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.

Program Director-Teacher Education

Section II – Program Description

1. 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.

2. Program History

The Early Childhood Education Program
The Early Childhood Education Program has been offering coursework since 1963. Many graduates have moved into leadership positions in Cuyahoga County. Early Childhood Full-time and Part-time faculty are active in professional organizations: CAEYC, OAEYC, NAEYC (The Cleveland, Ohio and National Associations of Early Childhood Education), the Ohio Coalition of Pre-Kindergarten Associate Licensure Programs, ACCESS (The Association of Two Year and Four-Year Early Childhood Education Programs). Through these professional networks Early Childhood Education Faculty stay abreast of current research and directions in the field.

3. 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.

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.

4. Description of the Profession

Tri-C Teacher Education: Cleveland Ohio

5. 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

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

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

1. The student must provide court documentation which includes the specific Revised Code violation within five days of the first class meeting to the Associate Dean or Program Director. This may include documentation from the charging court and/or the results of a BCI background check.

2. The BCI background check will be required whenever a student indicates that they do not have in their immediate possession court documentation. The student must provide verification that the BCI background check has been taken within five days of the first class meeting.

3. Students who indicate that they have had their record expunged or sealed will also be required to submit a current BCI report (or documentation that it has been completed) within five days of the first class meeting. If a current report is not available, the student must provide verification that the BCI background check has been completed within five days of the first class meeting. The report, when received, will be used to confirm that the student has a clear background and/or record prior to their reporting to assignments in the educational setting as required by ECED or EDUC courses.

4. If a student has been convicted of one of the prohibited offenses listed on the Ohio Department of Job and Family Services Prohibitive Offenses Form, it will be determined if they meet the rehabilitation requirements. The **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 3301-20-01) will be applied for EDUC courses. Information will be reviewed by the Program Manager and the Associate Dean, Liberal Arts. Whenever necessary, the College's legal counsel will be consulted.**

5. An updated Rehabilitation Criteria form will be completed by the Associate Dean or Program Director for students convicted of prohibited offenses who meet the rehabilitation standards as required by ODJFS. If the student is enrolled in an EDUC course, the **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 330120-01)** will be followed.

6. If it is determined that a student does not meet the rehabilitation standards, the student will be contacted by the Associate Dean or Program Director to schedule a meeting. The Program Director and Associate Dean, Social Sciences will provide recommendations which may include information on withdrawing from the ECED or EDUC courses and unable to complete the AAS or Short-Term Certificate Program the student enrolled.

7. If a student has been convicted of one of the prohibited offenses listed on the Ohio Department of Job and Family Services form listed above, the information will be reviewed by the Program Director and the Associate Dean. If the student is enrolled in an EDUC course, the **Standards for Licensure and Employment of Individuals with Criminal Convictions (Ohio Administrative Code Rule 3301-20-01)** will be followed. Whenever necessary, the College's legal counsel will be consulted.

8. **REMINDER: All BCI and FBI background check information must be submitted to the Program Director or Associate Dean. Students whose reports have not been submitted as per policy will not be permitted to continue enrollment in the early childhood education programs or teacher education courses.**

9. BCI and FBI records are treated confidentially, and reports are sent only to the student at the written request of the student. To receive a copy of these reports, students must send email request to the Program Director. The request must include the student's full name.

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

Early Childhood Education Enrollment Steps: Cleveland Ohio (tri-c.edu).

GRADUATION REQUIREMENTS

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

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

The completion of a minimum of 12 credits of advanced coursework (exclusive of physical education and 1800 level special topics and independent study/research courses) of the 60 semester credits.

Advanced coursework is defined as follows: 2000 level courses, MATH-1400 level and above, BIO1500 level and above, CHEM-1300 level and above, and PHYS-1200 level and above.

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

PETITION FOR GRADUATION

Upon completion of a minimum of 60 credit hours in General Education and Early Childhood Education Requirements for the Associate of Applied Science degree, with an overall grade point average of 2.0 or higher and a grade of 2.0 in all Early Childhood Education courses, Education courses, ENG 1010, and COMM 1000/1010, a student is eligible to graduate.

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

ARTICULATION AND TRANSFER

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

6. Professional Memberships

ACEI Association for Childhood Education International Website: www.acei.org

AMS American Montessori Society
Website: www.amshq.org

CDF Children's Defense Fund
Website: www.childrensdefense.org

DEC/CEC
The Division for Early Childhood /Council for Exceptional Children
Website: www.dec-sped.org

High Scope Educational Research Foundation Website: www.highscope.org

NAEYC National Association for the Education of Young Children
Website: www.naeyc.org

NAFCC National Association for Family Child Care
Website: www.nafcc.org
National Black Child Development Institute
Website: www.nbcdi.org

National Head Start Association Website: www.nhsa.org

NAREA-North American Reggio Emilia Alliance
Website: www.reggioalliance.org

OhioAEYC- Ohio Association for the Education of Young
Website: www.oaeyc.org

OCCRRA - Ohio Child Care Resource and Referral Agency

Website: https://occrra.org/

Zero to Three/National Center for Infants, Toddlers, and Families Email:
Website: www.zerotothree.org

7. Program Faculty and Staff

Program Director, Teacher Education- Tatiana Wells
Ph. D Candidate 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 - Elizabeth Watters
Assistant Professor
M.S. The Ohio State University
B.S. The Ohio State University

Metro Campus
Program Coordinator – Dr. Sharon Calhoun
Assistant Professor
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 - Karen Goulandris
Assistant Professor
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

Section III – Program Expectations

1. Professional Standards

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

2. Code of Ethics

The full Code of Ethical Conduct and Statement of Commitment can be found at: http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf

3. Program Learning Outcomes

This program is designed to prepare students to demonstrate the following program outcomes:
Early Childhood Education, Associate of Applied Science < Cuyahoga Community College (tri-c.edu)
Child Care Administration, Short-Term Certificate < Cuyahoga Community College (tri-c.edu)
Child Development, Short-Term Certificate < Cuyahoga Community College (tri-c.edu)

4. Professional Attire Requirements

Students must abide by the college's dress code. Students should always dress in a business casual attire when attending placements, unless otherwise stated by the placement site administrator.

5. 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.

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

The full Code of Ethical Conduct and Statement of Commitment can be found at:
http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf

EARLY CHILDHOOD EDUCATION EXPECTATIONS

All students are expected to:

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

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

All faculty are expected to:

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

- Stay current in disseminating information regarding appropriate practices and theoretical perspectives that affect early childhood education.

Types of Academic Conduct Which May Warrant Penalties

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

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

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

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

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

CONFIDENTIALITY OF INFORMATION

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

6. Health and Physical Requirements

Not applicable

7. Coronavirus / Covid-19 Statement

Follow the link below to the college's COVID information

https://www.tri-c.edu/administrative-departments/business-continuity/covid-19/index.html

Section IV – Academic Requirements and Progression

1. Degree Requirements

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

Child Care Administration, Short-Term Certificate < Cuyahoga Community College (tri-c.edu)
Child Development, Short-Term Certificate < Cuyahoga Community College (tri-c.edu)

2. Attendance

Students are expected to adhere to established College, program and course attendance guidelines:
Student Rights and Responsibilities - Attendance

3. Absence Policy

Not applicable

4. Illness

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_M1HGGIK0N0JO00Q O9DDDDM3000-84ffece4-16f1-4602-9b93-7ce4eeb34680-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.

5. Scheduling

Not Applicable

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.

1. 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.

2. Grade Point Average (GPA)

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

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

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

3. Program Withdrawal, Probation, Dismissal, and Reinstatement

Please see college handbook for program withdrawal, probation, dismissal, and reinstatement.

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.

4. Due Process

*See college handbook for due process procedures.

5. 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

1. Tutoring

Tutoring Services are offered at each campus tutoring center. There is support for a wide variety of subject at each campus. No special tutoring programs.

2. 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.

3. 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

4. Other Resources
The following links can help you identify additional resources for completing a degree or program:
CLEP (College Level Examination Program)
Challenge Exam
Credit for Prior Learning
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

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

Early Childhood Education Course Work the College has provided laboratory facilities at each campus where early childhood education students can explore instructional materials, curriculum guides and diverse media to:

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

Educators of Today and Tomorrow

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

Section VIII – Accreditation and Credentialing

1. 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.

In 2011, the College's Early Childhood Education program received accreditation from the National Association for the Education of Young Children.
Tri-C's Early Childhood Education Program Makes the Grade (tri-c.edu)

2. Boards, National and/or State Testing

See below

Section IX – Costs

1. Tuition and Fees

The College Tuition and Fee Schedule including program related fees and supplies are part of the program cost.

2. License, Application, Certification and/or Examination costs

State of Ohio Prekindergarten 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:

> GPA overall:
>
> In ECED courses with no individual course grades below 2.0 or C
>
> 3.0 or grades of B in ECED 1860, 2870 and 2990

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

Prekindergarten I (036) and Prekindergarten II (037) and meet the qualifying score of 220 on each subtest. The assessments will cost $105.00. Online registration is available at: http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations

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

3. 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:

> Associate Dean, Social Sciences Tri-C Western Campus
> 11000 Pleasant Valley Road
> Parma, OH 44130
> 216-987-5504

4. 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

5. For a listing of additional ODJFS approved Webcheck locations, visit: http://www.ohioattorneygeneral.gov/Business/ServicesforBusiness/WebCheck/WebcheckCommunity-Listing

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

6. 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.

7. 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 OCCRRA account.

8. 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.

9. 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.

3. 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.

4. Supplies

Not applicable

Section X – Field and Clinical Experiences

1. Clinical Experience

Not applicable

2. Internships, Practicums, Field Experience, and Cooperative Education

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

ECED 1860 EXPERIENCE WITH YOUNG CHILDREN IN EARLY CHILDHOOD SETTINGS

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

All sites for ECED 1860, whether student's work place or other, must meet the following criteria:
- placement is subject to faculty discretion
- site must allow videotaping of the student
- site must allow faculty observation
- site must be licensed center/school (no family home child care sites will be approved)
- hours must be with children between the ages of 2-5 years
- hours cannot be with infants or young toddlers must complete 105 hours

ECED 1860 Practicum Sites
Approved early childhood programs are used as placement sites for students. Work site placement is possible for students who are employed in settings that will support the student's attainment of course competencies.

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

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

1. Medical- An annual physical is required on the required medical form.

2. BCI and FBI Webcheck fingerprinting with code 5104.013 and completion of 01175 form through OCCRRA (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 Cooperating Teacher include:

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

Responsibilities of the College Faculty:

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

STUDENT TEACHING PRACTICUM AND SEMINAR

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

The student teaching practicum is a 240 hour placement assignment for one semester.

Student Teaching builds upon the previous practicum (ECED 1860) and ECED course work. Students are placed with a cooperating teacher who can model practices that are consistent with the philosophy of the ECED program.

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

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

Application Process for Student Teaching

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

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

1. **Medical**- An annual physical is required on the required medical form.

2. **BCI and FBI at approved Webcheck site with completed 1175 through OCCRRA and 1176/1177 on file**

3. **High School Diploma, GED Diploma, or proof of high school graduation**

3. Service Requirements

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

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

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

- ECED 1301-Language and Literacy in an Integrated Curriculum
- ECED 1311-Art and Creative Experiences in an Integrated Curriculum
- ECED 1321-Science and Math Inquiry in an Integrated Curriculum
- ECED 1331-Music and Movement in an Integrated Curriculum
- EDUC 1411-Individuals with Exceptionalities
- ECED 2500 Infant and Toddler Development, Relationships and Programs

➢ Service learning hours must be recorded on Service Learning forms. These forms must be signed by a teacher or supervisor from each site where hours were completed. Please request that the time period be recorded accurately by the supervisor or teacher at the site.

➢ A letter of introduction is available from your ECED course Instructor if you want to take it to your service learning sites.

➢ A Service Learning form must be completed by the student for each site where service learning has been completed. These forms will be collected by the course Instructor and returned to you before the end of each course. **KEEP THESE SERVICE LEARNING HOURS FORMS**. Instructors **will not** keep a copy.

➢ Completed forms are necessary and verified for student teacher eligibility and required when applying for your Pre-K Associate teaching license.

➢ Please be aware that some centers may require that your show evidence of a negative TB skin test and a completed ODJFS form 1175 or 1176 in order to complete your service learning hours.

4. Performance Expectations

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.
10. Be in a state of good physical and emotional health.
11. Possess ability to deal with stresses and demands of academic requirements.
12. Demonstrate the capacity for common sense and calm and reasoned judgment.
13. Be able to move own body around with ease.

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

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

Placement

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

1. Grade Point Average

   College-wide grade point average lower than 2.0.

   Overall grade point average in Early Childhood Education courses shall be no lower than 2.5. No final grade of D in any ECED course, 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 a field trips with young children can also be made with the approval of the mentor teacher.

Withdrawal from Student Teaching

Students receiving instruction at affiliated Early Childhood settings during the practicum experience are under the jurisdiction of the College. The College will <u>immediately</u> withdraw any student from the practicum for reasons of HEALTH (physical and/or emotional), ATTENDANCE, BEHAVIOR or PERFORMANCE. Misconduct that may <u>result in immediate withdrawal</u> 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 devises

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 <u>health</u> (physical and/or emotional), <u>attendance</u>, <u>behavior</u> or <u>performance</u> as outlined above. Students who have been dismissed from one campus' program must reapply at their original campus after a required one-year waiting period.

Responsibilities

Levels of Responsibility of the Student Teacher

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

<u>Observation</u>

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.

<u>Participation</u>

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.

<u>Teaching</u>

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

Meetings with Cooperating Teacher

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

Responsibilities of the Student Teacher

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

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

Responsibilities of the Cooperating Teacher

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

1. Acquiring an understanding of the College program
2. Becoming acquainted with the background of the student teachercreating a friendly atmosphere: conducive to a harmonious working relationship with a student teacher
3. 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
4. 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
5. 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
6. 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
7. Scheduling weekly planning sessions with the student teacher for planning and feedback
8. Meeting with the college faculty and the student teacher to review progress after each on-site observation visit
9. 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

5. 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.

6. Hours

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.

7. Emergency Closures and Inclement Weather

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

APPENDICES

Appendix I – Glossary of College and Program Terminology

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 polices 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 Program]. 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 # _____