglasses, hats, flip-flops, bedroom slippers or clothing that gives the impression of pajamas, jogging suits, garments that don’t meet in the middle and expose skin, any clothing that is too low, too short, too tight. (If you have to ask someone if your outfit is appropriate, it probably isn’t).
16. Tattoos/piercings are not appropriate for the educational setting. If student teachers have tattoos, these should be covered at all times, regardless of placement on the body. Piercings of any kind should not be visible on student teachers during the teaching day.
17. If a field site teacher or administrator makes a recommendation regarding your manner of dress, hygiene, or appearance, you are expected to cooperate to the best of your ability.
18. Exceptions to these guidelines can be made with the approval of the College faculty.
19. Exceptions for certain activities such a field trips with young children can also be made with the approval of the mentor teacher.

## **Withdrawal from Student Teaching**

Students receiving instruction at affiliated Early Childhood settings during the practicum experience are under the jurisdiction of the College. The College will immediately withdraw any student from the practicum for reasons of HEALTH (physical and/or emotional), ATTENDANCE, BEHAVIOR or

PERFORMANCE. Misconduct that may result in immediate withdrawal from the practicum includes but is not LIMITED to:

1. Absenteeism. Failure to notify both center and College (ECED office) when absent
2. Inconsiderate, discourteous and disrespectful treatment of children, faculty, center staff.
3. Entering the center or College under the influence of alcohol or drugs or drinking while at center or on campus
4. Illegally obtaining, possessing, selling or using narcotics, amphetamines, or hallucinogenic substances.
5. Failure to maintain strict confidentiality.
6. Using abusive, obscene or threatening language
7. Unsatisfactory performance.
8. Uncooperative, hostile, negative or non-constructive attitude towards children, parents, instructors, staff, visitors or fellow students.
9. Dishonesty in the form of cheating on examinations, avoiding responsibility for errors, evidence of lying or misrepresentation of documented hours.
10. Physical or emotional abuse of a child or children
11. Leaving children or classroom without communicating with teacher
12. Use of profane or vulgar language.
13. Evidence of failure to acknowledge and support the NAEYC Code of Ethics with regard to responsibilities to children, families, colleagues, and the community.
14. Failure to comply with center policies and procedures
15. Misuse of electronic devices
16. Withholding information, or falsifying information on a Background Check
17. Inappropriate use of the social media (Words or Photos) that defame or are unprofessional towards the College, the Early Childhood Education program, instructors, and Schools, Centers, or Teachers, where students are involved.

Students receiving instruction and experience at affiliated early childhood sites during the Practicum are under the jurisdiction of the College. Students may have the false impression that assignment to a site is permanent. The College will immediately withdraw any student from the Practicum for reasons of health (physical and/or emotional), attendance, behavior or performance as outlined above. Students who have been dismissed from one campus' program must reapply at their original campus after a required one-year waiting period.



## **Responsibilities**

### **Levels of Responsibility of the Student Teacher**

Observation, Participation, and Teaching are often mistakenly considered to be separate and distinct stages through which a student teacher progresses. The student teacher's total experience includes all three stages interwoven. Student Teachers do not stop observing, and few, if any, should delay doing some actual teaching beyond the second week of the semester. Reflection and self-evaluation are also constant companions during your Student Teaching experience.

#### Observation

Observation should be an active process of seeking answers to questions; it should never mean sitting in a corner passively watching the group. The student must observe with clear purposes in mind. It is helpful to jot down specific things to look for and also to record observations. The student teacher should become thoroughly acquainted with the building, the policies of the center, the staff and children.

#### Participation

The student teacher is expected to shift from observation as a principal activity to active participation during the second week of the semester. Participation includes helping individual children who are having difficulties, working with small groups, assisting with routines, keeping records, and preparing materials.

#### Teaching

There are two weeks of "take-over" teaching required at the end of the semester. The student teacher should assume the principal role of teacher in terms of readiness, as determined cooperatively by the student and the cooperating teacher.

## **Meetings with Cooperating Teacher**

It is required that the cooperating teacher schedule a weekly planning conference with the student teacher. The cooperating teacher should become acquainted with the background of her student teacher and the requirements of the college. In the early part of the semester, conferences might be devoted to philosophy, daily programs, policies and procedures, professional ethics, individual children, materials and equipment, methods of assessing child growth and development, and parent contacts. In the later stages of the student teacher's experience, conferences might focus on curriculum, skills in handling children, continuous self-evaluation, and cooperative evaluation of the experience by cooperating teacher and student teacher. The Student Teacher will need to come to these planning meetings with plans written and ready for review.

## **Responsibilities of the Student Teacher**

The student teacher should realize that a sincere effort is being made to provide an opportunity to gain practical experience in teaching young children. This is a real privilege for the student teacher and should be so regarded. The student teacher is responsible for:

1. acquainting the cooperating teacher with her/his background, interests and goals
2. behaving as a courteous guest, conforming in general to the culture and policies of the center
3. modeling professionalism in dress, speech, conduct and personal habits
4. refraining from gossiping about persons or events, holding information about children and home situations in strict confidence
5. becoming acquainted with the professional and service personnel in the center,
6. learning the names of children and staff in the classroom
7. taking the initiative to seek help from the cooperating teacher
8. meeting all responsibilities promptly and effectively, especially notifying the cooperating teacher by telephone if an emergency arises which forces her to be absent or late
9. being prepared to take over the group at any time, even though the cooperating teacher would not expect it except in an emergency
10. completing activity/weekly plans for her own use and presenting them to the cooperating teacher for examination, feedback and revision
11. participating in and assisting with extra activities whenever possible, parent meetings, staff meetings
12. attending conferences with cooperating teacher when scheduled
13. continuously reflecting on her own work as a student teacher, striving to improve and change
14. assuming increasing responsibility during the semester placement
15. taking over complete responsibilities the final 2 weeks of the 16 week semester.

## **Responsibilities of the Cooperating Teacher**

The cooperating teacher plays a key role in making the student teacher's experience a successful and satisfying one. The most effective cooperating teacher is one who likes people, has a genuine enthusiasm for teaching, is skilled in human relations, and has a background of early childhood and a commitment to ongoing learning. In order not to embarrass the student or lower her authority with the children, it is advisable to give instructions and guidance in private conferences and to refrain from interrupting the student during work with the children. As mentors for student teachers, the cooperating teacher is responsible for:

1. acquiring an understanding of the College program
2. becoming acquainted with the background of the student teacher

3. creating a friendly atmosphere: conducive to a harmonious working relationship with a student teacher
4. orienting the student teacher to the setting as a whole: helping the student teacher to become acquainted with the members of teaching staff, the children, the clerical personnel and all service personnel; helping the student to become familiar with resources including the location of teaching materials and all facilities
5. orienting the student teacher to working with children: this includes an understanding of the curriculum, and an understanding of the group and the individual children within the group
6. finding ways for the student teacher to assist in the classroom as soon as possible after her arrival. The student teacher needs to feel useful and a part of the on-going program assisting from time to time even in minor ways during the initial period of observation
7. providing an increasing number of opportunities for the student teacher to assume more responsibility for the work with the group. It is important that the student teacher be given complete responsibility as soon as possible. To be effective a student teacher must have an opportunity to practice and receive helpful guidance from a Cooperating Teacher
8. scheduling weekly planning sessions with the student teacher for planning and feedback
9. meeting with the college faculty and the student teacher to review progress after each on-site observation visit
10. completing written mid-term and final student teacher evaluations

### **Responsibilities of the College Faculty**

1. arranging for student teacher placements
2. conducting a student teacher orientation
3. serving as a liaison between the College department and the center, interpreting the policies of both,
4. helping the student teacher plan curriculum and interact effectively with young children
5. evaluating the student teacher's plans and written assignments
6. observing, documenting and evaluating the student teacher's performance
7. providing feedback to the student teacher with the cooperating teacher
8. meeting with the cooperating teacher and student teacher to share ideas and reflections
9. determining the final grades in the Practicum and Seminar

# **SECTION V**

## **LICENSURE**

# State of Ohio Pre-Kindergarten Associate License

## Application Procedure

To be eligible for the Pre-Kindergarten Associate license you must be awarded the Associate of Applied Science degree in Early Childhood Education from the College. The following academic standards must also be met:

2.0 GPA overall

2.5 in ECED courses with no individual course grades below 2.0 or C

3.0 or grades of B in ECED 1860, 2870 and 2990

In addition to the course requirements at the College, you must complete the Ohio Assessments for Educators provided by Evaluation Systems group of Pearson. For your PreKindergarten Associate license you must take Content Knowledge Assessments:

Prekindergarten I (036) and Prekindergarten II (037) and meet the qualifying score of 220 on each subtest. The assessments will cost \$105.00. Online registration is available at.

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Prepare-forCertificateLicense/Educator-Licensure-Examinations>

**The following steps must also be completed for approval of your initial Prekindergarten Associate teaching license from the Ohio Department of Education:**

1. Obtain an official copy of your College transcript with the Associate of Applied Science degree posted. Transcripts may be ordered on-line or by mail. Refer to the Transcript link at the College's homepage for instructions for both methods. Have the transcript sent directly to:

Courtney Clarke  
Associate Dean, Social Sciences  
Tri-C Western Campus  
11000 Pleasant Valley Road  
Parma, OH 44130  
216-987-2513

2. **Verify your Completed BCI (Ohio) and FBI background check and 1175 and 1776 forms are valid and acceptable. If repeat is needed - be sure to go to approved ODJFS Webex site and use code 5104.013 and bring with you the following items:**
  - Social security card
  - Picture ID
  - Completed 1175 form

3. For a listing of additional ODJFS approved Webex locations, visit:

<http://www.ohioattorneygeneral.gov/Business/Services-forBusiness/WebCheck/WebcheckCommunity-Listing>

4. **All completed background check reports must be sent to the following address:**

Ohio Department of Education  
Office of Educator Licensure  
25 S. Front Street, Mail Stop 105 Columbus,  
OH 43215-4183

**Do not have the background check sent to the Program Director when applying for your teaching license.**

5. Validate the completion of 30 hours of service learning (volunteer) hours in early childhood by completing the Volunteer Summary form and obtaining copies of individual Volunteer/Service Learning Record forms. Submit the Service Learning Volunteer Summary form with copies of individual records to the Program Manager for Teacher Education (see address in #1).
6. Send a letter to the Program Director requesting that your initial licensure application for Prekindergarten Associate be approved. The letter must include the following information:
  - Name
  - Student Identification Number
  - Year of graduation
  - Statement that you have completed the Webcheck background checks; both BCI (Ohio) and FBI with form 1175 at an approved site
7. Go to the ODE website to set up your Educator Profile by creating a SAFE account. Use the following link:

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/AdditionalInformation/MyEducator-Profile>

**The Educator Profile is where you will submit an online application and pay for your teaching license. You can also view the status of your application in the Educator Profile.**

8. If all criteria have been fulfilled and/or completed, the College Program Manager for Teacher Education will sign your online application as the Recommending College Official at the Ohio Department of Education Office of Educator Licensure.

9. Questions related to educator license applications may be directed to Judee Mulhollen, Program Director-Teacher and Early Childhood Education at 216-987-2513.

**Upon completion of the Early Childhood Education degree, eligible students are strongly encouraged to apply for the Pre-K Associate Pre-Kindergarten teaching license.**

**Professionally, no one can predict their future career opportunities, but having the Pre-K Associate teaching license will offer opportunities that may not be otherwise extended without the teaching license. While every early childhood setting does not require a teacher to possess a license, there are many that do use such criteria to make employment decisions. Additionally, certain college and university programs require the teaching license to determine enrollment eligibility or the course of study for the bachelor's degree. We appeal to you at this time for you to take the step now to submit your application for the PreKindergarten Associate teaching license.**

# **SECTION VI**

## **RESOURCES**



# CUYAHOGA COMMUNITY COLLEGE RESOURCES

## PROGRAM RESOURCES

### **The Early Childhood Education Faculty and Staff**

Program Director – Currently Vacant  
Associate Dean, Social Sciences Courtney Clarke  
B. A. University of Virginia  
M. Ed. Cleveland State University  
Ed. D. National. American University

### **Eastern Campus**

Assistant Professor Elizabeth Watters  
B.S. The Ohio State University  
M.S. The Ohio State University

### **Metro Campus**

Program Coordinator Sharon Calhoun  
Assistant Professor B.A. Notre Dame College  
M.S. Pacific Oaks College

Assistant Professor Annette McDowell  
B.S. Cheyney University of Pennsylvania  
M.Ed. Cleveland State University

### **Western Campus**

Assistant Professor Karen Goulandris  
A.A.S. Cuyahoga Community College B.S.  
Cleveland State University  
M. Ed. Cleveland State University

### **The Early Childhood Education Program**

The Early Childhood Education Program has been offering coursework since 1963. Many graduates have moved into leadership positions in Cuyahoga County. Early Childhood Full-time and Part-time faculty are active in professional organizations: CAEYC, OAEYC, NAEYC (The Cleveland, Ohio and National Associations of Early Childhood Education), the Ohio Coalition of

Pre-Kindergarten Associate Licensure Programs, ACCESS (The Association of Two Year and Four Year Early Childhood Education Programs). Through these professional networks Early Childhood Education Faculty stay abreast of current research and directions in the field.

### **Part-time Faculty**

The Early Childhood Department employs professionals with Masters degrees in Child Development or Early Childhood Education, who work in the Greater Cleveland Community and bring expertise from current practice in licensing, special needs education, infant/toddler programming, the arts, student teacher mentoring and program administration. Their interest in teacher training enables the College to make classes available to students enrolled in early childhood education at each of our Tri-C campuses.

### **Observation Sites and Practicum Placements**

There are many types of early childhood education programs in the Greater Cleveland community serving children from birth through school age years. The College is fortunate in being able to provide a diversity of sites for program observation and to select a core of classrooms that meet program criteria and staff credentialing requirements, to be able to mentor students in practicum placements. All approved sites must have a successful Field Placement Assessment score completed by faculty.

### **Early Childhood Education Advisory Committee**

Many leaders in the Greater Cleveland Early Childhood Community serve on the ECED Program's Advisory Committee. These Committee Members review program offerings, participate in outcomes assessments and new program surveys, inform the college of employment opportunities, and help the College advocate for improvements in child day care salaries and funding, teacher education scholarship resources, and child care legislation.

### **Early Childhood Education Course Work**

The College has provided laboratory facilities at each campus where early childhood education students can explore instructional materials, curriculum guides and diverse media to:

- consolidate classroom learning through interaction with materials and ideas,
- extend knowledge and practice through interaction with peers in small group work,
- practice with art, music, science, language and literacy materials to develop familiarity with media and creativity in expression,
- plan learning experiences incorporating play materials, construction materials, learning games, educational kits, books, periodicals, audio-visual equipment, computer software and assessment materials.
- create teacher-made materials, practice activity and project presentations to acquire skill and confidence in instruction, become familiar with electronic resources: satellite broadcasts, professional web sites.

### **Educators of Today and Tomorrow**

The Educators of Today and Tomorrow is a student club whose purpose is to support the early childhood education student. The club assists students in developing skills through collaboration with one another on projects and ideas that can prepare students for their professional career and welcomes students to explore the various approaches of teaching and learning by providing students with an outlet for participating within the community and with information about current trends and issues in education.

## **COLLEGE RESOURCES**

As noted in the College Student Handbook, the College provides many resources to support the student's goal of degree attainment.

The **Adjunct Services** Offices are open days, evenings and weekends to serve the needs of students and faculty. The office provides a number of services including helping students locate a class, contact an instructor, provide information about special events or activities on campus, and supply student support services information.

The **Book Center** offers textbooks, supplies, study aids, special orders, text buy back and has websites for ordering at each campus: [www.trieast.bkstr.com](http://www.trieast.bkstr.com), [www.trimetro.bkstr.com](http://www.trimetro.bkstr.com), [www.triwest.bkstr.com](http://www.triwest.bkstr.com).

The **Career Center** is committed to providing a variety of FREE services to support and prepare students, alumni and community members for a successful job search through workshops and individual career coaching. We can assist you with identifying co-op/internship or full-time employment through job fairs and on campus recruiting days. We are here to connect you with employers and career-related resources during your education and after degree completion.

The **Community Volunteer Tutoring Program** was developed through the Office of Student Success, and funded by a generous grant from The Kresgee Foundation. This program matches students who are looking for academic support with volunteer tutors during one-to-one appointments. Tutors act as a support to the students outside of the classroom to review and reinforce material presented in class.

The **Counseling Center** located at each campus provides services at no cost to students. A professional staff of counselors will assist students in planning a course of study, in developing educational and career plans, in transferring to other institutions of higher education, and in many matters of personal concern that affect studies. Personal matters are held in strict confidence. The Counseling Center also provides credit courses designed to promote academic success, self-confidence, and self-direction.

## Disability Services for Students –Access Program

The Access Program provides classroom accommodations and support for students with disabilities enrolled at Tri-C. To receive services, students must make an appointment to meet with an Access Student Advisor and present documentation of disability. Some services may require eight weeks or more to arrange. Services are individualized and may include advising, test proctoring, books in alternate format, assistive technology and sign language interpreting. The Access Program is funded by the U.S. Department of Education, the State of Ohio and Tri-C. Visit our Web site at: [www.tric.edu/apply/specialinterest/disabilities](http://www.tric.edu/apply/specialinterest/disabilities), or call for additional information.

### Campus Voice    TTY

East 216-987-2052 216-987-2230

Metro 216-987-4344 216-987-4048

West 216-987-5079 216-987-5117

**First Year Experience** features a series of activities designed to help students succeed. The program is customized to each student's individual needs, and may include the following:

- **New Student Orientation (NSO)** introduces students to Tri-C policies, procedures and resources. Additionally, students receive an individual counseling session, campus tour, and assistance with course selection and registration. Find out more at <http://www.tric.edu/orientation>
- **New Student Convocation (GEN 0010)** is a celebration of the start of students' Tri-C journey and a formal introduction to the campus community. Students learn about campus life and College expectations, and connect with campus resources, faculty and other students in their programs. Note that GEN 0010 and GEN 1803 are co-requisites. Students must register for both courses.
- **Fast Forward** is Tri-C's foundational learning program. Students who qualify for Fast Forward (based on COMPASS scores) may be required to follow this program before proceeding to future classes. Foundational courses are in math and/or English, and they must be started in the first semester at the College.
- **Bridges** are intensive courses designed to help students complete their math or English requirements FASTER and with greater SUCCESS! Bridges may be required based on the student's math and English COMPASS scores.

The campus **Libraries** provide students with access to professional librarians and a variety of resources and information including: an automated library system identifying campus resources, Ohio Link exporting searches to Ohio academic libraries, and 21 day loan and renewal privileges.

The **Technology Learning Center (TLC)** provides students, faculty, staff and community users access to computers with high speed Internet and various software applications. The TLC's are equipped with both Windows and at some sites MAC workstations. There are over 2000 workstations

installed college-wide. Each campus TLC has an open lab with network laser printers and support staff to assist users with technology.

**Testing Center.** English and math assessments are mandatory at Tri-C and determine the courses for which a student may register. Students may use qualifying ACT or SAT scores instead of taking the COMPASS math and English placement tests. Please contact a Tri-C Testing Center for information. All assessment exam scores, including COMPASS, ACT, and SAT, are valid for course placement for two years.

- Students must complete the College admission process before taking the assessment tests.
- Students are required to complete one to two hours of test preparation and turn in completed sample test questions or online preparation certificates before taking the placement tests at a Tri-C Testing Center.
- Students can prepare for the placement tests in one of three ways: by attending an on campus, in-person preparation session (the preferred method of review), by completing the online preparation course, or by completing the self-study preparation materials. Please contact one of the Testing Centers for additional information.

## EARLY CHILDHOOD PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS

ACEI Association for Childhood Education International

Website: [www.acei.org](http://www.acei.org)

AMS American Montessori Society

Email: [ams@amshq.org](mailto:ams@amshq.org)

Website: [www.amshq.org](http://www.amshq.org)

CAEYC Cleveland Association for the Education of Young Children

Email: [caeyc@clevelandaeyc.org](mailto:caeyc@clevelandaeyc.org)

Website: [www.clevelandaeyc.org](http://www.clevelandaeyc.org)

CDF Children's Defense Fund

Email: [cdinfo@childrensdefense.org](mailto:cdinfo@childrensdefense.org)

Website: [www.childrensdefense.org](http://www.childrensdefense.org)

DEC/CEC

The Division for Early Childhood

Council for Exceptional Children

Email: [dec@dec-sped.org](mailto:dec@dec-sped.org)

Website: [www.dec-sped.org](http://www.dec-sped.org)

High Scope Educational Research Foundation

Website: [www.highscope.org](http://www.highscope.org)

NAEYC National Association for the Education of Young Children

Email: [webmaster@naeyc.org](mailto:webmaster@naeyc.org)

Website: [www.naeyc.org](http://www.naeyc.org)

NAFCC National Association for Family Child Care

Email: [nafcc@nafcc.org](mailto:nafcc@nafcc.org)

Website: [www.nafcc.org](http://www.nafcc.org)

National Black Child Development Institute

Email: [moreinfor@nbcidi.org](mailto:moreinfor@nbcidi.org)

Website: [www.mbcidi.org](http://www.mbcidi.org)

National Head Start Association

Website: [www.nhsa.org](http://www.nhsa.org)

NAREA-North American Reggio Emilia Alliance c/o

Inspired Practices in Early Education

Website: [www.reggioalliance.org](http://www.reggioalliance.org)

OAEYC Ohio Association for the Education of Young Children

Email: [webmaster@oaeyc.org](mailto:webmaster@oaeyc.org)

Website: [www.oaeyc.org](http://www.oaeyc.org)

OCCRRA - Ohio Child Care Resource and Referral Agency

Website: <https://occrra.org/>

Zero to Three/National Center for Infants, Toddlers, and Families Email:

[webhelp@zerotothree.org](mailto:webhelp@zerotothree.org)

Website: [www.zerotothree.org](http://www.zerotothree.org)

# **SECTION VII**

## **FORMS**



# Early Childhood EDUCATION ECED



## SERVICE LEARNING RECORD

Name of Student \_\_\_\_\_

Name of Child Care/Agency \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Type of site in which you worked with children under five:

- Full day Child Care Center       Half-day Nursery School/Preschool/ Parent Co-op
- Head Start                               Early Childhood Special Education
- Toddler Classroom

ECED course number these hours were completed for: \_\_\_\_\_

Date(s) of Service \_\_\_\_\_

Total Number of Hours \_\_\_\_\_

### Supervisor – Please comment on the following:

Student came at agreed time      yes   no      \_\_\_\_\_

Student was dressed appropriately      yes   no      \_\_\_\_\_

Student came prepared with materials      yes   no      \_\_\_\_\_

Student spoke appropriately to children      yes   no      \_\_\_\_\_

Responsibilities: Describe what the student did while at your site.

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Ohio Department of Job and Family Services  
**EMPLOYEE MEDICAL STATEMENT**  
**FOR CHILD CARE CENTERS AND TYPE A HOMES**

The completion of this form is required by Ohio Administrative Code rules 5101:2-12-25 and 5101:2-13-25 that govern the licensing of child care centers and type A homes. The physical examination and completion of this form must occur no more than 12 months prior to the first day of employment.

<b>Name of Employee</b>	
<b>Home Address</b>	
<b>First Day of Employment</b>	

My signature below certifies that I examined the above-named person who is found to be:

1. **Physically fit for employment in a facility caring for children**
2. **Immunized against Diphtheria/Tetanus/Pertussis (Tdap).**  
 (All employees must have verification of being immunized against pertussis by January 2, 2017)
3. **Immunized against Measles, Mumps and Rubella (MMR).**  
 (Except that for a person born on or before December 31, 1956, a history of mumps or measles disease may be substituted for the vaccine. A history of rubella disease shall not be substituted for rubella vaccine. Only a laboratory test demonstrating detectable rubella antibodies shall be accepted in lieu of rubella vaccine.)

Name of Health Care Provider *(Please print)	
Street Address:	
City, State, Zip	Phone Number

Signature of Health Care Provider*	Date of Examination
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\* This form may be signed by a licensed physician, a physician's assistant, advance practice nurse or a certified nurse practitioner.

This is a sample form that meets the requirements of Ohio Administrative Code rules 5101:2-12-25 and 5101:2-13-25 that govern the licensing of child care centers and type A homes.