

Program Handbook 2024 - 2025

EARLY CHILDHOOD EDUCATION



Last update: August 2024

The information on this version of the Early Childhood Education Program Handbook is subject to change without notice. This handbook is a program resource and not intended to contain all policies and regulations applicable to students.



Introduction

The purpose of this handbook is to inform and guide students on program specific requirements and expectations.

The Cuyahoga Community College Board of Trustees, Faculty and Administration reserve the right to change, at any time, without notice, graduation requirements, tuition, books, fees, curriculum, course structure and content, and such other matters within its control, including information set forth in this handbook.

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Section I – Welcome Letter

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. 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.

Best wishes,

Tatiana Wells, Program Director Early Childhood Education

Section II – Program Description

- **Mission, Vision and Philosophy**

The College Mission:

Mission

To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs —that promote individual development and improve the overall quality of life in a multicultural community.

Vision

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Values

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

- **Program History**

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 addition to the degree program, the college offers a Classroom Assistant short-term certificate, and a Child Care Administration short-term certificate.

Graduates are employed as childcare directors, preschool teachers, assistant teachers, and home visitors in environments including childcare, public school, community-based, and corporate or agency contained childcare networks. They work with infants, toddlers, preschoolers, and school age children 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 bachelor's and graduate degrees. These graduates are employed as kindergarten and elementary school teachers, childcare center administrators, childcare 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
1. 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>
2. 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 Director, 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.

• **Core Values**

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment.

<http://www.tri-c.edu/policies-and-procedures/documents/3354-1-42-01-college-policy-on-affirmative-action-inclusive-excellence-equal-opportunity-discrimination-and-harassment.pdf>

*If program has its own core values, add below.

- **Description of the Profession**

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 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, and ECED courses with a 2.5 GPA 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

- **Program Admission**

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 program requires a background check in ECED 1010 regardless of career pathway.

Background Check Requirement

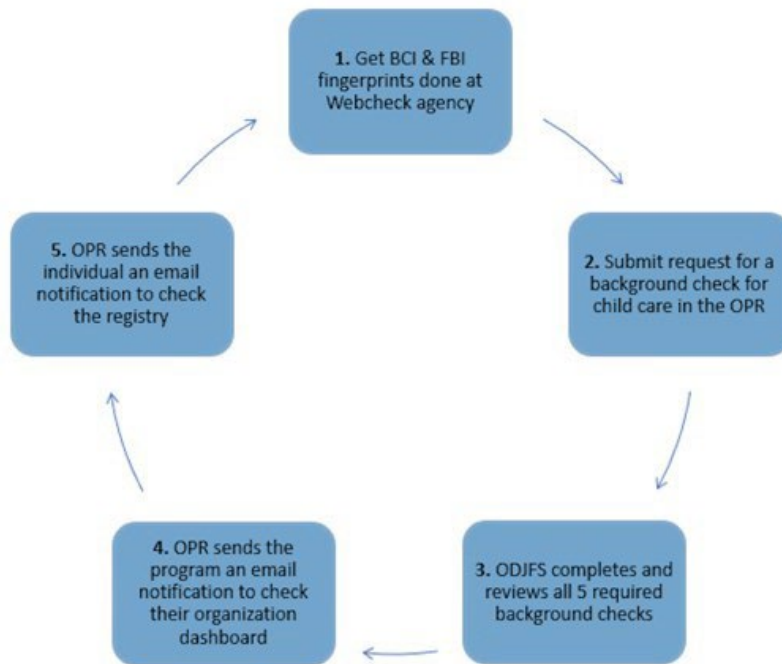
Students will be required to complete and submit a medical statement and request for a background check and submit fingerprints according to the Ohio Bureau of Criminal Investigation (BCI) and Federal Bureau of Investigation (FBI) process prior to taking **ECED 1860 Experience with Young Children in Early Childhood Settings**. Social Security card and picture ID will be required for the Webcheck background process to be completed. Students under 18 years of age must be accompanied by a parent or legal guardian.

Students whose reports have not been submitted as per policy, or who do not meet the Prohibitive Offenses Rehabilitation (listed in ODJFS Appendix A to Rule 5101:2-13-09) will not be permitted to continue enrollment in the Early Childhood Education programs or teacher education courses, as student will be unable to complete required field and observation experiences as part of the program requirements approved by the Ohio Department of Education and Ohio Department of Job and Family Services.

If a student is accepted into a program and has a BCI discrepancy the student will work closely with the program director to determine if their discrepancy will impact their service learning participation. As warranted and upon student request the Early Childhood Education department may refer the student to the college's legal staff for assistance with identification of the disposition options for their discrepancy. If the result of all efforts warrant students to withdraw from the program the compliance office or a designated college representative will direct them to counseling for a discussion on other program options at the institution. Students will be responsible for any costs while enrolled and will continue to incur expenses until the withdrawal process has been completed. Please refer to [Ohio Department of Jobs and Family Services](#) for more information. This [form](#) will tell you everything you need to know about what offenses ODJFS will not approve. This form will also tell you what offenses will be allowed after a certain period of time has lapsed with no further offenses being committed. [View more information.](#)

To preserve faculty neutrality, students will be required to contact the Compliance and Accreditation and Legal departments 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.*

[Instructions for Processing Background Checks for Child Care](#)



Step 1

- Obtain and ENTER all personal information.
- For the BCI Reason Fingerprinted, **CHOOSE 5104.013 “An Employee, Owner, Licensee, Administrator or Person Residing in a Type A or Type B Home, or an In-Home Aide.”** This code is used for ODJFS regulated childcare centers, type A homes, type B homes, in-home aides, registered day camps, approved day camps and ODE PFCC programs.

- For the FBI Reason Fingerprinted, **CHOOSE CCDBGA “Child Care and Development Block Grant Act of 2014 employee, for ODJFS use only.”** This code is used for ODJFS regulated childcare centers, type A homes, type B homes, in-home aides, approved day camps, and ODE PFCC programs. Day Camps that are only registered and not planning on becoming ODJFS approved will use reason code 5104.013.
- In the Direct Copy drop down list, **CHOOSE “SELF”** (copies will be mailed to the home address provided on the form). Registered day camps should also select **“Mail Copy”** in the Direct Copy drop down as registered day camps are required to have a copy of the results onsite.
- Conduct the electronic fingerprinting.

Step 2

- Submit Request for a Background Check for Child Care in the Ohio Professional Registry (OPR) through Ohio Child Care Resource and Referral Association (OCCRRA)
 - **Tutorial Link:** <https://youtu.be/UmqRIQTZFvw>

Step 3

- ODJFS completes and reviews all 5 required background checks
 - BCI
 - FBI
 - National Sex Offender Registry
 - State sex offender registry
 - Child abuse and neglect; Statewide Automated Child Welfare Information System (SACWIS)

Step 4

- OPR sends you an email notification to check the registry

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.

- **Professional Memberships**

- ❖ [Childcare Education Institute](#)
- ❖ [Groundwork Ohio](#)
- ❖ [National Association for the Education of Young Children \(NAEYC\)](#)
- ❖ Ohio Association for the Education of Young Children (OAEYC)
- ❖ [Ohio Child Care Resource and Referral Agency](#)

- **Program Faculty and Staff**

The Early Childhood Education Faculty and Staff

Program Director, Early Childhood Education – Tatiana Wells

Ph.D Walden University
M. Ed University of Phoenix
B. A. Washington & Jefferson College

Associate Dean, Social Sciences - Courtney Clarke

Ed. D. National. American University
M. Ed. Cleveland State University
B. A. University of Virginia

Eastern Campus

Program Coordinator, Assistant Professor – Elizabeth Watters

M.S. The Ohio State University
B.S. The Ohio State University

Metro Campus

Program Coordinator, Assistant Professor – Sharon Calhoun

Ed.D. Fielding Graduate University
M.Ed. Pacific Oaks College
B.S. Ed. Notre Dame College
A.A.S. Early Childhood Education, Cuyahoga Community College

Assistant Professor - Annette McDowell

M.Ed. Cleveland State University
B.S. Cheyney University of Pennsylvania
A.A.S. Early Childhood Education, Cuyahoga Community College

Western Campus

Program Coordinator, Associate Professor – Karen Goulandris

M. Ed., Cleveland State University
B.S. Ed. Early Childhood Education, Cleveland State University
A.A.S. Early Childhood Education-Cuyahoga Community College
A.A. Cuyahoga Community College

Assistant Professor – Andrea Anderson

M.Ed. Early Childhood Education, The Ohio State University
BS Human Ecology: Early Childhood Development, The Ohio State University

Section III – Program Expectations

- **Professional Standards**

*Use if different from the Code of Ethics for the Profession, which is a separate topic.

- **Code of Ethics**

A student enrolled in the **Early Childhood Education Program** is pursuing a career as an early childhood professional and should be aware of and adhere to the professional and ethical code of the field of early childhood and education. In addition to the Student Code of Conduct, students within the Early Childhood Education Program are also expected to follow the applicable code of ethics outlined by the National Association of Education for Young Children (NAEYC) [Ethics Position Statement 2011_09202013update.pdf](https://www.naeyc.org/sites/default/files/2019-09/ethics_position_statement_2011_09202013update.pdf) ([naeyc.org](https://www.naeyc.org)). Any students found to violate professional and ethical standards may be referred to the College's Student Code of Conduct.

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:

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

- **Program Learning Outcomes**

[Early Childhood Education Learning Outcomes](#)

- **Professional Attire Requirements**

*Describe the dress code for field experience and/or while in the program.

- **Student Code of Conduct**

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide such an atmosphere that is conducive to education growth and civility which fosters and protects the mission of the College. College Procedures on Student Conduct: [Student Conduct Code and Student Judicial System](#) , and [Student Judicial System](#).

Additional comments if appropriate.

- **Health and Physical Requirements**

*If your program does not have health and/or physical requirements, delete the paragraph below and state, Not Applicable.

*For health programs or other programs requiring physical requirements this is the recommended language to start this section:

The College establishes (use appropriate terms: health requirements, standards, and/or physical requirements) that meet the expectations of employers, field experience locations and/or clinical sites. For the [insert program name] those requirements include:

For more information on health requirements for health programs, this link provides a guide and resources: [Health Careers and Nursing Immunization and Health Requirements](#).

- **Coronavirus / Covid-19 Statement**

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:

1. Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
2. Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
3. Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
4. Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
5. Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
6. Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College's Student Code of Conduct and the Student Judicial Code.

Section IV – Academic Requirements and Progression

• Degree Requirements

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 and Education courses, ENG 1010/1020 and COMM 1000/1010 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 COMM 1000/1010, if a grade less than a 2.0 (C) was earned. Withdrawals (W) or withdrawal fail (WF) from courses are considered as an attempted course. If student withdraws (W) or withdrawal fail (WF) from the same course more than twice (2x), this would be an attempt at the course without completion twice and student would not be able to retake the course.

PLEASE BE ADVISED THAT IT IS THE POLICY OF THE EARLY CHILDHOOD EDUCATION DEPARTMENT THAT A STUDENT WHO HAS FAILED A COURSE MORE THAN TWICE WILL BE RECOMMENDED TO WITHDRAW FROM THE EARLY CHILDHOOD EDUCATION PROGRAM AND SEEK ACADEMIC COUNSELING FOR ANOTHER PROGRAM. (Please see withdrawal procedures)

DEGREE PROGRAM COURSE DESCRIPTIONS

[Early Childhood Education \(ECED\) < Cuyahoga Community College \(tri-c.edu\)](#)

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

[Suggested Semester Sequence, Early Childhood Education, Associate of Applied Science Degree](#)

[Program Learning Outcomes, Early Childhood Education, A.A.S](#)

CLASSROOM ASSISTANT

Short-Term Certificate

The Classroom Assistant 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.

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:

[Classroom Assistant, Short-Term Certificate < Cuyahoga Community College \(tri-c.edu\)](#)

[Suggested Semester Sequence for The Classroom Assistant Certificate](#)

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, childcare 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:

[Child Care Administration Program Outcomes](#)

[Suggested Semester Sequence for The Childcare Administration Certificate](#)

Program Admission Requirements:

- Contact the Counseling Office to speak with a counselor.
- 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 rehabilitatable offenses form from ODJFS.

Credit for Child Development Associate (CDA) Credential

The CDA credential is the most widely recognized credential in Early Childhood Education (ECE) and is the key steppingstone to career advancement. This nationally transferable certificate is acceptable as professional development training, making it eligible as a preapproved certificate to receive By-Pass Credit (BYP). There is a \$50 fee for each of the waived courses. Students who have a CDA credential in Infant/Toddler or Preschool will be able to receive six (6) college credits toward an associate degree in ECED for the following courses:

- **ECED 1340 – Creative Development in an Integrated Curriculum (\$50)**
- **ECED 1860 – Experiences with Young Children in Early Childhood Settings (\$50)**

Childcare providers are still regrouping from the pandemic. Tri-C's ECED program helps you gain the skills to offer high-quality classroom care and education and take advantage of newly emerging opportunities.

- **Attendance**

Students are expected to adhere to established College, program and course attendance guidelines: [Student Rights and Responsibilities - Attendance](#)

- * Program attendance guidelines
- * Course syllabi attendance guidelines

- **Absence Policy**

*Program to address how to report an absence or time off and explain how programs manage long term absences or stopping out. If your program has special requirements, refer students to section X, item 5.

- **Illness**

*How to report illness that can interfere with the program courses, a field experience or clinical rotation

Students should report an infectious disease, transmissible from person to person or by direct contact with an affected individual or the individual's discharges, or by indirect means. The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rules:

https://odh.ohio.gov/wps/wcm/connect/gov/84ffece4-16f1-4602-9b93-7ce4eeb34680/section-1-reporting.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_M1HGGIK0N0JO00QO9DDDDM3000-84ffece4-16f1-4602-9b93-7ce4eeb34680-mtn9-.6

The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rule. Diseases to report: <http://codes.ohio.gov/oac/3701-3-02v1>.

For a student who is infected with one of these illnesses and, if the illness occurs on campus, please use the Cuyahoga Community College Student Incident Report Form on Appendix II as well as immediately reporting the illness to the Program Director or Manager.

- **Scheduling**

*Use for how to schedule courses and a field or clinical experience OR provide link to sequencing, cohort models, and/or evening/weekend options on program website

Section V – Academic Status

The College procedure on Academic Status explains the college's academic probation and dismissal process, including the GPA requirements for each level of credit hours attempted. Good Academic Standing, Dean's List status, probation and dismissal are explained by opening the underlined links: [College Procedure on Academic Status](#). The Standards of Academic Progress information provides details on how financial aid is impacted based on grade point average and progress toward degree completion:

[Satisfactory Academic Progress](#). Federal regulations require that students make measurable progress towards completion of their course of study in order to continue to remain eligible for federal aid. The College reviews the academic progress of all students and notifies students receiving federal financial aid each semester of their status.

- **Grading**

The link to the [Procedure on Grading](#) explains the grades and awarding of credits, auditing of courses and pass/no pass use. At the program level, there are grading scales and/or rubrics that faculty provide to guide students on course grading. *Programs can add other program details if available.

- **Grade Point Average (GPA)**

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 the 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. Special Topics, Independent Study/Research, and Cooperative Education Courses may be applied to the General Education and Elective Graduation requirements unless otherwise noted.

- **Program Withdrawal, Probation, Dismissal, and Reinstatement**

WITHDRAWAL PROCEDURES

Students may initiate withdrawal from an ECED/EDUC course according to the College process. Students withdrawing from an ECED/EDUC course(s) prior to the official College withdrawal date are responsible to:

1. Withdraw from the ECED/EDUC course(s) in accordance with the Cuyahoga Community College withdrawal policy. Students must withdraw online or submit a completed withdrawal form to the Enrollment Center by the official College withdrawal deadline.

2. Schedule a conference with the ECED faculty of record.
3. Complete the ECED **Withdrawal/Request for Readmission Form** located on the Early Childhood Education site.
4. If the student desires, they may make an appointment with the ECED Program Director to discuss their program options.
5. Students may only retake an ECED/EDUC course two times before being considered by administration for withdrawal from the program
6. Students who fail a course or withdraw due to failing are advised to seek assistance through the Academic Counseling Center. Students are also encouraged to seek assistance through Student Support Services.

ADMINISTRATIVE WITHDRAWAL

A student will be administratively withdrawn from an ECED course if any of the following circumstances exists:

1. A student has two failed attempts at taking an ECED/EDUC course. The student will have to meet with the ECED Program Director and faculty if they seek to readmission into the program.
2. A student is enrolled in an ECED course without first satisfactorily completing all prerequisites.
3. A student is enrolled in an ECED course and is dropped by the College for non-payment of tuition and fees.
4. A student who exceeds the maximum absences for lecture, skills lab, or service learning experience

READMISSION

Students seeking readmission into the Early Childhood Education Program must submit a **Withdrawal/Request for Readmission Form**. Readmission shall be subject to the following requirements and limitations:

1. Readmitted students must meet the program admission requirements effective at the time of readmission.
2. Students must have a minimum of 2.0 cumulative GPA at Cuyahoga Community College
3. Students seeking readmission to the Early Childhood Education program for a third time must submit a letter of petition to the Associate Dean of Social Sciences and Program Director of Early Childhood Education requesting an exception to the readmission policy.
 - a. The letter of petition should include a written explanation for the request to be readmitted,

and all supporting documentation of extenuating circumstances to substantiate the petition.

- b. Documentation submitted after the original letter of petition has been submitted will not be considered.
- c. The Associate Dean of Social Sciences and Program Director of Early Childhood Education will review all submitted documentation and issue a decision regarding readmission. The decision is final.

The [College Procedure on Academic Status](#) explains the college's academic probation and dismissal process including the GPA requirements for each level of credit hours attempted.

- **Due Process**

*Explain how students in violation of a standard or academic requirement will go through due process before removal.

- **Student Change of Contact Information**

In addition to submitting a change of address, phone or personal email through My Tri-C Space, using the "Student Tab" in the "My Info" section, please inform the program director or manager of changes in your contact information. *Insert the preferred method for your program to receive information.

Section VI – Language Proficiency Requirements

The College establishes the language proficiency requirements to enter college level courses in this page: [English Language Proficiency Requirements for Admission](#) and specific scores can be reviewed on the linked information.

Section VII – Student Resources

- **Tutoring**

[Tutoring Services](#) are offered at each campus tutoring center. There is support for a wide variety of subject at each campus. *The program offers (customized study groups? Tutoring?

- **Student Accessibility Services**

[Student Accessibility Services](#) provides support to students with disabilities at all College campuses, site, locations or online course. To receive services, students must schedule an appointment with a student advisor and provide documentation of a disability. The [Student Accessibility Handbook](#) is another source of information for students.

- **Student Safety**

The college is committed to providing a safe and secure environment as outlined in the Safety and Security Policy:

3354:1-50-04 Safety and security policy

<https://www.tri-c.edu/policies-and-procedures/documents/safety-and-security-policy.pdf>

- **Other Resources**

The following links can help you identify additional resources for completing a degree or program:

[CLEP](#) (College Level Examination Program)

[Credit by Exam \(CBE\)](#)

[Credit for Prior Learning](#)

[Standardized Training and Certification Programs \(ACE\)](#)

[Transfer Centers](#) on each campus provide information on transferring to and from Tri-C, Credit for Prior Learning, Articulation Agreements and State Wide Transfer Guarantees.

[Transfer Students](#)

[University Partnerships by School](#) are available for students interested in transferring to a particular institution or program.

*Course Waivers per program or other resources.

Section VIII – Accreditation and Credentialing

• **College and Academic Program Accreditation**

The College's accreditation by the Higher Learning Commission is maintained and updated at this link [Accreditation](#).

Program accreditation information is maintained on the program web page and in the list linked here: [Programs Accreditation Bodies](#).

*Add any additional details needed.

- **Boards, National and/or State Testing**

*(NCLEX, FSBT, etc.)

Section IX – Costs

- **Tuition and Fees**

The [College Tuition and Fee Schedule](#) including program related fees and supplies are part of the program cost. *More details are available under supplies.

- **License, Application, Certification and/or Examination costs**

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

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 Pre-Kindergarten 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://www.oh.nesinc.com/TestView.aspx?f=HTML_FRAG/OH036_TestPage.html

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:

Tatiana Wells
Program Director, Early Childhood Education
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 Webcheck site and use code 5104.013 and bring with you the following items:
 - Social security card
 - Picture ID
 - Use code 5104.013

For a listing of additional ODJFS approved Webcheck locations, visit:
<http://www.ohioattorneygeneral.gov/Business/Services-forBusiness/WebCheck/WebcheckCommunity-Listing>

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

3. 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 Director for Teacher Education or Associate Dean, Social Sciences.
4. Send a letter to the Program Director or Associate Dean 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 background report form 01176/01177 from your OCCRA account.
5. Go to the ODE website to set up your Educator Profile by creating a SAFE account. Use the following link:
[SAFE Log On \(state.oh.us\)](http://state.oh.us)

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.

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

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.

- **Financial Responsibility**

To determine what costs may be covered by financial aid, visit one of the college's financial aid offices located at each campus. Visit <http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/index.html> for more information.

*Health requirements

*Insurance

*Estimated background check costs

- **Supplies**

*List items that students are expected to purchase or use while in the program. Include approximate costs and vendors if available.

Section X – Field and Clinical Experiences

- **Clinical Experience**

*Healthcare Programs

*If your program does not require clinical experience, state Not Applicable.

- **Internships, Practicums, Field Experience, and Cooperative Education**

OBSERVATIONS

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

OBSERVATION LEARNING

All students must fulfill a total of 30 observation 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 observation learning hours into the following courses:

- ECED 1020 Introduction to Infant and Toddler Development, Care and Relationships ECED 1301- Language and Literacy in an Integrated Curriculum
 - ECED 1331-Music and Movement in an Integrated Curriculum
 - ECED 1340-Creative Development in an Integrated Curriculum
 - EDUC 1411-Individuals with Exceptionalities
 - ECED 2200-Play's Place in an Integrated Curriculum
- Observation hours must be recorded on Observation 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 observation learning sites.
- An Observation 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 OBSERVATION 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.

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 childcare sites will be approved).

All sites for ECED 1860, whether student's workplace 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 childcare 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 Webcheck fingerprinting with code 5104.013 and completion of 01175 form through OCCRRRA (Ohio Child Care Resource and Referral Agency).**
3. **High School Diploma, GED Diploma, or proof of high school graduation**
4. **Guidelines for Standards for Practicum Placements.** An applicant must sign the College/ECED Approved *Standards for Practicum Placements and Service Learning* form.
5. **Unofficial transcripts or DegreeWorks report, 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 ECED 1860 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 childcare/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 o site must allow faculty observation
- Site must be a licensed center/school (no family home childcare 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 Webcheck site with completed 1175 through OCCRRRA and 1176/1177 on file**
3. **High School Diploma, GED Diploma, or proof of high school graduation**

Course Requirements

[Early Childhood Education, Associate of Applied Science < Cuyahoga Community College \(tri-c.edu\)](#)

Students must retake any ECED courses, EDUC courses, ENG 1010, ENG 1020 and COMM 1000/1010, 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. After completing

the AAS in Early Childhood Education, students may apply for the Pre-Kindergarten Associate Teaching license through the Ohio Department of Education.

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.

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, EDUC course, ENG 1010 & 1020 and COMM 1000/1010 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.

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 as field trips with young children can also be made with the approval of the mentor teacher.

- **Service Requirements**

Student Teaching Practicum 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 behaving as a courteous guest, conforming in general to the culture and policies of the center modeling professionalism in dress, speech, conduct and personal habits
2. Refraining from gossiping about persons or events, holding information about children and home situations in strict confidence
3. Becoming acquainted with the professional and service personnel in the center,
4. Learning the names of children and staff in the classroom
5. Taking the initiative to seek help from the cooperating teacher
6. 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
7. Being prepared to take over the group at any time, even though the cooperating teacher would not expect it except in an emergency
8. Completing activity/weekly plans for her own use and presenting them to the cooperating teacher for examination, feedback and revision
9. Participating in and assisting with extra activities whenever possible, parent meetings, staff meetings
10. Attending conferences with cooperating teacher when scheduled
11. Continuously reflecting on her own work as a student teacher, striving to improve and change
12. Assuming increasing responsibility during the semester placement
13. 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

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.

Handbook clearly states that students are to:

“Conduct himself/herself in an ethical and professional manner at all times.”

Furthermore, any students who will be involved in observing, working with or participating in teaching in Early Childhood settings must follow the ethical standards developed by NAEYC (National Association for the Education of Young Children).

That means that the faculty in the program have ethical responsibilities to adult learners, to the practicum sites where students experience early childhood settings, and most importantly to children and their families. The responsibility to protect the welfare of children takes precedence over all other responsibilities.

The Dean, Program Director, and faculty members of the ECED Program administration team must inform any student who exhibits a lack of progress in the ECED/EDUC program to seek academic counseling to consider an alternative course of study and career path. This is required under ethical standards. Lack of advancement might involve:

- Failure to successfully complete an ECED or EDUC course with two attempts
- Students request their third withdrawal from an ECED/EDUC course without getting the program director's or dean's clearance.

- The cooperating teacher or program supervisor at the student's placement location reports that the student performed poorly there.

Those ethics clearly state that

P-1.8 We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.

P-1.9 When it becomes apparent that a practicum placement is not supporting a student's professional development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.

P-1.10 When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.

To children and families:

P-5.1 We shall make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. **This principle has precedence over all others in this Supplement.** (NAEYC Code P-1.1)

P-5.3 We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well-being.

P-5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content *or* if he/she does not demonstrate the ability to relate positively and effectively with children and families.

Responsibilities of 1860 students include the following as well as the abovementioned responsibilities:

- Understanding and following the NAEYC Ethical Code of Conduct
- Using positive guidance to support effective group management
- Selecting developmentally appropriate materials
- Following procedures that establish a developmentally appropriate schedule
- Assisting in the use of positive guidance to support effective group management
- Conveying an attitude of willingness to gain new knowledge, skills and dispositions

Responsibilities of Student Teaching include the following as well as the abovementioned responsibilities:

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.

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

1. 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.
2. Uncooperative, hostile, negative or non-constructive attitude toward children, parents, instructors, staff, visitors or fellow students.
3. 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.

WITHDRAWAL PROCEDURES

Students may initiate withdrawal from an ECED/EDUC course according to the College process. Students withdrawing from an ECED/EDUC course(s) prior to the official College withdrawal date are responsible to:

1. Withdraw from the ECED/EDUC course(s) in accordance with the Cuyahoga Community College withdrawal policy. Students must withdraw online or submit a completed withdrawal form to the Enrollment Center by the official College withdrawal deadline.
2. Schedule a conference with the ECED faculty of record.
3. Complete the ECED **Withdrawal/Request for Readmission Form** located on the Early Childhood Education site.
4. If the student desires, they may make an appointment with the ECED Program Director to discuss their program options.
5. Students may only retake an ECED/EDUC course two times before being considered by administration for withdrawal from the program
6. Students who fail a course or withdraw due to failing are advised to seek assistance through the Academic Counseling Center. Students are also encouraged to seek assistance through Student Support Services.

ADMINISTRATIVE WITHDRAWAL

A student will be administratively withdrawn from an ECED course if any of the following circumstances exists:

1. A student has two failed attempts at taking an ECED/EDUC course. The student will have to meet with the ECED Program Director and faculty if they seek to readmission into the program.
2. A student is enrolled in an ECED course without first satisfactorily completing all prerequisites.
3. A student is enrolled in an ECED course and is dropped by the College for non-payment of tuition and fees.
4. A student who exceeds the maximum absences for lecture, skills lab, or service learning experience

READMISSION

Students seeking readmission into the Early Childhood Education Program must submit a **Withdrawal/Request for Readmission Form**. Readmission shall be subject to the following requirements and limitations:

1. Readmitted students must meet the program admission requirements effective at the time of

readmission.

2. Students must have a minimum of 2.0 cumulative GPA at Cuyahoga Community College
3. Students seeking readmission to the Early Childhood Education program for a third time must submit a letter of petition to the Associate Dean of Social Sciences and Program Director of Early Childhood Education requesting an exception to the readmission policy.
 - a. The letter of petition should include a written explanation for the request to be readmitted, and all supporting documentation of extenuating circumstances to substantiate the petition.
 - b. Documentation submitted after the original letter of petition has been submitted will not be considered.

The Associate Dean of Social Sciences and Program Director of Early Childhood Education will review all submitted documentation and issue a decision regarding readmission. The decision is final.

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**

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 Pre-Kindergarten 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://www.oh.nesinc.com/TestView.aspx?f=HTML_FRAG/OH036_TestPage.html

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:

Program Director, Early Childhood Education
Tri-C Western Campus
11000 Pleasant Valley Road Parma, OH 44130
216-987-5504

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 Webcheck site and use code 5104.013 and bring with you the following items:

- Social security card
- Picture ID
- Use code 5104.013

3. For a listing of additional ODJFS approved Webcheck locations, visit:
<http://www.ohioattorneygeneral.gov/Business/Services-forBusiness/WebCheck/WebcheckCommunity-Listing>

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

4. 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 Director for Teacher Education or Associate Dean, Social Sciences.
5. Send a letter to the Program Director or Associate Dean 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 background report form 01176/01177 from your OCCRRR account.
6. Licensure application instructions can be found at <http://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License>

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.

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

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.

- **Performance Expectations**

*Impact of field experience evaluation in grade/program

*If your program does not require performance expectations, state Not Applicable

*If closures impact the field experience or course completion, the program administration will address any adjustments or changes based on student needs.

- **Holidays**

The [College holidays procedure](#) lists recognized holidays. These dates are included as part of the College closed days on the [Academic Calendar](#). In addition to these dates, the College will close for Thanksgiving Recess and Winter Break. No credit courses will be offered on campus during Spring Break.

*Customize for clinical sites and field experience holidays

- **Hours**

*Include required hours for field experiences of any kind or clinical experiences

*If your program does not require field experience or clinical experience, state Not Applicable

* If working outside of the program, and using a field or clinical experience address, and possible conflict of interest with field experience, time conflict, etc.

- **Emergency Closures and Inclement Weather**

When determining a closure the College will utilize the [Emergency Closing Procedure](#).

Add policy for clinical site emergency closing.

APPENDICES

Appendix I – Glossary of College and Program Terminology

*Program terminology can be added.

Academic Behavior: refers to the standards that are expected for students to successfully complete coursework designated for their specific program of study, degree, and/or certificate.

Appeal Panel: refers to an approved body of individuals designated to review and make a determination on a decision that the student found unfavorable.

Closing: refers to the closure of the College or a specific campus or campuses for a designated reason (e.g. weather, natural disaster, utility outage, etc.). [Emergency Closing](#). *See program handbook for closing guidance for students at clinical/experiential learning/practicum sites.

Code: refers to the Student Conduct Code (3354: 1-30-03.5) and Student Judicial System (3354:-1-30-03.6) and identifies prohibited conduct and clarifies when the code applies to student behavior.

Complaint: refers a matter that the complainant believes requires institutional attention. Select the appropriate category here [Student Complaints, Concerns and Compliments](#).

Conduct: refers to student behaviors as it relates to prohibited actions as described in the Student Code of Conduct and related College Policies and Procedures. Student Code of Conduct can be found [Student Conduct Code and Student Judicial System](#)

Contractor/Vendor: refers to any individual or entity that has been contracted/retained to provide a service to the College.

Credit Course: refers to coursework that awards academic credit towards a degree and/or certificate.

Disciplinary Action: refers to corrective remedies imposed as a result of findings and recommendations from a program conduct meeting, level one hearing, and/or program professional conduct committee review.

Dismissal, College: refers to separation of the student from the College for a definite period of time. Conditions for readmission are outlined in the Student Code of Conduct sanction descriptions.

Dismissal, Programmatic: refers to separation of the student from a specific academic program. Conditions for readmission are specific to each program.

Ethics: refers to generally accepted professional standards of behavior as documented in the Codes of Conduct, Professional Ethical Standards, etc. of external professional organizations, licensure boards, etc.

Expulsion: refers to permanent separation of the student from all College locations, events and activities. An expulsion is denoted on a student's permanent transcript.

Faculty: refers to any permanent College employee assigned full-time to instruct credit course(s).

Grade Dispute: refers to a challenge to a recorded grade (final grades only — does not apply to individual assignments or midterm grades), and must be filed by a student to the Academic Affairs Office at the campus to which the course was associated no later than sixty (60) days after the disputed grade is recorded. Link: [Student Complaints, Concerns and Compliments](#).

Grievance: refers specifically to the ADA/Section 504 Grievance Procedure as outlined in the Student Handbook and available here: [Student Complaints, Concerns and Compliments](#).

Guidelines: refers to operating principles specific to a College program or department.

Instructor/Adjunct Faculty: refers to any individual assigned to instruct a credit/non-credit course, workshop, training seminar, summer camp, etc.

Lecturer: refers to a full time instructor with a specific term related contract who has all of the duties and responsibilities of a full time faculty member at the college.

Non-Credit Course: refers to coursework that does not award academic credit towards a degree and/or certificate.

Peer Panel: refers to a body of individuals consisting of faculty in a specific discipline who evaluate a student's specific request regarding a disputed grade.

Policy: refers to documented operating principles for the College as approved by the Board of Trustees.

Policy and Procedure: Policies and procedures act as the operating principles for Cuyahoga Community College. All official College policies must be approved by the College's Board of Trustees and all official procedures must be reviewed and approved by the Office of Legal Services prior to the effective date.

Preceptor: "Internal" / "External"

- Internal preceptor refers to an employee of Cuyahoga Community College who works with students in matters related to experiential learning.
- External preceptor refers to an employee of a clinical or experiential site who is not an employee of Cuyahoga Community College. External preceptors supervise student experiential learning and often provide feedback and assessments of the student to the program.

Probation, College (Academic): refers to a status that follows after a student is not performing at a successful level. The College's Academic Probation policy is found here: [Procedure on Academic Status](#)

Probation, College (Behavioral): refers to a written reprimand for a designated period of time and includes the probability of more severe disciplinary action if the student violates any College rules during the probationary period. College Behavioral Probation is found here [Student Conduct Code and Student Judicial System](#)

Probation, Programmatic: refers to a student being placed on probation as a result of a corrective action panel specific to a program.

Procedure: refers to documented standard practices of how a board-approved policy is carried out.

Professional Conduct Committee: refers to a committee established to review a student's academic performance and/or professional behavior at the programmatic level and may make appropriate recommendations pertinent to any eligible behavioral modification and/or remedial actions.

Professionalism and Professional Conduct: refers to behavioral expectations and guidelines set forth in programmatic, clinical, experiential and professional associations and organizational guidelines. These expectations and guidelines may appear in various forms such as a code of ethics, clinical facility guidebooks, and /or practicum/internship expectations, etc. These expectations and guidelines are in addition to the College's official policies and procedures.

Protocols: refer to step-by-step processes specific to a College program or department.

Readmission: refers to the delineated process for the reinstatement of a student subsequent to a period of separation from the College and/or a College program.

Reinstatement: refers to the process by which a student returns to good standing at the College or in a specific academic program after a period of probation/suspension/dismissal.

Remediation: refers to a program-specific process of improving student performance. Remedial actions are not disciplinary actions.

Responsible Employee: refers to any individual required to take action based on reportable misconduct. All College employees have an obligation to adhere to the reporting requirements prescribed in applicable laws, regulations and College mandates.

Sanction: refers to any corrective action taken as a result of a student behavioral decision.

Staff Member: refers to any employee (part time/full time) of Cuyahoga Community College in a non-instructional role who performs duties as assigned.

Standards: refers to guidelines established by accreditation and approving bodies (e.g. state governing bodies) that a program must adhere to in order to maintain status.

Student: refers to anyone enrolled in a course of study at the College whether in a credit or non-credit course, workshop, training seminar, summer camp, etc. Applicants may also be considered 'students' under certain delineated circumstances

Suspension: refers to a temporary separation from the College or a specific academic program for a defined period of time as results of academic or behavioral issues. Eligibility for readmission may be contingent upon satisfactory or specific condition imposed at the time of suspension.

Withdrawal: refers to the process through which a student withdraws or is removed from coursework.

Appendix II – Student Incident Reporting

<https://www.tri-c.edu/administrative-departments/business-continuity/documents/incident-report-student.pdf>

Appendix III – Handbook Acknowledgement Form

I acknowledge I have received, read, and understand the contents of the student handbook for the [EARLY CHILDHOOD EDUCATION]. By signing this document, I affirm that I understand and agree to adhere to the contents of the program handbook.

In addition to acknowledging and affirming the statements above, by signing this document I also acknowledge and accept that the College and the program reserve the right to revise the above-referenced handbook, documentation, and guidance at any time without notice. I also understand and accept that certain information, including but not limited to student directory information, immunization records, and background check results may be disclosed in the course of my enrollment in accordance with applicable laws, regulations, and College policies and procedures.

Name (please print): _____

Signature: _____

Date: _____

Student # _____

Additional Content to be Included

Use this space, or separate document, to request inclusion of content you believe does not fit into one of the template sections above.