



# Early Childhood Education

## STUDENT HANDBOOK

Lorain County Community College  
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Elyria, Ohio 44035  
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LCCC Student Handbook  
Early Childhood Education

Dear Early Childhood Student,

Welcome! We are pleased that you are interested in the field of Early Childhood Education and would like to welcome you to LCCC.

This Student Handbook has been created to provide you with information and requirements you will need as a student in the Early Childhood Education Academic Program. This is not a replacement for the LCCC college catalogue or a substitution to meet with counselors and advisors to plan your education career.

Every five years faculty complete a program review all of the education programs to ensure that students are receiving the most current research to prepare them in the education field. Following are the outcomes for the Early Childhood Education program at LCCC:

Teacher Education students will be able to:

**Knowledge:**

- Discuss issues centered on perspectives and principles underlying the Early Childhood education Program.
- Identify and analyze educational philosophies and psychological perspectives of education.
- Examine best teaching practices in accord with principles of child development.

**Skills:**

- Use classroom observation and research as sources for assessing the outcomes of teaching and learning.
- Plan and implement developmentally appropriate lessons according to the state's Early learning Content Standards.
- Demonstrate professional and ethical behavior in the classroom and in the field.

**Values:**

- Share an appreciation for diversity in home, community, and school environments.
- Accept the multiple responsibilities and commitments involved in facilitating student learning.

Again, welcome to Lorain County Community College and the Early Childhood Education program. We look forward to working with you.

Sincerely,  
Kathleen A. Head  
Associate Professor  
ECE Academic Program Coordinator

## **History and Background**

This program was developed during the 1969-70 academic year and first appeared in the College catalogue in the 1970-71 edition. The program was developed in concert with the staff of the Greater Cleveland Head Start programs and appears to have been designed to meet the needs of their teachers and staff. The program led to the Associate of General Studies degree with major field designation of “Nursery School Assisting.” It is important to note that this was done because the Ohio Board of Regents (OBOR) taxonomy of degrees and majors did not include a preschool designation at the associate degree level. When the General Studies degree designation was deleted at LCCC, the program was moved to the Associate of Arts menu of offerings with the “General Studies-Arts” option. The major was changed to early Childhood Education in the 1980-82 edition of the LCCC catalogue, but the degree conferred was still the Associate in General Studies.

During 1986, the program content and structure were reviewed, but no significant changes were made in the number and configuration of the major courses. However, shortly thereafter, we became aware of the fact that the Ohio Department of Education (ODE) was preparing to approve Pre-K Associate Degree programs on two year campuses and to make graduates of approved programs eligible for the Pre-K license.

The Associative of Arts in Teacher Education (AATE) Degree at Lorain County Community College was developed in November 2003 in order to offer students three distinct pathways for pursuing a career in the field of education. Each pathway is consistent with national and state professional organizations and standards that govern the field of education (e.g., NCATE, INTASC, NAEYC). The degree is designed with the specific intent to increase the number of teacher candidates in the areas of the greatest need in the field, and it includes three program clusters which are: Early Childhood Education, Education Paraprofessional, and Transfer Education. A five year grant from the US Department of Education, Office of Vocation and Adult Education, and League for Innovation in the Community College provided significant incentive for the establishment of these associate programs, and funded the implementation of the College and Career Transition Initiative (CCTI).

The goals of the AATE programs are consistent with the college’s mission to promote educational, economic, cultural, and community development (LCCC Mission Statement), particularly with respect to Priority # 2-Develop the Whole Person”, and Priority # 5-Promote Community Collaboration and Growth (LCCC’s Vision 21 Statement). Common to both of these priorities is the focus on students’ participation in field and clinical experiences in settings such as early childhood centers, P-12 schools, and community agencies/organizations. Hence, the degree is conceptualized to assist local school districts in meeting the critical needs for teachers and teacher aides in the areas of mathematics, science, and special education.

Educational research, focused on both national and state levels, has documented the necessity to have highly qualified teachers in twenty-first century classrooms. In order to develop a cadre of teachers and paraprofessionals who meet the criterion of

being highly qualified, teacher education degree programs in community colleges have responded to the standards that are represented in the No Child Left Behind Act (NCLBA) and the Goals of the Governor's Commission on Teaching Success.

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

**In the fall of 2008 the A.A.S. degree in Early Childhood Education was reinstated. This degree is designed specifically for those students wishing to be employed in a preschool, child care center or home-based. Please make sure you are following the correct curriculum guide to meet your needs.**

#### **Mission Statement**

**Lorain County Community College, an innovative leader in education, economic, community, and cultural development, serves as a regional catalyst for change in a global environment through accessible and affordable academic and career-oriented education, lifelong learning, and community partnerships**

#### **Values Statements**

##### ***EXCELLENCE***

We commit to quality in all endeavors and embrace excellence in all that we do.

##### ***LEARNING***

We believe in creating dynamic environments that enhance the teaching and learning experience.

##### ***INDIVIDUALS***

We strive to inspire individuals to become creative and critical thinkers to assist them in reaching their full potential.

##### ***PARTNERSHIPS***

We encourage collaboration, teamwork and cooperation in promoting partnerships throughout our region.

##### ***INNOVATION***

We embrace a culture of continuous innovation and quality improvement that encourages flexibility and risk taking.

***DIVERSITY***

We value the contribution and worth of all individuals and ideas and believe that diversity is a competitive advantage for succeeding in a global society.

***STEWARDSHIP***

We believe in serving our constituents and community in the most responsible and accountable ways to ensure our public's ongoing trust.

***ENGAGEMENT***

We promote an open environment that provides stakeholders with a voice in the planning and decision-making process.

**Children's Learning Center**

The LCCC Children's Learning Center is a comprehensive environment providing child care and enrichment programs for your children.

The Children's Learning Center is a model early childhood program designed especially for children eighteen months to 12 years old which provides an optimal setting for learning and play. Enrollment is open to children of LCCC and University Partnership students, non-credit students, faculty and staff, as well as members of the community.

The classrooms are arranged in attractive learning centers designed to capture the children's interests, natural curiosity, and eagerness to learn. Each center enhances one or more areas of a child's development. The curriculum, which is aligned with the Ohio Department of Education Early Learning Content Standards, includes lessons to promote academic skills with the primary focus on literacy and math. Activities and materials are multi-leveled and open-ended to provide challenges for each child and to enhance his/her individual development.

The professional teaching staff is well trained and all hold college degrees with specialization in early childhood education. The staff is enhanced with students from the Early Childhood Education program, as well as other degree programs, who participate in the daily activities in the classrooms.

The center is licensed by the Ohio Department of Jobs and Family Services and meets or exceeds all requirements. The Children's Learning Center is open year round with hours tailored to meet the needs of the students. It is conveniently located on the north end of campus. For information or to visit the center call (800) 995-5222 extension 4038 or 4176.

**Quality Children's Education and Child Care Programs**

- **Toddler Program (ages 18 months through two years old)**  
The Children's Learning Center Toddler Program provides quality care and educational opportunities for children 18 months through age two. Emphasis is placed on developing language and social skills. Our highly trained and qualified staff provides a loving and consistent environment to help toddlers.
- **Preschool/School-Age Program (ages three to 12 years old)**  
Educational opportunities and care are provided for children ages three to 12 years old. The emphasis of the preschool care is on developing school readiness skills accomplished through hands-on activities and a developmentally appropriate curriculum.

## **Students with Disabilities in the Classroom**

The Office for Special Needs Services (OSNS) at Lorain County Community College attempts to inform all incoming students of the availability of special services. Eligible students, however, do not always choose to identify themselves; nor do all students with disabilities require special accommodations. Faculty often make adjustments in instructional procedures or in student evaluations with no assistance or intervention from OSNS. The College's responsibility is to ensure that students will not be discriminated against and to make reasonable accommodation for allowing the students to participate in College programs and services from which they can benefit.

### **Services for Students with Disabilities**

The Office for Special Needs Services (OSNS) assists students with documented disabling conditions with reasonable accommodations that will enable the student to participate in the academic life of the College. Students should consult with faculty and with OSNS to make appropriate accommodations and to obtain a VISA. Failure to formally consult with the individual faculty and the OSNS could delay accommodation unnecessarily.

Services offered to students with disabilities through OSNS include: accessibility arrangements, note taking assistance, accommodated testing, readers, adaptive equipment, sign interpreters, referrals, advocacy, advising and word processing instruction. See Catalog section on Admissions for placement assessment information.

Tutoring in all subjects is available to all students at the College through the Individualized Learning Support Center (ILSC). Every student is entitled to two hours of tutoring per week, cost free. If additional hours of tutoring are necessary because of a student's disability, arrangements can be made through OSNS to meet this need.

**CRITERIA FOR ADMISSIONS AND RETENTION  
EARLY CHILDHOOD EDUCATION  
PRE-KINDERGARTEN ASSOCIATE LICENSE PROGRAM**

To be eligible for the Pre-Kindergarten Associate License granted by the Ohio Department of Education, the student must proceed through the ECE Associate of Arts degree program meeting all institutional requirements. Additionally, the criteria listed below must be met.

**Admission**

All ECE students are considered candidates for the Pre-Kindergarten Associate License; however, before any student is permitted to observe or participate in an approved preschool or day care center he/she must have completed the following forms completed and signed.

- ✓ Current Medical record signed and dated. This must be updated every 2 years. Every year for ECED 283 Student Teaching I and ECED 284 Student Teaching II
- ✓ Conviction Statement completed and signed by the ECE coordinator
- ✓ Confidentiality/Liability Statement.
- ✓ Letter of Residency (Can only be signed if you have been a resident of Ohio for the past 5 years)
- ✓ Three Letters of Reference (Must be typed, and signed)
- ✓ Handbook Acknowledgment Form. This form must be submitted to your instructor. A copy of this form is found in this Handbook.
- ✓ BCI check Complete a computerized background check at LCCC security office. A photo ID must be presented.
- ✓ An FBI check- this can be done at the sheriff's office or the Educational Service Center on Lake Rd.

**How to I receive my Pre-Kindergarten Associate License?**

1. Complete all of LCCC course requirements for A.A.S. Degree in Early Childhood Education
2. Have a current Conviction Statement on file.
3. Complete all of required EDCT, ECED, ENGL, HLTH, and COMM courses with at least a "C" in each course and an overall GPA of 2.5 in these courses. *In addition, a grade of "B" or higher is required in ECED 283, 284, Student Teaching and Seminar I & II for ECE.*
4. Once you have the entire above completed, make an appointment with the ECE Program Coordinator to complete the application process.

## **Early Childhood Education Program Student Expectations:**

The following program requirements for the ECE Associate of Arts degree are presented to help the student be successful in the program.

A student choosing to study ECE must make a sincere effort to learn the required material and to prepare him/herself for a career in the field of early childhood education. LCCC is in turn committed to providing the student with a quality program of instruction, supervision, guidance, and counseling. Therefore the following rules and regulations must be met.

### **ATTENDANCE**

For maximum benefits to occur, student must attend classes regularly. Each faculty has a prescribed attendance policy that is located in the course syllabus.

### **FIELD REQUIREMENTS**

**All** of the professional core of classes will require the student to observe/participate in field experiences in approved child care centers. All of these experiences will be done on the student's own time out side of regular class time. The student is, therefore, responsible for scheduling arrival and departure times and articulating to the center's director the requirements for the experience. Punctuality, attendance, appropriate preparation, and professional dress and behavior are obligatory. A variety of observation techniques will be required and each course will have course related question to be answered. **Failure to complete all required observations will result in an automatic "F" for the course.**

## **WRITTEN WORK**

Completion of all written assignments should be done thoughtfully and carefully. The student is expected to be attentive to form as well as content. Extreme care in editing is expected with specific attention given to spelling, punctuation, grammar, and sentence and paragraph construction. Well developed content presented in an accurate form must demonstrate the student's potential for a career in teacher education.

## **CLASS PARTICIPATION**

Students enter the ECE program from a variety of backgrounds and experiences. As a result, students have much to offer one another. In addition, it is essential that the ECE student development the ability to express him/herself orally, foster good listening skills and learn to work cooperatively with peers and colleagues. Active class participation enables the student to achieve the above goals. Faculty have the discretion to detract points for a lack of participation as stated in individual course syllabi.

## **CODE OF CONDUCT**

The LCCC catalog addresses the issues of student rights, appeal procedures, dismissal and re-admission, academic probation and student conduct. These rules, regulations and standards apply to ECE students as they apply to all students enrolled at the College. Please refer to the college catalogue.

## **FIELD SITE OBSERVATION EXPECTATIONS**

Throughout the ECE program, the student participates in field experience activities at the observation/participation level for over 300 hours. During all field experiences, including observation/participation levels, the student will participate in a variety of settings that are culturally, racially, and socio-economically diverse. In addition, the student will be placed in a variety of centers representing public, private, profit and non-profit centers, as well as centers in urban settings and suburban/rural settings. The large increase in the number of students enrolled in the LCCC ECE program has resulted in a great deal of stress to the various centers to accommodate the students. Therefore, strict adherence to the following guidelines is obligatory. ***Failure on the part of the ECE student to represent LCCC in a professional manner***

***may result in the student's removal from the program.***

### **EXPECTATIONS FOR ECED 283/284 STUDENT TEACHING I and II**

Each student in the Early Childhood Education Associate Degree Program must complete two (2) student teachers courses with a combined total of 210 hours at an approved early childhood center. When a student has completed 24-32 credit hours with EDCT 111, ECED 164 and three other ECED courses as part of that total, they are then ready to take ECED 283 (Student Teaching & Seminar I). When a student has completed all other ECED and EDCT courses they are ready to take ECED 284 (Student Teaching & Seminar II). **Registration for both Student Teaching I and II must be done in person and have the ECE Coordinator's signature.**

The student teaching is a supervised field experience at the practice level. In other words, ECE students have, under careful supervision, responsibility for all aspects of teaching and classroom management as well as a wide range of responsibilities for early care and education of children.

**Students are not permitted to complete their student teaching in their classroom at their place of current employment.**

In addition to the ECE Coordinator, the LCCC Student Teaching Supervisor will have responsibility for coordinating the field component of student teaching, evaluating the performance of the ECE student, and working with the cooperating teacher and/or center's director to achieve the goals of the supervised teaching.

## **TEACHER EDUCATION RESOURCE CENTER**

The Teacher Education Resource Center (TERC) is the product of combined efforts by LCCC and Ashland University. Originally, the center existed as a learning lab for Ashland University students only. In 1991, a joint venture was undertaken to increase the resources of the center to support students in both LCCC and AU education programs.

The center offers a variety of services and materials to supplement in-class presentations for both the instructor and student. Available for students are up-to-date equipment and current educational curriculum materials. Students have access to the Ellison Letter Machine dies and a laminator that can be used to enhance projects. The center can also obtain information or other dies from the SERRC center in Oberlin Ohio. A large quantity and diverse collection of curriculum guides, how-to guides, examples of visual aid materials used to create classroom presentations and a selection of age-appropriate development testing tools are available.

The center is used for educational classes but is also available for the student's personal use. Other consumable materials may be purchased at the center. Students enrolled in EDCT 111 Introduction to Early Childhood Education are required to participate in an orientation and complete a specific assignment to be graded. Media Center hours vary by semester. Children are **NOT** permitted in the Media Center.

## State of Ohio, Department of Education

### Definition of "Good Moral Character"

Section 3319.30 of the Ohio Revised Code provides in pertinent part that "no person shall receive any compensation for the performance of duties as a teacher ...who has not obtained a certificate of qualification for the position ...and which certificate shall further certify to the good moral character of the holder thereof ... (emphasis added)

Teacher education and certification standards adopted by the SBOE to become effective July 1, 1987, provide that individuals must be of "good moral character" to be admitted to a teacher preparation program and to be recommended for initial certification.

Section 3319.31 of the Revised Code provides in pertinent part that the SBOE shall revoke the certificate of an individual "if at any time the holder of a certificate is found intemperate, immoral, incompetent, negligent, or guilty of other conduct unbecoming to his position" and whenever any person "pleads guilty to or is convicted of any felony, any violation of section 2907.04 or 2907.06, or division (A) or (C) of section 2907.07 of the Revised Code, any offense of violence, theft offense, of drug use offense that is not a minor misdemeanor, or any substantially comparable ordinance of a municipal corporation..." (or federal law)

"As used in this section, 'theft offense' has the same meaning as in Section 2913.01 of the Revised Code, (and) 'drug abuse offense' has the same meaning as in Section 2925.01 of the Revised Code ..." An offense of violence is defined in Section 2913.01 of the Revised Code.

Since the SBOE shall revoke the certificate of any individual who pleads guilty to or is convicted of the offenses set forth above, it would seem that the absence of pleading guilty to or having been convicted of such an offense which has not been sealed or expunged should be considered to constitute "good moral character" for the purpose of admitting an individual to a teacher preparation program or recommending an individual for certification. Either of these requirements might be met by posing the same type of question as is asked on the application form for a teacher's certificate.

The "sealing of a record" is provided for by Section 2953.31 *et seq* of the Revised Code. Section 2953.33 provides for the restoration of rights and privileges of a person whose record has been sealed. It further provides that "a person may be questioned only with respect to convictions not sealed, unless the question bears a direct and substantial relationship to the position for which the person is being considered."

The "expungement of record after agreed bail forfeiture" is provided for by Section 2953.42 of the Revised Code, which provides that "a person may not be questioned with respect to any record that has been expunged pursuant to Section 2953.42 of the Revised Code.

Any individual denied admission to a teaching preparation program or any individual not recommended for certification based on the issue of "good moral character," should be afforded the right to due process (the right to be heard)

### **Lines of Communication**

"I have a question—to whom do I go? How do I contact her/him?" The Division of Social Sciences and Human Services has an official line of communication which provides students with a procedure to follow. Students must first try to resolve any problems or request information from the instructor(s) with whom they are currently enrolled in class. The official line of communication is as follows:

Instructor



Coordinator of ECE Program



Dean of Social Sciences and Human Service

**EARLY CHILDHOOD EDUCATION PROGRAM**

### **VERIFICATION OF RECEIPT**

This is to verify that I have received the Lorain County

Community College Early Childhood Education Student Handbook. I have read the Handbook and understand that

**I am responsible for knowing all the requirements, procedures and rules pertaining to the Early Childhood Education Program. Failure to follow any or all of the policies and procedures could result in dismissal from the Early Childhood program**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student number

Received by:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date