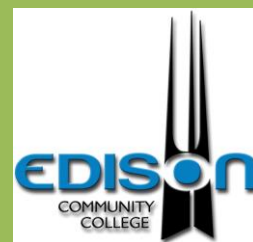


Early Childhood Education



Elisha Hicks, Faculty
Edison Community College
1973 Edison Drive
Piqua, Ohio 45356
937-778-7917



Dear Early Childhood Education Student:

Welcome to the Early Childhood Education Program at Edison Community College. I hope you will be pleased with your decision to work with young children and their families.

It is the mission of this program to prepare you with the knowledge, theory, and practical skills necessary to plan, implement, and evaluate experiences that are nurturing, educational, and appropriate for young children and their families in a variety of settings and in a variety of positions from entry level to director.

The program's mission is also to prepare you with the skills, attitudes, and competencies needed to be immediately employable within the Ohio Department of Job and Family Services, the Ohio Department of Education licensed programs; and to be eligible to obtain applicable certificates, licenses, and credentials within the State of Ohio.

If you are planning on getting a four-year degree upon completion of this two-year program, you should meet with me to make sure you are getting the most appropriate coursework for transfer.

This handbook is meant to give you information about the details of the program and to answer many of your questions. I want you to be clearly aware of the program expectations and the dedication and high quality of performance that is needed and required in the field today.

If you have any questions at any time during your study at Edison, please feel free to contact me. If I do not have an answer, together we will find one.

Sincerely,

Elisha Hicks

Elisha Hicks
Early Childhood Education Program Coordinator

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EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION

The Early Childhood Education program prepares persons to serve young children and their families in a variety of settings. Graduates can work as early childhood teachers, childcare providers, and administrators; as well as being able to transfer a portion of their coursework to four-year institutions.

The program is accredited by the National Association for the Education of Young Children. The standards put forth for this accreditation for early childhood professional preparation provide a common core of professional knowledge and abilities needed by all early childhood educators. The focus is on the physical, social, emotional, intellectual and creative development of children ages birth through eight years and the planning of activities and programs that are developmentally appropriate. Since knowledge, theory, and practice are important, students are required to observe and participate in the field in almost every class.

Students must sign a non-convictions statement, have a criminal background check (both Ohio and Federal) and provide three references during the ECE 115S course in order to participate in the required field observations. Students must have a physical, and hold current certificates in ODJFS approved courses in Child Abuse Recognition and Prevention, First Aid, and Communicable Disease before they are eligible to take the ECE 220R and ECE 220L Practicum course.

As a career degree, the curriculum is based on knowledge and skill development for immediate employments. Over one-half of the courses in the program are approved for university transfer; however, students interested in transferring should see their advisor for information and transfer options.

Graduates of the program are eligible to take the PRAXIS II Early Childhood Exam in order to apply for Pre-kindergarten Associate Teacher Licensure from the Ohio Department of Education.

Possible job titles in Early Childhood Education include: preschool teacher, childcare provider, director/owner childcare center, home-based provider, kindergarten or primary classroom assistant, Nanny.

Program Outcomes: The Student will:

1. demonstrate knowledge and understanding of children's characteristics and needs.
2. demonstrate knowledge and understanding of the multiple influences on development and learning
3. demonstrate use of knowledge of development to create healthy, respectful, supportive, and challenging learning environments.
4. demonstrate knowledge about and understanding of family and community characteristics.
5. demonstrate ability to support and empower families and communities through the development of respectful, reciprocal relationships.
6. demonstrate ability to involve families and communities in their children's development and learning.
7. demonstrate understanding of the goals, benefits, and uses of assessment.
8. demonstrate knowledge about and use of observation, documentation, and other assessment tools.
9. demonstrate understanding and practicing of responsible assessment.
10. demonstrate knowledge about assessment partnerships with families and other
11. demonstrate knowledge, understanding, and use of positive relationships and supportive interactions.
12. demonstrate knowledge, understanding, and use of effective approaches, strategies, and tools for early education.
13. demonstrate knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
14. demonstrate using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
15. identify and involve oneself with the early childhood field.
16. demonstrate knowledge of and ability to uphold ethical standards and other professional guidelines.
17. engage in continuous, collaborative learning to inform practice.
18. integrate knowledgeable, critical, and reflective perspectives on early education.
19. engage in informed advocacy for children and the profession.

SUPPORTIVE SKILLS

1. demonstrate self-assessment and self-advocacy.
2. demonstrate mastering and applying foundational concepts from general education.
3. demonstrate adequate written and verbal skills.
4. make connections between prior knowledge/experience and new learning.
5. identify and use professional resources.

Students must have a criminal background check to participate in the program, a physical, and current certificates in approved ODJFS coursework in child abuse recognition and prevention, first aid, and communicable disease. Students who have a listed felony on their background may not be employed in the field of early childhood.

Additional requirements for graduation for the AAS Early Childhood Education Degree:

Maintain a 2.0 grade point average in all academic coursework, and pass all ECE and EDU courses with at least a grade of "C".

Course of Study for Early Childhood Education Students beginning Fall, 2011

Edison Community College			
Early Childhood Education			
Associate Degree Program			
Course No.	Course Title	Credit Hours	Comments and Date of Course Completion
FIRST SEMESTER			
ECE 115S	Child Development	3	
ECE 128S	Children's Literature	2	
EDU 111S	Introduction to Education	3	
EDU 126S	Educational Technology	3	
ENG 121S	Composition I	3	
PSY 121S	Introduction to Psychology	3	
Semester Total		17	
SECOND SEMESTER			
ECE 124S	Curriculum for Early Childhood Programs	3	
ECE 125S	Observation, Guidance & Group Management	3	
ECE 127S	Creative Activities	4	
ECE 210S	Early Language & Literacy	4	
EDU 213S	Individuals with Exceptionalities	3	
Semester Total		17	
THIRD SEMESTER			
ECE 130S	Nutrition in Early Childhood	1	
ECE 212S	Cognitive Development	4	
ECE 216S	Infant & Toddler Caregiving	3	
COM 121S	Fundamentals of Communication	3	
	Humanities Elective¹	3	
	Mathematics Elective²	3	
Semester Total		17	
FOURTH SEMESTER			
ECE 220L	Practicum Experience	3	
ECE 220R	Practicum Seminar	1	
ECE 221S	Family & Community Relations	3	
EDU 226S	Educational Psychology	3	
	Science Elective³	3-4	
	ECE Technical Elective ⁴	2-3	
Semester Total		15	
Grand Total		66-67	

¹Refer to AAS general education requirements for humanities.

²Refer to AAS general education requirements for math. May also choose MTH 126S.

³Refer to AAS general education requirements for science.

⁴To be chosen from ECE 215S, 230S, 235S, 260S, 299S; ASL 121S, 122S, ART 165S.

NOTE: Any 4-hour ECE class is 3 hours of class time and 1 hour of lab which means the student must spend 2 hours/wk in an early childhood program observing and participating.

MISSION STATEMENT

The mission of the Early Childhood Development program at Edison Community College is to prepare students with the knowledge, theory, and practical experience necessary to plan, implement, and evaluate developmentally appropriate and nurturing experiences for young children and their families in a variety of settings and in a variety of positions from entry level to director.

The program also prepares students (graduates) with the skills, attitudes, and competencies needed to be immediately employable within the Ohio Department of Job and Family Services and Ohio Department of Education licensed programs and to be eligible to obtain applicable certificates, licenses, and credentials within the State of Ohio.

PROGRAM DESCRIPTION

The Early Childhood Education program is designed to prepare persons to serve young children and their families in a variety of settings. Graduates are prepared to work as nurturing childcare providers, early childhood teachers, and administrators of early childhood programs.

The program is developmental as it focuses on the physical, social, emotional, cognitive, and creative development of children from birth through eight years of age and the planning of activities and programs that are developmentally appropriate. Imbedded across the curriculum are the Ohio Early Learning and Development Standards and students are caused to be intentional in their planning around these standards. Knowledge, theory, skill and practice are important to the program; therefore, students are required to observe and participate in almost every class.

Students who successfully complete the early childhood development program receive the Associate of Applied Science Degree in Early Childhood Development and may be recommended for Pre-Kindergarten Associate Licensure through the Ohio Department of Education.

CORE VALUES

The core values are a set of principles which guide the College in creating all educational programs and environments. They are reflected and reinforced, as appropriate, in every aspect of the ECE program.

The Core Values include:

COMMUNICATION

Communication, a skill basic to all college students, involves listening, speaking, and writing for the purpose of understanding and of being understood. A lifetime process, communication also involves the ability to use appropriate and reasonable language and audiences are diverse.

ETHICS

The ethics core value is defined in terms of decision making. A distinction is made between values and ethics. Values are either “good” or “bad.” Ethics either exist or don’t exist. They are decisions and behaviors that are based on values. Thus, the faculty will endeavor to present material across the curriculum in a manner that will cause students to consider the decision-making process in terms of ethics. The *NAEYC Code of Ethical Conduct* is used throughout the ECE program.

CRITICAL THINKING

Critical thinking is the ability to think with dimension. Thinking becomes the ability to apply internalized standards of thought: clarity, relevance, analysis, organization, recognition, evaluation, accuracy, depth, and breadth. Critical thinking requires detachment, the ability to examine critically one’s own ideas and thoughts, as well as examining the ideas and thoughts of others. Possessing the fundamentals of critical thinking enables an individual to reason across a variety of disciplines and domains and to critique one’s own thinking from many perspectives. The development and use of critical thinking is a lifelong activity which enables us to continually improve our thought and the consequent products of our thought in our lives and society.

HUMAN DIVERSITY

Diversity describes the coexistence of many cultures in society. By making the broadest range of human differences acceptable to the largest number of people, multiculturalism, as a function of cultural diversity, seeks to overcome racism, sexism, and other forms of discrimination. Historically marginalized groups within society include, but are not limited to, Native Americans, African Americans, Asian Americans, Hispanic Americans, Appalachian Americans, physically/mentally challenged, women, and people with alternative life-styles. In the ECE program the Anti-Bias Curriculum is used as a resource for gaining knowledge and strategies to help young children and adults approach these important issues.

INQUIRY/RESPECT FOR LEARNING

Inquiry is the information gathering process through which the learner formulates essential questions, locates appropriate resources, and evaluates the applicability of the data for a particular situation. Students at Edison will learn how to apply these learning processes in each field of study.

INTERPERSONAL SKILLS/TEAMWORK

Interpersonal skills promote personal effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization, or with an audience. To be skilled interpersonally, a person must first assess any situation to determine the expectations of others involved, and then adapt to those expectations.

GENERAL EDUCATION

As a student in the Early Childhood Education degree program you are required to take one-half of your coursework to enhance your general education. A general education is the development of a particular mental habit, characterized by open-mindedness, tolerance, critical thinking, perspective, creativity, and a sense of values. It begins the habit of seeking truth and the development of the faculties for that search. General education provides a broad background that serves as a basis for lifelong learning and for personal, professional, and social growth. General education raises questions that require the examination of values. It is concerned with the whole of human existence and the individual's place therein. General education strives to produce individuals who have the ability to see the essential nature of things and events and also to see their complex relationships. Such individuals seek to understand the biological, physical, social, historical, intellectual, spiritual, and creative aspects of life in order to enrich the imagination, deepen the sensibilities, provide a greater understanding of the expressions of the human spirit, and heighten the dignity of life. The educated individual realizes the advantages of a free exchange of ideas, promotes and defends such an exchange, and cultivates the effective use of language required for such an exchange. Otherwise the extent of knowledge and experience is limited and the mind is the principal defense of all freedoms. To further these ends, Edison's general education component introduces students to courses in a variety of traditional disciplines and to the College's core values.

OUTCOMES OF GENERAL EDUCATION

The student will:

- 1) Demonstrate critical thinking skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions;
- 2) Use written and spoken English effectively in a free exchange of ideas;
- 3) Appreciate the process and structure of mathematics and apply math to the analysis of the physical world;
- 4) Develop a mental habit which is open-minded, tolerant, even appreciative of diversity;
- 5) Develop effective interpersonal skills;
- 6) Use information resources and apply basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism.

These outcomes are supportive of the *Supportive Skills Outcomes* of the Early Childhood Education program and NAEYC.

WRITING STANDARDS

Since written communication skills are essential for the effective exchange of ideas, writing standards are set by faculty as appropriate for their disciplines. Faculty criteria may include standards for content, grammar, spelling, format and presentations styles. Students are encouraged to take English Composition courses early in their program of study and to use the Learning Resource Center to build writing skills.

CONTINUOUS QUALITY IMPROVEMENT

The Early Childhood Education program embraces the College's commitment to providing quality education and services to its students and the community. In keeping with this commitment, it has adopted a continuous quality improvement management system. This system involves assessing the quality and performance of all facets of the college, including academic, administrative, and support services. Program quality and student academic achievement are assessed using various approaches. The quality of instruction and the individual student's performance are measured regularly. The Early Childhood Education program undergoes periodic program review to assess its quality. An Advisory Committee composed of experts working in the field and surveys for employers of graduates are used to make certain that programs are up to date and meet the needs of employers. The success of former students transferring to four-year colleges is tracked. The practicum experience, projects, portfolios, and writing samples are reviewed by staff and outside experts to assess ECE student achievement of the college's core values, general education outcomes, and career program outcomes. Curriculum and program changes are implemented based on the results and recommendations provided by these assessment methods.

EARLY CHILDHOOD EDUCATION/NAEYC PROGRAM OUTCOMES

Standard 1. Promoting Child Development and Learning

The ECE student will:

- 1.a. demonstrate knowledge and understanding of children's characteristics and needs.
- 1.b. demonstrate knowledge and understanding of the multiple influences on development and learning
- 1.c. demonstrate use of knowledge of development to create healthy, respectful, supportive, and challenging learning environments.

Standard 2. Building Family and Community Relationships

The ECE student will:

- 2.a. demonstrate knowledge about and understanding of family and community characteristics.
- 2.b. demonstrate ability to support and empower families and communities through the development of respectful, reciprocal relationships.
- 2.c. demonstrate ability to involve families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

The ECE student will:

- 3.a. demonstrate understanding of the goals, benefits, and uses of assessment.
- 3.b. demonstrate knowledge about and use of observation, documentation, and other assessment tools.
- 3.c. demonstrate understanding and practicing of responsible assessment.
- 3.d. demonstrate knowledge about assessment partnerships with families and other professionals.

Standard 4. Teaching and Learning

The ECE student will:

- 4.a. demonstrate knowledge, understanding, and use of positive relationships and supportive interactions.
- 4.b. demonstrate knowledge, understanding, and use of effective approaches, strategies, and tools for early education.
- 4.c. demonstrate knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 4.d. demonstrate using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

Standard 5. Becoming a Professional

The ECE student will:

- 5.a. identify and involve oneself with the early childhood field.
- 5.b. demonstrate knowledge of and ability to uphold ethical standards and other professional guidelines.
- 5.c. engage in continuous, collaborative learning to inform practice.
- 5.d. integrate knowledgeable, critical, and reflective perspectives on early education.
- 5.e. engage in informed advocacy for children and the profession.

SUPPORTIVE SKILLS

The ECE student will:

- SS1. demonstrate self-assessment and self-advocacy.
 - SS1.a. assess own goals, strengths, and needs.
 - SS1.b. demonstrate knowledge of how to advocate for his/her own professional needs.

- SS2. demonstrate mastering and applying foundational concepts from general education.
 - SS2.a. demonstrate understanding of foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
 - SS2.b. apply general education concepts in their work as early childhood professionals.

- SS3. demonstrate adequate written and verbal skills.
 - SS3.a. demonstrate effective skills in written and verbal communication.
 - SS3.b. demonstrate technological literacy.

- SS4. make connections between prior knowledge/experience and new learning.
 - SS4.a. demonstrate respect and ability to draw upon his/her past or current work experience.
 - SS4.b. demonstrate ability to reflect critically upon his/her experiences.

- SS5. identify and use professional resources.
 - SS5.a. demonstrate ability to identify and use credible professional resources from multiple sources.
 - SS5.b. use resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.



EARLY CHILDHOOD EDUCATION DISPOSITIONS

Every profession has a set of attitudes, beliefs and perspectives that distinguish its members as a group. Together they are called professional “dispositions.” The early childhood profession, too, has dispositions that are highly valued among its members.

In the ECE program at Edison we have adopted the dispositions as listed in the *Ohio’s Early Childhood Core Knowledge and Competencies* book. Dispositions are an important part of professional practice but they are different than professional knowledge and competencies. Dispositions describe how a person sees all aspects of the work of the early childhood profession rather than what is known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community than formally taught. Dispositions apply to all members of the early childhood profession and are evident in every aspect of their work. These dispositions will be assessed throughout the early childhood education program.

The model early childhood professional is one who:

	<ul style="list-style-type: none"> delights in and is curious about children and how they grow and learn
	<ul style="list-style-type: none"> appreciates and supports the unique and vital role of parents in their children’s lives
	<ul style="list-style-type: none"> is eager to learn new knowledge and skills that will support young children’s development and learning
	<ul style="list-style-type: none"> models the attitudes and behaviors that she/he values in children
	<ul style="list-style-type: none"> values and celebrates the diversity found among children and their families and in the world around them
	<ul style="list-style-type: none"> is willing to ask for help, to learn from others, and to accept constructive criticism
	<ul style="list-style-type: none"> reflects on the personal beliefs and values that influence her/his own attitudes and practices
	<ul style="list-style-type: none"> accepts responsibility for her/his own actions
	<ul style="list-style-type: none"> shows respect for children, families, and colleagues by maintaining confidentiality
	<ul style="list-style-type: none"> communicates clearly, respectfully and effectively with children and adults
	<ul style="list-style-type: none"> responds to challenges and changes with flexibility, perseverance and cooperation
	<ul style="list-style-type: none"> expresses her/his own emotions in healthy and constructive ways
	<ul style="list-style-type: none"> values and nurtures imagination, creativity and play, both in children and in herself/himself
	<ul style="list-style-type: none"> demonstrates responsible professional and personal habits in working and interacting with others
	<ul style="list-style-type: none"> has a collaborative attitude

We have included this in a grid so you can assess your development of dispositions that are desirable as an early childhood professional. Be honest about yourself.

You will also be evaluated in each of your ECE classes around these dispositions.

Comments:

Date _____



EARLY CHILDHOOD EDUCATION POLICY STATEMENTS

If you require special assistance, please make an appointment with the Coordinator of Special Needs in the Student Services area and/or at Ext. 7837. He/she will work with you and your instructor to ensure that appropriate accommodations are made.

As a student taking a course in the ECE program:

1. You are responsible for all assigned readings. Assignments should be read in preparation for the class date on which they are assigned. Pop quizzes are appropriate in all ECE classes.
2. Attendance and participation in class is extremely important. If you must be absent from class, it is your responsibility to get class notes from another student.
3. All assignments must be your own work or referenced material. Material submitted that is not your own work will receive a "0".
4. You are required to do a new assignment for each assignment given. You may not use the same assignment for two different classes in the same semester or in different semesters. If it is discovered that you have used the same assignment in two different classes, you will be given a "0" for the second assignment.
5. It is understood that many students are also parents and may need to be available to their children at all times. For this reason you may put your cell phone on vibrate and place it on your desk for emergency calls ONLY. If you find it necessary to answer your phone, please leave the room to do so. Social calls should not be accepted during class hours, regardless of the class activity. Text messaging and other forms of communication that are not a part of class will not be tolerated.
5. Article critiques, term papers, portfolio entries, and group reports must be typed, double-spaced, and appropriate margins. The first page of the assignment sheet should include the following information in the upper left-hand corner:
 - Your Name
 - ECD Class Number
 - Name of Assignment
 - Any other information that is pertinent to the specific assignment.Observations may be **neatly** handwritten.
6. **It is very important that you learn to meet deadlines. For this reason, due dates for assignments will be adhered to, and penalties will be assessed on late assignments. The grade will be lowered 10% per week late.**
7. You are encouraged to utilize the Learning Lab as needed for individual progress.

8. All assignments are required in order to receive a final grade.

Important note: Class outlines are a guide. Specific assignments may be given at each class meeting; therefore, attendance is CRITICAL.

ADDITIONAL INFORMATION

"I didn't understand the assignment" is an often-heard comment when talking with students who have done poorly or have turned in incomplete assignments. That statement is no excuse in early childhood classes. If you do not understand the assignment, it is your responsibility to have the instructor clarify...either in class or privately.

COLLEGE-WIDE POLICIES

Edison's college-wide policies can be accessed electronically through the following links. As a student at Edison, you must make yourself familiar with these documents.

Edison homepage: www.edisonohio.edu

Link to Student Handbook: www.edisonohio.edu/handbook

- Policies
- Procedures
- Where to go for assistance
- Computer Use Policy
- Academic Dishonesty Policy
- Children on Campus

Link to the library: www.edisonohio.edu/library

- Hours
- Borrowing policies
- Library catalog
- OhioLINK
- Books, databases, newspapers, other library materials

Link to the Learning Center: www.edisonohio.edu/learningcenter

- A place for study groups to meet
- Individual study
- Computer lab work
- Tutoring assistance
- Individual academic counseling

Link to Career Development: www.edisonohio.edu/career

- Clarify career goals
- Explore educational options
- Acquire job search skills

EARLY CHILDHOOD EDUCATION FINAL GRADE STANDARDS

The grading scale for ECD classes is as follows:

93 – 100%	of total points = A
85 - 92%	of total points = B
75 - 84%	of total points = C
65 - 74%	of total points = D
64% or less	of total points = F

You must receive a “C” or better in all ECE courses and EDU courses.
You must repeat these courses if you receive a grade lower than “C”.

PREKINDERGARTEN ASSOCIATE LICENSE

Pre-Kindergarten Associate License is a State of Ohio designation given to students who have successfully completed a Pre-Kindergarten Associate License Training Program at a state-approved institution and have received the Associate of Applied Science Degree in Early Childhood Education.

Edison Community College will recommend that the Pre-Kindergarten Associate License be awarded to individuals who have:

- Completed all graduation requirements.
- Completed a satisfactory background check and signed a non-conviction statement.
- Passed the PRAXIS II Early Childhood exam.

PROGRAM ORIENTATION

Early Childhood Education Program Orientation will take place during the first class meetings of ECE 115S each semester. Students who are not enrolled in the ECE 115S class may attend this orientation in order to gain information about the program.

ADVISING

The ECE full-time faculty will advise all ECE students. Students may make appointments with the ECE Secretary in Room 440, Ext 7984 or through the Student Services.

RETENTION

Students must achieve a grade of “C” or better in all ECE and EDU courses. If a student receives less than “C” in an ECE or EDU course, he/she must meet with the ECE Coordinator to develop a plan of action:

- determine if the course may be repeated
- lighten the course load
- determine appropriate course counseling

STUDENT RECORDS

Student records for admission are kept in the Enrollment Services Office. Student records for clinical and field experiences are kept in the full-time faculty office until all program requirements are completed and recommendation for Pre-Kindergarten certification has been made. Upon the recommendation for Pre-Kindergarten certification, the files will be held for five years by the Early Childhood Education Department.

STUDENT RIGHTS

All criteria, policies, and procedures of the Early Childhood Education/Pre-Kindergarten Associate Licensure program will be in keeping with the policies and procedures of Edison Community College as outlined in the Edison Community College Student Handbook of the current academic year.

All students have the right to privacy, the right to contest a grade, the right to file a grievance, the right to a hearing, and the right to review their official records and files.

The following steps are recommended:

- First, the student should see his/her instructor to try to resolve the issue.
- If not resolved, the student should meet with the Dean for Health & Public Service. The student may also make an appointment through the secretary by calling (937) 778-8600 Ext. 7824.
- If no solution, the student may make an appointment with the Vice President for Academic and Student Affairs, Room 409 or by calling (937) 778-8600 Ext 7885.

If the student wishes to inspect and review his/her official record, he/she should submit a request in writing to the Associate Dean of Enrollment Services, Room 020 or (937) 778-8600 Ext. 7849.

FIELD BASED, CLINICAL-BASED EXPERIENCES

Pre-Kindergarten Associate Licensure Standards and the outcomes for NAEYC Program Accreditation relative to field-based and clinical-based experiences have been applied to specific course requirements and activities within the Pre-Kindergarten associate training program in the following manner:

3301-21-01 (F) “Clinical Experiences.”

Planned activities in which Teacher Education students apply the principles of the specific field of certification to individual cases or problems. These experiences may occur in a college or university classroom or laboratory or in a field setting. (Department of Education definition)

The experiences listed as “clinical” utilize the principles of quality environments, developmental stages, developmentally appropriate activities, developmentally appropriate positive communication strategies, and effective teaching strategies appropriate for specific areas of the curriculum as the central applications within the clinical experiences.

3301-21-01 (L) “Field Experiences.”

The experiences, which are designed to assist Teacher Education students in making decisions about education as a career, in development of skills in the chosen field of certification and/or licensure, in managing the principles of the specific field of certification. (Department of Education definition)

The experiences listed as “field” provide direct faculty evaluation of communication skills and small group teaching skills and classroom responsibility from initial to total teacher managed routines, activities and child-initiated, teacher initiated experiences.

FIELD EXPERIENCE HOURS

ECE 127S	Creative Activities 2 hours per week/15 weeks	30.0 hours
ECE 210S	Emerging Language and Literacy 2 hours per week/15 weeks	30.0 hours
ECE 212S	Cognitive Development 2 hours per week/15 weeks	30.0 hours
ECE 220L	Practicum 21 hours per week/15 weeks	315.0 hours
ECE 221	Family and Community Relations Service Learning Projects	21.0 hours

CLINICAL HOURS

ECE 115S	Introduction to Early Childhood Development Observation of Developmental Characteristics Written report based on observation Observation of Learning Environments Written report based on observation	4.0 hours 4.0 hour 4.0 hours 4.0 hour
ECE 124S	Curriculum for Early Childhood Programs Use of Harms Environmental Rating Scale	4.0 hours
ECE 125S	Observation, Guidance and Group Management Observation Anecdotes of Specific Child Plan of action based on anecdotes	12.0 hours 2.0 hours
ECE 130S	Nutrition, Health and Safety Cooking Activity	1.0 hour
ECE 127S	Creative Activities Learning Experiences Planning	15.0 hours
ECE 210S	Emerging Language and Literacy Learning Experiences Planning Written report based on observation	15.0 hours

ECE 212S	Cognitive Development	
	Learning Experiences Planning	15.0 hours
	Create Learning Center for Math	2.0 hours
	Create Learning Center for Science	2.0 hours
	Create Prop Box for Social Studies	2.0 hours
	Picture file (50 pictures for math, science, and/or social studies)	10.0 hours
ECE 215S	Administration of Early Childhood Programs	
	Job shadowing an administer of a program for young Children	2.0 hours
	Written report of job shadowing experience	1.0 hour
ECE 216S	Infant and Toddler Caregiving and Supervision	
	Observation of Infant and/or Toddler Programs	
	Written Report of Observations	
ECE 220L	Practicum	
	Bare Book Project	15.0 hours
ECE 221S	Family and Community Relations	
	Parent/Child Activity	3.0 hours
	Written report	1.0 hour
	Community Service Project	21.0 hours

KEY ASSESSMENTS

There are five key assessments that span across the ECE program and are used to assess student progress and program outcomes. These assessments are based upon the ECE Program/NAEYC Outcomes.

ECE 111S	Professional Portfolio
ECE 125S	Observation/Assessment Portfolio
ECE 221S	Parent/Child Home Visits
ECE 220R	Teaching and Learning Experiences Documentation Project
ECE 220L	Practicum Experience (Outside Evaluator)

Each of these assessments is evaluated with the use of a rubric.

PRACTICUM ASSIGNMENT PROCEDURES

The Practicum is a 315-hour directed practice that serves as a student teaching experience for the Pre-Kindergarten Associate License Program and completion of a graduation requirement for the ECE Associate Degree Program.

Practicum assignments are arranged through the ECE Program Coordinator. Prior to registering for the practicum experience, the student will complete the appropriate readiness form and arrange a conference with the ECE Program Coordinator.

The Coordinator and the student will determine a site based upon an evaluation of the student readiness, past field experience sites, and the appropriateness of the desired site. The Coordinator reserves the right to make the final determination of the appropriate practicum site.

The Coordinator will contact the site representative to verify the placement, and then notify the placement approval to the student.

The student will then be responsible to contact the site representative for an interview and the scheduling of hours. The site representative has the right to turn down a student applicant after the interview. The site representative will contact the ECE Coordinator of the decision to turn down the student applicant, and the ECE Coordinator will notify the student and begin the process again.

APPROVED PRACTICUM SITES

The Practicum sites are centers and classrooms that have been reviewed by ECE faculty and found to be appropriate sites. The site administration must be willing to participate in the program and sign a contract stating they will meet program expectations. The supervising teacher must have completed three years of satisfactory teaching experience in prekindergarten programs. The teacher must be willing to model appropriate practices for the ECE student and to guide the student while allowing him/her to take over the responsibilities of the classroom or center group. The supervising teacher must have imbedded the Ohio Early Learning and Development Standards throughout his/her classroom curricula.

Approved practicum sites are also sites that encourage diversity in the groups of children they serve. Diversity in culture, race, gender, religion, and abilities is preferred so the Edison student gains experience in working with heterogeneous groups and children with special needs.

The ECE Program Coordinator holds a notebook of approved practicum sites.

Early Childhood Education Outcomes

NAEYC Standards	ECE 115S	ECE 124s	ECE125S	ECE 127S	ECE 128S	ECE 130S	ECE 210S	ECE 212S	EDU 213S	ECE 216S	ECE 220S	ECE 221S
1. Promoting Child Development and Learning												
1a. demonstrate knowledge and understanding of children’s characteristics and needs.	x		x	x	x	x				x	x	
1b. demonstrate knowledge and understanding of the multiple influences on development and learning.	x	x	x				x					
1c. demonstrate use of development to create healthy, respectful, and challenging environments.	x	x	x				x			x		
2. Building Family and Community Relations												
2a. Demonstrate knowledge about and understanding family characteristics.			x		x							x
2b. Demonstrate ability to support and empower families and communities through respectful, reciprocal relationships.		x	x				x	x				x
2c. demonstrate ability to involve families and communities in their children’s development and learning.			x				x			x		x
3. Observing, Documenting and Assessing to Support Young Children and Families												
3a. demonstrate understanding of the goals, benefits, and uses of assessment.	x		x				x					
3b. demonstrate knowledge about and use of observation, documentation, and other assessment tools.	x		x				x					
3c. demonstrate understanding and practicing of responsible assessment.			x				x		x			x
3d. demonstrate knowledge about assessment partnerships with families and other professionals.			x				x		x			x
4. Teaching and Learning												
4a. demonstrate knowledge, understanding, and use of positive relationships and supportive	x			x	x					x		

interactions.													
4b. demonstrate knowledge, understanding, and use of effective approaches, strategies, and tools for early education.		X		X			X			X			
4c. demonstrate knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content or academic disciplines.							X	X			X		
4d. demonstrate using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.		X	X	X									
5. Becoming a Professional													
5a. identify and involve oneself with the early childhood field.	X			X							X		
5b. demonstrate knowledge of and ability to uphold ethical standards and other professional guidelines.	X	X		X					X		X		
5c. engage in continuous, collaborative learning to inform practice.				X				X			X		
5d. integrate knowledgeable, critical and reflective perspectives on early education.	X	X		X							X		
5e. engage in informed advocacy for children and the profession.									X		X	X	
Supportive Skills													
SS1. Demonstrate Self-assessment and Self-advocacy.	X			X				X			X		
SS1a. assess own goals, strengths, and needs.				X									
SS1b. demonstrate knowledge of how to advocate for his/her own professional needs.													
SS2. Demonstrate Mastering and Applying Foundational Concepts from General Education	X			X				X	X				
SS2a. demonstrate understanding of foundational concepts from areas such as science, mathematics, literature, and behavioral and social sciences.													
SS2b. apply general education concepts in their work as early childhood professionals.				X									
SS3. Demonstrate Adequate Written	X	X	X	X	X	X	X	X	X	X	X	X	X

and Verbal Skills													
SS3a. demonstrate effective skills in written and verbal communication.				x									
SS3b. Demonstrate technological literacy.				x									
SS4. Make Connections Between Prior Knowledge/Experience and New Learning				x			x			x	x		
SS4a. demonstrate respect and ability to draw upon his/her past or current work experience.													
SS4b. demonstrate ability to reflect critically upon his/her experiences.				x									
SS5. Identify and Use Professional Resources	x	x		x	x		x		x		x		
SS5a. demonstrate ability to identify and use credible professional resources from multiple sources.				x									
SS5b. use resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.													

RESOURCES
PERIODICALS AND JOURNALS AVAILABLE IN
EDISON COMMUNITY COLLEGE LIBRARY

Through the OhioLINK databases 1)Education Research Complete, you have access to over 1200 full text journals and 2) ERIC (Education Resource Information Center), you have access to more than 323,000 full text documents.

You will find Early Childhood Exchange, Childhood Education and Young Children on OhioLINK.

EARLY CHILDHOOD RESOURCE CENTER

The Early Childhood Resource Center is part of the Edison Library, and it is located inside the library. It is a collection of resources for the following purposes:

1. To encourage improvement in early childhood professionals' and students' abilities to create better environments for young children by providing resources (books, videos, and materials) to be used independently as well as in informal training sessions and more formal education classes.
2. To affect the daily lives of young children directly by:
 - Providing equipment (laminator and Ellison Letter Machine, copy machine, paper cutter, tool boxes) and space to use to create inexpensive materials to be used by/with young children and their families; and
 - Offering materials and props (multi-cultural toys, prop boxes) to be checked out by the early childhood professionals, students, and parents and to be used directly with/by young children.
3. To provide training sessions in the accessibility and use of the Resource Center and the use of the materials.

It is open to all students at Edison and all community members who hold an Edison Library card.

Students may get a library card, which is required to use the resource center, by going to the library front desk and presenting a student ID.

The types of resources available and the guidelines for their use are:

Tool Boxes

- located in the EC Resource Center
- materials must be used in the library
- instructors may check out to take to classroom

Children's Books

- located in the EC Resource Center
- call number will start with ECR

- valid Edison Community College Library card is required to check books out
- books will circulate for a period of seven days

Adult Books

- located in the EC Resource Center
- books will have orange dots on the spine
- valid Edison Community College Library card to check books out
- books will circulate for a period of three weeks

Boxes, Bags, Toys, etc.

- located in the EC Resource Center
- call number will start with ECR
- valid Edison Community College Library card is required to check items out
- items will circulate for a period of seven days

Ellison Machine See Appendix ---for list of available dies

- located in the EC Resource Center
- must be used in the EC Resource Center
- user must provide own paper
- if laminated cut outs are needed, please have the paper laminated before cutting
- instructors may arrange to bring class to EC Resource Center

Binding Machine

- located in the EC Resource Center
- must be used in the EC Resource Center
- user must provide binding elements (available in limited sizes and quantities at the library)
- instructors may arrange to bring class to EC Resource Center

Lamination

- \$10.00 lamination card may be purchased at the library's front desk
- cost of lamination is 50 cents per foot
- materials to be laminated may be dropped off and picked up after one business hour

The resource center has been made possible through a collaborative community effort.